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LIKE LITT: A PARADIGM SHIFT IN TEACHING WORLD LITERATURE

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ABSTRACT

The study introduces “LIKE LITT, a teaching paradigm in World Literature which is anchored on the Learner-Centered Teaching (CLT) approach (Kaplowitz, 2012) and the principles of Keller’s ARCS Model of Motivational Design (arcsmodel.com.) The paradigm, tested through pre-experimental method, has eight learning events that reinforce development of effective communication skills and enrichment of critical understanding and appreciation of peoples’ experiences. The study involved Mathematics and Biological Science majors taking Bachelor of Secondary Education and enrolled in World Literature at the Catanduanes State University, Virac, Catanduanes, Philippines. Instruments used were pre-test, posttest, and evaluation questionnaires for the student respondents. It was found that the approach introduced in the study was effective in bringing about significant change in the cognitive skills of the student- respondents as well as enhancing their interest in the subject. Thus, teaching and learning literature in the digital age could be enhanced through creative teaching method such as the teaching paradigm in World Literature tested in this study which is supplemented with activities that aim to promote interest, engagement, and cognitive development among the learners.

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INTRODUCTION

The essential role of Literature as a subject to improve pragmatic aptitude, emotional intelligence and cultural awareness is a recognized fact (Khatib, Derakhshan, & Rezaei, 2011). Appropriate selection of instructional approaches and methods therefore is important in achieving success in teaching because how teachers develop their literature lesson and present it to the classroom can greatly affect the students’ learning process (Acero, Javier & Castro, 2007; Ahmad and Aziz, 2009). Ghazali, *et al.* (2009) therefore recommended that a variety of attractive teaching strategies should be used to improve students’ attitudes towards Literature subjects. Among the most difficult problems faced by the education system, teaching effectiveness counts since possibilities exist that are not often implemented even though they could make the teaching and learning process more effective and more beneficial by providing a variety of experiences and alternative strategies for adaptation to students’ characteristics (Bar-Yam, *et al.*, 2002).

The need to re-engineer curricula using more focused and appropriate methods so as to go beyond cognitive mastery of disciplines and apply new pedagogical and didactical approaches is likewise emphasized by Ricafort (2010). She further underscores that 21st century educational institutions stand in dire need of a paradigm shift, calling for a

revolutionary and fresh approach. Moreover, it is stressed by Small (1997) that developing life-long learners who are intrinsically motivated, display intellectual curiosity, find learning enjoyable, and continue seeking knowledge after their formal instruction has ends always been a major goal of education.

In a similar stance, a growing concern whether the textual shift in the environment brought about by the prevalence of visual, electronic and digital texts is addressed by the curricular planners for classrooms which are perceived to become redundant unless significant changes are made to curriculum and assessment practices (Walsh, 2009; 2010). These relentless technological advancements that overwhelm the environment of learners result to a more challenging task for teachers of literature subjects.

On one hand, Kaplowitz (2012) advocates that Learner-Centered Teaching (LCT) can appeal to learners who have different learning styles, and is likewise proven to be more effective, engaging, motivating and fun for the learners because it depends on activities, group work, discussions, collaborative projects, and the like. The formats of these types of educational environments are more fluid and less structured than the teacher-dependent presentation format in a lecture setting.

Learner-centered principle of teaching, which is a dominant framework to use for decision making, problem resolution and

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planning (Dolence, 2003), has a direct bearing with the changes in the education sector that have exerted pressure upon the traditional teaching. It significantly resulted to changes in teaching and learning methods, putting greater emphasis on student centered learning due to technological developments (Shehu, 2012).

Moreover, it was stressed by the Learner-Centered Principles Work Group of the American Psychological Association's Board of Educational Affairs (BEA) in November 1997 that educators concerned with the growing problems of school dropout, low levels of academic achievement, and other indicators of school failure are arguing for more learner-centered models of schooling. Such models attend to the diversity among students, and use this diversity to enrich learning and to produce results within the context of current school reform.

Studies on the development of effective learning systems have likewise resulted to some instructional design theories which include the motivational design theory or the ARCS Theory. It was pointed out that instructional processes are required to be configured with the strategies which increase the attention, relevance, confidence and satisfaction of the students for an instructional design which ensures the continuity of learning motivation. The studies indicate that the systems which are developed on the basis of mentioned strategies raise the attention of the student during instruction, develop a relevance to the students' requirements, create a positive expectation for success and help having a satisfaction by reinforcing success (Sali, 2008).

Significantly, the present state in the teaching-learning situation which is so much influenced by the technologically colonized world has likewise caused some studies which seek ways on how to improve learning by incorporating the importance of technology. Researchers have sought resolve to uncover pieces of evidence that will underpin the notion of improving instructional goals and keeping it abreast with the expansion of information technology. Walsh (2010) confirms through the findings of her research that there is a need to re-examine literacy needs within the present curriculum climate. In the study, it was found out that teachers can combine students' print-based literacy learning with digital communications technology effectively. In a similar stance, the use of simple visual images in Ulbig's (2007) study has found that students' classroom experiences can be increased. Findings suggest that using such simple visual images in the classroom was beneficial to student engagement and student attitudes about the subject of Political Science in general.

In the same way, Han (2010), whose study centers on the advantages of multimedia-aided English reading instruction by comparison to the traditional instruction, stresses that an instruction reform is needed to carry out quality-oriented education which focuses on learners' developing in an all-round way. Schoeman (2011) on one hand investigated if the use of visually symbolic representations in addition to the more traditional written methods of the key elements (theme, setting, characterization) of a short story would support South African ESL learners to grow in their interpretation and appreciation of English literary texts. The research findings revealed that ESL learners with a satisfactory English proficiency can be

supported by using transmediation to engage them in rich interpretations of literary genres.

Likewise, Glifonea, and Mayani (2010) explored in their study the conditions of technology integration within the context of teacher training programs of higher education institutions. It was found out that teachers in higher education institutions have a positive attitude towards technology integration since they recognize its advantages in the learning process. Their study claims that for universities to remain competitive in the Information Age, skills and training, technical support and resource materials that will assist faculty in integrating technology into instruction should be provided.

Accordingly, the syllabus being used in the teaching of World Literature at the Catanduanes State University for school year 2012-2013 was examined and it was observed that the popular methodologies employed are the discussion/lecture, reporting, writing reflections/ essays and reaction paper, and independent study. This is substantiated by the study of Guevara (2011) which reveals that despite the growing popularity and availability of media, the tendency for some educators is to cling to the old and tested method.

The result of the examination of course syllabus in World Literature at the locale of this study, and the readings of relevant resources conducted has prompted the researcher to conceptualize a teaching paradigm that is aimed to address the contemporary profile of learners in the digital age vis a vis the need to motivate them to appreciate the gains of literature. The design of the paradigm, being learner-centered, is necessitated by the goal of making the teaching of the subject accessible to the learners of the digital age.

Using the ARCS Model of Motivational Design, an approach that aims to increase the motivational appeal of instruction, this study considers its potential to provide a useful framework for both the design and improvement of the motivational quality of classroom instruction, hence paying attention to elements found in both the social and academic environments that interest learners.

ARCS Model of Motivational Design intends to stimulate and sustain students' motivation to learn by preparing the students' learning environments. The model consists of four main areas: Attention, which refers to the interest displayed by learners in taking in the concepts/ ideas being taught; Relevance, which must be established by using language and examples that the learners are familiar with; Confidence which focuses on establishing positive expectations for achieving success among learners; and Satisfaction which is kept when instruction is designed to allow learners to use their newly-learned skills as soon as possible in as authentic setting as possible (arcsmodel.com).

Similarly, considering the principle of LCT underpinning the teaching approach under study, LIKE LITT Paradigm was enriched with student activities, group work, discussions, collaborative projects, and the like, which according to Kaplowitz (2012), formats of these types of educational environments is more fluid and less structured than the teacher-dependent presentation format in a lecture setting.

The foregoing concepts therefore could support instruction and make pedagogical paradigm take a gradual shift in order to be

rationalized and relevant in today's educational system. The significance of meeting the needs of students in this digital world to experience learning in ways they are most comfortable with, and of enhancing motivational appeal of the lesson have been elucidated. Hence, having found that no particular study which specifically explored the significance of the principles behind Learner-Centered Approach combined with ARCS Model of Motivational design has been conducted, the proposed teaching paradigm was explored and tested in this study.

MATERIALS AND METHODS

The study employed pre-experimental design, specifically "One Group Pretest-Posttest Study" to determine baseline scores of the participants and later on to find out whether a change in the outcome has taken place after the field testing of the teaching paradigm. The research instruments used were the needs analysis questionnaire on teaching and learning preferences, pre-test, posttest, and the evaluation questionnaires for students and faculty who nated the teaching parading used.

Following the revised Bloom's Taxonomy of Cognitive Domain of Learning area by [David R. Krathwohl \(2002\)](#), the 70-item test included 34 items on Remembering, 15 items for Understanding, ten items for Applying, seven items for Analyzing and four items which are a combination of Evaluating and Creating. The pretest was subjected to reliability test using Kuder-Richardson formula (KR-21). It resulted to a reliability score of .56, wherein based on David A. Frisbie's contention, it was proven to be reliable,

The evaluation forms for the teaching paradigm in World Literature were likewise used to assess its usefulness and effectiveness. The instruments used in the study were subjected to face validation and content validation before they were utilized in the study. Finally, a posttest was employed to determine if the teaching approach was effective in enhancing the cognitive skill of the student respondents.

The researcher conducted the study to a group of second year Bachelor of Secondary Education students majoring in Mathematics and Biology who took World Literature at the Catanduanes State University (CSU), Virac, Catanduanes, Philippines. They were selected purposively from the group of second year students who were enrolled in the subject. To gauge the knowledge gained from participating in the try-out, the validated pretest was first given to the participants.

For the purpose of this study, the "LIKE LITT" paradigm in teaching World Literature was pilot tested during the entire duration of the second semester, school year 2012-2013. There were five (5) short stories three (3) poems, and one (1) lesson each for drama and essay.

The choice of most of the literary pieces was guided by the suggested list of literary pieces contained in the publication of the 1997 Technical Subcommittee on Literature, Technical Panel on Humanities, Social Sciences, and Communication of the Commission on Higher Education. Other selections were chosen from the syllabus being used at the CSU. Since most of the suggested pieces in the above mentioned publication are award-winning pieces, specifically Nobel Prize, most of the selections were written during the 19th and 20th century.

The "LIKE LITT" paradigm was anchored on two important principles. First, it utilizes the Learner-Centered teaching approach. It advocates the need to move from traditional teaching to learner-centered teaching, an active and collaborative learning technique, to create opportunities for the learners to interact with the material to be learned so that they can construct their own meaning ([Kaplowitz, 2012](#)). Another principle used is the Keller's ARCS Model of Motivational Design, pioneered by John Keller, which prepares the students' learning environments to stimulate and sustain their motivation to learn ([arcsmodel.com](#)). Inasmuch as the study backs up the idea that students' learning is optimized through motivating activities and environment that support their independence, the aforesaid principles serve as guide in charting the teaching paradigm.

"LIKE LITT" has eight learning events which is adapted from the Key Components of Teaching Literature (Integrating HOTS with the Teaching of Literature), a teaching approach that outlines the following processes: (1) Pre-Reading Activity; (2) Basic Understanding; (3) Analysis and Interpretation; (4) Bridging Text and Context; (5) Post-Reading Activity; (6) Reflection; and (7) Summative Assessment ([www.education.gov.il/english](#)).

Similarly, LIKE LITT Paradigm embraces all the seven learning events with an addition of an eighth process strategized as follows:

- L** - inking text with technology. It is the use of audio-video motivational strategy to catch learners' attention and thereby make significant connections between the audio-video presentation and the selection to be taken up.
- I** - ntegrating schema with the text. It contains rhetorical and check-up question/s that activate learners' previous knowledge thus preparing them for the lesson proper. Also included are vocabulary words.
- K** - nowing literature's depth. This is the presentation of the selection that leads the readers to the depth of the author's artistry.
- E** - xpanding insights. This portion encourages learners to extract ideas, concepts and judgments from themselves as the entire class interact, discuss and share ideas while comprehending the text.
- L** - istening to one's thoughts. This gives the learners a chance to reflect and express their thoughts as they respond to the text.
- I** - nteracting cooperatively. It concerns with various pair and group activities that the class is engaged with.
- T** - esting one's understanding. It refers to the paper and pencil test that requires learners to recall significant details in the selection discussed.
- T** - hinking beyond. This is the supplemental/ enrichment activity/ies or reading assignment given to the students for further enrichment of their critical thinking.

Furthermore, the paradigm is designed as a staircase which means that as each lesson progresses, the learners are given opportunity to heighten their understanding and appreciation of the subject, thus developing higher order thinking skills. The progression is supported and held close by Learner-Centered Approach while the ARCS Motivation Theory sets the direction.

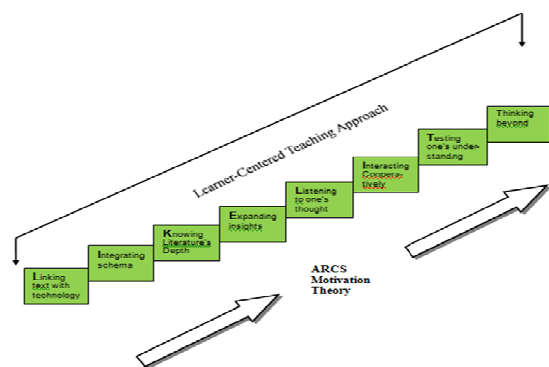


Figure 1 "LIKE LITT" Teaching Paradigm

RESULTS

In the needs analysis, the teaching and learning style preferences of the respondents were probed. It was noted that "introducing technology in teaching literature (power point, movie clips, and audios)" garnered the highest response, which was a weighted mean of 3.67 or "Strongly favorable". Following the rank is the need to integrate the use of multi-media in teaching literature and to include pre-reading/ post reading activities such as songs and videos that catch students' interest which got a qualitative rating of "Favorable" and obtained a weighted mean of 3.47. This is followed by "watching movies related with stories taken up in the classroom for one or two meetings, with a weighted mean of 3.4. Significantly, the items which got the qualitative rating of "unfavorable" are: "writing book report" with a weighted mean of 2.13; reporting, 2.27; and "purely reading by the class and class discussion/ recitation," 2.36.

As regards the students' evaluation of the activities and assignment employed in the approach, it was revealed that respondents believe that the indicators which express positive attributes are generally evident in the teaching approach used such as "Activities (writing, pair/group work, quizzes) encourage critical thinking" which got the highest weighted mean of 3.52. As to the other indicators which express negative attribute, respondents believe that they were "Not Evident" and one of these is "I find the writing activities difficult."

In addition, their view about the subject literature after undergoing the field try-out phase was also found out. When asked whether their view about the subject literature changed after the try-out of the approach, majority or 40 (97.6%) of the respondents agreed that there was indeed a change.

The means of the pretest and posttest given to the respondents revealed a result of 36.51 and 46.88 respectively. A computed z value of 7.39 was obtained which is greater than the tabular value of 1.96 at .05 level of significance. This shows that there is a significant difference between the pretest and posttest.

DISCUSSION

The needs analysis resulted to a high response among the student respondents in the specific indicator "introducing technology in teaching literature (power point, movie clips, and audios)". It can be construed that students support these learning and teaching styles because obviously as underscored in the study of Small (1997), developing life-long learners who are intrinsically motivated, display intellectual curiosity, find

learning enjoyable, and continue seeking knowledge after their formal instruction has ended, has always been a major goal of education. Therefore, Walsh's (2010) contention remains proper as regards the need to re-examine literacy needs within the present curriculum climate and that teachers can combine students' print-based literacy learning with digital communications technology effectively.

As regards the students respondents' view about the activities and assignments which show that all of the positive indicators are "Evident" in the approach, it is suggested that the activities and assignments in the teaching approach should be well suited to the needs, interest and comprehension of the students thus supportive of the assertion of Smith and Kimber (2009) that in writing and creating, the work of the creator is being exercised across several levels. As such, the English teacher in particular is initially challenged to adopt and apply criteria that offer some insight into the student's performance in those varied aspects of a variety of modes in text creation. Likewise, as espoused by Glifonea, and Mayani (2010), for universities to remain competitive in the Information Age, skills and training, technical support and resource materials that will assist faculty in integrating technology into instruction should be provided.

Students' view about the subject literature after undergoing the field try-out phase also affirmed that the respondents appeared to develop more awareness towards the subject presumably because the approach suited them well. They found that appreciating the culture of the world was fascinating. Likewise, they were able to confirm that literature as a subject is interesting and that reading and understanding literary texts was not at all a boring task. Incidentally, Schoema's (2011) study claimed that ESL learners with a satisfactory English proficiency can be supported by using transmediation or the use of visually symbolic representations in addition to the more traditional written methods of the key elements (theme, setting, characterization) of a short story to engage them in rich interpretations of literary genres.

Finally, with the use of the z-test to find out if the pretest and posttest means differ significantly, the results showed that the posttest mean is higher than the pretest mean which indicates that the approach was effective in bringing about significant change in the cognitive skills of the student- respondents.

The respondents' exposure to a variety of activities and assignments employing LIKE LITT Teaching Paradigm in World Literature resulted to an emergent interest on and a favorable attitude towards the subject literature. Also, the use of the teaching approach, employing learner-centered approach, has made noteworthy and positive change in the cognitive skills of the student- respondents. It was concluded that teaching and learning literature in the digital age could be enhanced through creative teaching method such as the novel teaching paradigm in World Literature tested in this study which is supplemented with activities that aims to promote interest, engagement, and cognitive development among the learners.

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