

Exploring on the Teachers' Challenges in Teaching Filipino Panitikan: Paving the Way to Childrens' Love for Literature

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Abstract

Stories and literature play an important and necessary role in understanding the past and in creating the future. This study aimed to determine the challenges of Filipino teachers in teaching Panitikan in the selected and tertiary schools in Zamboanga City. In order to meet the research objectives, the researcher employed the Questionnaire-Checklist. It was found out that teachers used the approaches in varied extents depending on the appropriates called for in the literary texts. Moreso, the teachers' extents of their problems in the teaching Panitikan (Literature) range from somewhat alarming to moderately alarming. In general, it is said that teachers have highly attitudes towards teaching Panitikan. Therefore, teachers should understand that when students are actively engaged, they are more likely to retain the information and develop a love for literature.

Keywords: *teaching literature, Panitikan, children, short stories, teaching approaches in Literature*

Introduction

Teaching in the field of education involves the deliberate sharing of knowledge and experience, typically within a specific subject area, with the goal of promoting the psychological and intellectual development of an individual through the guidance of another person or a learning tool. Teaching can take place at any location and time. It encompasses various activities aimed at assisting someone in the process of learning, not limited to providing instructions. It also involves creating favorable learning environments. Therefore, the distinction between, for example, a lecturer arranging chairs in a circle for a seminar and a multidisciplinary team establishing a new learning center, implementing a learning management system, or redesigning a degree program lies primarily in the scale and complexity of the endeavors.

Generally, teaching in higher education can be categorized into three types. The first is "interactive teaching," where teachers and students collaborate in real-time interactions. This form of teaching is typically preceded by teacher planning and followed by evaluative and reflective practices (Moallem, 1998; Hativa & Goodyear, 2002). The evaluative and reflective aspect involves the teacher providing feedback to students, such as through reviewing, grading, and commenting on their submitted assignments. Additionally, the teacher engages in self-reflection regarding the entire teaching and learning experience, identifying areas for improvement in future instances.

Teaching literature to children is recognized as one of the most challenging subjects in education. Upreti and Kabiraj's (2012) research titled "Teaching Short Stories: Challenges and Issues" investigates the difficulties faced by English teachers at the higher secondary level (XI) in Kathmandu district, based on interviews with 15 selected teachers. The findings revealed that not all students in the class had equal opportunities to learn due to various student-related factors. The teachers also encountered difficulties in teaching short stories, primarily due to the complex sentence structures and vocabulary used. To address these challenges, the study suggests providing training, workshops, and refresher courses specifically focused on teaching short stories.

Similar challenges were identified in the study by Copland, Garton, and Burns (2014), which examined the obstacles faced by English teachers of young learners in different educational contexts globally. Through observations and interviews with 4,459 teachers and case studies from five primary schools in

different countries, various challenges emerged, including teaching speaking, motivating students, adapting instruction to different learning levels, managing large classes, maintaining discipline, teaching writing, and instructing grammar. Some of these challenges have not been extensively discussed in the existing literature on teaching young learners. Additionally, certain challenges are context-specific, such as enhancing teachers' English proficiency.

Furthermore, Hussein (2016) emphasized in his study that comprehending and appreciating literary texts necessitates critical and independent thinking. However, many Arab educational institutions rely heavily on rote memorization as the primary learning method. In the Saudi Arabian context, students are expected to reproduce answers exactly as stated in textbooks or provided by teachers to pass exams, often without fully grasping the content. Consequently, critical and creative thinking are not well-integrated into the curriculum, and traditional teaching approaches, where the teacher holds power and the student is seen as a passive recipient, persist. These pedagogical practices have a detrimental impact on students' ability to critically and creatively analyze literary texts.

Despite the global challenges faced in teaching literature, it remains a significant tool employed by parents and schools in the process of socializing children. Literature serves as a means of introducing children to new concepts, cultural norms, and social practices. It not only reflects current ideologies, morals, and values but often serves as models of what society deems important and hopes to pass on to the next generation.

Adults play a crucial role in socializing children, as cultural beliefs associate childhood with the notion of incomplete individuals who are learning to become "cultured persons." This implies that children are shaped to align themselves with social, cultural, and environmental norms. The process of socialization necessitates that they acquire an understanding of the system, conventions of representation, and codes of language and culture to function as culturally competent individuals. Consequently, analyzing the subjectivities constructed within stories becomes crucial in understanding the beliefs and actions to which children are being indirectly guided.

In this context, the researcher was motivated to explore the challenges faced by teachers in teaching Filipino literature (panitikan) as a means to foster children's love for literature.

Related Literature and Studies

The Essence of Teaching Design

There is a significant amount of research dedicated to the planning of teachers, including university teachers, as mentioned in the works of Eley (2006), McAlpine et al. (2006), and Stark (2002), cited in Peter (N.D). However, it is important to distinguish between planning and design. While design incorporates planning, it encompasses more than just planning and involves unique challenges and approaches. To establish a foundation, it is useful to identify distinct characteristics of design. Typically, design results in the creation of specifications rather than directly producing a final product. It produces various types of inscriptions such as blueprints, plans, and sketches that guide the realization of an envisioned end product. Etymologically, 'design' is related to both 'making marks' (drawing) and 'marking out' (designating; giving significance to) (Krippendorff, 2006). Many design practices, including prominent fields like architecture, are oriented towards the eventual creation of tangible objects, whether simple or complex.

In recent times, there has been an increased adoption of service design, particularly in the design of public services, as highlighted by Boland and Collopy (2004) and Meroni and Sangiorgi (2011). Design for learning represents a hybrid approach that incorporates elements of service, product, and space design. This hybrid nature necessitates a more comprehensive knowledge base for design compared to what is often discussed in relation to university teaching. Design typically involves the rapid generation of

numerous potential solutions, encompassing not only rapid prototyping but also various types of design experiments. Allan Collins and Ann Brown are credited with introducing the concept of design experiments to educational researchers (Collins, 1990; Brown, 1992), and their work has been influential in the development of the design-based research (DBR) movement. However, some divergence has occurred during the translation process. The activities encompassed by the terms "design experiments" used by product designers and architects are broader and serve a wider range of purposes than those typically found in contemporary DBR practices.

In more established design professions, design experiments are typically cost-effective and conducted on a small scale. One crucial purpose of this approach is to test and enhance the understanding of the problem at hand. An essential technique in design is to reframe the problem, such as by perceiving it as a symptom of a larger issue, which is a common practice. Design often involves resolving conflicts between conflicting objectives, making it inherently complex. In contrast, traditional introductions to instructional design assume that the primary focus is on optimizing instruction for a single, straightforward goal. However, in higher education, multiple intended learning outcomes are often addressed within a single learning activity, leading to competition, particularly for the student's time and attention. For instance, a learning activity may aim to foster comprehension of a Physics principle, encourage collaborative work, and enhance self-directed learning skills simultaneously.

Challenges in Teaching Literature

In Hussein's (2016) study, one of the fundamental issues examined, which has been a topic of concern in earlier studies since the inaugural conference on the challenges of teaching English language and literature at Arab universities in Jordan in 1983, is the question of which component of the curriculum (literature, language, or linguistics) is most advantageous for students. Notably, Bader (1992) and Zughoul (1983, 1986, & 1987) argue in favor of increasing the number of language and linguistics courses while reducing the emphasis on literature courses for two main reasons. First, they highlight the presence of moral, religious, and social values embedded in foreign literature that often contradict the Arab and Muslim culture and values of the students (Asfour, 1983; Dahiyat, 1983; & Zughoul, 1983). Second, they believe that certain English literature courses, as taught in Arab countries, do not significantly enhance students' proficiency because they primarily focus on content rather than on the mode of expression (Bader, 1992). Similarly, Zughoul (1983, 1986, & 1987) largely attributes the failure of English departments in the Arab world to meet the needs of their communities to an imbalance in the curriculum, with an excessive emphasis on literature at the expense of language and linguistics.

Childrens' Love for Literature

According to Paatsch, Hutchison, and Cloonan (2019), teaching and sharing literature with children may initially seem straightforward but are actually multidimensional and often complex practices. This complexity is particularly heightened for primary teachers, as they must incorporate language, literacy, and literature into the curriculum while addressing cross-curriculum priorities. The subject of English is seen as a domain where interdisciplinary skills and content integration take place, posing significant challenges for primary teachers to weave these diverse curriculum demands into a cohesive program that meaningfully incorporates the study of literature. These conflicting demands contribute to what Locke (2009) referred to as the "problem of erasure," observed in New Zealand research on primary and secondary English and literacy teaching. This problem arises when the study and enjoyment of literature are hindered by a crowded curriculum, standardized literacy testing, limited access to appropriate literary texts, and teachers' limited knowledge of effective classroom practices for teaching literature.

Moreover, the literature extensively documents that many teachers lack confidence, deep knowledge, and pedagogical understanding in teaching and learning related to Asia-related and Aboriginal and Torres Strait Islander histories and cultures (Achinstein & Athanases, 2005; Cloonan, 2015; Leeman & Ledoux, 2005). For instance, Halse et al. (2013) conducted an Australian study involving 1,319 primary and secondary teachers, revealing that a majority of these teachers had insufficient content knowledge and did

not adequately plan or possess suitable resources for teaching about Asia-related topics. More than half of the teachers expressed concerns about the crowded curriculum, which limited their ability to incorporate these topics. Similar concerns were identified regarding the inclusion of Aboriginal and Torres Strait Islander histories and cultures in teaching and learning, as highlighted in Nakata's study (2011). Teachers specifically sought guidance on how to respectfully incorporate these topics into their practice. While Australian Curriculum documents touch on Indigenous issues within a broader framework, it is ultimately the responsibility of teachers to determine how these issues are meaningfully integrated into the classroom. Nakata argues that teachers and schools require access to professional development to navigate the complex knowledge work associated with teaching these topics effectively (Nakata, 2011, p. 8).

Research Objectives

Determine the extent of the teachers' problems in the following areas in the teaching of Panitikan:

1. Instructional Materials
2. Library Facilities
3. Methods of Teaching
4. Subject Preparation
5. Evaluation of Learning
6. Language Used as Medium of Instruction

Methodology

This study made use of the Descriptive - Quantitative design. It sought to determine the extent of the teachers' problems in the following areas in the teaching of Panitikan (literature) which was conducted in Zamboanga city involving 14 secondary and tertiary institutions. The target respondents of the study were the Filipino teachers teaching Panitikan as a subject in the 14 secondary and tertiary institutions.

The Teaching Approaches Inventory Questionnaire and Questionnaire Checklist were subjected to Content Validity. This was done to determine whether the items in these research instruments measure what are intended to be measured in the objectives of this study. The Content Validity procedure was made by a panel of three judges as the evaluators of the instruments. They were encouraged to suggest how the items could be improved, and from their comments some items were retained, revised and discarded.

The same instruments were pilot tested in the College of Education, Western Mindanao State University. The Filipino teachers not involved in the study were utilized. Statistical treatment was used to determine the reliability of the instrument. The Discriminative Power values of each statement was computed and those which were considered were statements whose Discriminative Power values were 0.75 and above (Nedelsky 1965).

Results and Discussions

On the Problems on Instructional Materials

Table 1. presents the extent of the teachers' problems on Instructional Materials. It shows that the problems on Audio-Visual Aids and Audio-Visual Production System are perceived by the teachers as Moderately Alarming. The mean values of 2.8413 and 2.5615 fall within the range of 2.51 to 3.50 which is equivalent to the adjectival rating of Moderately Alarming. The problems on Projectors and Computers are only perceived by the teachers as Somewhat Alarming. The mean values of 2.0397 and 2.3889 fall within the adjectival rating of 1.51 to 2.50, which is equivalent to Somewhat Alarming.

On the average, the teachers perceived that the problems on Instructional Materials are Somewhat Alarming. This is shown by the mean value of 2.4167 which falls under the adjectival rating of Somewhat Alarming.

It is noted that teachers' problems on projectors and computers are only Somewhat Alarming. This may be due to the fact that projectors and computers are not very necessary instructional materials in the teaching of Panitikan. The teaching can still be efficient without the use of these two elements. While the teachers'

problems on audio-visual aids and production are Moderately Alarming is due to the fact that most of the approaches need visual aids and production system to carry out the strategies involved.

Specifically, in the use of the Historical Approach, the strategies recommended are the use of visual aids like the maps, drawings, pictures, slides, and filmstrips so that the students become familiar with the period which include clothing, modes of transportation, types of house, and social manners (Villanueva et. al 1979). In the use of the cultural approach, the visual aids are also recommended so that students become familiar with the culture. In addition, authentic materials of the culture being studied, if available, should be presented to the students. The findings of the study of Kiram (1999) who researched on the work- related problems and teaching efficiency of the Mindanao State University - Sulu college faculty, revealed that instructional facilities have been rated as serious problems by the teacher-respondents.

Sario (1993) determined the problems of public elementary school teachers in the teaching of Edukasyong Pantahanan at Pangkabuhayan (EPP). It was revealed that the problem which was considered moderately serious among others is the inadequate instructional materials. Baldovi (1989) who also determined the most pressing problems encountered by beginning public elementary school teachers in Zamboanga del Sur found out that one of the sources of difficulty among the beginning teachers among others is inadequate instructional materials.

The standard deviations between 1.3677 to 1.7591 are relatively small, therefore imply that the extent of the teachers' problems on Instructional Materials are almost in the same level.

Table 1. Extent of Teachers' Problems on Instructional Materials

Problems On Instructional Materials	Mean	Standard Deviation	Adjectival Rating
1. Audio-Visual Aids	2.8413	1.6070	Moderately Alarming
2. Projectors	2.0397	1.7591	Somewhat Alarming
3. Computers	2.3889	1.4750	Somewhat Alarming
4. Audio-Visual production System	2.5615	1.5769	Moderately Alarming
OVER-ALL	2.4167	1.3677	Somewhat Alarming

Problems on Library Facilities

Table 2. presents the extent of the teachers' problems on Library Facilities. It shows that the problems on Textbooks, Teachers' Manuals, Reference Books, Supplementary reading materials are perceived by the teachers as Moderately Alarming. The mean values of 2.413, .8571, 2.4, and 2.894 fall within the range of 2.51 to 3.50 which is equivalent to the adjectival rating of Moderately Alarming. The problem on Educational Journals is only perceived by the teachers as Somewhat Alarming. The mean value of 2.0476 falls within the adjectival rating of 1.51 to 2.50, which is equivalent to Somewhat Alarming.

On the average, the teachers perceived that the problems on Library Facilities are Moderately Alarming. This is shown by the mean value of 2.6841 which falls under the adjectival rating of Moderately Alarming.

It is true that many of the libraries in Zamboanga city are inadequate in terms of their provisions of Textbooks, Teachers' Manuals, Reference Books, Educational Journals, and Supplementary Reading Materials. Teachers would have to be resourceful to look for their own materials which the libraries cannot provide. Another finding of Kiram (1999) which is related to the present study is that the study also revealed that inadequacy of library facilities is also among the many problems of teachers.

The standard deviations between 1.3214 to 1.5892 are relatively small, therefore imply that the extent of the teachers' problems on Library Facilities are almost in the same level.

Table 2. Extent of Teachers' Problems on Library Facilities

Problems On Library Facilities	Mean	Standard Deviation	Adjectival Rating
1. Textbooks	2.8413	1.4445	Moderately Alarming
2. Teachers' Manuals	2.8571	1.4736	Moderately Alarming
3. Reference Books	2.8254	1.5236	Moderately Alarming
4. Educational Journals	2.0476	1.5892	Somewhat Alarming
5. Supplementary Reading Materials	2.8494	1.4314	Moderately Alarming
OVER-ALL	2.6841	1.3214	Moderately Alarming

Problems on Methods of Teaching

Table 3. presents the extent of the teachers' problems on the Methods of Teaching. It shows that the problems on the difficulty in applying the principle of pluralism in checking students' answers, difficulty in making students understand the lessons, and the difficulty in adjusting Instructions to individual needs are perceived by the teachers as Moderately Alarming. The mean values of 2.5476, 2.5079, and 2.5635 fall within the range of 2.51 to 3.50 which is equivalent to the adjectival rating of Moderately Alarming. The problems on the other difficulties are only perceived by the teachers as Somewhat Alarming. The mean values fall within the adjectival rating of 1.51 to 2.50, which is equivalent to the adjectival score of Somewhat Alarming.

On the average, the teachers perceived that the problems on the Methods of Teaching are Somewhat Alarming. This is shown by the mean value of 2.4406 which falls under the adjectival rating of Somewhat Alarming.

The teachers' difficulty in applying the theory of Pluralism in checking the students' answers is Moderately Alarming due to the fact that it is difficult for a teacher to analyze each of the interpretations of the students and evaluate whether these are correct in varied points of view. In the context of this theory, there is no single correct answer. If there are 50 students in the class, there is a high probability that these 50 different answers may be correct.

The teachers' difficulty in making the students understand the lessons also is Moderately Alarming. This has been a problem since time immemorial. Teachers have always been problematic in making students understand the lesson. One explanation may be due to the materials being considered for study. Sometimes the teachers give a literary text which is far beyond the students' comprehension. Krashen, as cited by Brown (1994) suggests that reading materials should only be and (I + 1) level for the students to achieve comprehension. If materials are too difficult for the students, then it is really a problem for the teachers to explain. Another reason could be the attention span of the students (Brown 1994). If the students, specifically young students, have very short attention span. If the reading materials are not of interest to them, they would refocus their attention to other things and eventually not being able to comprehend what they are reading.

The third component wherein the teachers are Moderately Alarmed is the difficulty to adjust instructions to individual needs. Most if not all classes in both the secondary and tertiary levels are heterogeneous. Therefore, is a composition of the intelligent, average, and the dull students. A dedicated teacher is always affected and disturbed if the slow learners cannot catch up to the learning of the lesson. This makes it difficult for them to adjust instructions to individual needs of the students.

The findings of this study are supported by Baldovi (1989) who determined the most pressing problems encountered by beginning public elementary school teachers in Zamboanga del Sur found out that method of teaching was the foremost source of difficulty among the beginning teachers.

The standard deviations between 1.2037 to 1.9845 are relatively small, therefore imply that the extent of the teachers' problems on Library Facilities are almost in the same level.

Table 3. Extent of Teachers' Problems on Methods of Teaching

Problems Of Methods Of Teaching	Mean	Standard Deviation	Rating Adjectival
1. Difficulty in understanding the students' answers	2.2619	1.2597	Somewhat Alarming
2. Difficulty in applying the principle of pluralism in checking the students' answers	2.5476	2.9219	Moderately Alarming
3. Difficulty in finding the appropriate approach for a particular literary text	2.4756	1.2037	Somewhat Alarming
4. Difficulty in finding the appropriate methods and strategies for the approach employed	2.4444	1.2182	Somewhat Alarming
5. Difficulty in making students understand the lesson	2.5079	1.4598	Moderately Alarming
6. Difficulty in formulating thought provoking questions	2.0794	1.3019	Somewhat Alarming
7. Difficulty in attaining the objectives of the subject matter	2.2540	1.5564	Somewhat Alarming
8. Difficulty in adjusting instructions to individual needs	2.5635	1.2048	Moderately Alarming
OVER-ALL	2.4406	1.9845	Somewhat Alarming

Problems on Subject Preparation

Table 4. presents the extent of the teachers' problems on Subject Preparation. It shows that the problems on the use of the different approaches, methods, strategies, and the problem on understanding and interpreting the literary texts are perceived by the teachers as Moderately Alarming. The mean values of 2.6587, 2.6349, 2.5952, and 2.6111 fall within the range of 2.51 to 3.50 which is equivalent to the adjectival rating of Moderately Alarming.

On the average, the teachers perceived that the problems on Subject Preparation are Moderately Alarming. This is shown by the mean value of 2.5643 which falls under the adjectival rating of Moderately Alarming. The teachers' Moderately Alarming adjectival score in all the four components in the area of Subject Preparation may be caused by their unpreparedness to teach the subject. The use of the different approaches, methods, and strategies in the teaching of Panitikan becomes difficult if the teachers do not have enough background in the teaching of Literature. The data on the profile of the teacher - respondents for this study shows that none of the teachers have Literature as their major field of specialization. They are a combination of BSE - Filipino, English, MA in Filipino, and Educational Administration.

Sario's (1993) findings are similar to this present study in area of Subject Preparation only that the former study delved on the teaching of Edukasyong Pantahanan at Pangkabuhayan (EPP). It was revealed that among others the lack of in-service training causing inadequate knowledge in teaching EPP was considered serious problems experienced by the EPP teachers.

The standard deviations between 1.2773 to 1.3693 are relatively small, therefore imply that the extent of the teachers' problems on Instructional Materials are almost in the same level.

Table 4. Extent of Teachers' Problems on Subject preparation

Problems On Subject Preparation	Mean	Standard Deviation	Adjectival Rating
1. Using the different approaches in the teaching of Panitikan	2.6587	1.3692	Moderately Alarming
2. Using the different methods in teaching Panitikan	2.6349	1.3541	Moderately Alarming
3. Using different strategies in teaching Panitikan	2.5952	1.3693	Moderately Alarming
4. Understanding and interpreting the literary texts	2.6111	1.2773	Moderately Alarming
OVER-ALL	2.5643	1.2842	Moderately Alarming

Problems on Evaluation of Learning

Table 5. presents the extent of the teachers' problems on Evaluation of Learning. It shows that the problems on formulating questions of different questioning levels and constructing periodic test questions based on the table of specifications or objectives of the study are perceived by the teachers as Moderately Alarming. The mean values of 2.5952 and 2.7063 fall within the range of 2.51 to 3.50 which is equivalent to the adjectival rating of Moderately Alarming. The problem on assessing students' answers in the context of the principle of pluralism is only perceived by the teachers as Somewhat Alarming. The mean value of 2.4683 falls within the adjectival rating of 1.51 to 2.50, which is equivalent to Somewhat Alarming.

On the average, the teachers perceived that the problems on Evaluation of Learning are Moderately Alarming. This is shown by the mean value of 2.6380 which falls under the adjectival rating of Moderately Alarming.

Teachers find it difficult to formulate questions in the different questioning levels. The findings of Corteza (2003) who determined the extent of the teachers' use of the questioning levels in teaching Literature, revealed that questions formulated / asked by college teachers in their Literature classes in English are mostly Knowledge questions which only require students to recognize and recall information; while they very rarely formulate / ask Comprehension, Application, Inference, Analysis, Synthesis, and Evaluation questions. means that teachers in this study also find difficulty in formulating questions in different levels for they ask them to the least extent.

The standard deviations between 1.3931 to 1.4481 are relatively small, therefore imply that the extent of the teachers' problems on Instructional Materials are almost in the same level.

Table 5. Extent of Teachers' problems on Evaluation of Learning

Problems On Evaluation Of Learning	Mean	Standard Deviation	Adjectival Rating
1. Formulating questions of different questioning levels	2.5952	1.3982	Moderately Alarming
2. Constructing periodic test questions based on the table of specifications or objectives of the course	2.7063	1.4481	Moderately Alarming
3. Assessing students' answers in the context of the principle of pluralism	2.4683	1.3953	Moderately Alarming
OVER-ALL	2.6380	1.3931	Moderately Alarming

Problems on the Language Used as Medium of Instruction

Table 6. presents the extent of the teachers' problems on the Language Used as Medium of Instruction. It shows that the problems on the difficulty in lecturing in Filipino, reading and understanding literary texts in Filipino, expressing ideas in Filipino, understanding students' answers in Filipino, and analyzing texts in Filipino are perceived by the teachers as Somewhat Alarming. The mean values of 2.0952, 2.1984, 2.2302, 2.2222 and 2.1825 fall within the range of 2.51 to 3.50 which is equivalent to the adjectival rating of Somewhat Alarming.

The teachers only rated all components in this area as Somewhat Alarming. This may be because most if not all of the teachers have the command of the Filipino language, otherwise they would not have had the confidence in delivering their lectures in the language. This explains why they do not find difficulty in lecturing in Filipino; reading and understanding literary texts in Filipino; expressing ideas based on the interpretations of texts in Filipino; understanding students' answers in Filipino; and analyzing texts in Filipino.

On the average, the teachers perceived that the problems on the Language Used as Medium of Instruction are Somewhat Alarming. This is shown by the mean value of 2.0372 which falls under the adjectival rating of Somewhat Alarming.

The standard deviations between 1.2249 to 1.3822 are relatively small, therefore imply that the extent of the teachers' problems on the language used as medium of instruction are almost in the same level.

Conclusions and Recommendations

This study revealed that teachers perceived that the problems with instructional materials and educational journals, the difficulty in lecturing in Filipino, reading and understanding literary texts in Filipino, expressing ideas in Filipino, understanding students' answers in Filipino, and analyzing texts in Filipino were all somewhat alarming. On average, the teachers perceived that the problems with the Methods of Teaching were Somewhat Alarming. Moreover, the problems with library facilities, the use of different approaches, methods, and strategies, the problem of understanding and interpreting the literary texts, the problem of formulating questions of different questioning levels and constructing periodic test questions based on the table of specifications or objectives of the study, the difficulty in applying the principle of pluralism in checking students' answers, the difficulty in making students understand the lessons, and the difficulty in adjusting Instructions to individual needs are perceived by the teachers as moderately alarming. Therefore, it is recommended to commence literature instruction for students by focusing on the classics. These timeless works continue to hold relevance and can introduce students to novel ideas and diverse perspectives. Another effective approach to teaching literature to elementary students involves utilizing a diverse range of book types. This encompasses fiction, non-fiction, poetry, and even graphic novels. By exposing students to a variety of literary genres, they can gain a comprehensive understanding of literature and cultivate an appreciation for different forms of writing. Lastly, it is crucial to ensure that students actively engage with the material. This entails encouraging them to ask questions, make predictions, and establish connections between the text and their own experiences. Active involvement enhances students' retention of information and nurtures a genuine passion for literature.

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