

FROM LETTERS TO LIFE: UNDERSTANDING LANGUAGE TEACHERS EXPERIENCES IN TEACHING LITERATURE



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Abstract

The study aimed at providing an in-depth understanding of what English teachers experience in handling literature classes as the better half of language teaching and how they encounter and overcome challenges along the learning process. Employing a qualitative phenomenological research design, this study focused on describing experiences related to the phenomenon in both public and private educational institutions having five high school language teachers from different academic settings as participants. With conscientious analysis of textural (what) and structural (how) descriptions of the participants' responses, it was concluded that language teachers have divergent perceptions towards the role of literature in language classes. Shared experiences revealed that teaching literature is undeniably a challenging task that requires careful planning, mastery, creativity, diligence, and a positive outlook on the part of the teachers being the navigator instead of the provider of learning. English teachers, though confronted with the demands of literature, still behold its beauty and significance to humanity and language proficiency. The fact that they see problems as they arise inside to literature classroom indicates that they have ideals and standards which they desire to meet out of their unspoken passion and devotion to teaching. They strive to overcome challenges through ways or strategies that they see fit or personally believe to be effective.

Keywords:

Language Teachers, Literature Teaching, English Teachers

