EXPLORING THE STRATEGIC INTERVENTIONS OF TEACHERS IN TEACHING PANITIKAN/ LITERATURE

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Teaching literature is prevalently challenging especially when the learners are no more interested in reading texts, selections, and printed books. It has been a tough moment for a teacher to squeeze out the enthusiasm out of the young people when disinterest has infiltrated the legacy of the literary world. Let us face the fact that students are not fans of meeting highfalutin terms, they would likely prefer simple words that reach their understanding.

Even if the literary texts to read are in Filipino language, if a student comes across the words like “padayon”, “makaibil”, “nangungulu-mata,” and many more, their eyes begin to roam upside down as if their world resembled a roller coaster. Panitikan or literature is a subject that plays a great role in shaping a person’s empathy, appreciation, moral values, artistic sense, critical and creative thinking abilities, and self-expression. The only tedious task in it is when the class has to read, reread, and interpret the literary selection. I am not saying that all students do not like this subject, actually, many of them love to know stories with varying characters as long as they are dealing with the synopsis, plot structure, and excerpts.

As part of the academic disciplines in the global school curricula, literature is essential in teaching language and reading, as it is utilized as a springboard. Likewise, it has a crucial role in developing the reading comprehension levels of the learners. Nowadays, most students do not prefer to read and write inside the classroom. Furthermore, they experience pessimistic hindrances when they speak in front of the class due to fear of rejection or committing mistakes. They also tend to lose focus in listening
especially if the atmosphere creates boredom. The effect is that students choose to be great viewers who lack analytic and interpretative skills.

Teachers who teach language and literature face high-level predicaments where motivational activities should not just be fun, but should also be patterned and relevant to the lesson that will be discussed. Presently, experts and teachers in the field identified that students’ lack of interest in reading and writing is a prevalent problem. The question is why does this problem still exist among classrooms? Effective ways and pedagogical strategies will not be absolutely “effective” if the one who teaches is not efficient on his or her own delivery of the lesson. Short stories, novels, and poems are essential to the holistic development of the learners in the points-of-view of moralistic and historical approaches in literature. Teachers should not only look for ways in improving the lessons and activities, but also dig deeper in execution and motivation for a better learning atmosphere.

Some teachers pay attention to the selection of what masterpiece to teach. This is not a problem when thinking of the themes and genres where the learners can relate. However, paying too much attention to the choice of panitikan or literature is not a good move. The following are suggested strategic interventions of some teachers I have interviewed in teaching panitikan/ literature:

1. A teacher may provide a survey to be answered by the students. They are free to indicate what genres or stories that interest them.

2. Allow the learners to share what they have in mind in the pre-selection of the literary masterpiece. Sharing an experience involves them in decision making and boosts their energy in the process of literary ventures.

3. Literary Circle is a trend in teaching literature. Here, students are grouped with at least five members per team, assigning them a story and giving them roles such where
each one of them discusses an element (characters, setting, theme, plot, point of view, symbolism, and moral values). The teacher’s role is to be a facilitator.

4. Pleasure reading is not a bad idea when integrating it as an activity. It is also known as leisure or narcotic reading. Here, students will read for pleasure, not minding the questions they must answer after.

5. Gallery walk is a fun intervention that catches the attention of the learners and give them the element of surprise. Here, students are told to do a gallery walk after reading a story. The literary selection is associated with pictures/images that will challenge the imaginative arrays of the students. Afterwards, the concluding part is that students are given time to share their thoughts.

6. Character devising lets the students to create their own characters, draw them, describe them, and share them in front of the class.

7. Classroom choir activity involves music as a piece of literature. Isn’t it fun when they do something different aside from reading and reciting? I will leave it to you.

8. Last but not the least is movie watching. This is the viewing activity in teaching panitikan/literature. Although, the teacher must consider the guidelines in choosing the motion picture – avoiding obscenity, nudity, or any other sexual exploitation in the scenes.

As educators, we also feel a little overwhelmed with a lot of tasks we must accomplish. Teaching literature is one thing that generates laboriousness. But if we express our own interests, the students will likely follow our lead no matter how the deep vocabularies are challenging them. We should always make learning fun.
Reference: