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The Teaching of Literature: Voices and Lenses

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Abstract. This paper is concerned with evaluating the teachers' familiarity and awareness of the different literary lenses in the light of the teaching literature. This study explored the lived experiences of teachers in teaching the core subject of 21st Century Literature of the Philippines and the World in Senior High School. This research utilized the descriptive phenomenological design, in order to explain the lived experiences of the five Senior High School Literature teachers using an interview guide questionnaire. Significant themes were inserted that emerged after gathering the data, namely: Theme 1: I find ways, Theme 2: I feel Lit!, Theme 3: I teach through lenses. In conclusion, the literature provides unlimited opportunities for students to express themselves and to learn best with appreciation and critical analysis. Furthermore, the use of literary lenses in senior high school is necessary for the references and in the instruction to be efficient in analyzing literary works.

Keywords: literature; literary lenses; phenomenology; senior high school

1. Introduction

The "Enhanced Basic Education Act of 2013" offers subjects that are new to the education curriculum. One of the core subjects of Senior High School is the 21st Century Literature of the Philippines and that of the World. This course aims to make the students engage in appreciating and studying the 21st Century Literature from the Philippines and the World, encompassing the wide dimensions, elements, genres, contexts, structures, and traditions. Today, education is very vital to national development, and it provides skills and knowledge to the youth of the nation (Idris et al., 2012). In addition, the educational system emphasizes 21st-century skills, namely: communication, collaboration, creativity, and critical thinking (4C's), when developing the higher-order thinking skills of students is essential. Literature is taken as an important component of educational institutions and curricula, by making it a core subject for senior high school students from different tracks and strands.

In the teaching of Literature, there is no single strategy that fits all types of learners. For instance, a traditional common lecture might inspire a student; while it might possibly cause frustration to others; a task-based activity might excite exuberant learners; but perhaps it might discourage and confuse timid students.

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Accordingly, the teachers should prepare a carefully planned lesson packed with various teaching strategies, in order to satisfy all the learners. As senior high school is still in its infancy in the K-12 curriculum in the Philippines, the teachers are being pressured to make their students responsive to their outcomes in the future. Consequently, the teachers are caught in a dilemma of how these issues should be addressed, and even more so, on how to be an effective teacher. To becoming effective, teachers must learn to adapt and consider teaching strategies in everyday lessons. Paolini (2016) stressed that effective teaching would require adjustment, monitoring, creativity, and flexibility. Therefore, literature in the classroom is not only about reading stories and other texts, but it also involves the right approach to be able to manifest creativity and critical thinking when analyzing texts.

Scholars, such as Rosslyn (2005), Wagner (2005), and Knapp (2004), unanimously believe that teaching literature makes sense in the context of the twenty-first century, provided it is taught by a proper approach. Traditionally, teacher-centred strategy views literature as a piece of knowledge, in which the students are seen as a storehouse of information about certain literary pieces, but not as creative and critical thinkers. Consequently, students may lack the necessary skills in processing significant information and analyzing some literature. Literary pieces, such as poems, shorts stories, and novels can be interpreted by using different types of literary criticism. Literary criticism or literary lens is an approach to understanding a specific literary piece.

Most English teachers would think that literary theory or literary lens is such a complex field, with jargon-ridden disciplines and a number of concepts often being considered as "hot potatoes" in classroom teaching, even though it should rather be introduced in higher education (Chun, 2015). Although the literary pieces in some textbooks are different, the structures of the books are almost the same, consisting of a little bit of the author's biography, a short introduction of the literary work, an excerpt of the work, and vocabulary points, which need to be discussed. Most of the high school teachers in a literature class would prefer to adopt this approach, which is not linked to any literary lens or literary criticism, but rather focuses on the authors, some words and lines in the text, as well as some structures. Thus, this is merely manifesting a level of general information and perhaps literal understanding among students. Some of the most common literary lenses are mimetic, objective, expressive, reader-responsive, and suchlike.

Literary lenses, if utilized by the teachers in teaching literary pieces, have a greater potential in transforming the learners to become critical readers themselves and creative explorers, which is the fundamental aim of 21st-century education (Yaqoob, 2011). The realization of this study was vital for senior high school teachers in basic education, in order to find new ways of teaching literature through adapting the literary lenses. With this, students are also trained to become active in meaning-making and critical thinking, rather than just a keeper of mere knowledge and information.

Therefore, this paper is concerned with evaluating the teachers' familiarity and awareness of the different literary lenses in the context of teaching literature. This study also explored the lived experiences of teachers teaching literature in Senior High Schools. The insights of this study were used to enhance the teaching of literature in Senior High Schools.

2. The Literature Review

The following studies discuss the different findings on literary lenses and the teaching of literature.

Mustakim et al., (2014) pointed out that to develop the students' potential in a holistic, balanced, and integrated manner, which also encompasses the intellectual, spiritual, emotional, and physical aspects, is the aim of Literature in education, in order to create a harmonious and balanced human being with high social standards. They also emphasized that the literature is for enhancing the language proficiency and generating the aesthetic part of the language, which is a personal response from students. Herlina (2016) also added that teaching literature has changed to different paradigms, which inevitably make the teachers play the important role in aesthetic readings; and this allows students to develop their own literary understanding.

Thus, the Literature broadens the students' life spaces through inquiries that push them outside the boundaries of their lives into other places, times, and ways of living. This is where transformation will occur, as the students carry their inquiries and experiences through literature back into their own worlds and lives.

In emphasizing the literary lenses, Gillespie (2010) defined the literary lens as a proven useful tool for discussing literary theories with students in different literature classes. It can be thought of as a microscope, eyeglass, telescope, and camera possessing different powers to facilitate and influence the scope of comprehension and perception in analyzing literary pieces. Metaphorically, literary lenses can sharpen, focus, deepen, dull, magnify, draw closer, shrink, distort, or even shatter the things we see just like the lens of a kaleidoscope. Each literary lens has distinct characteristics and limits, when used when looking into the deepest analysis of literary pieces. Specifically, it helps the students to gain critical vocabulary for reading, a set of ideas, and frameworks to help them go beyond "I like this story" or "I don't like this story," as their initial reactions. It also prepares high school students for what college Literature instructors would be asking them.

The literary criticism and theory delved into the study of the different issues required to evaluate and interpret literature. Cuddon (2012) discovered that these include imitation or "mimesis"; the concept of beauty in relation to truth and goodness; the organic unity of a literary work; the moral, political, and social functions of literature; the impact of literary performance on an audience; the status and nature of language; the figures of speech and the development of a variety of literary genres, such as tragedy, comedy, epic, and poetry. At most significant, Cuddon (2012) explained that literary criticism is applied to the

different literary texts, whereas literary theory is in full devoted to examining the principles behind such literary analysis. It is taken as a systematic explanation of practice; thus, theory gives light to the motives behind our practices; and it shows the clear connection of practice to ideology, religious attitudes, power structures, and historical constructs.

A research study of Van (2009) presented a basic review of six different approaches to the literary analysis used to evaluate and teach literature in the EFL (English as a Foreign Language) classroom in Vietnam, which is based on the colleagues' feedback. These approaches are: New Criticism, Structuralism, Reader-Response, Stylistics, Language-Based and Critical Literacy. The study found that students in the class are determined by their interest in the materials used by the teacher in the class, their level of persistence with the learning tasks, and their concentrations as well. The presentation of these literary approaches in the research study has shown how teaching literature can develop EFL students' motivation in learning English, while at the same time facilitating teachers' effective use of literature for improving instruction.

Consequently, Wilson (2014) also suggested ways to introduce literary theories to high school students, as a means of connecting to the various messages that the students receive in literature. It emphasizes that literacy allows people to render themselves oriented meaningfully to society, to deal with conflicting messages, to create and receive art, to become aware of the influences upon them, and most of all to make the world literate. Literature study is vital to promote multi-literacies among people; and teaching literary theories explicitly to students empowers them to recognize the raw materials in a text, and to make significant meanings.

These cited studies signify the importance of literary lenses in the teaching of the literature conducted. These studies showed affirmative and significant results on the use of literary lenses in the teaching of Literature.

3. Design and Methods

This qualitative research used a descriptive phenomenological design to explain the lived experiences of the teachers that are teaching literature in Senior High School via literary lenses and to examine their ideas in the teaching of literature.

This study interviewed five (5) literature teachers in the Senior High School from the north and south of Cebu. They were chosen through purposive sampling, according to the inclusion criteria: a BSEd graduate, with English as a field of specialization, must have taught the core subject of the 21st Century Literature of the Philippines and the World for at least 2 years in any public senior high schools in Cebu covering the 2016-2017 and 2017-2018 academic years; currently teaching the subject; and they must have the willingness to participate, regardless of their age. The study was conducted in the four selected large public schools (with not less than 500 enrolled students) comprising a heterogeneous and a homogeneous group of learners in the Province of Cebu.

The interview questions were open-ended, in order to grasp in-depth clarification of discussion among the key informants of the study. The content of the interview questions was validated by the experts in the university. These questions were framed into three parts, namely: preliminary questions, leading questions, and wrap-up questions. Preliminary questions set the mood of the interview and sought the impressions of teachers about how they are teaching in the senior high school, the type of students they teach, and how their literature class is going so far. Lead questions deal with inquiries on the use of a literary lens in teaching literature, their awareness, application in the lesson and instruction, and their lived experiences. Lastly, the wrap-up questions summarized the whole interview; and they sought to clarify some points that might be misunderstood during the interview process. Each interview lasts forty to sixty minutes, with each key informant via audio-recording.

The responses of the key informants were transcribed, in order to explore their experiences. The transcribed responses were returned to the key informants to verify the similarity of their responses and those of the transcribed data. The significant phrases and statements were extracted from the transcripts, in order to identify the themes of their experiences. All emergent themes were explained in an exhaustive description; and they were supported by the exact responses or utterances of the key informants. The pursuit of this research study was made possible after the ethical considerations had been completed. Ethical protocols were followed and were adhered to before the conduct of the study, when the researcher was granted ethical clearance. To ensure the privacy and confidentiality among the key informants, they were assigned with codenames PA (Participant A), PB (Participant B), PC (Participant C), PD (Participant D), and PE (Participant E), in order to maintain their anonymity in this study.

4. Results and Discussion

The senior high school teachers teaching the core subject of 21st Century Literature of the Philippines and the World indicated unanimity in their voices upon expressing that Literature in Junior High School, where linguistic and grammar competencies are integrated, is different from Senior High School, where literature is taken purely and holistically in its focus without overlapping with language learning skills and concepts. This huge difference requires literature teachers to facilitate the literature subject in Senior High School with the best possible approaches.

Through a series of interviews among selected senior high school literature teachers, three major themes emerged in the data analysis. Furthermore, two sub-themes in each theme were obtained in the process of the data analysis. The themes and sub-themes in this study were evaluated and validated by a data analyst, who is an expert in qualitative designs and phenomenological investigations.

4.1 Theme 1: I Finding ways.

The realization of the senior high school of the Philippine educational system is still in its infancy; since it started in the year 2018, when the first batch of Grade

12 students graduated. The situation resulted in a lack of references among teachers and unelaborated curriculum guides, which did not suggest any specific literary texts for the literature lessons. As the pioneering literature teachers in senior high school, it was challenging for them to teach the subject without any teaching guide and without sufficient references. The teachers had to take action on their own. These claims are supported by the following utterances:

".. I use the summary only because one of the problems here in a public school in DEPED is you don't have the necessary materials. Each student you really have to provide for if you have this this reading material. You have to provide for them (PB 145-149)."

"It is hard to look for literary pieces by yourself because the curriculum guide only shows the competencies; but it does not have any suggested literary pieces; and it is consequently challenging (PC, 192-194)."

Despite the concerns on curriculum and references, other concerns must also be considered. These concerns have long been identified by education experts. Nieto (2000) also suggested that the strategies, teaching activities, and approaches should relate to these diverse concerns. Thus, the attitudes and behaviors of students in their literature classes must also be considered and recognized by the teachers. Before the K-12 program, the students who have finished high school can immediately proceed to college; but now such students cannot be considered college students, because completion of senior high school must be done first. This also brought a variety of characteristics among senior high school learners. The following sub-themes were also identified upon data transcription and analysis.

The Diverse Learners. The key informants from different divisions of Cebu shared the behaviors and characteristics of students in the literature classes. This sub-theme refers to the characteristics of students and their behaviors during classes. Most of the students have fun in their literature classes, especially during performance tasks. Literature becomes enjoyable in situations where they can relate to the discussions. Active engagement among the learners is expressed when they suggest activities they want to do in class. This is where their identities are shown in the class, without inhibitions, and they intentionally read the texts that are being discussed. The following shows the responses of the key informants.

".. sometimes they have fun, especially if they are asked to do performance tasks, like movie trailers (chuckles), or interpretation like a campaign or advocacy video. And when they present their outputs, they always giggle. (PC 172-176)."

"Just like when they say: "Can we have a dance activity, as a presentation?" They have their ideas, based on how they prefer to do the performance task that suits their choice and interest. As a teacher, I give them that opportunity to create something of their own initiative (PD 30-34)."

Wu (2012) pointed out that a diversity of learning progress in the classroom exists among the students. Teachers must adopt strategies that promote valuing diversity, in order to enhance learning, given that these diversities of the students could make an important contribution to their efficient learning and critical thinking skills.

On the contrary, teaching literature to senior high school students becomes challenging at the same time, for various reasons. Comprehension problems among students become a huge burden to the teachers. Some students do not show any interest in literature classes; and slow students rely upon their classmates most of the time during written and performance tasks. Despite the diversity among the senior high school students in the literature classes, the teachers never fail to find alternatives and meaningful strategies to maintain the focus of learning among their students. The key informants show various approaches to maintaining the teaching-learning process.

The Expanded Teaching Initiatives. Recognizing the different behaviors of the students in their literature classes is just the steppingstone to be taken by the teacher in the classroom. The next goal should be to find the appropriate actions to ensure learning, despite the diverse learner behaviors in the classroom. Many teachers would easily agree that for effective teaching to take place, the students must learn to think critically, develop understanding, communicate effectively; and they should manifest commitment towards lifelong self-education. But for teachers who are accustomed to insufficient materials, references, and curriculum guides that need to be redefined, these teachers are bound to come up with interventions, and they find ways to deliver the competences in the literature classes.

The unspecified literary works to be covered in the subject oblige the teachers to find ways of looking for literary pieces to be discussed in the class. This situation may suggest incompleteness in the curriculum guide; however, it allows the teachers to expand their initiatives and creativity in terms of choosing literary texts for their lessons.

The length of the literary piece is one of the most considered factors by the teacher; they do not choose long texts in the class; since this leads to boredom among the students and reduces their delight in reading. Literary pieces with which students can find relevance to their lives are important; since they maintain interest throughout the discussion. Most of the teachers have their selected pieces, as references for discussions, following what they think would fit the interests of the learners. In some cases, the teachers have the initiative to blend 21st-century literature with the traditional. Classical literary pieces are also included in their sets of references. Transparently, the response from one of the key informants is as follows:

"We cannot give literary pieces to our students and let them understand on their own, without giving them strategies on how to analyze them; moreover, the curriculum guide does not have any suggested strategies for analyzing literary texts (PA 133-136)."

It has always been imperative to successfully deliver the competences of the literature subject. To uphold this obligation, the teachers shared some of the common practices they exhibit in their literature classes. The use of contextualization in literature discussion is favored by some of the teachers; since it helps the students to apply the concepts in a real setting and context. It helps learners to better understand the significance of the texts in life situations, and to develop literary appreciation. Presenting some of the videos and literary projects done by students in other schools also guided the learners in their classes and gave them a clearer understanding of the expected outcomes in their performance tasks. It serves as an encouragement for the learners to produce better outputs.

In a literature class, where the frequent use of a lecture-discussion strategy would not be advisable, there is a need to exhibit varied activities in the class, in order to be very efficient. The teachers shared that they cater to the voices of the students, who suggest tasks and activities that they most preferred to do, when they are related to the texts; since this is where students become more involved in the teaching-learning process.

"Firstly, I use art appreciation and life appreciation in the class; because those are the easiest. Just like in effectivism, it would be easier for them to understand the text; because they could then connect this with their own experiences (PA 224-227)."

"I show a video because I saw on YouTube a particular movie trailer made by students from other schools, somehow a project from schools in Manila. I make them view that, so that they can somehow make a comparison (PC 139-140)."

In analyzing the literary pieces, reading is an obligatory process. Teachers shared that even though students have fun in performing tasks and other activities in literature class, having the students read the literary texts frequently becomes challenging. As part of their initiatives, teachers encourage their students to read texts and even allot D.E.A.R. (Drop Everything and Read) time to students. Having a personalized set of literary works helped the teachers to discuss in class, for them to have a full mastery.

"In fact, I use dear time. Drop everything and read, so I give them 20 minutes to read, just drop everything literally and read. In fact, I am the one bringing novels to them as reading materials... I notice that students have poor reading habits, so at least if they are given this time, no matter how limited it is, maybe somehow I could influence them to read (PC 52, 55-58, 83-86)."

"Surely, I already have a list of a literary texts with analyses, and with discussion questions, which I have gathered in the past and it is not difficult for me to teach literature (PA 308-311)."

The expanded teaching initiatives of the teachers play a very vital role in the literature instruction in Senior High School, despite the challenges in the materials and the diversity of learners, they were able to find ways to uplift and efficiently deliver the teaching of literature among the students. San Jose (2015) identified

the teaching strategies utilized by AB English teachers in the teaching of literature. The findings revealed that lecture-discussion appeared to be the best strategy in literacy instruction; and there are some teaching strategies performed by the teachers to address the varied learning skills of the students. The teacher further recommended that there must be innovation towards the current teaching strategies, in order to develop and to better achieve the desired learning outcomes; since the teaching of literature does not possess any one strategy that would fit all the criteria.

Therefore, these expanded teaching initiatives of the teachers are accepted by the diverse learners in the classroom and most of all with the other factors that affect the instruction. In general, the related studies about the diverse characteristics of the learners in the classroom would have ignited the teacher to expand teaching initiatives and to find ways.

4.2 Theme 2: I feel Lit!

In these present times, when the world is bounded by fact-obsessed culture, the significance of literature in the classroom is sometimes questioned. In discussing fiction, for example, why are the students presented with stories; and they have their time occupied with reading books about events and things that are not even real? What if teachers would just teach them right away the things they need to know? For most teachers, these questions would appear to be too ridiculous to ask. Tondrow and Kwek (2017) added that teachers can aid students in understanding themselves and other people better in an interconnected and multicultural world, by exploring the breadth and depth of the human experience through the works of literature. The challenge of today's educators in Literature is to think constantly of many ways to be able to connect the lessons and subject issues in real life for their students, or take the risk of being labelled as teaching the subject of outdated tales.

Literature is indeed important; since it is even placed as a core subject in the senior high school curriculum; thus, any student from any kind of track would take the literature subject. The sub-themes under Theme 2: I feel Lit! are the thoughts and feelings of the key informants on how they view literature. The following sub-themes were determined when the responses about their feelings towards the subject were analyzed.

The essence. As the teachers shared their personal views on literature, the central idea revolved around the significance and essence of literature. It showed that the literature is all about the appreciation of life, in which self-transformation is the goal. When students develop appreciation, literature then becomes something they do not just do for studying but rather something that they do for pleasure. Another essential element in literature is reading the literary pieces. Looking into the literary texts is dissecting them into more vivid details that would contribute to a better analysis of the texts, the author, the social realities, the characters, and the like.

Wolf (2011) stated that although the teachers of literature in secondary schools view literature as a field of study or content area, the focus has been on teaching the formal arts of words and structures and inducting the learners into the literary heritage, rather than in experiencing literature as life. Literature is viewed as an inquiry into life.

Literature illuminates what it means to be human; and the aesthetic nature of literature leads to access to life's most fundamental experiences, such as hope, love, despair, loneliness, belonging, and fear. If literature is the imaginative way of shaping experience and thought into the structures and forms of language; then students are the readers who will reshape experience and will use literary language to transform life. As some of the key informants said:

"Literature is basically reading. (PE 16)" "supposed-to-be literature should be for pleasure (PD 46)."

"Literature is about dissecting literary pieces (PC 267-268)."

The Neutralizer. Education should be grounded in more than just relaying dry information to students; most importantly, it is about fostering among the students critical thinking skills and understanding the things around us. Currently, the educational system offers an array of subjects in the senior high school that appear to be new to the learners. Some subjects would require students to engage in higher mathematical skills, namely Calculus and Statistical subjects. Other subject courses, such as research, language, and science subjects would even require students to show the utmost level of hard work, in order to grasp the concepts of these subjects. Despite the demands of these subjects on the learners, the key informants perceived Literature as the only subject that balances with the other subjects in the curriculum. Literature becomes the neutralizer in which students can learn concepts without coping with mentally challenging tasks.

"On a personal note, literature class would neutralize all the subjects. I believe there is a need for literature for students because it becomes a pity for them if they only have heavy subjects like mathematics and science. It is also literature that gives them an avenue to express themselves; and it gives a balance to their subject loads (PA 246-252)."

This unique characteristic of literature among all the academic subjects would imply that among all the subjects, it is literature that is transformative and powerful; as it provides a voice for the intensity of the readers' actions and feeling, with all its absurdity, ugliness, and beauty, something that does not emerge in other subjects. Moreover, it becomes fun for the students; as it triggers different emotions in students; and as it constantly surprises and shocks, disturbs, and provokes them into a new and heightened level of awareness of the experiences, creative and imaginative concepts, and ideas. Therefore, it helps students to achieve human potential in so many unprecedented ways.

Literature can provide almost unlimited points of perspective for the learners to be able to embark on varied activities to foster aesthetic and critical responses; not only in listening, viewing, and reading but also in discussing, performing, and

writing. Literature can transport the learners to so many places and other times and then expose them to deeper real-life values.

Literature is not only limited to what one knows and to how one knows things. It describes more about a state of mind – or what is commonly known as critical consciousness – much more an academic discipline that is connected to specific content knowledge.

The sub-themes presented above pertain to how the teachers feel about literature based on their lived experiences in teaching the subject.

4.3 Theme 3: I Teaching through lenses.

In teaching literature appropriately, a teacher must make the students decipher what is meant by the text. The role of the literature teacher does not end by just successfully making the students read the text. Most importantly, analyzing the essential meanings and concepts behind the literary pieces is a priority. Literary lenses provide a variety of methods for the analysis of literature. In most cases, literary lenses give a perspective for a substantial study of literature that uncovers multi-layered valuable meanings. By literary lenses, it does not constitute the meaning of the texts, but the theories that reveal what these texts can mean to the readers.

As regards what DepEd wants to implement, the 21st Century Literature curriculum addresses the demand that the senior high school students must investigate a wide array of multimodal texts that have equally varied contexts and styles from Philippine Literature and World Literature. This means that it is not only simply about a matter of providing them with the exposure to varied verbal and visual stimuli, but most of all in developing in the learners a critical disposition to be able to handle contemporary and unprecedented types of text and situations. Thus, the literary approach comes in to dignify these thrusts. Regarding the lesson plans of the key informants, the literary lenses used were stated and transpired in the documents.

Cuddon (2012) explained that the practice of literary lenses is applied to the different literary texts where literary theory is in full devotion to examining the principles behind such literary analyses. The literary teachers who participated in the study expressed that part of their lived experiences in teaching literature in senior high school is the use of literary lenses in their instruction. Some of them introduce literary lenses to students, as tools to understand the literature.

Based on the findings, literary theory trains and encourages students to generate new meanings of the texts by basing them on real-world beliefs and experiences. It makes the students approach literary texts from multiple perspectives; and it makes them mature critical thinkers and problem-solvers. Thus, it concluded that teaching literature with literary theories should help to achieve the major objectives of twenty-first-century education.

The following sub-themes explain the literary lenses known and used by the teachers in their class during the interview sessions that transpired.

The Known. Being aware of the literary lenses is a good start for someone who handles literature subjects. Aside from being familiar with these lenses, the teachers during the interviews even specified and named some of these lenses they commonly used and applied in the class. Teachers also believe that introducing the literary lenses is not a hard task for students; since they only choose the basic ones. This allows the learners to utilize various ways of interpreting the texts. Van (2009) presented a basic review of six different approaches to the literary analysis used to evaluate and teach literature in the EFL (English as a Foreign Language) classroom in Vietnam, based on the colleagues' feedback. These approaches are New Criticism, Structuralism, Reader-Response, Stylistics, Language-Based and Critical Literacy. The study found that students' motivation in the learning process is determined by their interest and enthusiasm for the materials used by the teacher in the class, their level of persistence with the learning tasks, and their concentration as well.

The known literary lenses among the key informants were mentioned in the following statements.

"Yeah, you have to use the four major critical orientations, ah, the mimesis, expressionism, the formalism, and another one, effectivism. All of these are the four major critical orientations, that you need to introduce, Only the four I usually introduce; and with the use of these four major critical orientations, I analyze the literary piece; and as far as possible, I use the four major critical orientations in analyzing the text (PA 159-167)."

The Impact. The use of literary lenses gives a huge impact to the literature instruction of senior high school teachers. It provides clear and better ways of understanding the text. Literary lenses are foundations in literature. Applying these lenses in class is effective; as they simplify the concepts; and this helps the students in analyzing the literary pieces. Moreover, it guides students when they study literature. Teachers believe that students learn best when they use literary lenses in class. Favoring the use of these lenses, the teachers also believe that there is a need to be selective; since there are several literary lenses that range from the basic to the most complex ones. Bay (2013) made mention that the success of any teaching strategy would depend on the frequency of its use in the classroom. Therefore, the use of literary lenses must be consistent in all the lessons of the teachers, when discussing the literary works and the literary lenses. There should be a routine for students when they study texts in literature subjects. These findings coincide with the following responses of the key informants:

"There is a need to give clear ways and strategies for the students in analyzing texts because we cannot just give them the text and let them understand it on their own. That is why literary lenses as foundations in teaching literature provide a better way and a strategy that guides them in analyzing the texts (PA 178-182, 195-202, 208-214)."

"When I applied some theories in my classes, they were really effective. Just like ahh the reader's response would be the most common reader's response: what could be the impact of the

literature on the student, upon studying again theories, I realized that maybe this might be very helpful in understanding more about literature because this could be very effective in finding meaning in what you are reading (PB 108-111, 119-122)."

The testimonies of the key informants expressed the view that the use of these literary lenses should be the steppingstone in every literature class in senior high school. These literary lenses or approaches would ignite critical analysis among the students; and they would guide them properly in reading different literary pieces. Moreover, the inclusion of literary lenses in the reference books for literature in senior high school could be a great help for both the teachers and the students as well.

5. Conclusions

Upon evaluating the teachers' familiarity with the different literary lenses in the light of teaching literature and exploring the lived experiences of teachers in teaching the core subject of 21st Century Literature of the Philippines and the World in Senior High School through descriptive phenomenological design and by an interview guide questionnaire, the significant themes that emerged after gathering the data were: Theme 1: I find ways, Theme 2: I feel Lit, Theme 3: I teach through lenses. This study is limited to five Literature teachers in the province of Cebu; and it only based the data on their responses.

The findings of this study will be used as a basis for crafting instructional materials for literature in senior high schools. In conclusion, literature provides unlimited opportunities for students to express themselves and to learn best with appreciation and critical analysis. Furthermore, the use of literary lenses in senior high school is necessary for the references, and in the instruction, in order to be efficient in analyzing literary works.

The voices of the literature teachers emphasized that literary lenses are to be used in their instruction. Consequently, it implies that integrating the basic literary lenses in the literature references, learning modules, and books, would be meaningful for the senior high school learners. Findings also revealed that literary lenses imbibe critical activities among the learners as well. They lead the students to discover the relationship between the text and the author, and to develop a wider horizon of consciousness of the culture and social issues – both from the reader and the presence of the texts. This constitutes improving the teaching of literature as an evolving discipline in senior high school. This study recommends for future researchers to investigate whether literary lenses would be applicable in teaching literature to the level of younger learners, such as junior high school and elementary students; since literature, as a subject, is also taught to these learners in school.

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Appendix A

Interview Guide Questions

Preliminaries: The following questions will be put to the research participants after the consent has been granted.

Interview Questions	Teacher's Responses
<p><u>Introductory Question</u></p> <ol style="list-style-type: none"> 1. How is Senior High School Teaching nowadays? 2. How are your students doing in your class? <p><u>Leading Questions</u></p> <ol style="list-style-type: none"> 1. How do your students behave in your class, especially in literature? 2. What literary lenses/theories do you usually apply in your literature classes? 3. Why do you apply these lenses/theories? 4. Do your students learn best when you use these lenses? 5. Does this practice give an impact to the students learning literature? 6. Can you give me some experiences of this impact? 7. Do you favor literary lenses/theories as a tool in teaching literature? <p><u>Wrap-Up Questions</u></p> <ol style="list-style-type: none"> 1. Would you recommend the use of literary lenses in teaching literature? Why? 2. Is there anything more you would like to share about the use of literary lenses in teaching literature? 	