



THE DEPTH AND BREADTH OF TEACHING ENGLISH: BASIS FOR A MODIFIED MODULE

Jessa Joy Pimentel Andarza

Teacher III, Department of Education, Philippines

Article DOI: <https://doi.org/10.36713/epra11948>

DOI No: 10.36713/epra11948

INTRODUCTION

Rationale

With the introduction of K–12 curricula that incorporate literature as a springboard, teaching and learning English has become a prerequisite. Language is used in context throughout literature. According to Eaglestone (2010), it is a crucial component of the English curriculum in schools and needs to receive the sufficient emphasis if the overall goal of teaching English is to be accomplished. Teachers now have a duty to work more to make studying English for pupils a simpler, more pleasurable, and more rewarding experience.

Anglo-American literature is covered in English 9, which is regarded as a crucial conventional course in English. According to Lu Rui (2014), the rapid development of curricula in the modern era has caused English literature to face a variety of challenges and flaws, pushing the current liberal arts class even further into the margins. As a result, the reform of the curriculum for Anglo-American literature cannot be postponed in the modern era.

Wu Ling (2012) emphasized that another significant challenge teachers have while teaching students in English literature, including grammar and vocabulary, is the multifaceted competencies that must be attained. The perception that literature is a challenging and tedious topic compounds to this challenge. Students gradually disassociate from the subject matter as a result of this.

In the national setting, Calacal (2003) stated that education in the Philippines has always been dynamic. Everything that has been dynamic certainly echoes possible problems. In the K to 12 curriculum, the Department of Education requires learning modules to be used in learning the subjects, specifically in English. Hence, whether the use of this learning package gush on, the crux of the issue lies in the learner and teacher as they move on towards the development of English competencies. In some of the challenges experienced by both teachers and learners are broad module content, lack of comprehension of students, taking English subject difficult, and the lengthy literature pieces used. In dealing with English language and literature, Hernandez (2003) said that teaching and learning strategies should be updated to make lessons comprehensible for students.

Therefore, it is worthwhile investigating these difficulties, identifying their causes, and suggesting effective remedies for these problems so that they will not damage the benefits that Grade 9 English embodies.

Purpose of the Study

The purpose of this study was to explore the classroom challenges in teaching and learning English 9 Andap National High School in order to investigate and proffer suggestions and recommendations on the difficulties confronted by teachers teaching English 9. Looking critically at the subject matter and examining vividly, these difficulties enabled teachers, supervisors and syllabus designers to identify the areas where teachers need to improve most in order to make the best use strategies in English teaching and allowed students to put the subject in an interesting place.

Therefore, the result of the study gave an idea to come up with modifying the prescribed English 9 module based on the collated significant information from the research informants.

Theoretical Lens

This study is anchored in the theory of mental discipline in education by Thomas Aquinas. It is believed that the mental-discipline theory of teaching were based on a premise that the main justification for teaching anything is not for itself but for what it trains– intelligence, attitudes, and values. By choosing the right materials and by emphasizing rote methods of learning, according to that theory, one disciplines the mind and



procedures a better intellect. Similarly, this theory emphasized that in order to learn and appreciate the lesson, teaching materials, such as modules and textbooks, should be made comprehensive for students.

Moreover, this theory was supported by Zimmerman (2008) who confided that mental discipline has played in 20th century American educational theory, its present and past meaning, and the relation of the various positions on mental discipline to current educational practice. The evidence obtained by this study suggests that those responsible for modern education should concentrate their efforts on devising means for the production of orderly habits of thought in well-informed, disciplined minds. Observing others who are successful learners, there is enhancement of abilities to form effective learning strategies.

Through this research, module writers can assess the actual needs of the students to make the English module better and satisfying. They will be informed on the choice of literary genres and activities that are suitable to the learning demands, interests and needs of the English 9 students.

Figure 1 shows the schematic diagram that presents the classroom challenges in teaching English 9. It also stipulates the output of the study which is the modified English 9 module. In addition to the macro-language skills of listening, speaking, reading and writing and viewing. Indeed, the K to 12 curriculum demands the implementation of instructional packages for the students in English 9 by which every teacher and learner is expected to deal with. Aside from the instructional materials used by the teacher, these modules basically are used as the prime instructional devices. Teaching is good when the method used is supplemented by another method and instructional devices. This is based on the principle that best learning takes place when greater number of senses are stimulated and utilized in the learning process. Therefore, the expected output of this research study is the formulation of modified English 9 module that would be used by teachers and students in learning the subject and in coping with the challenges as well

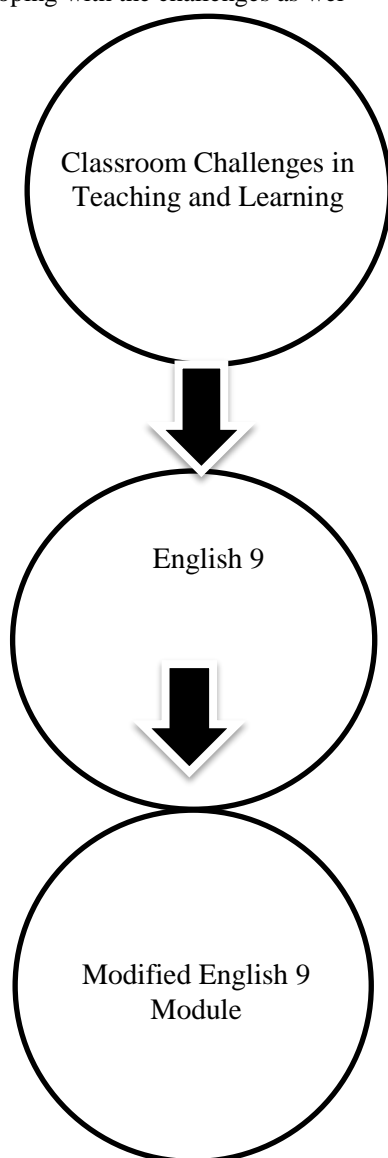


Figure 1. Schematic Diagram of the Study



Research Questions

The following research questions were addressed in this study:

1. What are the challenges experienced by students in learning English 9?
2. What teaching styles do the students find difficult to follow?
3. What classroom approaches do the students believe effective in learning lessons in English 9?
4. What are the challenges experienced by teachers in teaching English 9?
5. What mechanism did the teachers use that best cope with the challenges experienced in teaching English 9?
6. What strategies do the teachers find effective in teaching English 9?
7. What activities do the teachers find effective in teaching English 9?

Scope and Delimitation of the Study

As a qualitative study using the phenomenological study design, this research undertaking dealt primarily with the classroom challenges in teaching and learning English 9. In this study, I chose Andap National High School to further gather relevant information and data for the development of the study.

The conduct of the study was only limited to teachers handling and teaching English 9 subject. Selected students who were randomly chosen as research participants were also part of the research. Arguably, the number of research participants did not commensurate equitably to the total population of the said districts, but they were carefully chosen according to their contribution to the study.

Significance of the Study

This study benefited a number of groups of people in the society enumerated hereunder:

Students. The endeavour is highly significant to the students to find learning English 9 in the interesting place of their knowledge. It will also improve the enthusiasm of the students, to reveal in their own initiative based on the challenges pose by teachers, and let the students appreciate the fun of Anglo-American literature through new learning methods, so that they can actively learn literary knowledge.

Teachers. This study allows teachers, especially those who are teaching English 9, to gather relevant information from the teaching-learning realities that they experienced. It will also serve as an eye-opener on the real scenario existing in the classroom on how to overcome such difficulties and to find the interest and motivation of students to get rid of being uninterested in the subject through effective academic instruction techniques suited for teaching the subject. The result of the study will highlight important role of teachers in the reform of English and American literature teaching. The result of the study will lead the English teachers to introspect unto themselves on how they could improve their teaching skills and techniques. They can use the result of this study to make themselves sensitive to the needs of the Grade 9 students who are the primary factors to be considered in creating worthwhile learning activities to the students.

School Administrators. The results of the study will provide broader spectrums of knowledge and understanding on the challenges revealed by teachers in teaching and learning English 9. The classroom realities encountered by teachers and students will serve as bases to raise awareness in order to remediate the said problems.

Department of Education. The study aspires to give inputs for evaluating the challenges revealed by teachers and students in dealing English 9. By knowing the difficulties of teachers and students, it will serve as one of the bases for designing relevant trainings, workshops, symposia and/or orientation on the mechanisms of teaching and learning English 9. This research will also help teachers in formulating strategies equipping them with skills to be employed in the subject. They will also re-evaluate the content of the prescribed module in English 9 issued in all secondary schools. As a result, this will give ideas for modifying the module in English 9 to instill better understanding and interest in the subject.

Other Researchers. The future researchers in the field of education may use the findings of this study to link other future research and use it as reference to other related studies. The curriculum makers sometimes are the researchers themselves. They can use the findings of this study for a productive reflection and improvement of the output of this study.



RESEARCH METHODOLOGY

This chapter first described the research design of the study. This was followed by the description of the research locale, the role of the researcher, the process of selecting the research participants, the data gathering procedure and the data analysis procedure. Lastly, it justified the quality of the study by discussing its credibility, confirmability, transferability and dependability of the results.

Research Design

The study utilized qualitative phenomenological approach since it studied a particular phenomenon concerning computer games addiction experienced by the research participants. An in-depth interview and focus group discussion, a data collection methods, were primarily employed to 10 research participants eliciting their experiences and perspectives on difficulties and challenges they encountered, their mechanisms used in coping the challenges, and the strategies to be used in order to address the said difficulties.

According to Creswell (2007), phenomenological research is a study that attempts to understand people's perceptions, perspectives understanding of a particular situation. The essence of a phenomenological research design is the search for central underlying meaning of the experiences and accentuate the intentionality of consciousness where experiences contain both outward appearance and inward consciousness.

Research Locale

For the purpose of the study, Andap National High School is selected as the site of interest. This public secondary school is located at Barangay Andap in the municipality of New Bataan.

Barangay Andap occupies the land area of 11,540.73 hectares, mountainous and agricultural area. It is five kilometres away from Barangay Poblacion (also known as Barangay Cabinuangan) and comprises sixteen puroks with 1,576 households and approximately 8,000 population. Its name was derived from a source of water that spring from rocks which native people called "Andapon" where "Dapdap" trees can be found. It is commonly known as bamboo because of the famous hospital made of bamboo tress. Abundant supply of fresh water leads to the establishment of the former famous Inland Resort and made Andap as the tourism destination of the Municipality of New Bataan. Its geologic location surrounded by mountains and wide terrain with fertile soil, classified the place as an agricultural area thus most populace indulge in farming.

As the heart of the barangay lies Andap National High School started as annex of New Bataan High School in the year 2002. It was first headed by Mrs. Luz J. Zamora, Teacher In-Charge, upon the designation of Secondary Principal I of New Bataan National High School, Mrs. Anselma S. Campos. Being the pioneer, Mrs. Zamora primarily toiled the legislation papers of the school as she served for more than six years. That time, the school had only two teachers. In 2005, the number of enrollees increased with six teachers. Last October 4, 2007, the school was officially legislated as independent national school. The school is a marvellous place secluded with mountains, known by its spring water which is abundantly developed into spring resort. The cool place is suitable for vegetation and crops.

However, when typhoon Pablo struck the province of Davao De Oro last December 4, 2012. Barangay Andap was one of the severely affected areas causing devastation properties and even lives. As years passed by, the community started to stand from the tragedy and optimistically hopeful to regain what has been lost.

In the year 2017, the school opened its Senior High School Program offering General Academic Strand in Accounting, Business and Management. The school exist for almost 15 years and presently has an enrolment of 431 students handled by 18 teachers and one school head.

Role of the Researcher

The challenges and perspectives of the participants are revealed in this study including the issues and realities experienced by them with regards to the challenges in English 9 lessons. From here, a qualitative phenomenological approach was considered to be an option.

Basically, the study employs seven stages of research processes. These are thematic analysing, designing, interviewing, transcribing, verifying and reporting (Fink, 2000). First thing we did was looking for possible topics for this research undertaking considering the design utilized for my study. Next, selecting the data gathering procedures and the tools used in the said endeavour is done. In depth-interview and focus group discussion are considered in order to gather sufficient amount of data for my study.

The researchers prefer to conduct the study in Andap National High School. The data is collected from an outside view to set aside relevant personal aspects and to avoid biases, assumptions, and expectations which may affect the study. For it to yield best results, the research informants are carefully chosen in order to elicit comprehensive information regarding the concerns of the study. Also, Grade 9 students and teachers were randomly selected as research participants.



For the realization of the objectives of our study, we structured an interview guide wherein an outlined questions are utilized in the interview. The research questions stipulated in the interview guide are validated by reliable teachers in the Department of Education before it was used in the conduct of the study.

Moreover, the said interview guide was utilized for the actual in-depth interviews and focus group discussions. But prior to the conduct of focus group discussion, a meeting was set first with the school administrator and teachers to ask their consent and to have them informed about this research undertaking.

In addition, the said actual in-depth interviews were carried out separately or individually in order to provide a more comfortable environment where the research informants can freely express their full understanding of the purpose of the study.

The next thing was the conduct of focus group discussion. This was done in order to study thoroughly and compare the results and responses of the chosen participants about the challenges they experienced. In order to make the work easier, we preferred to have the interview and group discussion audiotaped and was supplemented with field notes. Before the data was analysed, it was transcribed in a verbatim fashion for more comprehensible and organized output. To determine answers to the research questions, data interpretation followed.

After it, all transcribed data was coded and each research participant was given pseudonyms for confidentiality purposes. Verifying moreover came next in the picture which tested the generalizability, reliability, and validity of all stages of the research process. With these processes and stages, I assured that the study was reliable and valid for it surely yielded consistent results and was able to investigate what it intended for.

Research Participants

In this study, research participants are selected who could contribute informative and concrete experiences with the realities in teaching and learning English 9. Six students were chosen to be involved in focus group discussion. For the in-depth interview, four teachers were selected from the same year level using non-probability sampling, specifically purposive sampling technique. All in all, there were ten participants in this study.

Data Collection and Procedure

A set of steps were followed in conducting the study. The data was collected through in-depth interview and focus group discussion. Multiple data sources were considered since it provided opportunities in understanding situations from various angles (Merriam, 1996; Stake, 2000). The procedures for data collection in this study were highlighted below:

Focus Group Discussion. Focus Group Discussion or FGD was selected for it provided wide range of opportunities to discover and explore the varying perspectives and understanding of the research participants. It was also emphasized in the study of Burton (2013), (as also mentioned by Krueger and Casey, 2008) that the focus group presents a more natural environment than that of an individual interview because participants are influencing and influenced by others just as they are in real life.

Since the main goal of this study is to discover, explore and reveal the viewpoints and challenges of the first year college participants in Andap National High School, it could be convenient to engross them to such group discussion.

Privacy was guaranteed by restricting access to the room from anyone except for the focus group participants. Participants moreover, were given the freedom to respond in English, Filipino, or Bisaya to make them feel more comfortable during group discussion. All responses however were audiotaped or recorded for it to be coded or transcribed in a verbatim fashion after.

In-depth Interview. While the focus group discussion emphasized a broader spectrum of knowledge and experiences from the English 9 students and teachers on their lived experiences. The in-depth interviews will provide a more profound understanding of specific viewpoints. This is where in-depth interviews is considered in gathering the data needed for this study.

The said interview utilized the same interview guide that was used in the in-depth interview. A free-flowing discussion with the informants as well as non-threatening environment are assured during the face-to-face discussion. These students are informed personally ahead of time about the discussion so they would not be taken by surprise.



Data Analysis

During the data collection period, analysis started. Every now and then, the newly collected data was reviewed, synthesized, and recorded to keep absolute, careful and detailed records to everything that comes out in the open. After gathering sufficient amount of data through the conduct of in-depth interviews, and focus group discussion, discourse analysis was used to analyse further the results and to check the disparities and similarities of all responses gathered. This was the time wherein responses were categorized and were organized into themes.

Trustworthiness and Credibility

Addressing the trustworthiness of a study has always been one of the major concerns that the most researchers are confronted with like any other research undertakings. There are lot of questions arise about the credibility of qualitative researches which is always compared to quantitative researches entail. In order to address this issue, I will employ significant viewpoints about the credibility and trustworthiness of my study through highlighting the following criteria by Shenton (2004) which are credibility, transferability, dependability and confirmability.

Credibility. It involves establishing that the results of the research are believable from the perspectives of the participants (Burton, 2013). Hence, several useful data gathering procedures and analyses will be undertaken to ensure credible results. For generating rich information needed for the study, focus group discussion and in-depth interview will be done through utilizing interview guide contains open-ended questions.

Transferability. Through illuminating key issues and seeking greater understanding on the phenomenon being studied, useful information on the experiences of students and teachers are generated from the study. Other researchers may use this study as baseline for the investigation and exploration of relevant ideas about the challenges in computer games addiction.

Dependability. Data gathered were coded in detail to ensure dependability of the study. Through the help of an audio device which was supplemented by an archival notes, everything will be done well. Coding and transcribing responses were done in Bisaya or Filipino languages and will be transcribed into English to make it comprehensible for whosoever reads the study.

Confirmability. To be able to achieved confirmability, results from the study were substantiated by others and not by my own predisposition. In order to avoid bias results, my engagement in the processes was done which also made me think to become credible through triangulation method. With this, confirmability was promoted and emphasized ensuring that the responses were coming from the direct experiences of my respondents, respectively.

Ethical Considerations

It is always emphasized that in order to achieve factual and desirable results in every study, ethical consideration is greatly considered. According to Gilbert (2008), whatever research undertaking that we will employ, our studies must always have to be guided with the following ethical principles: informed consent, respect for privacy and confidentiality, no harm and deception to research participants.

In order to avoid ethical complications in the research process, the researcher made use of the informed consent form. Consent to administer the research was asked from the school head. Another consent to administer in-depth interview was asked from the research informants. The purpose, procedures, and benefits of the research and the voluntary nature of their participation were explained to them. The procedures used in ascertaining the protection of confidentiality was likewise explained. It was my responsibility to give feedback to the research informants, believing that this was a form of recognition and gratitude for their participation and cooperation.

FINDINGS

This chapter presents the results to the research questions that reveals the classroom challenges in teaching and learning English 9. The primary focus of the investigation was on the experiences of English 9 teachers and students. The research participants were preselected through a survey conducted in Andap National High School to explore their views and classroom challenges in teaching and learning English using the prescribed module. The focus-group discussion was participated by six (6) students from Andap National High School. On the other hand, in-depth interview was conducted among preselected English teachers of the school.



The responses were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes had been used in order to conceal the identities of the research participants. The presentation of the result was done according to the order of specific research questions used in this study.

DISCUSSION AND CONCLUSION

This chapter presents the discussions, conclusion and recommendations of the study that revealed classroom challenges in teaching and learning English which will be the basis for a modified module. This study was conducted in Andap National High School.

The foregoing assertion motivated me to employ the phenomenological qualitative research method in my investigation. I am taking the clue from Gloenald (2004) who stressed that the aim of phenomenology is the return to the concrete and that the operative word is 'describe'. Lester (1999) supported by saying that this method is effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives. Hence, the whole idea was to get first-hand pieces of information from the research informants. It is through the said framework that the twelve participants were interviewed to share their experiences in teaching and learning English 9.

Twelve research participants coming from the four secondary school served as informants of this study. They were identified as teachers and enrolled students in the school. There were six (6) informants for the in-depth interview while the other four (4) participants for the focus group discussion. They were the sources of pieces of information and data for the phenomenon under study.

Since this study required a thorough investigation and in compliance with reliability and transferability concern in qualitative studies, the research employed the qualitative phenomenological research design. In so doing, the researcher would be able to undergo in-depth investigation through one-on-one interview and focus group discussion with the research participants.

For this chapter, the sequence of the presentation was based on the order of the research questions in the interview guide. The discussions section highlighted the themes, which were the results in the study, and corroborated with related literature and studies.

Discussions

The structured themes and the emerging therein were made as bases in broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial discussion was made in order to find their alignment with the theme.

Challenges in Learning English 9

The emerging themes in this structured theme are **finding English subject difficult, module unrealistic, do something to quell difficulties, unavailability of module, lack of cooperation by other students, and unavailability of multimedia equipment**. These were the classroom challenges experienced by students in learning English 9. The results revealed that finding English subject difficult is one of the major problems facing by students in learning the subject. Students have difficulty comprehending because their comprehension skill is insufficient.

Another classroom challenge is module unrealistic. It is something about the unattainability of lessons and activities in the prescribed module due to its broad content and multi-fold tasks. Aside from that, the unavailability of module hinders students to have independent learning at home. Another thing that challenged learners is to do something to quell difficulties by adhering to the policy to speak English in the classroom. Lack of cooperation by other students is another challenge confronted by students because some students do not show cooperation in the group activity. Finally, the informants revealed about the unavailability of multimedia equipment to be used in the classroom. It could be better if lessons were integrated with teaching materials that would ignite the interest of students to invest in learning.

This result is supported by Wu Ling (2012) who stated that the classroom is not limited by promoting students to learn but also to stimulate student's interest, and develops their associative-thinking skills by providing them a learning environment that would help them confront difficulties in learning the lessons. In using interactive teaching style, teachers will be given an opportunity to explore the issue, which will allow students to develop cooperative skills.

Looking critically into the proposition of Beckwith (2001), he suggested that multimedia as an approach in facilitating learning, should be used by teachers as it provides less laborious means of presenting the lessons and students did not need to write everything on the board. Multimedia has the potential to create high quality learning environments.



English 9 Lessons Difficult to Comprehend

The study revealed that **literature, lesson on reading, longer lessons, no internet access and difficulty with grammar** were the lessons in English 9 students found difficult to comprehend. Teachers found out that literature is difficult to comprehend especially when they gave it to low-performing students. There were situations encountered by students where that had difficulties to understand poems and stories due to the figurative languages used. Besides it was observed that students were just lazy to turn on their imagination cap and prefer to learn these literature pieces. The lesson wouldn't be successful until the teacher gave them the synopsis and then tried to elicit simple answers from them because the lessons are very long and tiresome to accomplish. It was also found out that students did not like to read literature pieces either.

As stated by Banks (2008), learning grammar was also a hump for students due to the fact that there were no illustrative examples given and the explanation was just limited for them to understand. Most students have difficulties with learning complex grammatical concepts. Typically invented examples are used in the tradition of grammar teaching. These examples were simple but unrealistic. They find it difficult to relate to real linguistic settings and almost impossible to apply to their own language production.

Difficult to Accomplish English 9 Activities

The emerging themes were **plays and group discussion, activities requiring internet connection, song composition, difficulty with terminologies, and brochure-making**. The findings revealed that plays and group discussion challenged students' cooperation and interest due to its lengthy literature pieces used in assessing student's performance. As the responses stated, students had difficulty accessing the internet which hindered their will to browse additional information needed for the development of the lesson. Another revelation shared by students about lessons on song composition. They stated that, in tailoring songs to express ideas and emotions, some students in their group did not exert effort to cooperate. As a result, the activity assigned wouldn't be achieved successfully.

Moreover, in literature lessons, Cordi (2009) confided that there were plenty of difficult terminologies along the reading exercises confronted by students. These unfamiliar words led students stumbling over some stubbornly tricky words. Sometimes, these terms were difficult to understand, other times these have been misused so often so meaning has gotten lost.

Difficult to Follow Teaching Styles

The emerging themes were **oral recitation, group dynamics, and lecture**. The result showed some research informants did not find the following teaching styles effective due to their undesirable experiences. In some cases though, some informants brought the matter up to the attention of their teachers. It served as an alarming revelation for the teachers to effectively use these styles as to feed up the interest and fulfillment of the learners rather than to develop fear to recite orally. According to the responses of the participants, oral recitation would tend students to be out of words to say because of language difficulty.

Similarly, the same problem arose when students did group dynamics. It was shared that some of the group members did not cooperate which regressed the accomplishment of tasks given.

As also confided by the participants, lecture was considered one of the best traditional style of teaching. But, in this study, it is found out that due to

In addition, Dan (2008) discovers that teachers in the literature classrooms face problems in breaking through the language barrier in older works written in very old forms of English. The researcher had particular problems in teaching undergraduates the basics of Shakespeare plays. He believes that college students see traditional classroom learning much differently from previous generations. Consequently, the researcher discovered that teachers in the literature classrooms face problems in breaking through the language barrier in older works written in very old forms of English. The researcher had particular problems in teaching undergraduates the basics of Shakespeare plays. Having attempted various techniques to make Shakespeare's Othello more accessible to his undergraduates, the researcher had developed prompts asking for creative and imaginative responses to the play rather than traditional critical readings. Students met these assignments with interest and enthusiasm. More ambitious or creative students had the opportunity to write their scenes in sixteenth-century English to fill in gaps in characters' motivations and history important to the development of the narrative. The researcher was also fortunate enough to teach at a culturally diverse institution that allowed for considerably more varied perspectives.

Effective Approaches

The emerging themes were **differentiated activities, role playing, use of code switching, and technology integration**.



Moreover, Banks (2008) examines difficulties as well as effective strategies that others have used to conquer a lot of challenges in teaching disabled and at-risk students. The researcher also indicated that teaching disabled and at-risk students have learning difficulties, due to deficiencies in their native languages. The researcher suggested that teachers should use multi-sensory approaches and should also teach phonology or orthography and grammar, as these may be necessary for teaching disabled and at-risk students to understand and use the target language.

Effective Teaching Styles

The emerging themes were **film viewing, visual aids, motivational teaching, and group dynamics**.

The role of teachers in teaching English is a very important factor to consider. Some students mentioned that learning English is the function of the teachers' characteristics, so that if students love their teachers and use his motivation and creativity, they will be more interested in English. Although this is an accepted scientific principle and is true for all subjects, but we must accept that this is more prominent in practical lessons. When the students love their teachers, they will be more interested in learning. So in some schools, the lack of motivated and creative teachers and the lack of access to equipment and limited contents of incomplete course books minimized the students' performance.

In the contrary, Pollock, Chun, Kim (2008) explore ways in which Western literature can be taught to Non-Western students. Their study shows that non-western values do not have to be overcome but rather Western values can be highlighted and reinforced to deal with literary complexity. Values and ideals such as freedom, self-identity, religion, feminism, and equality were explored and discussed to highlight major areas for non-Western students to comprehend. These could be reinforced through open discussions in the classroom, brainstorming activities, debating controversial moments in literary works, and writing activities to promote further literary investigation. Students can also be prepared for international literary academic exams through multiple-choice practice exams and extensive preparation in developing well-written essays. By reinforcing those Western values and ideals, any non-Western student could come to understand Western literature and appreciate its aesthetic values as well.

Har (2007) proved that teachers have the greatest impact on students' motivation to learn English.

Challenges Experienced in Teaching English 9

The emerging themes were **broad module content and low comprehension of students**.

These emerging themes showed that content of the module is coarse. Their responses showed that difficulty arose because of the longer lessons, varied activities and unorganized content of the prescribed module. Aligning the objectives in the module to the competencies in the curriculum guide made the teachers and students in vague situation.

It was also found out that due to the low comprehension of students, the lessons and activities in reading and writing were not met accordingly. It was a challenge for the students to exert better comprehension on the lesson because they lack interest in the

In as much, Rivers (2009) stresses that educational literatures which are taught in schools are not up to date, and are mainly old and boring. Even pictures of books are not attractive for students. Today's needs of students in English are not considered, while language is a dynamic phenomenon and the most educational contents are not different from 20 years ago. Some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time. Because the students' learning motivation is low and on the other hand the content volume is high and teaching in the short term is very difficult. In fact, the main problem of teachers is related to the first year of secondary school. Because teachers need to teach the basics of the English alphabet in 2 hours a week, in the case we have one week off then there will be a 14-days interruption between two sessions. In addition, the studies on the state of language teaching in schools, some teachers and experts suggest that the content, examples and illustrations of language books are not diverse and the provided exercises do not strengthen language skills (reading, writing, speaking and listening).

Challenging English 9 Topics

The emerging themes were **Anglo-Saxon and topics on composition**. Understanding the text was a problem for weak students in learning English 9. They cannot understand the text if they cannot understand sentences. Lessons that are anchored in Anglo-Saxon are found very challenging for both teachers and students. Because of long reading exercises and the high-sounding words used, the reading interest and comprehension skill of students are tested. Thus, the literature text was beyond their ability to comprehend and in regular English lesson would not be chosen by the teacher as a text suitable for their level. To put it bluntly, teachers were attempting to teach literature to students even they could hardly read, speak and write – in English.



Wu Ling (2014) stated that many students who study English do not really recognize the meaning of literature. They simply think that literature is a very culturally important thing, so in general they have a look of respect for literature, which leads to lesser interest learning Anglo-Saxon Literature in an awkward position. In fact, for English students, Anglo-American literature can improve English performance and can make students' self-cultivation to be greatly improved. In the study of literary knowledge, it can lead to build a better understanding of what literature really is. So we should let the students appreciate the fun of Anglo-American literature, found that literature can also read through audio-visual materials, through new learning methods to understand the Anglo-American literature, so as to improve the enthusiasm of the students, so they can actively learn literary knowledge.

Challenges Experienced by Students

This structured theme elicited six emerging themes; **difficulty using English 9 module, lacking motivation to learn, comprehending lessons, modules of bad quality and module not comprehensive.** Participants revealed that using English 9 module was one of the major difficulties they encountered. They found that the module was in bad quality and incomprehensive because of its thickness and multiple activities included. There were varied tasks needed to be accomplished which were unattainable to the part of the students.

Another emerging theme was lacking motivation to learn. Students were not motivated to invest efforts to explore learning English 9 because they found it boring and hard to understand. During activities, they were hesitant to participate and perform in their assigned tasks because they had difficulties in expressing ideas in English form.

Using the idea of Carter, R & Nunan (2008), lack of interest and motivation in learning English is one of the obstacles in learning English. Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. This encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students. Students should be encouraged to repeat the language, because the language can be learned only by repetition.

Bautista (2005) added that teachers as professionals are expected to respond to any curriculum changes to make teaching and learning dynamic and effective. The use of modules and learning packages become the tailored instructional techniques that would suit best to the students' ability. Gone are those days when teachers dominate the classroom routine. As the twenty-first approaches, the demand for better teachers and better quality instructions gets higher. As curriculum alters, instructional materials call for innovations because teaching-learning process is a matter of personal response.

Coping Mechanisms Used in Facing Challenges

The responses elicited five emerging themes, **do film viewing, motivate students to participate, do group study and assign reporters.** The emerging theme showed that integrating the use of multimedia in delivering the lesson was effective and could motivate students to learn.

Since students are not interested to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time.

Hudson, R. and Walmsley, J. (2008) stressed that through effective use the specific methods which are from the experiences of teachers in order to motivate the students in learning Anglo-American literature, positive results are gained.

Modification Made to Lessons

The responses called forth five emerging themes: **modify lessons suited to students, tasks modified for the students, introduce the use of technology, look for additional materials, and detailed lesson presentation.** It was stressed by the informants that in order to deliver the desired learning objectives of the lessons, they preferred to modify the lessons suited to students by selecting only the topics which were attainable and comprehensive. In doing so, the tasks contained in the module were also modified to see to it that macro skills stated in the curriculum guide will be achieved somehow.

Moreover, introducing the use of technology was appreciated by students and made the lesson more comprehensive and interest-provoking. To make this more effective, teachers looked for additional materials to be utilized during class discussion. In this way, the lesson was presented in a detailed manner which helped the students understand the lesson better and clearer.



As mentioned by Wu Ling (2014), the teacher's effort seriously affects the teaching efficiency. Teaching materials in the field of literature plays a key role. We are in the classroom to learn the knowledge, so in the Anglo-American literature, teaching materials are essential. Teachers have to spend time in the lesson and preparation of teaching materials.

Effective Strategies

The emerging themes were **varied student-centered activities, oblige students to answer questions, give students chance to ask, review of the lesson, and technology integration**. Teaching strategies are significant in order to carry out the importance of the lesson. According to the collated responses of the informants, it was effective if the students were provided with varied student-centered activities such as role playing, film viewing, critiquing character's decision, making comics, making timeline and poster, oral recitation and reporting. But these strategies vary in every group of students.

Asking and answering questions were required to students as what their teachers shared during the in-depth interview. Every literature reading exercises they had, the strategy they employed was to let the students answer the guide questions or the comprehension check-ups. Students were also encouraged to ask questions to assess their questioning skills. It was also emphasized to review the lesson so students would refresh learnings and information they got from the literature pieces they read. To supplement learning and deliver information efficiently, it was stressed that there should be technology integration in discussion.

Duff and Maley (2007) explains that teachers could cope with many of the difficulties of teaching language through literature if they ask a series of questions to assess the suitability of texts for any given group of learners such as the appropriateness of language level; if the subject matter interesting to the group; does the understanding of the text require cultural or literary background, and if the text right lengthwise for the time available.

Effective Activities

This structured theme elicited two emerging themes; **student-centered activities and teacher-centered activities**. As a teacher considering how you want to approach your means of instruction, employing a method that is beneficial for all of your students so learning would be enjoyable, and the classroom would be orderly and controlled.

There are many student-centered activities that would best suit to the interest of the learners. Despite the fact that there were some who did not show their full cooperation and enthusiasm to learn, teachers were still on the rhythm just to encourage them to go out of their shells. In doing these activities, creativity and unique ideas of students were highlighted. Group works were also encouraged and students learned to collaborate with one another.

Meanwhile, Hudson, R. and Walmsley, J. (2008) said that direct teaching focused on the distribution of facts to students, and was proven to be effective of teaching content and skill-based objectives. There were also activities that would let students learn on their own, practiced independence and make their own decisions – and that is teacher-centered activities. But in most cases, it was believed that teachers should use a combination of approaches to ensure that all learners' needs were met. Experiential educators claim to value student-centered learning, yet the values, as evidenced in practice, are often teacher-centered.

Implications for Practice

Based on the findings, the following implications for practice are offered.

On Challenges in Learning English 9. It can be reckoned that the research participants echoed the challenges in learning English 9 which are finding English subject difficult, module unrealistic, doing something to quell difficulties, unavailability of module, lack of cooperation by other students and unavailability of multimedia equipment. These revelations needed to be given solution by the teacher in order to deliver the desired learning outcome among students.

On English 9 Lessons Difficult to Comprehend. As noted in the findings of the study, the lessons in English 9 difficult to comprehend were literature, activities and exercises, lessons on reading, longer lessons, no internet access and difficulty with grammar. Among the reasons, it was found out that students really had hard time comprehending lessons on literature and grammar since the module offered limited examples and the activities were unorganized. Aside from that, it was also noted that due to inaccessibility to internet, learning additional concepts and knowledge will be augmented.

On Difficult to Accomplish English 9 Activities. The activities difficult to accomplish were plays and group discussion, activities requiring internet connection, song composition, difficulty with terminologies and brochure-making. As the findings had it, there were provocative and triggering circumstances that led to acts of bullying. In order to prevent the act of bullying from happening or from aggravating, the students should be



reminded to be aware or conscious of their actions and exercise sobriety and prudence in dealing with classmates, peers, and friends.

On Difficult to Follow Teaching Styles. It is the responsibility of the teacher to make a way in order to help learners unload their difficulties to follow teaching styles. Teachers often used their preferred learning style as their main mode of teaching and if students do not share those same preferences then learning can be very difficult and frustrating.

On Effective Approaches. Teachers used differentiated activities to tailor their teaching approach to match the student's learning styles. Students have the same learning goal. But the teaching approach varies depending on how students prefer to learn.

On Effective Teaching Styles. Instead of using a one-size-fits-all teaching style, the teachers used a variety of methods to teach. This include film viewing, motivational teaching, reflective journal and group dynamics. In any general education classroom, there are students with various learning styles. Some learn best by reading and writing. Others prefer to watch a video, listen to recording, or dig into hands-on activities.

On Challenges Experienced in Teaching English 9. Because of broad module content and low comprehension of students, teaching English 9 became challenging. For them to perform individually, teachers should provide varied task that would suit to learner's needs. To be flexible in the medium of instruction used sounded to be effective. In longer literature readings, it was recommended to introduce the use of multimedia in the reading lessons in order to capsule the idea.

On Challenging English 9 Topics. As pointed out by the participants, the literature used in teaching the lessons was anchored in Anglo-Saxon which encompassed the literature written in Old English form. It was thought to have been rich in poetry and prose, but very little of it survived.

On Challenges Experienced by Students. The insights or lessons the participants wanted to convey that the module was difficult to use. Because of flooding activities introduced, it was hard to choose the best ones that would fulfill student's learning and will to learn. As a result, students were not motivated to learn. In order to address these needs, the module should be made comprehensive for students. Lessons should be done comprehensively, too.

On Coping Mechanisms Used in Facing Challenges. In order to cope with the challenges confronted, teachers should employ activities that not just motivate students to be independent learners but also to teach them empower behavior and build skills. These could be done through integrating technology in teaching, doing group studies, and giving learning opportunities to students to express their ideas.

On Modifications Made to Lessons. Students should be provided a venue to improve and cultivate learning. Difficult lessons and tasks should be made comprehensive and appreciative in the part of the students. This tended them to exert effort in learning and develop eagerness to open their selves to delve deeper. In order to achieve these goals, modification made to lessons were suggested to be effective. Tasks to be given should be selected to best suit student's needs.

On Effective Strategies. The plethora of teaching tools can help make the seemingly impossible tasks of individualizing instruction possible. Varied student-centered activities could be done in order to give learning opportunities for students for them to let their creativity and interest in learning came out.

On Effective Activities. Immersing students in a range of creative activities let them have a chance to share vocabularies, ideas and concepts which give learning a meaning and purpose. Effective activities aimed to provide students to develop clear purpose in reading and in writing tasks.

Implications for Future Research

In as much as the study was limited to the responses of the students and teachers coming from the four secondary schools of New Bataan District, Division of Compostela Valley, the following implications for future research are considered:

First, future research may be conducted by selecting other group of grade school students coming from the same schools dealing with challenges in teaching and learning English. Second, another research of the same focus may be conducted to another location to investigate the same phenomenon on revealing classroom challenges in dealing with English lessons. Third, a re-interview of the same research participants and informants may be conducted to see whether their revelation on classroom challenges in teaching and learning English 9 have changed and overcome over a period of time.

Fourth, this study was done in a public secondary school. Further research could be done to investigate the same phenomenon among private secondary schools. Finally, the findings of the study are viewed from the lens of the selected grade school research participants and informants. Another research could be conducted to find out the classroom challenges experienced by teachers and students in teaching and learning English 9.



Concluding Remarks

Generally, the dual goal of the English Curriculum is to develop the learners' communicative and literary competence. Upon the implementation of the new curriculum in the country, English learning packages of the English 9 class has become the common instructional materials in the entire Philippines. The use of modules and learning packages in K to 12 basic education curriculum becomes the tailored instructional technique that may suit best to the students' ability. Gone are those days when teachers dominate the classroom routine. As the twenty-first century approaches, the demand for better teachers and better quality instructions gets higher. As curriculum alters, instructional materials call for innovations because teaching-learning process is a matter of personal response.

Not only is the learner's work displayed creatively, but there is a range of learning prompts to inspire and support the students. They should be encouraged to discover new texts, genres, so reading should be made inviting, well-resourced and module used in reading exercises should be highly organized. Teachers must be skilled at lowering difficulties and sparking student interest by developing a creative, wise and passionate teaching and learning.

It is critical that student's learning be consistently assess prior knowledge, and look to identify the concepts and skills the students do and do not possess. Filling in any learning gaps by trying to reveal and explore the challenges experienced in English 9, thus the perusal of this phenomenological study, by trying to relate new concepts to life experiences of both teachers and students.

English learners are often expected to determine the classroom behavioral norms independently. By lightening the loads of difficulties facing by students and teachers, this can help to avoid being misinterpreted as unmotivated or resistant to learning. Flexibility in teaching materials and the use of multimedia make it possible to reach out all learning styles. In dealing with the English subject, according to Ana Hernandez (2003) updated language strategies allow students to develop knowledge of subject matter through the competency in English. The teacher ensures that the lessons are comprehensible to different learners. In Philippine setting, the teacher must use comprehensive literary genres suited for the learners. Topics must be related to their personal experiences and connections. It is important to maintain a comfortable participatory learning environment that allows the students to practice English language without fear, seeking clarification or taking linguistic risks.

REFERENCES

1. Alsofi, A. (2008). *The Difficulties of Teaching English Novel for the Eleventh Grade from the Teachers' Perspective in Gaza*. Unpublished MA theses. The Islamic University of Gaza.
2. Banks, T. (2008). *Foreign Language Learning Difficulties and Teaching Strategies*. ERIC-ED501062. Masters Theses. Retrieved Oct.12, 2009 [on-line] Available: <http://www.eric.ed.gov>.
3. Bautista, R. (2005) "Development of a Module as an Instructional Material in Teaching General Chemistry": Unpublished Dissertation, University of La Salette, Santiago City.
4. Beliaeva, N. (2009) *Raising the Quality of the Teaching of Literature*. ERIC- EJ859602. Retrieved Oct.12, 2009 [on-line] Available: <http://www.eric.ed.gov>
5. Carter, R. & Nunan, D. (2008). *Teaching English to speakers of other languages*. Cambridge university press.
6. Chan, Alice. Y. (2004). *Syntactic transfer; Evidence from the Inter-language of Hong Kong Chinese ESL learners*. The modern language Journal.
7. Cordi, K. (2009). *Using Stories and Drama to Improve my Teaching: A Professional Storyteller "Bends Back" to Look Forward*. Unpublished doctoral of Philosophy Dissertation, Ohio State University.
8. Dan (2008). *The Influence of Gender and Motivation on EFL Learning Strategy Use in Jordan*. In Oxford, R. L. *Language Learning Strategies around the World: Cross-Cultural perspectives* (pp. 47). Manoa: University of Hawaii Press.
9. Eaglestone, R. (2010). *Doing English*. Great Britain Rontledge.
10. Grunwald, et.al (2002). "Factors Affecting Faculty Adoption & Sustained Use of Instructional Technology in Traditional Classroom", Unpublished Dissertation, University of Michigan.
11. Har (2007). *Factors affecting motivation to learn English: the perspective of newly arrived Hong Kong students*. Doctoral thesis, Durham University.
12. Heble, A. (2007). *Teaching Literature Online to Arab Students: Using Technology to Overcome Cultural Restrictions*. ERIC- EJ793131. Retrieved Feb.23, 2010 [on-line]: <http://www.eric.ed.gov>.
13. Hudson, R. and J. Walmsley (2008). *The English Patient: English Grammar and Teaching in the Twentieth Century*, Journal of Linguistics.
14. Jarvis, S. (2007). *Topic continuity in L2 English article Use*. *Studies in second language Acquisition*, 24.
15. Krashen, S. (2008). *The power of reading: Insights from the research*. Englewood, CO: Libraries Unlimited.
16. Kim, M. (2004). 'Literature Discussions in Adult L2 Learning', *Language and Education*, 18: 2, 145-166 [on-line] available: <http://www.eric.ed.gov>.
17. Ortiz, Alba. A. (2007). *English language learning with special needs. Effective instructional strategies*. Journal of learning disabilities.
18. Rivers, Wilga. M. (2009). *Teaching foreign-language skills*. Chicago University of Chicago Press.



17. Shakfa, M. (2008). *Difficulties Facing English Department Junior and Senior Students at the Islamic University of Gaza in Learning Drama. Unpublished MA thesis. The Islamic University of Gaza.*
18. Tolentino, A. (2012). *“Problems Affecting Instruction as Perceived by Elementary Teachers in the District of Saguday, Division of Quirino.” Master’s Thesis, Quirino State College.*