

Integration of literature in language teaching

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Abstract: This study determined the integration of literature in teaching English for Academic and Professional Purposes to the Grade 11 students of Joroan High School in Tiwi Albay, School Year 2023-2024. Specifically, it answered the following sub-problems: 1) What is the performance of the control and experimental group in the pre-test along using knowledge of text structure to glean the information he/she needs; outlining reading texts in various disciplines; using appropriate critical approaches in writing a critique such as formalism, feminism etc.; and writing an objective and or balanced review of critique of a work of art, an event or a program?; 2) What is the performance of the control and experimental group in the post-test?; 3) Is there a significant difference in the performance of the control and experimental group in the pre and post-test?; 4) What are the least mastered skills of the experimental group in the post-test?; and 5) What learning plan may be proposed to address the least mastered skills in the post-test? The null hypothesis that there is no significant difference on the performance of the control and experimental group in the pre and post-test was tested at 0.05 level of significance using t-test.

This study utilized the experimental method of research. The subjects were sixty-six (66) Grade 11 Senior High School students of Joroan High School that were randomly chosen by the researcher. The researcher established two (2) groups of subjects. Each group is composed of thirty-three (33) students. The first group was the control group and the second was the experimental group. The statistical measures used include the mean, percentage, variance and t-test. The salient findings of the study revealed that the control group has a performance which is beginning in all four (4) areas tested. The performance level in outlining reading texts in various discipline was 53.60; in writing an objective and or balanced review of critique of work of art, an event or a program with 48.50; and using knowledge of text structure to glean the information he/she needs and using appropriate critical approaches in writing a critique such as formalism, feminism etc. with both 46.40. Likewise, the performance of the experimental group is also in the beginning stage with the following performance level: in outlining reading texts in various discipline was 50.90; followed by using appropriate critical approaches in writing a critique such as formalism, feminism etc. with both 44.20; and using knowledge of text structure to glean the information he/she needs as well as writing an objective and or balanced review of critique of work of art, an event or a program both with 43.30. The performance in the post-test of the control group revealed that the students performed with a description of approaching proficiency in outlining reading texts in various discipline with a performance level of 80.00. The rest of the areas tested were still in the beginning stage although with higher performance levels such as in using knowledge of text structure to glean the information he/she needs with 69.40; writing an objective and or balanced review of critique of work of art, an event or a program with 67.00 and using appropriate critical approaches in writing a critique such as formalism, feminism etc. with 65.10. The test of significance of the difference on the performance between the control and experimental groups in the pre-test and post-test showed that the mean obtained in the control group in the pre-test is 18.18 while on the experimental group is 27.85 with a mean difference of 9.67. The variance computed for the control group has a value of 2.35 while in the experimental group is 1.67. The t-computed value is 27.71 which is higher than the critical value of t at 0.05 level of significance of 1.65. In the post-test, the control group has a mean of 28.15 while the experimental group has a value of 31.30 with a mean difference of 3.15. The variance obtained in the control group has a value of 2.02 while in the experimental group is 1.53. The computed t-value is 9.79 which is higher than the critical value of t at 0.05 level of significance which is 1.65. Learning plans may address the two (2) least mastered skills in the post-test of the experimental group.

Keywords: Integration of literature, Language teaching, English for Academic and Professional Purposes, Text structure, Outlining,

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INTRODUCTION

The teaching of English in the Philippines has brought a lot of advantages. English is one of the major languages aside from the national language which is Filipino that is used not only in the schools, at work and in homes as well as in all field of human activities. Competence in the language makes the Filipinos highly in demand for work in the country and outside the Philippines as well. While the country has gained a lot of positive outcomes in terms of English language teaching having produced highly competitive Filipinos, there are still a lot of areas that the country needs to focus to reach the level of proficiency in terms of language use. Even language teachers are finding difficulty on how best English language could be taught. Other educators recognized the need for speaking proficiency rather than reading comprehension, grammar or literacy appreciation as the goal for foreign language program like English. The use of literature as a principal resource in English teaching gain a lot of popularity due to its versatility and innovative ways to contribute in the development of almost every skill in the English learning process. It serves as an authentic material that can be used to illustrate historical, cultural and social backgrounds of the language being targeted. It covers a lot of materials that generate various ideas and concepts from traditional to contemporary that learners can relate to and can incorporate creative language tasks. However, while the use of literature in English language teaching has a lot of advantages, there are also challenges that language teachers encounter in the classroom. These challenges include the difficulty in the selection of appropriate literary texts, weak interaction of students to the materials presented and mismatch of the interests of the students as well as cultural issues that might be sensitive to some learners. A language teacher like the researcher pursued this study to be able to understand the complex nature of teaching and learning process using the English language. She doesn't want to be comfortable with the usual and traditional approaches and learning but rather to integrate literature in the classroom with the knowledge she gained in this study that will put her teaching to the next level.

Problem Statement

This study determined the integration of literature in teaching English for Academic and Professional Purposes to the Grade 11 students of Joroan High School in Tiwi Albay, School Year 2023-2024. Specifically, it intended to

1. Determine the performance of the control and experimental groups in the pre-test along using knowledge of text structure to glean the information he/she needs, outlining reading texts in various disciplines, using appropriate critical approaches in writing a critique such as formalism, feminism etc. and writing an objective and or balanced review of critique of a work of art, an event or a program.
2. Evaluates the performance of the control and experimental group in the post-test along the above given skills.
3. Tests the significant difference in the performance of the control and experimental groups in the pre-test and the post-test.
4. Identifies the least mastered skills in the post-test of the experimental group .
5. Crafts learning plans to address the least mastered skills.

Theoretical framework

This study was anchored in four (4) interrelated theories. These theories are Text World Theory Integrating Language and Literature by J. Gavins; Literary Theory by Jonathan Culler, Performance Theory by Don Elger and Critical Theory in Literature Teaching by J. P. May. The Text World Theory Integrating Language and Literature by Gavins (2007) foregrounds the creative nature of reading and the active autonomous role of the reader. In Text World Theory, participants (writers/readers and speakers/listeners) negotiate rich mental representations of language known as text-worlds, based on the shared and private knowledge between them, and triggered by linguistic content. Meanings are made through an interaction of text and reader: texts project worlds, and readers construct worlds. As a result, meanings are not fixed but dynamic and situational, created by readers who use their prior experiences and knowledge of the actual world. The Literary theory of Culler (1997) is the body of ideas and methods that language experts in the practical reading of literature. Literary theory involves with what literature can mean rather than the meaning of a work of literature. Literary theory is a description of the underlying principles. The Theory of Performance is a framework that is used to explain performance as well as performance improvements. According to Elger (2010) to perform is to produce valued results. Performance is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. The Critical Theory in Literature Teaching by May (2005) posits a more comprehensive means to grasp social reality and diagnose social pathologies. It is marked not by a priori ethical or political values that it seeks to assert in the world, but by its capacity to grasp the totality of individual and social life as well as the social processes that constitute them. It is a form of social criticism that contains within it the seeds of judgment, evaluation, and practical, transformative activity. Furthermore, it is important while working with learners since it shapes them to become critical readers. The theory emphasizes that even if students read the same material at the same time, they might interpret it differently depending on their personal experiences and standpoints.

METHODOLOGY

Research design

The researcher followed a quantitative research design and employed an experimental method of research. The basic purpose of experimental research is to discover the influence of one or more factors upon a condition, group or situation, purpose of which is to discover what will be. It describes and analyzes variables in carefully controlled conditions as a basis for inferring or concluding. Experimental research, therefore, as cited by Manuel et al. (1976) consists of manipulating an experimental variable under highly controlled conditions to determine how and why a particular events occurs. This study explored the effect of integrating literature to the performance in English for Academic and Professional Purposes to the Grade 11 students of Joroan High School in Tiwi Albay, School Year 2023-2024 along using knowledge of text structure to glean the information he/she needs, outlining reading texts in various disciplines, using appropriate critical approaches in writing a critique such as formalism, feminism etc. and writing an objective and or balanced review of critique of a work of art, an event or a program.

Respondents of the study

The subjects of this study were sixty-six (66) Grade 11 Senior High School students of Joroan High School that were randomly chosen by the researcher. The researcher established two (2) groups of subjects. Each group is composed of thirty-three (33) students. The first group is the control group and the second is the experimental group. Grouping was based on their academic performance in English in the First Semester of School Year 2023-2024.

Data Gathering Instruments

The main instrument used in this study to gather data was a teacher-made test. This was utilized as pre-test and post-test to determine the performance of the Grade 11 students in the subject English for Academic and Professional Purposes and the integration of literature. The test was composed of originally of forty-five items (45) however, after the dry-run and item analysis, five (5) items were discarded. The final test was composed of forty (40) item test with a reconstructed Table of Specification The items were equally distributed among the four (4) competencies that are covered by the study. These are: using knowledge of text structure to glean the information he/she needs, outlining reading texts in various disciplines, using appropriate critical approaches in writing a critique such as formalism, feminism etc. and writing an objective and or balanced review of critique of a work of art, an event or a program.

Data Gathering Procedure

Upon the approval of the Thesis Proposal, the researcher furnished a letter to the Schools Division Superintendent of Albay. The letter requested for an approval to conduct the study in Joroan High School. After the approval, a communication letter addressed to the principal of the above-mentioned school was sent. The data gathering phase started with the conduct of pre-test to the control group and experimental group. The researcher developed a timetable of the study. The result was evaluated to determine the performance level of the two (2) groups before the intervention. The control group did not receive any treatment which means that they were taught using the traditional face to face without integration of literary materials in teaching the subject English for Academic and Professional Purposes. The experimentation was done for one (1) month and a half with contact time of twenty (20) hours. After which post-test was given to the two (2) groups and the result was tested if the improvement on the performance varies significantly. The writer also performed item analysis of the pre-test and the post-test.

Data Analysis Procedure

Mean, percentage were used in presenting the pre-test and post-test results of the experimental and the control group. The mean score of the two groups was computed and expressed in percent to determine the performance level. To determine the significant difference between the pre-test and the post-test results of the experimental and the control groups, t-test was computed.

DISCUSSION OF FINDINGS

The Performance of the Control and Experimental Groups in the Pre-test

The study involved two groups of students from Joroan High School in Tiwi, Albay—specifically, a control group and an experimental group, each composed of 33 students equally distributed across below average, average, and above average academic levels. Prior to the instructional intervention, both groups underwent a pre-test to assess their baseline competencies in English for Academic and Professional Purposes (EAPP). The control group recorded their highest score in

the competency “outlines reading texts in various disciplines,” with a total score of 177, a mean of 5.36, and a performance level of 53.60, described as *Beginning*. The remaining three competencies—writing an objective or balanced critique, using text structure to glean information, and applying critical approaches in writing a critique—all received lower total scores and means, with performance levels ranging from 46.40 to 48.50, still falling under the *Beginning* category. These results suggest that the students in the control group had minimal background knowledge and skills related to the targeted EAPP competencies.

Similarly, the experimental group also exhibited low performance in the pre-test. Their highest score of 168 was in outlining reading texts in various disciplines, with a mean of 5.09 and a performance level of 50.90, also categorized as *Beginning*. The competency involving the use of critical approaches in writing a critique followed, with a total score of 146, a mean of 4.42, and a performance level of 44.20. The remaining two competencies—gleaning information using text structure and writing an objective or balanced critique—shared the same total score of 143, a mean of 4.33, and a performance level of 43.40, all under the *Beginning* category. Overall, both groups demonstrated limited proficiency in the assessed competencies, confirming that the students had little prior knowledge before the actual instruction. This establishes a comparable starting point for evaluating the impact of the instructional approach, particularly the integration of literature, on their learning outcomes.

The Performance of Control and Experimental Groups in the Post-test

After the instructional phase, both the control and experimental groups composed of Grade 11 students were subjected to the same 40-item post-test in English for Academic and Professional Purposes (EAPP) to assess their learning outcomes. The control group, which experienced the traditional mode of instruction, demonstrated the highest performance in the competency “outlining reading texts in various disciplines,” with a total score of 264, a mean of 8.00, and a performance level of 80.00, described as *Approaching Proficiency*. However, their performance in the remaining three competencies remained within the *Beginning* level. Specifically, “using knowledge of text structure to glean needed information” scored 229 (mean = 6.94, performance level = 69.40), followed by “writing an objective or balanced review of a work of art, event, or program” with a total of 221 (mean = 6.70, performance level = 67.00), and “using appropriate critical approaches in writing a critique” with the lowest score of 215 (mean = 6.51, performance level = 65.10).

In contrast, the experimental group, which underwent instruction integrated with literature, showed markedly higher post-test results. Two competencies achieved a *Proficient* level: “using knowledge of text structure to glean information,” which had the highest score of 283 (mean = 8.58, performance level = 85.80), and “outlining reading texts in various disciplines,” which scored 280 (mean = 8.48, performance level = 84.80). Although the experimental group also recorded *Beginning* level performance in the other two competencies, their scores were notably higher than those of the control group. “Using appropriate critical approaches in writing a critique” scored 245 (mean = 7.42, performance level = 74.20), while “writing an objective or balanced review” earned 225 points (mean = 6.92, performance level = 69.20). These results indicate that the integration of literature into EAPP instruction significantly improved the experimental group’s comprehension and application of the target competencies compared to the traditional teaching method.

Test of Significance of the Difference on the Performance between the Control and Experimental Groups in the Pre and Post Test

The researcher tested the hypothesis that there is no significant difference on the performance between the control and experimental groups in the pre-test and post-test. The t-test was used in determining the significant difference at 0.05 level of significance. The control group has a total number of subjects of thirty-three (33) and so with the experimental group. The mean obtained in the control group in the pre-test is 18.18 while on the experimental group is 27.85 with a mean difference of 9.67. The variance computed for the control group has a value of 2.35 while in the experimental group is 1.67. The t-computed value is 27.71 which is higher than the critical value of t at 0.05 level of significance of 1.65. Thus, it is safe to conclude that there is a significant difference on the performance of the control and experimental group in the pre-test. Further it means that the control and experimental groups have different level of performance before the actual experiment.

In the post-test, the control group has a mean of 28.15 while the experimental group has a value of 31.30 with a mean difference of 3.15. The variance obtained in the control group has a value of 2.02 while in the experimental group is 1.53. The computed t-value is 9.79 which is higher than the critical value of t at 0.05 level of significance which is 1.65. Therefore, there is a significant difference on the performance of the control and experimental groups in the integration of literature in teaching English for Academic and Professional Purposes to the Grade 11 students of Joroan High School in Tiwi Albay.

Least Mastered Skills of the Experimental Group in the Post-test

Another part of this study is the determination of the least mastered skills of the experimental group. There are two (2) least mastered skills identified in the post-test of the experimental group. These are uses appropriate critical approaches in writing a critique such as formalism, feminism etc. with a performance level of 74.20 with a description of beginning and writes an objective and or balanced review of critique of a work of art, an event or a program with 68.20 also with a description of beginning. This means that even though literature was already integrated, the Grade 11 students are still in the beginning performance level along the said competencies. The researcher attributed the low performance of the Grade 11 students in this area since the said skills are needed to be developed for a longer time and more exposure to learning activities. Critical analysis is one of the higher order thinking skills that requires a lot of practice and high level of cognitive expertise. It is not just mere interpreting what one has read but going deeper into the material.

Learning Plans to Address the Least Mastered Skills

The researcher developed four (4) learning plans to address the two (2) least mastered skills of the experimental group.

CONCLUSION

Based on the findings of the study, the researcher concluded that both the control and experimental groups initially demonstrated a *Beginning* level of performance in the pre-test across all four assessed competencies in English for Academic and Professional Purposes: using knowledge of text structure to glean information, outlining reading texts in various disciplines, using appropriate

critical approaches in writing a critique, and writing an objective or balanced review of a work of art, event, or program. Following instruction, the post-test results revealed improvement in both groups, though to varying degrees. The control group showed progress in outlining reading texts, achieving an *Approaching Proficiency* level, while performance in the remaining competencies remained at the *Beginning* level. In contrast, the experimental group, which received instruction integrated with literature, achieved a *Proficient* level in two competencies—gleaning information using text structure and outlining reading texts—indicating a stronger learning gain. However, they continued to exhibit *Beginning* level performance in applying critical approaches in critique writing and composing balanced reviews. A significant difference was observed in the pre-test and post-test results between the control and experimental groups, affirming the effectiveness of the literary-integrated approach. The two least mastered skills identified in the post-test by the experimental group were writing critiques using formal approaches and composing objective reviews. To address these gaps, the researcher recommends the continued use and refinement of the learning plans developed for this study to target and improve these specific competencies.

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