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## ABSTRACT

This study attempted to develop activity-based teaching strategy plans following a modular approach to the teaching of Philippine literature in English (PLE) in the tertiary level.

Literary selections from PLE were chosen from among those listed in the canon of Philippine literature prepared by Gruenberg and in the writers' and Critics' canon. Five (5) poems, five (5) short stories, two (2) novels, two (2) plays, and two (2) essays were chosen, a total of sixteen (16) literary selections. For each literary selection, a teaching strategy plan was prepared.

The organization of the teaching strategy plans used as basis the Kilgore model for teaching. Some modifications were made in the Kilgore model for the purposes of the present study.

The writing of the teaching strategy plans involved the employment and application of the ideas and insights gained from the review of related studies and literature. More importantly, the ideas of some authorities on literature and literature teaching which





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form the conceptual framework of this study were applied in the writing of the teaching strategy plans.

A try-out of the teaching strategy plans was conducted to determine the usability and feasibility of these plans to actual classroom teaching. Five (5) teachers of English, from the Philippine Normal College (PNC), who were teaching a course in PLE, were assigned to participate in the try-out. The teaching strategy plans were tried-out at PNC during the second semester of schoolyear 1990-91 for a month and a half, from February 7 to March 15, 1991, in five PLE classes.

An evaluation of the teaching strategy plans was also undertaken. The evaluation model developed by Kilgore was used as basis/guide in making the evaluation sheet for this study. The try-out teachers were asked to accomplish an evaluation sheet, which accompanied each teaching strategy plan, after the implementation and completion of each plan.

When the try-out and evaluation were completed, the teaching strategy plans were revised. Pertinent revisions were made based on the try-out teachers' evaluation.





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After the teaching strategy plans were developed, tried-out, evaluated, and revised, the following conclusions were made:

1. The teaching strategy plans developed in this study are usable and feasible for classroom teaching.
2. The Kilgore model for teaching proved to be very useful in developing the literature teaching plans in this study.
3. The Kilgore model for teaching lent itself well to the development of activity-based literature teaching plans.
4. The teaching strategy plans provided the students a chance to see literary selections as texts related to other texts, as texts related to ordinary life, and as texts related to their own responses.
5. The teaching strategy plans offered students a chance to participate in meaning-making and to use their own background and experiences in reading and studying literature.

