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Experiences of English Major Students in Learning Literature: Basis for a Literature Intervention Program

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PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

**EXPERIENCES OF ENGLISH MAJOR STUDENTS IN LEARNING
LITERATURE: BASIS FOR A LITERATURE INTERVENTION PROGRAM**

A THESIS
Presented to
The Graduate Studies and Teacher
Educational Research in Indigenous Peoples Education
Philippine Normal University
North Luzon
Aurora, Alicia, Isabela

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN ENGLISH LANGUAGE EDUCATION

KEVIN L. DELA CALZADA

May 2024



Abstract

This qualitative study utilized a narrative inquiry research design to explore the rich experiences and stories of 15 Bachelor of Secondary Education Major in English students at Isabela State University-Cauayan Campus. The goal was to delve into their positive experiences, challenges, and potential solutions to their difficulties in their learning activities, strategies, and assessments amidst the shift to the new normal. Employing data triangulation through interviews, observation, and focus group discussion, the study conducted thematic analysis, yielding nine emergent themes.

The learners' positive experiences highlighted immersive literary activities, practical study techniques, and varied assessment practices. Conversely, challenges emerged in understanding the complexities of literary activities, adapting learning strategies, and facing academic and operational hurdles in assessments. In response to these difficulties, learners suggested the implementation of a comprehensive support framework, the cultivation of a supportive literary environment, and the enhancement of assessments through preparation and collaboration.

The culmination of these insights led to the development of the Comprehensive Literature Engagement and Assessment Program (CLEAP). It is designed to promote active involvement, address intricate aspects, and provide solutions for the challenges faced in literature education. Hence, this study greatly enhanced the understanding of literary courses for both learners and teachers, informing curriculum development, teaching methods, and educational policies in the Philippines.



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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

1.1 Background of the Study

Education has faced a formidable obstacle as it combats the difficulties imposed by the COVID-19 outbreak. It caused various disturbances that instigated the downturn of the global economy (Fernandes, 2020), deception and disputes in the community (Enitan et al., 2020), and the cessation of schools (Viner et al., 2020). It impacted around 250 million students engaged in higher education throughout the globe (Tadesse & Muluye, 2020). Thus, the dramatic shift in the education system has disrupted the teaching and learning process, resulting in several global problems that have had a profound impact on the learners' holistic educational experiences.

The conventional methods of teaching and learning in the Philippines have seen a significant change, mostly as a result of the brief cessation of school operations during the pandemic (Adedoyin & Soykan, 2020). Academic institutions have rapidly transitioned to online and offline platforms, employing Web 2.0 capabilities developed by external organizations or incorporated into their own learning platforms to enable virtual study. The shift emphasizes the crucial role of information and communication technology (ICT) in modern education, facilitating cooperation and connectivity between students and teachers and promoting a more advanced and technology-driven educational experience (Santiago et al., 2021). Thus, a new status quo of learning has emerged, in which technology plays a



crucial role in adjusting to the exigencies of the 21st century and equipping students for the needs of the digital learning era.

The inclusion of the new learning system has inundated the educational sector in the Philippines. Based on a recent poll conducted by UNESCO (2020), more than 28 million Filipino students at all academic levels are required to remain at home and conform to Philippine biosecurity regulations. With this move, a prevalent issue that affects Filipino students is low internet connectivity. According to the Department of Information and Communications Technology (2019), as cited in Diez et al. (2021), just 17.7% of Filipino homes have connectivity to the internet, while 24.0% possess phones and 23.8% own internet-connected desktop computers.

As a response, the field of education implemented plans and procedures to cope with these adjustments and sustain and provide quality education (Tria, 2020). A wide array of learning platforms have emerged, like TV and radio broadcasts, video and online lectures, and modular learning (UNESCO, 2020), to aid the education process in distance education. Thus, various delivery modes were suggested to maintain the new learning environment.

The Commission on Higher Education (CHED) decided on flexible learning as an alternative to the new normal of education (Villanueva, 2020). Flexible learning is a confluence of digital and non-digital technologies that guarantees integrated and comprehensive education through the use of online, offline, or blended teaching and



learning activities. Online is an electronic-based, flexible learning approach that utilizes internet-based courses to deliver instruction. Digital learning materials include webcasts, podcasts, videos, audio, and other open educational resources (OERs). The CHED created a web-based platform that offers free educational resources to college students in order to facilitate online learning. Offline, however, is a flexible learning mode that makes no use of online access. The learning process utilizes printed modules or digital formats such as video and audio stored on portable media players. In contrast, blended learning is a form of flexible teaching and learning that combines online and offline modalities. Coursework would be delivered utilizing digital resources, while other classroom activities would be conducted offline, employing printed modules, cassette tapes, and disk drives.

In the Philippines, higher education institutions (HEIs) advocated online learning platforms such as Google Classroom, Messenger, Zoom Meetings, Facebook, and YouTube (CHED, 2020), which facilitated learning activities. Learners were also tasked with innovating strategies (Ferdig et al. 2020) that would cater to their learning needs and interests. Learning assessments and evaluations have also been found to have authentic and realistic results (Winthrop, 2020) for learners. Thus, a lot of trial and error was carried out in the new normal mode of learning (Pokhrel & Chhetri, 2021).

For instance, Isabela State University is committed to upholding the directives outlined in CMO No. 4 series of 2020, which delineates the guidelines for the implementation of flexible learning, as well as CMO No. 06 series of 2022, which further



reinforces the institution's dedication to flexible learning within higher education. This is at the core of the university's endeavor to ensure scholastic sustainability and create breakthroughs in the delivery of instruction in accordance with Education 4.0's Smart Education standards. In support of the Flexible Teaching and Learning Modality (FTLM), the Learning Resource Management Center (LRMC) was established as a flexible and adaptable learning hub geared toward the realization of a digital classroom context. The learning hub supports the discovery of a suitable Learning Management System (LMS), a software program used to manage, record, monitor, evaluate, and conduct learning programs with a user-customizable interface to complement the learners' learning experience.

The new era of learning engulfed the institution, channeling experiences into a different structure of pedagogy, which undeniably brought changes to the education sector (Tria, 2020). Literature, a core subject in 21st century English degrees, teaches a number of social, human, and cultural values (Gabrielsen et al., 2019) that are necessary for building well-rounded learners. Moreover, the cultivation of critical thinking abilities in the humanities, specifically in the field of literature, carries substantial educational significance (Frykholm, 2021). By engaging with literary works, students are provided with the chance to delve into a wide range of perspectives, cultures, and human experiences. This enriches their comprehension of the complex nature of the human condition. Through active engagement with and critical analysis of literature, students are motivated to scrutinize presumptions, assess the reliability of evidence, and formulate



substantiated arguments—in the process, they enhance their capacity for critical thinking (Widiastuti & Syamsi, 2023). In addition, literature fosters the development of empathy and comprehension through its ability to engross readers in the experiences and hardships of characters hailing from diverse backgrounds. This immersion cultivates a worldview that is more compassionate and inclusive.

Although the advantages of incorporating literature into academic curricula are apparent, there is a significant scarcity of recent research that examines its purpose and implications. The lack of research in this area not only restricts the comprehension of the lasting importance of literature in education but also neglects to acknowledge its capacity to ameliorate the learning process and provide individuals with crucial skills for dealing with deeply convoluted societal issues (Ugwu, 2022). Hence, it is imperative to conduct additional academic research on the convergence of literature and education in order to recognize and capitalize on its capacity to mold individuals who are actively involved, empathetic, and adept at analyzing complex issues.

Moreover, while earlier studies have been undertaken on the complexity of the teaching and learning process in the virtual classroom in general, the discipline of virtual and offline literature instruction has not yet been investigated (Islam, 2021). The distinctive field of literature should determine the most effective methods for facilitating classroom instruction in a flexible environment. In addition, it is crucial to consider students' views and preferences in literature courses in order to create successful classroom environments.



Additionally, the one-at-a-time approach in distance education for interactive literature classrooms is challenging due to the particular nature of literary courses, which require active conversation between instructor and learners (Mathew & Pandya, 2020). The course rests mostly on interpretations and discussions of a wide range of topics and issues. Using a digital platform drastically reduces the likelihood of active and involved engagement, leaving little opportunity for the genuine content of literature classes to be conveyed among the class. As is the case with enrolled students in different classes who struggle to derive the course's considerable value from the instruction, the scenario for undergraduates in literary studies is analogous or less challenging.

In instructing genres such as theatrical plays and similar subjects that require performance-based lessons, student engagement and the teacher's delivery abilities are of primary value. While teaching in a school context, it would be straightforward to associate the presentation with the efficient use of body language and tone modulation (Verde & Valero, 2021). Literature courses, unlike other disciplines, demand the presence of a competent performer rather than a didactic lecturer. Being in virtual courses with limited resources to improve the teaching environment would make it challenging for instructors to emulate their in-class performances. Gestures of the face and hands are significant in teaching, and they would be more critical in a discipline that requires performance-based instruction than a simple lecture (Clough & Duff, 2020). In a performance of subject-focused tales, poems, or plays, the connection between the student and the instructor is more prominent than in any other type of lesson.



Likewise, the study of literature in the English language is useful for a variety of reasons. The language employed in literary literature is real, demonstrates linguistic use that differs from classroom and book usage, and often requires students' engagement, argumentation, and discourse (Kranjac, 2015). The learner develops imaginative and critical thinking abilities by articulating their own thoughts and ideas about the material. The instructor should devise activities for the learners to do in class, after class, or even before class, leveraging offline and online investigations to accomplish the goals of the projects. Multimedia, websites, and audio and video files may be utilized as supplementary materials.

In accordance with CMO No. 21 Series 21, studying literature entails developing a variety of skills, such as advanced language proficiency, persuasive rhetorical and research techniques, and literacy-based approaches that give learners access to macro- and micro-skills like reading, writing, speaking, listening, interpretation, and critical thinking, as well as integrated or interdisciplinary knowledge and skills like problem-solving, self-directed learning, investigations, creative ability, collaboration, and appreciation. It involves the establishment and improvement of attitudes and behaviors necessary for a Filipino in the age of transregionalization and globalization, as well as the acquisition of both specialized and general literary skills, mentoring in areas of expertise focusing on critical and artistic thinking, and oral and interpersonal communication (CHED, 2017).



However, with the enforcement of the new normal in education, learners' learning experiences were affected by their impressions of this new mode of learning as impediments were encountered in the educational field. Thus, the constant challenge for educators is to think of ways to connect literary pieces to real-life situations (Loh et al., 2013) to make them more compelling in the scenarios of present-day learning. As a result, this study aimed to shed light on the importance of learning literature. It also probed both virtual and offline learning since most of the studies have only focused on online education (Blackmon & Major, 2012; Coman et al., 2020; Joaquin et al., 2020; Sit et al., 2005).

Hence, the conduct of this research documented the rich experiences and stories of the English majors learning literature through the new normal modalities. It identified the three main cores of learning, which were the activities, strategies, and assessments that constituted significant experiences for the learners. It resulted in a literature intervention program that teachers and students benefited from, as it helped traverse the new normal context of education. The result of this investigation conveyed various ideas about the learning process during the reformation of the education system. This investigation also expressed the issues and concerns in learning literature, which could help the curriculum evaluators and educators improve the academic facet of the new pedagogical structure.

1.2 Literature Review

Literature tells about life, morals, people, culture, economics, legacy, discovery, imagination, rebellion, religious turmoil, and political problems. After reading literary



works, students are better prepared to take part in their communities through dialogue and action. Similarly, literature has vitality since it depicts the society in which people exist and communicate. The history of a country is its literature. It makes it possible to read about and learn about a country's history and current realm, including its origins, heritage, and customs (Dipolog, 2022).

While literature may be used as a means of improving literacy and language ability, it is designed to be embraced. It helps learners cope with issues that are political, cultural, societal, and personal (Choudhary, 2016). Literature is the internal and external gains that provide entertainment, enhance learners' understanding of themselves and the world around them, foster thinking, aid learners in making sense of their own experience, and conjure up one's feelings on issues relevant to daily existence. Likewise, literature enables learners to absorb fresh information and concepts, deepens their conceptual awareness (Pulimeno et al., 2020), and facilitates students comprehension of cultural customs and values as well as concerns in life (Mandarani & Munir, 2021). Furthermore, literature has immense application to language. It provides a linguistic boost that enables learners to explore novel ways of using language that eliminate the disparity between written and spoken language (Hameed, 2021), provides them with a consciousness of how language functions in conversation, helps them comprehend the significance of words, and enables them to undergo the structure of narration.



Nevertheless, Mustakim et al. (2014) contend that in order to spark learners' enthusiasm for reading literature, educators must use a range of instructional methods. In addition, it is not sufficient that the instructor is aware of the methods for presenting the lessons. To pique the attention of the learners, multimedia integration and the usage of computer programs like PowerPoint presentations are also required. This has been more evident since the new normal of education transpired, as various experiences were accounted for in the literature classes and in education as a whole (Hew et al., 2020).

Experiences of Learners in the New Normal

Learning in the new normal has opened a novel perspective in the education sector. Most Asian and European countries currently practice distance education (Bhamani et al., 2020), where they use the internet and online support schemes to continue giving service to their learners. A study on the learners' perspective in online courses showed that the balancing of academic and social lives, the optimization of time, the affirmation of self-accountability, the competencies of instructors, and relationships with colleagues constituted learning experiences in distance education (Blackmon & Major, 2012; Sit et al., 2005). Another study on an online live-time learning platform at an Australian university concluded that convenience, a mentally secure environment, e-learning motivation, and learning abilities were the aspects that affected an online synchronous platform of learning for preservice teachers (Woodcock et al., 2015). Also, involvement in



the e-learning process was advised for the learners to feel capable of learning with technology.

Conversely, there were multiple lapses that were experienced in online learning (Joaquin et al., 2020). During the implementation of e-learning in Romanian universities, technical issues in the online environment and communication between students and teachers were two of the many problems that came up (Coman et al., 2020). Higher education institutions also found five problems with e-learning. These problems had to do with learning styles and cultures, educational e-learning, technology use, professional training, and allocating time (Islam et al., 2015). These challenges affected how learners grasped their lessons and executed the learning outcomes of a curriculum. Hence, these generated substantial experience in learning literature in the new normal setup.

Further, a study on the learning experiences of adult learners revealed that a useful source of a critical educational experience was through lectures where learners were challenged to reflect, converse, and make inquiries (Šteh & Kalin, 2012). The study also postulated that an intensified exposure of the learners in the classroom setup could resolve the issues that distance education imposed.

In the Philippines, almost all institutions use flexible learning to address distance education. A study on the readiness for flexible learning at Saint Michael College of Caraga confirmed that the said school was prepared for a new normal learning modality (Barrera et al. 2020). Most learners now have smartphones, laptops, and internet connections, which



are indispensable in both online and offline learning. Torneo et al. (2020) supported this notion as they suggested that higher education institutions pilot technology-enabled flexible learning in the education system.

Moreover, Rotas and Cahapay (2020) listed the most frequent difficulties that Filipino educators and learners have while teaching and learning literature during the new normal of education. There are a number of issues on the list, such as a poor internet connection, difficulties creating, gathering, and reviewing modules, risks to one's physical and mental well-being, and a dearth of technology and other tools for education. In fact, according to the World Bank's 2020 report, a poor internet connection is one of the most significant challenges experienced by educators when using an online method of teaching. The World Bank also revealed that due to the difficulties in getting online, learners had trouble studying (Alvarez, 2020). This is also bolstered by Arinto (2016), who noted that some of the difficulties in distance teaching and learning in the Philippines include slow and imprecise internet connections, costs associated with installing internet, technophobia, an absence of technical proficiency for the twenty-first century, and a lack of instructional materials. This calls for the development and maintenance of infrastructure that can aid in enhancing the quality of connection throughout the nation, particularly in light of the fact that flexible learning, which necessitates an internet connection, has become a significant component of the new standard of education.



With these experiences from various countries and institutions nationally and internationally, the academic structure of every nation has undergone a reformation in distance learning. Thus, this requires that approaches be aligned with the current status quo of the education system so as to cater to the needs of students' literary learning demands.

Approaches to Teaching Literature

In pre-normal learning, there were six approaches that were used by teachers in teaching literature. These include: (1) an information-based approach; (2) a paraphrastic approach; (3) a stylistic approach; (4) a language-based approach; (5) a personal-response approach; and (6) a moral-philosophical approach.

The information-based approach to teaching literature is an approach where literature serves as a vehicle to provide information to students (Mustakim et al., 2014). Moreover, in contrast to the complex vocabulary and sentence patterns of literary literature, the paraphrastic approach allows educators to utilize simpler language. Sometimes a teacher would simplify or translate difficult words and phrases into regional languages (Ling et al., 2016). As a result, this strategy focuses on the texts' obvious significance. Furthermore, using language analysis and literary appreciation, stylistic approaches educate students toward a deeper understanding of literary works. Hence, this method empowers students to interpret the texts in meaningful ways and deepen their understanding of the language (Magulod, 2018).



Meanwhile, a language-based approach is one in which literary works are seen as a way of assisting language learners in gaining language competency. Through this approach, students are introduced to the target language and specific linguistic features like vocabulary (Choudhary, 2016). Additionally, the learner's reaction to the literary text is the main emphasis of the personal-response approach. It gives students the opportunity to engage with the author's intent and the connotations that are clear from the text based on their comprehension and analysis. This strategy encourages students to read by establishing a link between the subjects explored in the books and their unique life experiences (Spirovska, 2019). Lastly, teachers may infuse moral principles into their teachings by using a moral-philosophical approach (Mustakim et al., 2014). It focuses on acquiring moral principles while reading literary works (Choudhary, 2016).

Several studies were carried out to look at the literature-based teaching approaches used in ESL classrooms (Choudhary, 2016; Ling et al., 2016; Magulod, 2018; Mustakim et al., 2014; Spirovska, 2019). The majority of this research showed a growing understanding of how crucial it is to teach literature using suitable methods (Mustakim et al., 2014). For instance, Magulod (2018) investigated the ways and tactics instructors used to teach the literary component to students who were less adept. According to the research, instructors most frequently employ the information-based method, then the moral-philosophical approach, and finally the paraphrastic approach. The results show that the students' failure to understand the English language has an impact on the teaching strategy.



In this context, Choudhary (2016) stated that students' attitudes and linguistic skills have a significant impact on instructional methods.

Similar to the conclusions of Ling et al. (2016), Spirovska (2019) discovered that literature instructors favored the moral-philosophical approach the most. Nevertheless, Krishnasamy (2015) discovered that instructors generally utilized the strategies for teaching literature at a comparable level. Moreover, Hasan and Hasan (2019) discovered that students acknowledge their professors' favorable attitudes regarding literature and the teaching of literature and that the literary component class has also had a significant influence on the students. Nevertheless, Ugwu (2022) discovered that many instructors said that the institution's choice of literary books' language level made it challenging for many learners to understand. For students, the literary component proved difficult due to their limited vocabulary and poor language proficiency. As a consequence, instructors may have a difficult time instructing less advanced learners in literature. To accomplish the goals of the literary component, they must thus choose a variety of techniques to meet the requirements of this set of learners.

Furthermore, the study of literature helps learners gain language proficiency, cultural understanding, and capacities for critical thought (Azmi et al., 2020). In this way, instructors contribute significantly to how learners acquire information. Thus, it is critical to make sure teachers have access to sufficient instructional topic knowledge for classroom activities, which in turn impacts the educational outcomes and accomplishments of the



students (Anwar, 2019). On the contrary, one of the key factors influencing learners' performance in language acquisition is their attitude (Getie, 2020). The importance of student participation in the teaching-learning process cannot be overstated, and successful methodology may arise from their constructive contributions (Schnitzler et al., 2021). Hence, various approaches and techniques in the new normal emerged that originated from the classic approaches in literature that have stood the test of time.

In the new normal of education, educators may need to be cautious of their resources, methods, and learners' attitudes while teaching literature. Compared to teaching languages, teaching literature often presents different difficulties. Teachers must often combine several methods while doing so. Teachers could urge students to talk about the ideals of literary works rather than the linguistic components of such works. Also, instructors could think about using digital books as teaching resources (Kaba, 2017). It provides access to literary works that students may access from home and helps their understanding of literature (Bazimaziki, 2020). There is no requirement that teachers solely use texts from the books. They may also examine literary works from other cultures and utilize them as the basis for their debate (Mandarani & Munir, 2021). YouTube, relatively short videos, or movies that adapt books are only a few of the online resources for digital literature (Škobo & Đerić Dragičević, 2020). In particular, less reading-intensive methods could be used by teachers. Information-based, culturally-based, language-based, personal response-based, and moral-philosophical approaches are some methods of teaching literature (Mohammed, 2018) that are still being used by literature teachers since their



effectiveness in the literary class has been evident. For instance, personal response enables students to talk about the literature they read in an online forum. Internet conversation is a successful substitute for online literary instruction (Atmojo & Nugroho, 2020). It promotes greater comprehension, drive, and verbal skills, as well as collaboration (Ekanayake & Weerasinghe, 2020). It will encourage improved attitudes and conduct, which are crucial for learning. In order to avoid exhaustion and poor motivation, teachers must also account for the workload and the students' interest in the topic (Sim et al., 2021).

The new educational approach for the post-pandemic period needed to be accepted by both the students and the educators. The platform for communication and engagement, the way that the information was delivered, how it was assessed, and hybrid learning were some of the changes. The teachers recommended using in-class and auxiliary communication methods. It is anticipated that this would promote learners' involvement with the educational process and provide them with the regular feedback they need to make progress (Ekanayake & Weerasinghe, 2020), such as delivering lessons and materials online through an LMS or groups (Ekanayake & Weerasinghe, 2020). The learners can engage in this activity whenever they like (Silaban et al., 2020). They may also study at their own speed owing to it (Vanslambrouck et al., 2018). Students are in charge of their own education and preparation for the online course exams. It may be done and turned in using the school's learning management system, electronic mail, or other venues for the schoolroom like Google Classroom. The government also advocated for hybrid education. It blends elements of both conventional and virtual classrooms (Sim et al., 2021). This



strategy benefits students since it encourages independent learning, conversation, improved classroom management by instructors, content sharing, and study beyond the scheduled class sessions (Ekanayake & Weerasinghe, 2020). This method is thus excellent for teaching in a post-pandemic setting.

Thus, these scenarios in the new setup of education radically changed the three key components of one's learning, namely activities, strategies, and assessments, which are critical in building the learning experiences of English majors.

Learning Literature for English Majors

Learning Activities

Learning activities are designed to encourage English majors to become active participants in their own quest for knowledge (Buehl, 2001; Silberman, 1996). This could be achieved by fulfilling a chain of tasks (Beetham, 2002). In literature, various activities are used to cater to the multiple intelligences of the learners and to make sure that they enjoy reviewing literary pieces.

In a study on learning literature, English majors perceived nine types of activities as the most interesting and effective ones. These were film viewing and critique, discussion, reflective essays, role-playing, concept mapping, writing a poem, listening to lectures, individual oral reporting, and storytelling (Aggabao & Guiab, 2014). Meanwhile, Mustakim et al. (2014) revealed that information-based and paraphrastic activities were the



most favored approaches used by teachers in teaching literature. However, other approaches, such as personal-response activities, language-based activities, moral-philosophical activities, and stylistic activities, were still used as reinforcements in learning literature.

Learning Strategies

Learning strategies are another important aspect of creating essential experiences for English majors. Ellis (1994) conceived that learning strategies could be manifested intellectually and behaviorally. Hence, learning becomes straightforward, prompt, entertaining, self-managed, functional, and attainable in varied circumstances (Oxford, 1990). San Jose and Galang (2015) reinforced this idea, as their study stipulated that strategies were used to test, inspire, and stimulate critical thinking skills. Additionally, factors like age and sexuality, learning styles, cultural identity, the nature of the activity, stimulation, inclination, and teachers' perspectives affected learning strategies (Chamot & Kupper, 1989; Oxford, 1994; Oxford & Ehrman, 1995; Oxford et al., 1988).

Moreover, Muthusamy et al. (2017) and San Jose and Galang (2015) identified the methods used in the teaching and learning of literature in the ESL classroom. Adult learners commonly use strategies such as group discussions, autonomous learning, role play, drama, games, lectures, and notes. The study also agreed that brainstorming thoughts and views was the surest way to learn literature (Muthusamy et al., 2017). Furthermore, the



aforementioned strategies assist learners in engaging in learning, acquiring vast amounts of knowledge, and effectively answering questions (San Jose & Galang, 2015).

Learning Assessment

In the teaching and learning process, teachers always pass judgment on the students' work, whether it is done intentionally or subconsciously (Jones, 2005). Assessment is a key part of the activities in the classroom that lead to learning and a sense of academic success. It is an imperative lens through which education is regarded (Giraldo, 2018).

The assessment tools that were usually used in an English classroom were formative assessments, lecture methods through inquiry, and oral assessment (Rahman et al., 2011). Furthermore, assessment and feedback in the classroom created a strong impact on the teaching and learning process as these two were linked together in gauging English majors' academic performance. Meanwhile, in a study on online formative assessment in higher education, various techniques were identified that were connected to online tools such as self-test quizzes, discussion forums, and e-portfolios (Gikandi et al., 2011). Moreover, the same study concluded that authentic activities, valuable learning experiences, and interactive feedback addressed the issues of rationality and consistency in an online formative assessment. Lastly, online formative assessments enhanced learners' engagement and addressed learning community development (Gikandi et al., 2011).



The studies on the experiences of the learners delved into the different classroom situations. They did not, however, discuss the English majors' learning experiences outside of online classrooms, where genuine academic tasks, learning techniques, and performance evaluation take place. Also, the new normal of learning was unconventional for most countries, so only a few works on the components of learning literature were recorded. Additionally, the modality a teacher used and the learning situations students were in had an impact on their experiences during the educational process. In literature classes, as in other subject areas, three of the most essential parts of the learning process were activities, strategies, and assessments, which established a meaningful experience for the learners. Hence, they should be highlighted in the course of learning and cannot be disregarded as they open new horizons of learning opportunities, whether they are delivered in online or offline modes.

Furthermore, the use of literature to foster creativity, critical thinking, and multimodality, as well as the use of literature to improve English language proficiency and nurture personal development, have all received a lot of attention in literature and in education literature research. Even though there were a lot of papers about how literature is used in education and to teach English, no one had yet written a full account of how it was used to learn literature in higher education in the Philippines after the pandemic.

Lastly, since the setup was blended learning, there were no accounts that provided a program for learning literature. Hence, this research aimed to address all these mentioned



gaps to better have a clear and vivid picture of what real learning literature had been throughout the changes in the education system.

1.3 Research Problems

The purpose of this study was to describe the rich stories and experiences of English major students learning literature during the new normal. Hence, it sought to answer the following questions:

1. What are the positive experiences of the participants in an ESL class in learning literature via new normal modalities in terms of their activities, strategies, and assessments?
2. What are the difficulties that the participants in an ESL class experience in learning literature via new normal modalities in terms of their activities, strategies, and assessments?
3. What are the solutions to the identified difficulties that the participants in an ESL class experience in learning literature via new normal modalities in terms of their activities, strategies, and assessments?
4. What literature intervention program can be derived based on the experiences of the participants in an ESL class learning literature via new normal modalities?



1.4 Conceptual Framework

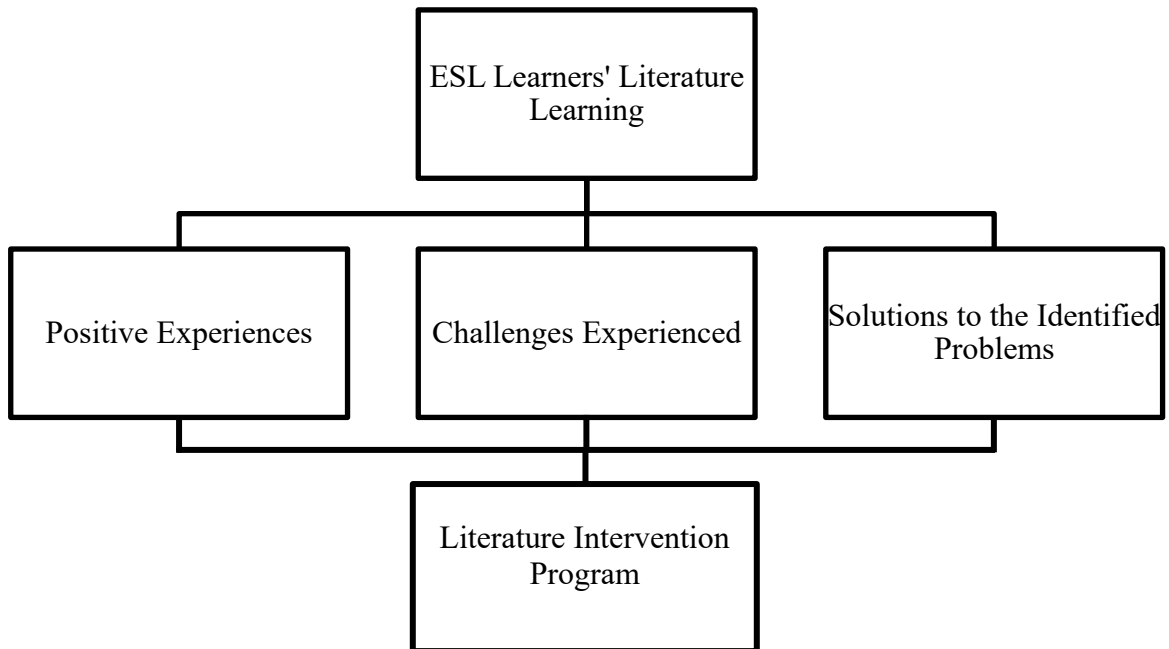


Figure 1. Research Paradigm

The research paradigm delineates the research path, which commences with an examination of the learning of literature among ESL learners. This inquiry is subsequently dissected, focusing on experiences such as positive experiences, encountered challenges, and solutions to the identified difficulties within the context of literature learning. An intervention program emerges from a comprehensive investigation and review of the varied experiences expressed by ESL learners in addressing their obstacles to learning. This program is informed by insights extracted from their narratives and experiences, ensuring that it is in line with their educational path.

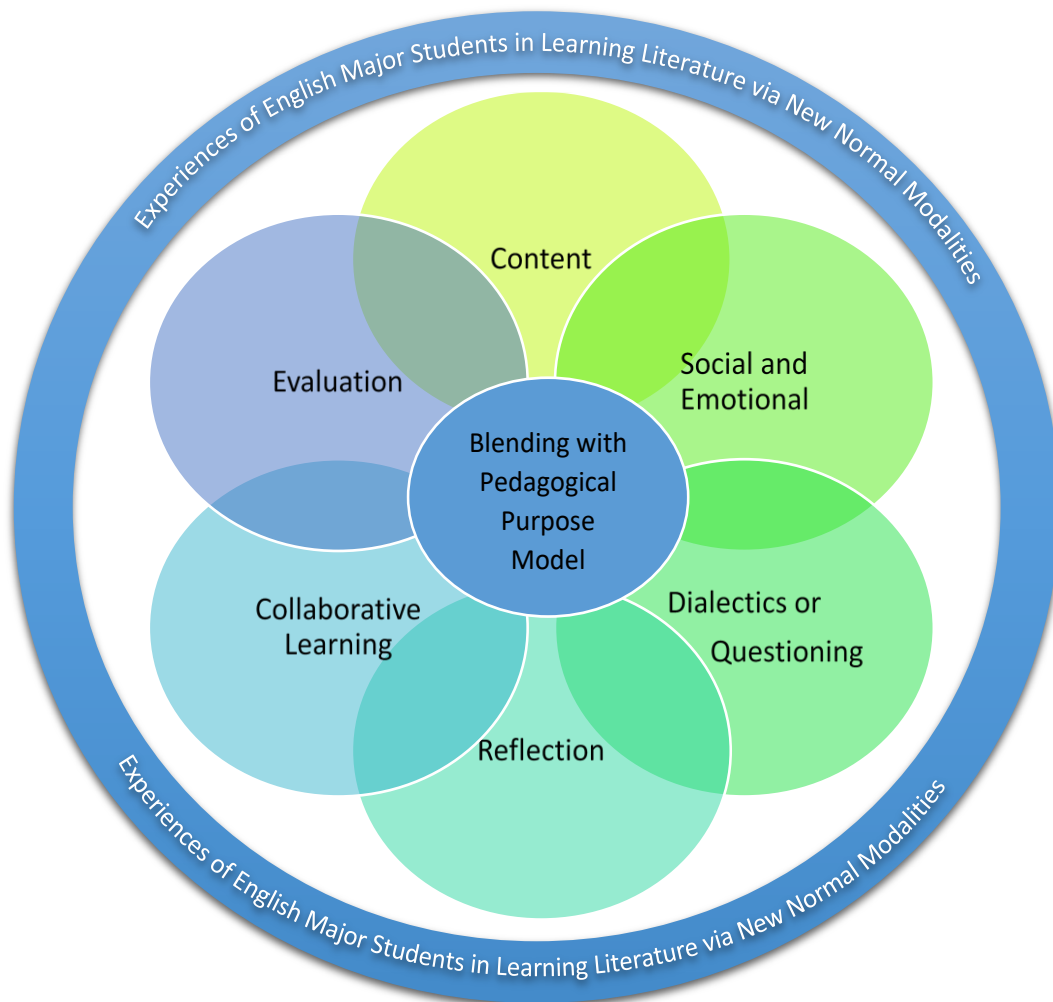


Figure 2. Conceptual Framework

The study is anchored on the concepts of the new normal learning modalities. The valuable experiences and narratives of English major students was examined and evaluated within the framework of different conceptualizations and a model in the new setup of learning that encompasses (1) learning activities; (2) learning strategies; and (3) learning assessments. The conceptual framework is enriched by various concepts, including the incorporation of new normal learning modalities and the integration of the blending with



pedagogical purpose model of Bosch (2016). This model encapsulates six essential goals: content delivery, fostering social and emotional development, promoting dialectics or questioning, encouraging reflection, facilitating collaborative learning, and implementing evaluation strategies.

New Normal Learning Modalities

As a form of response to the crisis brought by the pandemic, Republic Act 11494, known as "Bayanihan to Recover as One Act," aims to mediate the emergence of COVID-19 in the country and enrich the adaptability of the Philippine economy (Commission on Higher Education [CHED], 2020). This has also brought flexible learning to life as the CHED approved and propagated Memorandum Order No. 4 series of 2020. It stipulates guidelines for the implementation of flexible learning in both private and public higher education institutions (CHED, 2020).

Cassidy et al. (2016) argued that the flexible learning approach offers time flexibility, supports workplace adaptability, and allows audience versatility. Hence, it provides learners with an option as to when, where, and how learning happens. This creates a more convenient, personalized, and choice-driven learning experience (Joan, 2013). It gives learners control over their own education and provides opportunities for them to have a variety of learning experiences.



Moreover, CHED (2020) established three learning modalities in the flexible learning approach. These are offline, online, and blended modes. Learners who have limited or no access to the internet, or who just prefer this method of delivery, opt for offline learning. Education then becomes a collaborative effort among parents, teachers, and students as they work together to combat the unprecedented crisis that the education sector faces. Further, schools give learning materials such as modules, audio tapes, and learning packets to the learners (CHED, 2020) so they can freely access them. Additionally, the CHED encourages the use of television and radio broadcast networks to communicate lessons to their learners. On the other hand, online learning entails a setting that uses internet connectivity and digital devices such as smartphones, laptops, and computers for communication to materialize in the online classroom (Dhawan, 2020). Hence, electronic materials and digital platforms have become the chief sources of learning. Meanwhile, blended learning occurs when face-to-face instruction and computer-based learning coalesce. It is a teaching style that blends the most successful face-to-face teaching methods with those used in online collaborative learning (Krasnova, 2015). Thus, a bimodal learning delivery mode.

These various modalities of learning have played a significant role in the development of a model that acknowledges the diversity of learners in terms of generational differences, personality types, and learning styles. In order to cater to the diverse needs of English major students, educators and instructional designers strove to



employ a combination of traditional face-to-face instructional methods and online technologies.

Blending with Pedagogical Purpose Model

Bosch (2016) evaluated four blended learning models. One of which is the Blending with Pedagogical Purpose Model, which emphasizes features in both online and offline learning. This model contains six basic goals that are necessary to know the experiences of the learners, as it discusses activities, strategies, and assessments that are timely in the new normal modality (Picciano, 2017). The first goal is *content*. It is one of the major drivers of learning, which can be provided and offered in many ways. Extensive reviews on different subject areas, particularly in literature, posit that visual simulations replete with digital images establish learning (Castro-Alonso et al., 2018). Multiple technologies and media propose a more comprehensive learning experience by utilizing games, videos, texts, and audios that demonstrate good learning experiences in the new educational setup. The second goal is *social and emotional*. Learning is not only about the competencies or the content that one must master. It also needs to strike a balance between academics and social life. The personal presence of a teacher has a big role in one's social and emotional development (Schonert-Reichl, 2017). Individuals who possess the ability to communicate their thoughts and feelings without hesitation often experience a desire to seek comfort or consolation from others. Likewise, maintaining one's sanity despite the troubles that the new normal has brought is a priority. Hence, social and emotional support from others



gives the learners a chance to be heard, understood, and appreciated (Lansdown, 2011). The third goal is *dialectics, or questioning*. One of the techniques for sharpening the critical thinking skills of the learners is through stimulating discussions inside the classroom, whether they are in virtual or face-to-face mode. Questioning activities cultivate and thin out big issues into more definite content (Tofade et al., 2013). Hence, it is a more concentrated discussion. The virtual discussion board and Socrates Elenchus are two of the techniques used to navigate learning inside the class. The fourth goal is *reflection*. It is an activity that enriches one's personal understanding of a concept (Helyer, 2015). It is also a powerful strategy that, when shared and learned, could create an extension of knowledge for others. Blogging and journaling are some of the activities that produce reflections from learners, where experiences could be drawn from their written texts. The fifth one is *collaborative learning*. It enhances problem-solving skills and encourages relationships among the learners (Le et al., 2018), as it engages them to work together despite their differences in culture, age, race, and gender. Additionally, learners could address the weaknesses of each team member in their group and help one another become skilled in their course activities. The Jigsaw technique and think-pair-share are impeccable activities that necessitate teamwork in a literature class. The sixth one is *evaluation*. This last component of the model is the most important, as it assesses the progress of the learners throughout their learning experiences (Tosuncuoglu, 2018), whether they are done online or offline. Numerous platforms for evaluating learners' performances occurred, such as essays, tests, assignments, portfolios, podcasts, and oral presentations, which could now be



done through electronic applications such as Facebook, YouTube, and Learning Management Systems (LMS). Learners may track their progress and develop their abilities as they immerse themselves more in these learning scaffolds through their various activities.

The six goals within this framework were assessed and examined in order to formulate a comprehensive program. This model is well-suited for the new normal learning modality that aligns with the flexible learning approach implemented in the study setting. Moreover, Bosch's model functions as a framework that provides direction for the development and execution of a literature intervention program. Incorporating the goals that cover the three essential components of learning—activities, strategies, and assessments—in the context of a literature class helps to achieve this.

Similarly, the framework plays a crucial role in shaping the study's design as it is based on the collection of narratives from the participants, which are crucial in constructing a comprehensive understanding of the learners' experiences. Additionally, the variables in the framework can be gathered through interviews and observations to get a sense of the learners' literary knowledge, social and emotional skills, questioning strategies used, student reflections, collaborative activities, and assessments that are all incorporated into a literature course. A literature intervention program subsequently occurs as a consequence of a thematic analysis conducted on all the constituent elements and variables encompassed within the framework.



In summary, the literature intervention program has the potential to optimize learning opportunities in the current educational landscape. This program is built upon the activities, strategies, and assessments employed by English majors, resulting in a diverse range of authentic experiences, stories, responses, and viewpoints.

1.5 Scope and Limitations

This narrative inquiry highlighted English majors' enormous literary learning experiences in the new normal. It only covered literature-class activities, strategies, and assessments. The Isabela State University-Cauayan Campus S.Y. 2022–2023 third-year Bachelor of Secondary Education major in English students participated in the research as they encountered the new normal learning modes in their institution. The study was limited to only 15 participants, considering that studies had indicated that this is a lot for data saturation. The factors considered to develop a literature intervention program for the students included the stories about the positive experiences, challenges, and solutions to the problems that the participants indicated.

1.6 Definition of Terms

The following terms were operationally and conceptually defined in accordance with their usage in the research.

Experience. It is the reality or condition of having been impacted by or having learned something through firsthand knowledge, involvement, or observation.



Flexible Learning. It refers to a collection of educational theories and methodologies that prioritize offering learners' greater options, flexibility, and customization to cater to their individual needs and preferences. It also features the provision of choices regarding the time, location, and manner in which learning takes place.

Learning activities. These are literary activities that the instructor has purposefully created or put into place with the intention of facilitating or creating an environment that is conducive to learning. These activities focus on learners' needs, preferences, and interests to improve knowledge, retention, and application.

Learning assessment. This refers to the systematic evaluation of students' progress, comprehension, and abilities in a literature class from their own perspective. This places emphasis on the incorporation of learners' individual strengths, challenges, learning styles, and experiences into the design of assessment methods in literature classes.

Learning platforms. It is a comprehensive suite of web-based services that facilitate interaction between educators, students, and parents, offering a range of tools, resources, and information to augment and streamline educational administration and delivery.

Learning strategies. This refers to learners' approach to arranging and utilizing a specific set of skills to enhance their learning and improve their efficiency in both academic and non-academic contexts. These strategies address learners' cognitive styles, previous knowledge, interests, and cultural backgrounds to improve learning.



Literature. It encompasses a range of written materials, although it is often employed in a more restricted sense to refer to works that are regarded as artistic expressions, particularly those in the genres of prose fiction, drama, and poetry.

New normal learning. It refers to a significant shift in the educational landscape-pertaining to the post-pandemic teaching-learning scenario, which has resulted in increased uncertainty and social upheaval. This has had a profound impact on both collective attitudes and individual ways of life.

Offline learning. It pertains to conventional educational methods that facilitate in-person communication between students, teachers, and peers.

Online learning. It pertains to the delivery of instruction through electronic means, utilizing diverse multimedia and Internet platforms and applications.



CHAPTER 2

PROCEDURES

2.1 Qualitative Design and Methodology

This study employed a narrative inquiry research design that examined the experiences of participants engaged in learning literature through new normal modalities (Creswell & Creswell, 2018; Merriam & Tisdell, 2016; Patton, 2015). Similarly, participants were invited to share stories about their lives and their experiences within the learning process. This approach entailed integrating perspectives from both the participant's personal experiences and the researcher's own experiences within a collaborative narrative.

2.2 Research Site, Selection Criteria, and Participants

This study utilized purposive sampling to include students who had experienced the unabridged learning of literature in the new normal and were willing to participate. The real experiences, stories, responses, impressions, and perceptions of the 15 third-year Bachelor of Secondary Education Major in English students of Isabela State University (ISU)-Cauayan Campus were documented. These participants were chosen since they had completed all their literature subjects during the first semester of the academic year 2022-2023.

Additionally, the individuals involved in this study were not connected to the researcher in any way, such as being his students. This ensures that there were no previous



interferences or prejudices introduced to them before the investigation began. Likewise, the decision to involve this specific number of participants was informed by Creswell and Creswell's (2018) assertion that the indicated cohort size was adequate until data saturation was achieved.

Additionally, three academicians specializing in literature from the said university were included in the study to enhance the validity of the responses obtained from the students. Their selection was predicated on the fact that they were the only identified instructors teaching literature courses during the specified semester. This selection process aimed to provide a comprehensive understanding of the literature learning experiences of the learners in the new normal.

2.3 Data Collection

Three data collection methods, namely: (1) informal interviews, (2) observation, and (3) focus group discussion (FGD), were used to achieve data triangulation. A letter of permission was given personally to the Executive Officer and instructors of ISU-Cauayan who handled literature subjects. Once the study was approved, consent forms were handed out immediately to the participants.

The main source of information was acquired through informal interviews, which were piloted through face-to-face interactions. The participants scheduled a time where the researcher could direct the interview individually, adhering to the interview protocol. The



length of each interview depended on the amount of information the participants were willing to share or on data saturation. When answering the interview questions, the participants were allowed to use the language they preferred. They were also permitted to not respond to any question they felt uncomfortable answering. Additionally, the researcher probed each query when it was necessary.

In order to optimize the validity and reliability of the data in the informal interview, it was imperative to establish a direct correspondence between the interview questions posed and the underlying experiences being assessed. The researcher was afforded the chance to delve into a more comprehensive awareness, request elucidation, and enable the interviewees to guide the course of the conversation. Moreover, the researcher had the opportunity to address any inquiries posed by the participants during the dialogue. Likewise, ensuring the reliability of data was crucial for the researcher; it was a necessity that the data be precise, stable, and reproducible.

Meanwhile, the researcher observed the participants in their face-to-face literature classes for one month. The researcher asked permission from their professors and instructors to record, note, and take pictures for documentation purposes. Likewise, the researcher devised an observation checklist based on the interview questions to truly discern the various experiences and stories of the participants.

Additionally, in order to ensure the accuracy and consistency of the data collected during the observation, the researcher adopted the role of a participant observer within the



classroom setting. This approach enabled the researcher to gain a comprehensive understanding of the learners' genuine behavior and attitudes while also minimizing the potential influence of biases and avoiding the Hawthorne effect. Unobtrusive measures were also employed in situations where individuals were unaware of being under observation. In this context, the potential influence of the observer on the subject's behavior was not a significant concern.

Furthermore, a mini FGD with five students was administered through Google Meet for cross-validation. Nyumba et al. (2018) concurred that the specified number of participants was ideal and adequate for FGD, already yielding substantial and rich experiences from the participants. The researcher took detailed notes and recordings of the proceedings. The discussion lasted until data saturation was realized. This supported the validity and reliability of the data. After which, the researcher immediately transcribed, coded, and interpreted the gathered information. Pseudonyms were used in quoting the responses of the participants in all the instruments used to assure the confidentiality of the gathered data.

Lastly, stringent guidelines were implemented throughout the thesis project to maintain data confidentiality and anonymity. Each participant's response was meticulously archived and securely disposed of upon the thesis's completion. These measures ensured compliance with ethical principles and safeguarded participants' confidential information from unauthorized access or disclosure.



2.4 Data Analysis

Thematic analysis was used to identify and organize the patterns of meaning in the dataset (Braun & Clarke, 2012). The data underwent three levels of coding: (1) providing simple labels to particular words, phrases, or sentences; (2) lumping relevant and related codes into categories; and (3) merging relevant and related categories into themes. The themes identified served as a foundation for the literature intervention program that the study aimed to yield.

The identification of themes served as an anchor for discerning the primary outcomes, establishing objectives, organizing activities, and devising strategies for a program aimed at enhancing literature classes in the context of the new normal. The researcher also observed four components in making the gathered information reliable, which included the credibility (Lincoln & Guba, 1985), transferability (Creswell, 2007), dependability (Korstjens & Moser, 2018), and confirmability (Moon et al., 2016) of the data.

2.5 Role of Researcher

The primary objective of qualitative research was to establish direct linkages with the ideas and emotions of the study participants. The proposed approach involved requesting that individuals engage in conversations regarding subject matters that may have been of a deeply personal nature. Recalling past experiences could have presented



difficulties, particularly when the experiences under examination remained vivid in the participant's mind. Therefore, it was imperative for the researcher to prioritize the protection of participants and their confidential data. The procedures for ensuring the safety of participants were thoroughly conveyed to them and approved by a proficient research ethics committee prior to the commencement of the study.

2.6 Methods of Validation

The guide questions that were used in this study were formulated based on the research questions that focused on the new normal modalities, learning activities, strategies, and assessments in the literature class. The instrument was composed of 15 main questions and was subjected to literature, language, and research experts' evaluation and validation.

Moreover, the experts evaluated the primary characteristics of interview questions, encompassing the structure, technical soundness, and usefulness of the tool. The assessment of the design involved an analysis of both the construct and content validity of the instrument. The assessment of the instrument's technical quality involved an examination of its reliability and practicability, as well as a scrutiny of its technical features such as grammar and spelling. Similarly, the precision of the instrument was reviewed to ascertain its usefulness. Subsequently, the researcher modified the questions in accordance with the feedback and remarks provided by the experts.



In the final stage of preparation, the interview guide questions underwent pilot testing with the twenty-two English major students at a university in Isabela to identify flaws that had to be rectified before the study's execution (Majid et al., 2017). Changes to the instrument were likely implemented as a result of the pilot test.

Initially, there was only one overarching research question. However, upon analyzing the results of the pilot test, it became evident that there were multiple dimensions of perspective that warranted investigation. Consequently, the general research question was subdivided into four distinct inquiries: positive experiences, challenges, solutions, and the intention to develop a literature intervention program. Furthermore, specific questions were formulated for each research problem to elicit an extensive response from the learners.

The pilot study yielded two preliminary questions, six questions focusing on activities, three questions pertaining to strategies, and four questions concerning assessments. Additionally, the perspectives of teachers were considered to cross-validate the responses obtained from the participants.

Ultimately, the investigation revealed that a literature intervention program could be a viable outcome, as all responses converged towards this aspect of learning.



2.7 Ethical Considerations

Several ethical concepts, including beneficence and non-maleficence, were examined in the inquiry. The researcher followed a set of criteria to minimize the risk of participants incurring harm as a result of the study. First, the researcher gained the approval of the university officials, including the instructors and professors, for the conduct of the study, adhering to the protocols of the campus. Second, the researcher asked for the participants' agreement by notifying them of the study's goal, procedures, and possible outcomes, as well as any denigration, obstructions, or risks that they may endure. Third, the researcher offered a narrative of any alternative intervention that could potentially benefit the individuals being studied. Fourth, there was a declaration regarding the degree of privacy that would be maintained with respect to the findings. Fifth, the researcher revealed the names of individuals whom the participants may reach out to for inquiries regarding the research or their rights as research participants. Sixth, this research endeavor ensured the psychological and physiological well-being of the participants. Seventh, the inquiry was conducted with data confidentiality. The researcher did not reveal the participant's identity to anyone other than himself. Eighth, the researcher avoided deception that leads to inaccurate data. Ninth, participants had the option to withdraw from the research at any time. They were not pressured or tricked into quitting if they chose to do so. Tenth, the researcher upheld research integrity by promptly detecting and addressing conflicts of interest inside the institution where the study was conducted. This proactive approach was crucial to ensuring the impartiality and dependability of the research



outcomes. Eleventh, the protocol for disseminating the findings of the study to both the participants and the local community in which the research took place was followed. This made it possible to provide community access to data, which could improve the rigor, relevance, and scope of research projects. Finally, it was imperative that this study conformed to the feedback and comments provided by the institutional review board to enhance the study's adherence to local ethical standards during the research's execution.



CHAPTER 3

FINDINGS AND DISCUSSION

The subsequent discussions identified nine emerging themes from interviews, observation, and focus group discussion. The identified themes were: (1) immersive literary activities; (2) practical literary study techniques; (3) diverse literary assessment practices; (4) complexities and nuances of literary activities; (5) adaptation and implementation difficulties in literature learning strategies; (6) academic and operational hurdles in literary assessments; (7) implementing a comprehensive support framework for literature activities; (8) employing learning dynamics in a supportive literary environment; and (9) optimizing literary assessment through preparation and collaboration. These were further supported by the authentic responses of the participants in the study.

ESL Students' Positive Literature Learning Experiences in the New Normal

Following the emergence of the new normal, the education sector has seen a substantial transformation, presenting both difficulties and prospects for ESL students. In the midst of this transition, the field of literature has emerged as a potent instrument for cultivating beneficial educational experiences.

One of the objectives of this research was to investigate how ESL students were interacting with literature, emphasizing the profound influence of these experiences on their learning, particularly in their activities, strategies, and assessments. This highlighted the important role of literature in improving the learning opportunities of ESL students.



In an interview with the students, they all agreed that they used blended learning modalities, which integrated traditional instruction with digital resources, promoting adaptable and individualized learning experiences. This approach combines face-to-face instruction with virtual elements, fostering active participation and technological proficiency while catering to various learning preferences and paces (CHED, 2020; Krasnova, 2015).

“In the new normal, our professors have embraced various modalities, including blended learning, synchronous and asynchronous instruction, to adapt to different learning environments and ensure continued education for us students. These approaches often involve using visual presentation of lectures/lessons, recorded lectures, interactive platforms, and creative assignments to engage us effectively...,” Amiel said.

These sentiments from Amiel were further supported and explained in the response of Roldan in the focus group discussion. He emphasized that blended learning was advantageous for providing clear and flexible support for his own needs as well as those of his classmates.

“Blended learning really involves a great deal of student-teacher interaction, which is [a] straightforward means of supporting me and my colleagues’ needs in an adaptable way. It is also easier to learn because [there] is more of peer-to-peer interaction...it is also beneficial to have blended learning, for we all know that it is a way of teaching that blends



conventional place-based classroom techniques with online educational resources and chances for online participation,” Roldan narrated.

The influence of blended learning on literary education is revolutionary since it combines conventional teaching techniques with internet resources to provide a dynamic and interactive learning experience (CHED, 2020). This finding also supported the study of Torneo et al. (2020), where flexible learning, particularly blended learning, promotes active participation by using various multimedia resources, catering to different learning preferences, and enabling students to conveniently access literary content. Additionally, this result conformed with the study of Blackmon and Major (2012) and Sit et al. (2005), where it was found that personalization flourishes when educators customize curriculum to suit individual needs, using technology for interactive tasks and diverse resources.

Meanwhile, all the participants identified that there were eight literature subjects that they had undertaken in the new normal where blended learning had been utilized. These courses were Mythology and Folklore, Children and Adolescent Literature, English and American Literature, Survey of Philippine Literature in English, Teaching and Assessment of Literature Studies, Literary Criticism, Contemporary, Popular, and Emergent Literature, and Survey of Afro-Asian Literature. These courses provide a thorough examination of many literary genres and traditions, cultivating a comprehensive knowledge of worldwide literature and its cultural relevance. This resonated with the notions of Dipolog (2022) and Choudhary (2016), in which they stressed that literature enables the exploration and understanding of a nation's historical and contemporary



landscape, including its roots, cultural legacy, and traditions. Moreover, students actively participated in exploring a wide range of topics, analytical methods, and teaching methods, fostering their ability to think critically and developing a deep understanding of the intricate aspects of literature. The curriculum places a strong emphasis on the examination of both classical and contemporary literary works, with a particular focus on understanding the historical, social, and cultural factors that influence these narratives (Pulimeno et al., 2020; Mandarani & Munir, 2021). By engaging in both theoretical analysis and practical implementation, students get a broader grasp of how literature influences viewpoints, cultivates empathy, and mirrors society's dynamics.

Considering the multifaceted and extensive nature of each literary course, diverse immersive literary activities were chosen to align with the course goals and the specific outcomes that learners need to achieve.

Theme 1: Immersive Literary Activities

Immersive literary activities provide compelling and participatory experiences that go beyond traditional reading, allowing participants to establish deep connections with the plot and ideas of a literary piece. This theme emerged from the diverse responses of participants, who shared positive experiences related to literature activities. These experiences included engaging in interactive learning activities, peer interaction, social collaboration, and cognitive engagement. Participants particularly appreciated activities involving cognitive skills and literary analysis, as well as writing, presentation, and reading assignments. These experiences contributed to personal satisfaction, enjoyment, self-



improvement, and confidence-building among the participants in the new normal. Consequently, four sub-themes emerged: interactive learning and collaboration, cognitive engagement tasks, literary analysis and knowledge acquisition, and personal development and enjoyment. Further exploration of the sub-themes can contribute to a more comprehensive understanding of the immersive literary experiences as recounted by the participants. Also, by deconstructing the overarching theme into distinct sub-categories, it presented the detailed and varied ways in which participants interacted with literature.

Interactive and Collaborative Activities

In the observations and interviews conducted, the participants identified that interactive learning activities, peer interaction, social interaction and collaboration, and engaging learning activities were among the positive experiences in their literature subjects.

Jennilyn mentioned that employing gamified learning made their class interactive.

“It became more interactive when our professors included simple games before the literature class,” she said.

This finding is consistent with the studies of Muthusamy et al. (2017) and San Jose and Galang (2015), where they discovered that the integration of gamification into literary lessons transforms the educational environment by incorporating game components into the learning process, resulting in increased student involvement, motivation, and individualized learning. Also, aligned with the content goal of Blending with the Pedagogical Purpose Model of Bosch (2016), the integration of gamification elements in



literary class, such as rewards, levels, and challenges, engaged the learners in the process of assessing and discussing literary works. Additionally, gamification strategies in the classroom frequently incorporate visual simulations, capitalizing on digital imagery to engage students. This approach proves particularly effective for accommodating visual learners, facilitating their understanding and ability to retain the content of their literature courses. Thus, the integration of gamified elements into educational settings not only amplifies student involvement but also significantly contributes to the acquisition of literary knowledge (Castro-Alonso et al., 2018).

Moreover, in the Contemporary, Popular, and Emergent Literature course, the students were assigned to identify characters from three literary genres and bring these characters to life by dressing up and portraying them through acting. They were also tasked with memorizing famous lines of the characters to authentically embody them.

“Isa sa mga individual activities na ginawa namin ay ang character parade na kung saan from the novel that we read and watched, we need to pick one of our favorite character and imitate what they do in the specific scene,” Krisha shared. (One of the individual activities we did was the character parade, where we had to choose our favorite character from the novel we read and watched and imitate their actions in a specific scene.)”

“The character parade became a vivid exploration, enabling us to showcase our understanding through creative presentations, while assimilation activities catalyzed a deeper connection with the material,



encouraging us to internalize the essence of the literary worlds we explored,”

Jeduard reinforced.

This finding accorded with the personal-response approach to teaching literature mentioned in the study by Spirovska (2019). The character parade promotes a close and personal connection between readers and texts, emphasizing the importance of individual interpretations and emotional responses. The concept emphasizes that every reader has a distinct viewpoint influenced by their own experiences, convictions, and emotions, which in turn affect their comprehension and interaction with literary pieces. This suggests that the new normal presents an opportunity for ESL learners to cultivate personalized learning experiences. In addition to acquiring cognitive language skills, these learners have the ability to form strong emotional connections with stories and characters, which fosters affective appreciation. Through direct interaction with literary texts, ESL learners cultivate a deep comprehension of human expression and the human experience. This not only improves language proficiency but also fosters empathy and cultural comprehension, which boosts the learning experience and enables meaningful engagement with literature.

Furthermore, aside from these mentioned activities, the learners also did close reading activities, role play, creative presentations, recitals, and oral presentations in their Mythology and Folklore, English and American Literature, Survey of Philippine Literature in English, and Literary Criticism courses, which foster social interaction and collaboration. The findings of Aggabao and Guiab's (2014) research corroborated the



notion that instructors often utilize such activities since they nurture comprehensive comprehension skills, encourage critical analysis, and enhance engagement.

This implies that, in the new normal, diverse literary activities that encourage ESL learners to creatively act and express themselves verbally can significantly enhance their engagement with literature. Recognizing that many learners have shorter attention spans, these dynamic activities provide opportunities for immersive learning experiences. By fostering social collaboration and interaction, such activities not only sustain learners' interest but also promote deeper comprehension and retention of literary subjects. Therefore, a variety of engaging literary activities are essential to support ESL learners in fully connecting with and understanding the material.

In the focus group discussion, Russell noted that in the aforementioned activities, he was able to get positive experiences by getting involved in them.

“[The] positive experiences I encountered during those activities included social interaction, collaboration and camaraderie, and critical thinking to solve [the] problems associated,” he said.

Based on the class observation, these activities have been appreciated by the learners. This was proven true in the interview conducted, where a lot of positive impressions from the learners were garnered.

“I also liked that the activities let me use different ways of learning and encouraged me to think critically. It felt like we were part of a



community...Overall, these activities made learning more interesting and helped me develop skills that will be useful beyond the classroom,” Amiel said.

The learners were also able to grasp valuable lessons from their activities. For example, in Shylock’s monologue, Milagrosa was able to view individuals from a balanced standpoint.

“In Shylock’s monologue, it also taught me to view people from an equal perspective, irrespective of their race, [and] social backgrounds,” she said.

This demonstrated that learners not only harnessed a passion for reading but also applied the lessons learned, emphasizing the significant lessons that extend beyond the stories and concepts within the literary pieces assigned to them. The results harmonized all the provisions outlined in CMO No. 21 Series 21, which emphasize that studying literature involves cultivating a range of abilities, such as understanding the lessons and applying them in real-world situations. This fosters and enhances the differing viewpoints of Filipino students towards the acquisition of literary knowledge.

Hence, interactive learning strategies promote active engagement, often using simulations and practical exercises to improve understanding and memory recall (Hew et al., 2020; Mathew & Pandya, 2020). These techniques foster student involvement and interaction, accommodating various learning styles and nurturing critical thinking and problem-solving abilities. This falls under the framework of the Blending with Pedagogical Purpose Model of Bosch (2016), namely its fifth component, which focuses on



collaboration. These activities foster cooperation and shared knowledge, allowing students to share ideas, viewpoints, and understandings (Le et al., 2018). Finally, by involving students in group discussions, collaborative projects, and peer interactions during literature classes, instructors can effectively promote their academic and social growth in a comprehensive manner. Group discussions afford students the chance to articulate their thoughts, attentively consider the viewpoints of their peers, and participate in productive dialogue. These dialogues not only improve the communication abilities of the students but also foster an understanding and value for a range of perspectives, as well as the capacity to approach divergent viewpoints with respect. Furthermore, collaborative initiatives promote the cultivation of collaboration, problem-solving abilities, and effective communication among students as they strive to achieve shared objectives. Through active engagement in collaborative initiatives, students not only acquire knowledge from their peers but also cultivate values such as accountability, responsibility, and mutual regard.

Briefly, literary interactive and collaborative activities do not just foster engagement and communication skills; they also stimulate cognitive development and in-depth analysis. Students are motivated to cultivate critical thinking, assess evidence, and express intricate concepts through engagement in collaborative projects, discussions, and peer interactions. In essence, by engaging in these collaborative and interactive endeavors, students are empowered to cultivate a more profound admiration for literature and enhance their critical thinking abilities within a dynamic literary environment.



Cognitive Engagement Activities

Another sub-theme within immersive learning activities pertains to the development of cognitive and analytical skills among ESL learners. In an interview with them, they identified that close reading, reflection papers, and peer work foster cognitive engagement. For example, Roxanne mentioned that in their literature class, their professors always included an analysis, oral reporting, and a reflection paper.

Cognitive engagement is promoted through the utilization of reflection papers, oral reports, and analyses, which stimulate metacognitive awareness, critical thinking, and active mental processing. This was paralleled in the study of Aggabao and Guiab (2014), citing that reflection, reports, and analyses were effective activities in a literature class. Moreover, analysis necessitates the critical evaluation and interpretation of data, which cultivates a more profound comprehension of the topic at hand. This correlated to the stylistic approach that enables learners to comprehend literary works by analyzing the language and style employed by the writers (Magulod, 2018).

Furthermore, oral reporting aids in synthesizing and organizing literary information for a specific audience through the promotion of idea articulation and the cultivation of effective communication skills. This idea was akin to the second goal of the Blending with Pedagogical Purpose Model of Bosch (2016), which focuses on the social and emotional aspects. Students were motivated to articulate their thoughts and communicate proficiently in order to establish a connection with their peers and audience (Schonert-Reichl, 2017). On the other hand, reflection papers promote self-reflection and self-evaluation by



requiring readers to assess their own learning processes. This results in improved metacognitive abilities and a more profound understanding of the subject matter. This was in agreement with the reflection goal of the Blending with Pedagogical Purpose Model of Bosch (2016). This fostered empathy and enhances communication skills by facilitating links between texts and personal experiences, thus improving cultural and literary understanding. Students engage in the examination of many viewpoints and also examine their own prejudices and convictions, promoting introspection and personal development (Helyer, 2015).

Maverick noted that through the activities employed in each of their literature classes, he was able to hone his cognitive skills and was able to write various literary analyses.

“Well, the positive experience I encounter in our activities is that I was able to read lots of literary pieces. And dahil do’n marami na akong alam na mga stories at alam ko na ring mag-critique at mag-[analyze] ng mga literary piece of literature,” he gratefully said. (Well, the positive experience I encountered in our activities was that I was able to read many literary pieces. Because of that, I am now familiar with various stories, and I also know how to critique and analyze literary pieces of literature.)

In summary, the development of cognitive and analytic abilities through the study of literature greatly enhances students' comprehension and involvement with literary compositions. Developing these refined abilities not only enhances understanding but also



enables one to analyze, interpret, and value the complexities inherent in literary pieces (Magulod, 2018; Spirovska, 2019). Thus, these skills nurture a deeper appreciation for the portrayal of cultural intricacies and the human experience in literature.

Literary Engagement and Knowledge Acquisition Activities

In an interview with the third-year students, all of them revealed that the common activities that engaged them in learning within their literature courses were close reading and literary analysis. For instance, Roldan responded positively to the activity, as they were able to rigorously analyze the different literary components of the piece they presented in class.

“We do a lot of close readings, and after that, we have to analyze comprehensively a specific work of an author that allows us to broaden our understanding [of] it by, of course, summarizing it, interpreting it, and most especially, exploring its value,” he stated.

Moreover, one of the positive experiences mentioned in the interview was that the students were able to express their emotions and feelings through creative writing. This result bore resemblance to the social and emotional goal of the Blending with Pedagogical Purpose Model of Bosch (2016). The act of constructing a personal narrative cultivates introspection and independence, allowing learners to discover significance and rapport while motivating others through the exchange of personal experiences and storylines (Schonert-Reichl, 2017).



“Our professors also allow us to express our thoughts, feelings, and emotions freely, [as well as] ourselves as a whole, by making our own literary piece,” Roldan added.

Meanwhile, the instructors used several innovative instructional methods that elicited a favorable reaction from the learners, who discovered it more convenient to actively participate in literary classes at their preferred time. This finding conformed to the study of Kaba (2017), Choudhary (2016), and Mustakim et al. (2014), which suggested that instructors must have creative ideas in developing instructional approaches that capture the learners’ attention and meet the current educational needs. The adjustment had a significant impact on the dynamics of the literary class, promoting heightened involvement and participation among the students.

“Blogging, vlogging, and responding to picture and video prompts are useful during the new normal learning. It is easy to facilitate since they can all be done online. These are very interactive on the part of the learners and allow them to have ample time to prepare for the tasks,” Teacher Maria asserted.

Furthermore, when asked about the activities learners had participated in, Amiel recognized that their active engagement in a variety of activities had significantly enhanced their critical thinking abilities and fostered a deeper engagement with literature.

“I also liked that the activities let me use different ways of learning and encouraged me to think critically... Overall, these activities made learning



more interesting and helped me develop skills that will be useful beyond the classroom,” he explained.

Likewise, in the focus group discussion, Maverick claimed to have been exposed to a wide range of literary works, which provided him with the necessary abilities to critically evaluate and assess them.

“Well, the positive experience I encounter in our activities is that I was able to read lots of literary pieces. And dahil do’n marami na akong alam na mga stories at alam ko na ring mag-critique at mag-analysis ng mga literary piece of literature,” he expounded. (Well, the positive experience I encountered in our activities was that I was able to read lots of literary pieces. And because of that, I now know many stories, and I also know how to critique and analyze literary pieces of literature.)

These results imply that by subjecting learners to a wide range of experiences and points of view in the new normal, such varied literary discussions and activities foster empathy and comprehension, therefore encouraging inclusiveness and involvement (Gray & DiLoreto, 2016).

Ultimately, the processes of literary engagement and knowledge acquisition are inextricably intertwined. By actively engaging with literary works, readers have the opportunity to cultivate a deep emotional attachment to the plot, characters, and recurring themes. Thus, it facilitates a more holistic understanding of the author’s intentions and the broader social environment in which the piece is situated (Schonert-Reichl, 2017). These



activities foster the development of critical thinking, empathy, and cultural awareness (Mandarani & Munir, 2021; Azmi et al., 2020). Therefore, they facilitate the acquisition of a wide range of knowledge and perspectives.

Stimulating and Confidence-Building Activities

One of the stimulating activities that the third-year students experience in their literature classes is thrilling recitations. This finding mirrored the dialectics or questioning goal of the Blending with Pedagogical Purpose Model of Bosch (2016). It delves into contrasting perspectives, inconsistencies, and complexities within texts, fostering a more extensive grasp of themes and characters (Tofade et al., 2013). Through interrogating the text and challenging their own beliefs, students actively participated in the process of analysis, refining their skills in assessing, integrating, and expressing ideas through recitations.

“Next is the reporting, where I enjoyed talking in front of the class.

Then there’s the recitation, which always gives me goosebumps and a thrill,”

Roxanne said.

Additionally, the learners had been able to improve themselves and build their confidence through various literary activities. For instance, the asynchronous task conducted in blended learning paved the way for the students to be self-accountable with their learning since it was self-paced.

“I [became] more accountable for answering the learning activities.

I am able to accomplish the activities at my own discretion,” Edgar elicited.



Blended learning in literature reinvents the approach to studying texts, enhancing accessibility, engagement, and adaptability to cater to the requirements of today's learners (CHED, 2020).

Likewise, by incorporating an extensive range of speaking engagement activities into the literary classroom, the students not only improved their oratory abilities but also developed an enhanced sense of confidence in their ability to speak in public—a crucial quality for individuals aspiring to become English teachers (Cadiz-Gabejan, 2021; El Mortaji, 2022). These activities fostered an environment that was conducive to the development of students' communication skills, including fluency, articulation, and the art of expression. As a result, these learners were better equipped to become proficient and self-assured educators in the future.

“What I like about the activities employed by our teachers is that we are encouraged to speak; it actually made me more confident in speaking. Because of this experience, my teachers and classmates are already well-acquainted [with] the way I speak, so when face-to-face classes finally opened, I [was] already [comfortable speaking] in front of the class,” Jarred described.

This was also proven in Analiza's response.

“One of the positive experiences I encountered is that I was able to overcome my fear sa pagsasalita sa harap ng maraming tao. Most of the activities na binibigay ng mga teachers namin ay individual reporting or presentation. So dun ko nahasa yung pagsasalita sa harap ng maraming tao,”



she elucidated. (One of the positive experiences I encountered was that I was able to overcome my fear of speaking in front of many people. Most of the activities given by our teachers were individual reports or presentations. That's where I honed my public speaking skills.)

To conclude, the integration of provocative and confidence-boosting activities into literary instruction not only amplifies students' involvement and enjoyment but also cultivates greater awareness of and admiration for the works being studied. Through the provision of opportunities for collaborative learning, creative expression, and active participation, these activities foster the growth of students' abilities, self-assurance, and affection for literature (Mandarani & Munir, 2021; Schonert-Reichl, 2017).

Theme 2: Practical Literary Study Techniques

This theme emerged from participant responses and classroom observation, highlighting a variety of positive experiences in literature learning. Strategies such as study planning, time management, note-taking, communication, resource accessibility, technology integration, and reading comprehension influenced these experiences, leading to positive learning outcomes such as improved instructional delivery, decreased stress levels, increased engagement, enhanced comprehension, personal development, enjoyment, knowledge acquisition, academic achievement, confidence-building, and skill expansion.

Additionally, practical strategies for literary study include collaborative endeavors such as engaging in discussions and activities, exploring interdisciplinary connections, and



participating in collaborative projects. Through these strategies, learners have the opportunity to cultivate nuanced perspectives, discernment, and holistic comprehension of a wide range of literary works.

Moreover, this theme is categorized into four subthemes: study planning and organization, active learning and comprehension, technology integration and time management, and advanced learning and success. These subthemes are crucial aspects that contributed to the positive experiences of third-year students in their literary classes.

Study Planning and Organization

In an interview with the participants, four of them create schedules as a form of their study habits. The implementation of study plans and schedules promotes enhanced productivity and time management, ultimately resulting in improved academic achievement (Islam et al., 2015). Consistent study schedules promote a more balanced lifestyle and aid in tension reduction. Hence, it positively impacts overall well-being and academic achievement. This finding was in agreement with the social-emotional goal of the Blending with Pedagogical Purpose Model of Bosch (2016), since it enhances both the social and academic aspects of the learners' lives. This can only be achieved with appropriate time management (Schonert-Reichl, 2017).

“A central pillar of my strategy involved creating a meticulously structured study schedule, a vital tool to navigate the challenge of handling seven distinct literary courses within a single semester,” Jeduard explained.

This was further supported in Bernadette's response.



“The few strategies I used to learn each of the literature subjects in the new normal were: first, I created a rigorous study plan in which I allotted specific time each day for reviewing lecture materials, reading, doing assignments, and studying with peers...,” she said.

They all added that by dividing their study into smaller, more feasible segments, their comprehension and understanding of the material were enhanced.

Moreover, in the focus group discussion, Russell mentioned that some of the study techniques that he regarded as increasing a positive experience in learning literature were the Feynman technique, the Pomodoro technique, the Leitner system, and the Eating the Frog technique.

“The strategies I utilized to learn these literature subjects were Feynman Technique, Pomodoro Technique, Leitner System, and Eating the Frog Technique,” Russell stated.

These techniques provide productive tactics for augmenting productivity and acquiring knowledge. In a literature class, the Feynman Technique involves explaining literary concepts, such as themes, characters, and plot points, in simple terms as if teaching them to their peers or classmates (Reyes et al., 2021). In doing so, students enhance their comprehension of the subject matter by breaking complex ideas into plain and succinct explanations. Students develop their communication skills, critical thinking, and comprehension, and ultimately their appreciation for literature, through the utilization of this method to summarize texts, analyze themes, and prepare for discussions.



Additionally, the Pomodoro Technique assists students in effectively managing their time in a literature class through the division of study sessions into brief, concentrated intervals (Dizon et al., 2021). A "pomodoro" is a 25-minute period during which students are required to focus exclusively on their reading or writing assignments. After each pomodoro, they take a short break of 5 minutes to rest and recharge before starting the next session. By employing this methodical strategy, learners are able to sustain concentration, evade diversions, and uphold efficiency during their study sessions, which ultimately culminates in enhanced understanding and retention of literary content.

In a similar vein, the Leitner System aids students in memorizing and retaining key information by using flashcards organized into tiers (Leitner, 1974). The students commence their study by reviewing all of the flashcards contained in a box. A flashcard is elevated to a higher compartment, where it is reviewed less frequently, in the event that the user accurately recalls the term or concept. The box is retained for more frequent review should they encounter difficulties. Students' comprehension and performance in literature class are ultimately enhanced through the utilization of this spaced repetition technique, which aids in the reinforcement and recall of literary terms, character names, quotations, and thematic elements.

On the other hand, the Eating the Frog Technique stresses the importance of completing the most difficult or critical tasks first, which aids in preventing procrastination and increasing productivity. By confronting challenging readings head-on and setting clear



goals, students maximize their learning potential and enhance their comprehension skills in literature class (Habbert & Schroeder, 2020).

Moreover, since there are a lot of literary pieces to learn, the learners agreed that time management and preparedness are crucial for their learning. Through these strategies, they were able to meet the deadlines and still do their hobbies despite the rigorous activities they have. The Blending with Pedagogical Purpose Model of Bosch (2016) emphasizes the need to achieve a balance between academic and social duties. This finding specifically underlined how the model supports the incorporation of learners' interests before and after studying, addressing their social and emotional needs (Schonert-Reichl, 2017).

“Some of the positive experiences I gained from those strategies include finishing the assigned task days before the deadline, no burnout, and more time to take care of myself and do my hobbies because I already finished my responsibilities at school,” Russell elicited.

The learners, through their devised study plan, experienced a significant surge in their appreciation for literature, consequently igniting a heightened enthusiasm for exploring stories. This transformation was notably reflected in the responses provided by Krisha and Concordia.

“The positive benefits of my experiences from my strategies is, instead na ma-bored ako sa subject na ito, unti-unti mas naenjoy ko nang pag-aralan ang literature. Sa katunayan hindi pala siya boring na subject, sa halip, interesting pala ito. Bakit? Sa literature, nalalaman natin ang mga pangyayari



noon, na-eexplore natin ito. At gayundin, kapag nagbabasa ako ng mga literature gaya ng mga novel na gawa ng mga famous na writers is parang dinadala ako nito sa ibat ibang panahon, mundo or pangyayari,” Krisha shared. (The positive benefits of my strategies have led to a shift in my perception of this subject. Instead of getting bored with it, I have gradually started to enjoy studying literature. In fact, it is not a boring subject at all; rather, it is quite fascinating. Why? Through literature, we uncover events of the past, allowing us to explore and immerse ourselves in different time periods, worlds, and experiences, especially when I read novels crafted by renowned writers.)

“...I am increasingly developing an interest in literature and finding myself enjoying reading literary pieces or works, which helps to further expand my knowledge...,” Concordia confirmed.

Furthermore, in an interview with the instructors, they made sure that they enhanced their instructional delivery in the new normal to cater to the changes and learning dynamics of their class. Teacher Maria supplemented her lectures and discussions through films, TED talks, and annotations through digital texts, which had a favorable impact on the learners. This had been proven since learners were able to reduce stress and make learning enjoyable through the strategies that they used. This finding supported the research by Mustakim et al. (2014) and Hew et al. (2020), which both proposed that teachers should use a variety of instructional methods when teaching literature. It includes integrating



multimedia and technology to capture the learners' attention and make the teaching and learning process more organized.

To conclude, the incorporation of study planning, which includes time management, scheduling, learning techniques, and organization, has a substantial influence on the learning of literature. Efficient time management with organized schedules guarantees a well-rounded investigation of many literary genres, time periods, and writers, therefore minimizing procrastination and last-minute cramming. Utilizing several learning techniques improves the understanding and examination of literary works in the new normal. Furthermore, organizing processes facilitate the classification of readings, promoting contextual effects and thematic correlations among various works. Hence, study planning and organization, as comprehensive methods, foster disciplined study habits, enabling a greater understanding of the depth and complexity of literature.

Active Learning and Comprehension

The interview revealed that active learning and note-taking constituted a significant approach to acquiring literature knowledge. In reading literature, students annotated significant key points and highlighted them. Additionally, in the midst of teacher-led discussions, students ensured that they were taking notes. The result was closely linked to the findings made by Muthusamy et al. (2017) and San Jose and Galang (2015), emphasizing the paramount significance of active learning and note-taking as key strategies for mastering literature. Furthermore, since the instructors were utilizing bullet points exclusively in their materials, the majority of the questions on the examination were



derived from their spoken lectures. Therefore, this activated the learners' learning. This finding was intertwined with the questioning or didactic goal of the Blending with Pedagogical Purpose Model of Bosch (2016). It underscored the significance of elevating learners' critical thinking abilities and honing their capacity to engage in face-to-face discussions with teachers, specifically within literature classes (Tofade et al., 2013).

“[To be] able to learn each of the literature subjects in the new normal, I would use some helpful ways to understand things better...When I read, I'd highlight important stuff and write down what I [thought] about it,” Amiel shared.

“One more thing is [that] I would listen [attentively], and I'll make sure that I'll take down all the important details that my professor said throughout the discussion. Kasi minsan, ang exam naming is mostly galing sa mga sinabi or na discuss ni teacher, kaya I will [attentively] listen in every session of discussion,” Krisha supplemented. (One more thing is that I would listen attentively, and I'd make sure that I'd take note of all the important details that my professor mentioned during the discussion. Because sometimes our exams were mostly based on what the teacher said or discussed, that is why I listened attentively to every session of the discussion.)

Furthermore, the students ensure their punctuality in class in order to fully comprehend every piece of information imparted by their instructors. In addition, since this was a literature class, students became acquainted with the material and maintained their



interest in the discussion by engaging in extensive reading. They also noted that reading was extremely beneficial. Therefore, this unequivocally demonstrated the successful achievement of CMO No. 21 Series 21's objective to cultivate a passion for reading among learners within the literature class.

"The strategies I used to learn each of the literature subjects in the regular setting included being on time to listen and take note of the important details of my professor's discussion. When our professors send files for our lessons, I also make an effort to read them in order to keep up with the upcoming discussions. Since these are literary subjects, reading extensively is necessary to broaden knowledge," Concordia explained.

The subsequent strategy that facilitated the students' comprehension of a literary work involved them sharing and elaborating on their views and opinions with their peers. The students successfully retained and mastered the material by means of peer tutoring. Likewise, peer tutoring in a literature class provided an active and collaborative learning environment where students interact with texts and one another. Fostering dialogues, peer elucidation, and collective interpretations not only improves understanding but also nurtures varied viewpoints and discernments (Ullah et al., 2018).

"...The third strategy I used [that] really [worked] for me until now [was] sharing my thoughts and understanding about the literary work I read [with] someone," Jennilyn shared.



With these strategies, along with creating study guides and engaging with online resources, the learners were able to improve their literary comprehension, which serves as the cornerstone for deeper analysis, critical thinking, and interpretation of stories (Mandarani & Munir, 2021). They also learned more efficiently due to the progressive nature of the classroom instruction. This was also the perspective of Bernadette when she was asked about her positive experiences using her strategies.

“My strategies for studying literature during the new normal mode of learning have allowed me to become more engaged with the literature I’m reading. By studying with different methods, such as creating study guides and engaging with online resources, I have been able to gain a deeper understanding of the literature I’m studying. Additionally, these strategies allowed me to become better able to critically analyze the material and become more developed as a reader,” she elaborated.

Incorporating active learning and comprehension into the study of literature entails involving students in dynamic and participatory activities that foster an expanded appreciation and understanding of the literary works. Encouraging active student engagement with the text through discussions, critical thinking exercises, reading, and analysis fosters a more comprehensive and individualized educational encounter (Gray & DiLoreto, 2016). Finally, active learning and comprehension strategies foster critical engagement and encourage students to establish connections between the literary piece and their own experiences.



Technology Integration

In learning literature, technology integration was one of the notable strategies that learners used in learning. Through the application of a variety of digital platforms, e-books, libraries, and multimedia resources, learners are able to gain entry to an extensive collection of literary materials, historical contexts, critical analyses, and critical evaluations pertaining to various written works (Haleem et al., 2022).

In an interview with the participants, they revealed that they employed the internet as a tool to conduct inquiries, obtain information, and augment their comprehension of a wide range of literary subjects. Furthermore, in order to enhance their understanding of the subject, they employed online videos as a supplementary resource, helping to solidify fundamental ideas and examine a wide range of viewpoints. This finding was intertwined with the study of Škobo and Đerić Dragičević, (2020), who advocated for the integration of digital literature within the classroom, like YouTube and other online platforms. It accentuates the significance of embracing digital literary resources as valuable tools for enhancing learning experiences in the new normal.

“Although my professors have given us modules about things, I still look for information online and watch YouTube videos to better understand the various concepts because they [are] so broad,” Fatima shared.

Nyla’s statement provided additional support for Fatima’s assertion.

“I can say that advanced reading really helped me to understand every lesson, and if there is a movie adaptation [of] a literary work, I compare



it to the original piece first by browsing the internet about their differences before watching it. In that way, I can better understand the piece that I am going to study,” Nyla explained.

The aforementioned evidence underscores the importance of digital resources in enabling all-encompassing learning experiences. With this, positive feedback from the students emerged in the focus group discussion, as they saw it as an effective strategy for learning literature.

“I believe I learned a lot and did not fail any of my literature subjects...As a result, I can confidently assert that my strategies are highly effective,” Roldan argued.

The successful study of literature relies heavily on the integration of technology. Through the use of different digital tools and resources in the new normal, students may have access to a wide range of literary works, critical analyses, and academic conversations, which helps them develop a thorough grasp of the topic (Haleem et al., 2022). Lastly, through the integration of technology, students enhance their experience of studying literature, allowing for a more streamlined and comprehensive investigation of the many aspects of collected written works.

Advanced Learning and Success

In learning literature during the new normal, learners did advanced reading in their lessons. Advanced reading involves delving into detailed stories and academic analyses,



which promote a more in-depth comprehension of complex subjects and cultural settings (Baddane & Abdelghanie, 2023).

“...The second [strategy] is to study well; advanced reading is a must, and slacking should not be even considered,” Michael indicated.

Nyla supported this statement from Michael when she said that advanced reading really helped her to understand every lesson.

Moreover, one of the strategies maintained by the student participants was promptness. Learners became hardworking and attentive students who swiftly adhered to their instructors’ directions. This indicated a firm dedication to academic obligations, a willingness to fulfill requirements, and a proactive attitude towards acquiring knowledge. Thus, fostering a culture of commitment, reliability, and a deep-seated enthusiasm for learning (Hanaysha et al., 2023).

“...When our professors instruct us to read a certain novel, I immediately do so...,” Roxanne said.

These two aforementioned strategies fostered student autonomy and established a structured approach to meet academic needs, empowering them to take charge of their own learning process.

Meanwhile, the learners had difficulties with literary analysis, but with practice, their confidence had been strengthened. Moreover, they shifted their focus from requesting assistance to actively aiding their peers, deriving satisfaction from facilitating their academic advancement.



“Before, our professor would give us a literary piece, and I would immediately struggle with how to analyze or critique it. But now, I can say that somehow I can do it myself. Another one of my positive experiences is that I used to be the one asking questions [of] my classmates. But when I learned to critique and analyze [in] my own way, it suddenly came to the point that my other classmates were the [ones] asking questions or seeking help from me. It’s so heartwarming that I somehow help my classmates [with] those small things,” Jayson shared.

Furthermore, the learners ensured that they successfully completed all their assessments and acquired significant knowledge in literature through the strategies they used.

“I can guarantee that I am equipped with background knowledge about the topics to be discussed in class,” Nyla asserted.

Bernadette also recognized that the strategies she used made her possess the ability to interact with literary pieces.

“My strategies for studying literature during the new normal mode of learning have allowed me to become more engaged with the literature I’m reading. By studying with different methods, such as creating study guides and engaging with online resources,” she said.

Concordia supported Bernadette’s assertion.



“...I am increasingly developing an interest in literature and finding myself enjoying reading literary pieces or works, which helps to further expand my knowledge,” Concordia articulated.

Advanced learning in literature significantly impacts success by nurturing critical thinking, fostering effective communication, cultivating empathy, and promoting creativity (Thornhill-Miller et al., 2023). It stimulates the development of innovative thinking, refines analytical and communication skills, and broadens perspectives. These holistic strategies, like advanced reading, promptness, and preparation, provide learners with an extensive repertoire of abilities that are vital for achieving success not only in their academic domains but in their personal lives as well.

Theme 3: Diverse Literary Assessment Practices

This theme emerged from an extensive collection of positive experiences documented in literature courses, highlighting the wide range of evaluation tools and practices tailored for the new normal learning environment. These include reflective homework assignments, insightful literary analyses, online assessments, written assignments, collaborative group projects, articulate oral presentations, and modern digital evaluations. These multifaceted assessments nurtured learners' skill development, encouraged active participation, mitigated anxiety, fostered a stronger passion for literature and reading, yielded positive academic outcomes, sparked heightened interest, facilitated seamless learning experiences, and refined communication skills.



Similarly, these diverse literary assessment practices have become essential in the new normal, enabling educators to adapt to the changing educational landscape. A variety of approaches are utilized to gauge students' comprehension and engagement with literary content. In addition to conventional essays and exams, these practices encompass performance-based evaluations, collaborative discussions, multimedia presentations, and group projects. Through the utilization of multimedia projects and virtual group discussions in the new normal, instructors can cultivate a dynamic and interactive learning environment that motivates learners to creatively engage with literary material (Bizami et al., 2023). This approach not only addresses the demands of remote instruction but also fosters the development of digital literacy and communication proficiencies, equipping learners with the necessary tools to navigate a technologically advanced society.

Furthermore, this overarching theme has given rise to two distinct sub-themes: assessment diversification and adaptability, and learning engagement and processes. These sub-themes delve deeper into the experiences of ESL learners in their literature class, elucidating the wide range of evaluation methods utilized.

Assessment Diversification and Adaptability

In the new normal, various literary assessments were utilized in the literature classroom to cater to the needs of the learners and the demands of time. Most of the instructors and learners have identified online assessments, written assignments and papers, group and creative projects, oral and presentation assessments, traditional assessments, homework and reflections, literary analysis and review, and digital evaluation



and presentation as forms of evaluation during the new normal. These findings aligned with the research by Rahman et al. (2011), Gikandi et al. (2011), and Kaba (2017), highlighting the efficacy of blending traditional and innovative assessment methods in literature studies. Their studies underscored the effectiveness of combining conventional evaluation approaches with novel methods, emphasizing the importance of a balanced approach in assessing literary understanding and critical analysis. Moreover, these assessments resonate with the evaluation goal outlined in the Blending with Pedagogical Purpose Model of Bosch (2016). It emphasizes the necessity for diverse assessments in measuring the comprehensive performance of learners in a literature class. The model also strongly advocates for a range of assessment tools, highlighting the significance of a multifaceted approach to comprehensively evaluating students' engagement, understanding, and skills within the realm of literature (Tosuncuoglu, 2018).

During the interview, Amiel and Bernadette stated that online quizzes and tests, online presentations, and an online discussion forum were utilized by their instructors in their literature class. Integrating online evaluations enables instructors to cultivate a more engaging and dynamic learning experience. This approach motivates students to actively engage with literary material through diverse digital platforms (Winthrop, 2020).

“In my literature subjects during the new normal mode of learning, professors used different ways to assess our understanding. We had online quizzes and tests to check what we learned,” Amiel conveyed.



“This assessment that our professors used in our literature subjects includes exams and quizzes, as well as written work that requires active student engagement...Each of these assessment modalities can be completed remotely through digital tools, including Google Classroom, Google Meet, or other online platforms,” Bernadette argued.

On the other hand, when asked about the assessments Teacher Maria used in her class, she found digital portfolios and literary journals or blogs engaging, as learners need to utilize online platforms in learning. Hence, maximizing the use of multimedia. This claim was corroborated by the reflective goal of the Blending with Pedagogical Purpose Model of Bosch (2016), which emphasizes the critical function of journals in encouraging students to reflect in order to assess their understanding of literary works comprehensively. Placing an emphasis on the utilization of journals provides students with a methodical framework to express their reflections, perceptions, and individual associations. Thus, it facilitated a more comprehensive assessment of their comprehension and involvement with the literary works (Bosch, 2016; Helyer, 2015).

“[I use] digital portfolios [to showcase] their best work. [Also,] students will keep a literary journal or blog where they may discuss what they've read, share their own thoughts, and interact with others' reflections,” Teacher Maria replied.



Moreover, Analiza, Fatima, Jeduard, and Jarred identified that written assignments and papers such as essays, literary analyses, and research papers were also utilized in literature class.

“Amid the new normal’s dynamic educational landscape, my professors employed a balanced mix of assessments to gauge our grasp of literature subjects. Literary Analysis Essays facilitated deep exploration by dissecting themes and techniques, while group projects embraced virtual collaboration, showcasing teamwork,” Jeduard explained.

These tasks afforded students the opportunity to showcase their understanding of intricate literary principles by facilitating the construction of logical and consistent arguments and the implementation of frameworks of thought. In addition, written assignments promote the development of writing skills by requiring students to articulate their thoughts in a structured and coherent fashion, therefore facilitating productive discourse and scholastic advancement (CHED, 2017).

Likewise, group and creative work were also assigned to the students in order to promote cooperation and collaboration. A majority of the students had produced miniature children’s books and illustrated magazine covers featuring literary figures. This finding was in strong accordance with Bosch’s (2016) Blending with Pedagogical Purpose Model’s collaborative learning goal, which prioritizes the growth of problem-solving skills, the establishment of connections, and the provision of reciprocal assistance among students participating in group projects. The model emphasizes the significance of collaborative



efforts, demonstrating how they foster collaboration, cultivate critical thinking abilities, and establish a nurturing educational setting in which students can collectively surmount obstacles and deepen their comprehension of literary concepts (Bosch, 2016; Le et al., 2018).

“...group projects embraced virtual collaboration, showcasing teamwork,” Jarred said.

“I [was] also benefited in a subject where we have to produce a mini book or a magazine cover, unleashing my editing skills and creativity,” Nyla asserted.

These initiatives promote active student engagement with literary texts, facilitating dialogues and the exchange of varied viewpoints. In addition, collaborative and artistic endeavors foster critical interpersonal and communication competencies, equipping learners with the necessary readiness to operate in groups and augmenting their capacity to articulate thoughts with efficacy (Ekanayake & Weerasinghe, 2020).

Furthermore, oral recitation was a prominent activity that was implemented in the literature course. As instructors will merely assemble the index cards and obtain the students' names, it is imperative that students study the literary works. Consequentially, substantial pre-class preparation is required. This makes learning literature enjoyable and stimulating. In literature class, oral recitation and presentations increase comprehension, speaking confidence, and connection with texts (CHED, 2017). It encourages conversation, cooperation, and reverence for the craft of literature.



“May mga tanong na ang hirap hirap sagutin kasi nga biglang bubunitin lang ni prof yung index card tapos tanong agad. So, pag sinabing may oral recitation next meeting, kailangan mo talagang pag aralan yung topic,” Milagrosa shared. (There are some questions that are difficult to answer because the professor randomly picks an index card and immediately asks a question. So, when there is an oral recitation at the next meeting, you really need to study the topic.)

Oral presentations were included in the classroom since students need practical use of language to develop proficiency in public speaking.

“The assessments that my professors used [were] oral [presentations] where we [presented] the assigned task to us,” Jennilyn asserted.

Additionally, since blended learning welcomes the best practices in traditional teaching, traditional assessments are still utilized in the literature classroom to promote mastery and comprehension of the lessons (CHED, 2020).

“There were various assessments used by our professors, including 50- to 100-item pen-and-paper or objective tests during prelim, midterm, and final exams and 10 to 20-item quizzes, writing reflections and analysis [both free and limited number of words], and applying the acquired knowledge,” Nyla expressed.

“The assessments used by my professor in literature subjects in the new normal modalities are summative assessments and open-ended questions.



Through these assessments, our professors provide us with test questions to determine if we have learned anything in the lessons or how extensive our knowledge is regarding the literature topics we have studied,” Concordia argued.

Traditional examinations provide a uniform structure for quantifying the performance of learners. In consequence, it guarantees a systematic and verifiable approach to assessing their level of knowledge and understanding (CHED, 2020).

Finally, through the promotion of diverse assessments, educators foster the cultivation of more comprehensive learning for a wide range of literary genres and subjects among students. This fosters curiosity, originality, and understanding, enabling a more engaging and rewarding literature journey in the new normal.

Learning Engagement and Processes

Literature learning becomes more engaging for students as a result of flexible assessment and learning. This echoed the findings of Barrera et al. (2020) and Torneo et al. (2020), highlighting the Philippines’ adoption of flexible learning methods. This shift emphasized self-paced learning and a departure from a grade-centric approach, prioritizing a deeper focus on the learning process itself. For instance, Bernadette complimented her instructors for being more lenient with instruction, which allowed her to devote and engage more time to learning rather than worrying about her grades.



“I appreciated the flexibility and leniency of my professors in their grading system, [which allowed] us to focus on grasping the concepts rather than worrying about points and grades,” Bernadette argued.

This elucidated Jayson’s response, as he stated that he has already developed an appreciation for reading and expanded his knowledge of literature. The congruence between this endeavor and the goal of the CHED indicated a mutual emphasis on fostering a deep appreciation for literature in an academic setting. Through prioritizing this objective, both the initiative and the Commission strive to foster not only knowledge but also an authentic eagerness to interact with a wide range of texts and concepts (CHED, 2017).

“The assessments our instructors used in our literature class during the new normal style of learning resulted in excellent experiences for me in that we loved and learned a lot from those literature subjects. Because of our lecturers, who broadened our knowledge of literature, we now have a better understanding of how to assess and critique a literary work. And as for me, I used to dislike reading, but now I adore and value it.”

Moreover, through the assessments made by literature instructors, learners developed deeply various skills in learning. These competencies are of great importance in the 21st century, as they enable students to develop into multifaceted and proficient individuals who are prepared to thrive in a swiftly changing global landscape (Gabrielsen et al., 2019).



“My critical thinking skills and reasoning skills were enhanced, especially when analyzing literary pieces,” Fatima said.

Fatima’s sentiments were also supported by Nyla’s response.

“I have learned to think more critically as well as creatively in interpreting a certain poem [and] applying literary theories to a particular literary piece,” Nyla added.

“Engaging in virtual group projects enhanced my collaboration abilities, [fostered] diverse viewpoints, and [expanded] my understanding of literary themes,” Jeduard supplemented.

Likewise, with the assessment method utilized by the instructors, learners were able to get involved actively in the classroom discussion. This assertion found further support in Aggabao and Guiab’s (2014) study, emphasizing that assessments should transcend mere academic performance. Evaluations within literature classes aim to foster holistic academic engagement, encompassing the entirety of the learning experience rather than solely measuring academic achievements.

“Talking in online discussions and giving feedback to classmates made me feel more involved and helped me learn from others,” Amiel responded.

“The integration of face-to-face quizzes provided a reassuring sense of continuity, while virtual oral presentations challenged me to communicate effectively in a digital context,” Jeduard added.



As a result, the assessment provided positive academic outcomes in learning. Learners were able to maintain their interest in learning, were reassured of learning continuity, were able to pass examinations, and appreciated their instructors.

“The positive experiences I encountered from the assessments were due to my reading and reviewing of our past lessons. [The] result of my scores [was] good, even though I did not get perfect scores,” Concordia said.

“Here, mas na-enhance ko aking reading comprehension, na maintain ko ang aking interest sa bawat pag-aaral, I have learned so much, at higit sa lahat na maintain ko ang aking maayos at pasadong grade,” Krisha added. (Here, I have enhanced my reading comprehension, maintained my interest in every study, learned so much, and, most importantly, maintained my good and passing grade.)

In essence, literature-specific assessments in the new normal ought to transcend traditional testing formats and incorporate a variety of methodologies in order to capture the full extent of student engagement. By incorporating evaluations of critical thinking, communication, and creativity in addition to empirical recall, these approaches offer a more holistic assessment of a student’s comprehension of literature (Tosuncuoglu, 2018).



Table 1. Summary of the Positive Experiences of the Participants in an ESL Class in Learning Literature via New Normal Modalities in Terms of Their Activities, Strategies, and Assessments

Positive Experiences in Learning Literature		
Emerging Themes		Sub-Themes
Activities	Immersive Literary Activities	Interactive and Collaborative Activities
		Cognitive Engagement Activities
		Literary Engagement and Knowledge Acquisition Activities
		Stimulating and Confidence-Building Activities
Strategies	Practical Literary Study Techniques	Study Planning and Organization
		Active Learning and Comprehension
		Technology Integration
		Advanced Learning and Success
Assessments	Diverse Literary Assessment Practices	Assessment Diversification and Adaptability
		Learning Engagement and Processes

Table 1 shows the summary of the positive experiences of the participants in an ESL class in learning literature via new normal modalities in terms of their activities, strategies, and assessments.

The findings imply that engaging in activities that promoted interaction, critical thinking, profound literary comprehension, and self-confidence were factors that contributed to favorable academic outcomes. Thus, incorporating diverse and engaging activities in literature classes enhanced learning experiences and promoted student engagement among ESL learners. Moreover, the participants found success in their literature classes through strategies like effective study planning, active learning, technology integration, and advanced learning methods. These approaches helped them



better organize their studies, engage deeply with the material, utilize technology resources, and tackle more challenging literary analyses. Generally, these findings highlighted the effectiveness of these strategies in enhancing ESL students' academic performance and success in literature courses.

Additionally, the participants' positive experiences in their literature class, particularly with diverse assessments, adaptability, and engaging learning processes like skill enhancement, underscored the effectiveness of employing varied assessment techniques and flexible learning strategies. Incorporating diverse assessment approaches such as projects, presentations, and discussions allowed instructors to accommodate different learning styles, fostering inclusivity and engagement in the classroom.

Overall, these results underlined the significance of employing flexible and all-encompassing learning activities, strategies, and assessments to facilitate student learning and involvement in literary education during the new normal.

ESL Learners' Literature Learning Challenges in the New Normal

While striving to comprehend literature, ESL students were confronted with a complex web of obstacles amidst the new normal, which the study sought to explore. The integration of digital modalities, diversified activities, and ingenious assessment approaches created a dynamic environment in which these students navigated the intricacies that were distinctive to their literary exploration. Amidst these complexities, learners contended with the need to adjust to novel learning methodologies, navigate the intricate nature of remote participation, and interpret innovative evaluation formats. In



doing so, they revealed an elaborate network of challenges and prospects that shape their experience of studying literature in this continuously changing academic environment.

Theme 4: Complexities and Nuances of Literary Activities

Navigating the intricacies of literary exploration presents a host of challenges for students. Academically, deciphering complex themes and narrative structures demands advanced critical thinking skills. In the context of the new normal, ESL students encountered a diverse range of obstacles during literature class activities, spanning finances, academics, literature comprehension, instruction, and skill development. Hence, the theme.

Moreover, the intricate interplay of environmental factors, including societal and cultural dynamics, adds another layer of complexity. Learners must navigate diverse perspectives and evolving literary landscapes within this multifaceted framework. Challenges in obtaining information and honing skills are intertwined with broader environmental, learning, academic, and literary complexities, shaping a comprehensive literary experience.

Considering these perspectives, this general theme has given rise to two sub-themes that succinctly capture the difficulties encountered by students during literature class activities: learning and academic challenges, and environmental and literary challenges.

Learning and Academic Challenges

Learning challenges comprise an array of impediments encountered throughout the educational process, wherein learners frequently confront academic difficulties, the



navigation of complicated ideas, and the adjustment to a variety of learning preferences. For example, technical obstacles manifest in the new normal when learners have restricted access to devices or the internet, impeding their ability to engage seamlessly in digital learning environments (Islam et al., 2015; Rotas & Cahapay, 2020). Moreover, the lack of financial means to acquire necessary resources can worsen inequalities in educational access. Simultaneously, educators encountered a distinct array of obstacles, which encompass the need to modify instructional approaches to accommodate various learning styles and guarantee the efficacy of online instruction (Alvarez, 2020).

In an interview with the learners, Amiel had been encountering difficulties in comprehending the interpretive significance of literary texts in his literary courses. An analogous obstacle was emphasized in the research conducted by Erniwati et al. (2023), which demonstrated that students faced difficulties in comprehending literary works through reading.

“It is quite common to struggle with certain lessons, especially when they require deep thinking and interpretation,” he said.

In addition, the instructors engaged in a hurried discussion of their lessons in an effort to maintain pace with the topics slated on the syllabus, where limited time was only allotted. This presented a formidable obstacle for the students.

“Sometimes, discussing articles before the lesson felt rushed, and I wished we had more time for in-depth conversations,” Amiel mentioned.



Islam et al.'s (2015) research is highly congruent with the pervasive difficulty of achieving optimal time management. This highlighted the potential existence of time management challenges among teachers. Thus, this emphasized the critical necessity of instituting customized approaches or interventions that target the improvement of time allocation, particularly in regards to literary activities.

On the other hand, Krisha's struggle with learning in the new normal was her ability to speak the English language fluently.

“Isa sa mga difficulties na, na encounter ko ay ang individual reporting, with pure English, alam ko na English major ako, pero inaamin ko na hirap ako na magsalita ng direktso sa English,” she said. (One of the difficulties I encountered was individual reporting in pure English. I know that I am an English major, but I admit that I find it challenging to speak directly in English.)

This finding resonated with Ying et al.'s (2021) study, which identified speaking English as a significant challenge faced by learners in the new normal, especially when they are expected to communicate or report.

Moreover, Jeduard elaborated that a lack of interest and fatigue resulted from their professors' incessant literature readings, which prolonged their exposure to technology.

“The prolonged exposure to technology, stemming from the constant influx of literature readings sent by our professors, contributed to a sense of weariness and decreased engagement,” he explained.



In turn, this caused him to lose concentration during the lesson, which hampered his ability to learn.

“As a consequence, my ability to immerse myself in intricate literary topics was at times hindered, making it more challenging to maintain focused attention and absorb the nuances of the material,” he supplemented.

The observed consistency in this pattern indicates that substantial technological involvement and rigorous reading requirements have played a significant role in learners disinterest and exhaustion in the new normal (Kolhar et al., 2021). This implies that it is imperative to strike a balance between teaching methodologies and alternative approaches in order to prevent learners from experiencing technological fatigue and to maintain their passion and efficacy when learning literature.

Students were also concerned about the simultaneous handling of activities, given that the majority of their literature courses were taught in the second semester of the academic year. Therefore, they encountered difficulty in completing all of the tasks given to them.

“...minsan pa nahihirapan kaming abutin yung deadline dahil nagkakasabay-sabay ang pagbibigay ng teacher namin noon ng mga activities na gagawin naming...,” Krisha recalled. (Sometimes, we find it difficult to meet the deadline because our teacher used to assign us activities simultaneously.)



This situation underscored the importance of distributing coursework equitably throughout the semesters so as to provide students with a manageable level of responsibility. Furthermore, it underscores the significance of developing strong time management abilities and flexible learning approaches in order to effectively accomplish the rigorous academic requirements. This aligns with Bhamani et al.'s (2020) study, emphasizing the importance of optimizing time and thoughtfully allocating coursework within the academic schedule.

Similarly, since the majority of the literary works were assigned concurrently in their various literature courses, these readings coincided, causing confusion among the students. This assertion was substantiated by Concordia.

“The difficulties I encountered from the activities employed by my professors in literature class during the new normal were that I would sometimes get confused with the number of literary pieces that needed to be read and analyzed. There were times when they would coincide, which [caused] problems...,” she said.

Furthermore, the students encountered various technical obstacles, including problems with digital tools, difficulties in managing their time effectively, challenges in maintaining focus, and sluggish internet connectivity. During an interview, Bernadette admitted that the online lectures presented challenges in terms of time management and distractions, which made it more difficult to maintain concentration.

Also, the internet issue was one of the reasons why students struggled.



“The difficulties I encounter is submitting activities online because sometimes our internet connection is very slow. Kaya minsan ay nahuhuli or naabutan ako ng deadline sa pagpapasa,” Analiza asserted. (The difficulties I encounter involve submitting activities online because sometimes our internet connection is very slow. That’s why there are times when I submit late or miss the deadline.)

Similar to Analiza, Fatima also encountered this problem.

“The [challenge] I encounter from the activities that my professor employed during the new normal is the difficulty of passing my activities because there are instances when I pass them late due to a bad internet connection...,” she argued.

Jarred’s response further reinforced this point when he was queried regarding the challenges he encountered while acquiring literary knowledge in the new normal.

“Well, the good old-poor internet connection is [at] the top of the list. It’s so annoying when I am [in] the middle of my presentation and I am suddenly disconnected from the rest of the class. It does not only cause delay but also affects my momentum in presenting my assigned topic,” he said.

This finding emphasized the increasing dependence of literary academia on digital platforms and resources. Multiple investigations, including those by Rotas and Cahapay (2020), Alvarez (2020), and the World Bank (2020), identified this as an additional obstacle. Technological impediments of this nature may impede students’ ability to obtain



essential resources, affecting their capacity to thoroughly engage with literary texts or timely submit assignments. This circumstance underlined the importance of providing alternative means of accessing literary content and accommodating diverse learning circumstances.

An additional impediment that the students encountered was that some instructors provided unclear instructions, while others did not provide any at all.

“The difficulties I have encountered from the activities are that there is one professor who gives an activity without instructions or magulong instruction (disorganized instruction),” Clesvin stressed.

Insufficient time to complete the activities was an additional challenge for the students. They were unable to complete their assignment despite having requested an extension from the instructor.

“...and another one is lacking in time, even though I know how to manage my time to do our activities, so we are asking for an extension, but it is not enough,” Clesvin further said.

These challenges mirrored the findings in the studies by Joaquin et al. (2020), Coman et al. (2020), and Islam et al. (2015), underscoring the critical nature of resolving these barriers. In order to address these challenges in an effective manner, it is imperative to establish technical assistance for learners by providing comprehensive directions, guaranteeing access to resources for time management, and advocating for techniques that



improve concentration. Implementing these strategies is crucial to establishing a conducive environment that promotes successful literature learning.

In addition to the academic and technical obstacles previously mentioned, financial difficulties were also identified as one of the most significant obstacles for the students. Their access to vital literary resources and educational opportunities was hindered as a result of economic constraints. There were activities as well that required a great deal of money, like making books, printing materials, and buying clothes for their character parade.

“On the other hand, there was a little bit of financial struggle during the face-to-face classes. We have to create and produce a copy of our works [in Child and Adolescent Literature course], and of course, printing fees aren't free for those who do not have printers like me. Also, there was also a little bit of [expense] during the character parade, wherein I portrayed Susan Pevensie of The Lion, the Witch, and the Wardrobe,” Nyla shared.

This finding drew attention to the socioeconomic inequalities that impede students' capacity to actively participate in their scholarly endeavors (Potter et al., 2020), which have repercussions on their academic achievements, particularly in learning literature.

Likewise, difficulties in teaching and instruction were perceived as barriers to literature learning. During the interviews, it was revealed that instructors lack access to sophisticated online software. Consequently, they are required to recalibrate.



“...our literature teachers [at] that time were boomers; they [were] not well equipped to teach using advanced online software,” Jarred said.

A similar finding was made in the study by Azmi et al. (2020), which underscores the pivotal significance of educators in adjusting to the swift transformation of the field of education. This emphasized the criticality of educators to consistently improve their pedagogical abilities, guaranteeing that they are adequately prepared to navigate and thrive in ever-changing educational settings, ultimately equipping learners with poignant and significant learning experiences.

In conclusion, it is imperative that institutions, policymakers, and educators work together in a concerted effort to establish a learning environment that is more inclusive and supportive of learners. Similarly, they can create more resilient and inclusive educational activities that promote the development and achievement of all learners in the field of literature.

Environmental and Literary Challenges

In Teacher Rose’s literature class, she pinpointed a trifecta of challenges: a subpar learning environment, limited language proficiency among students, and a notable lack of collaboration. These issues converge, creating barriers that impede students’ holistic engagement with the subject matter, hindering their ability to fully comprehend and interact with the literary material.

“Siguro ‘yong poor learning environment tiyaka low language proficiency, kasi hindi naman lahat nakikipag-cooperate sa mga activities nila



sa group ...,” Teacher Rose explained. (Perhaps the poor learning environment and low language proficiency contribute to it because not everyone cooperates in their group activities.)

This contradicted the collaborative learning goal advocated by the Blending with Pedagogical Purpose Model of Bosch (2016). It sheds light on the presence of students unwilling to participate actively in literature classes. Nonetheless, prioritizing engagement remains crucial in the learning process, as active involvement exposes learners to valuable educational experiences.

Moreover, an alarming pattern was observed by Teacher Rose. It was a waning regard from students for their literature courses, which she attributed to the onerous quantity of assigned readings.

“...and ‘yong value ng literature medyo hindi na nila maappreciate kasi sa dami ng ginagawa or sa dami ng activities,” Teacher Rose added. (...and they might not appreciate the value of literature anymore because of the numerous tasks or activities.)

This result was affirmed in the study of Alvarez (2020), where educators recognized the copious number of assignments that had been bestowed upon their students. As a result, the students’ appreciation for the subject decreased due to the overpowering volume of work, as the sheer number of assignments obscured the intrinsic value and pleasure of literary exploration.



In conclusion, students' appreciation for literature could be reignited through the implementation of pedagogical strategies that prioritize active engagement and burden balance, therefore promoting participation and interaction while reducing the number of required readings. This suggests an appeal for educators to place a higher value on the quality rather than the quantity of coursework they assign, creating a setting that cultivates students' authentic affinity and admiration for literary pieces while also promoting their comprehensive growth in the new normal.

Theme 5: Adaptation and Implementation Difficulties in Literature Learning Strategies

Adaptation and implementation difficulties arose when students strived to employ various strategies for acquiring knowledge in literature, often due to discordances between pedagogical approaches and individual learning styles. Integrating techniques seamlessly while maintaining study schedules posed a significant challenge to them.

Moreover, the interviews and the observation unveiled recurring challenges encountered by ESL learners and teachers in literature classes, crossing issues such as online learning obstacles, engagement deficiencies, reading comprehension difficulties, ineffective study techniques, distractions, limited resources, and reliance on multimedia. Hence, the theme.

Within this context, a singular sub-theme emerges, encapsulating challenges inherent in online learning, study methods, and instructional approaches. It underscores the interconnectedness of difficulties faced by educators and students in literature instruction



and learning strategies, highlighting the critical need for collaborative efforts to address them effectively.

Online Learning, Study Methods, and Instructional Challenges

Despite the fact that blended learning incorporates both offline and online instruction, students encountered difficulties in managing digital learning due to the aggravating nature of devices.

...technical problems with [the] internet or devices can be frustrating,” Amiel said.

“Being at home might bring distractions, making it tough to focus on studying. Some things, like working together or using interactive tools, might not feel the same as being in a real classroom,” he added.

This finding was supported by the research of Joaquin et al. (2020) and Rotas and Cahapay (2020), which concluded that accessing and utilizing educational resources consistently is complicated by a variety of hardware and software configurations, as well as evolving technology. Compatibility difficulties and the requirement for technical troubleshooting introduce additional complexities that impede the smooth utilization of digital learning tools. In navigating literature education during the new normal, adaptability and support structures are required to ensure that learners have equitable access to and make effective use of digital resources across a variety of devices, given the complexity of the situation.



Furthermore, the learners identified a lack of motivation and engagement as hindrances to the effectiveness of their strategies. For instance, students experienced monotony while learning and found self-studying to be tedious, especially since learning adheres to learner-centeredness.

“Maganda ang self-studying pero minsan nakakatamad magbasa ng napakaraaming book or modules mag-isa, nakakabagot ika nga. Lalo na ngayon ay student centered na ang mga schools, mostly student talaga ang kailangan magbasa ng magbasa lalo at literature ang mga subjects,” Analiza reported. (Self-studying is good, but sometimes it becomes tedious to read a multitude of books or modules alone—it can get boring, so to speak. Especially now that schools are mostly student-centered, students are required to read extensively, particularly in literature subjects.)

Fatima expressed a similar issue, stating that she, too, lost focus on the lesson or literature she was reading when she became exhausted and resorted to using a variety of technological devices.

“Although I find self-studying to be effective, I also sometimes find [it] insufficient due to a lack of motivation since I get bored easily, distractions at home, or distractions brought on by technological devices that cause me to lose focus while studying,” she mentioned.

The study by Woodcock et al. (2015) shed light on a concern concerning the reduced motivation of learners in relation to the process of acquiring knowledge. In the



new normal, there were several potential causes for this deficiency in motivation, including ineffective pedagogical approaches, detachment from the material, excessive scholastic demands, or external influences that hinder their involvement. Conversely, Sim et al. (2021) highlighted the significance of establishing an enhanced learning environment, especially in literature class. This involves promoting intrinsic motivation by stimulating inquiry, fostering a sense of purpose, and encouraging relevance.

Additionally, students began to feel that the mandatory nature of reading literature made the learning process feel inauthentic. This change in perspective compromised the integrity of the educational experience and diminished the intrinsic worth and interpersonal bond that students might have otherwise cultivated (Araujo et al., 2018).

“Kung minsan kasi, ginagawa lang natin ang isang bagay dahil sa napipilitan tayo, and kailangan kasi dahil requirements ito. Noong una, my vision sa literature is, kailangan ko lang siyang basahin, alamin yung kwento para once na nagtanong si teacher is my maisagot ako. and habang tumatagal nagiging pabigat na ito sakin,” Krisha asserted. (Sometimes, we do things just because we are forced, and we have to because they are requirements. Initially, my perspective on literature was that I only needed to read it and understand the story so that when the teacher asked, I had an answer. But as time goes on, it becomes burdensome for me.)

In the midst of the aforementioned obstacles, students frequently turned to weeping as a last resort when their workloads became unbearable.



“Others said that whenever you are having a hard time, you just cry to reduce the problem or the tiredness you feel. So I used to, whenever I was struggling, I would really cry to the point that I wanted to give up,” Jayson conveyed.

This response frequently occurs when students perceive that they have exhausted all possible coping strategies or methods for workload management. This could potentially signify that the learners have encountered their emotional zenith as a result of the arduousness of their academic obligations, are unable to effectively handle the burden, or feel ensnared by the pressures of their educational responsibilities (Yangdon et al., 2021).

Meanwhile, the inadequacy of reading and note-taking strategies to facilitate effective learning became evident through the experiences of the students. This lack of sufficiency was particularly emphasized in the personal experience of Jeduard.

“Amid the new normal mode of learning, I discovered that relying solely on passive reading and note-taking strategies was often insufficient to effectively overcome the difficulties I encountered while studying literature. While these techniques were foundational, they sometimes left me grappling with intricate concepts and a lack of engagement,” he said.

Likewise, Concordia emphasized the insufficiency of exclusively depending on note-taking as a method to proficiently acquire literary knowledge. The assertion she made underscored the notion that a passive perusal of notes in the study of literature does not comprise a comprehensive or active learning approach. Conversely, this strategy could



restrict the extent of comprehension and involvement with the subject matter (Özçakmak, 2019).

“...relying on one source is not sufficient because literature subjects require exploring multiple sources to expand knowledge. The more sources you have, the more information and knowledge you can acquire,” Concordia asserted.

These findings refuted the notion put forth by Salame and Thompson (2020) that students can enhance their understanding and retention of course materials by actively processing and synthesizing information through systematic note-taking. The structured notes function as individualized study resources, facilitating students in the process of reviewing, reinforcing, and internalizing fundamental concepts with greater efficacy.

Moreover, Michael underscored the insufficiency of memorization as a learning strategy, asserting that it frequently results in superficial comprehension as opposed to genuine insight. He further conveyed that the method of rote memorization impeded his capacity to engage with the material critically, preventing him from attaining a more profound understanding of the subject.

“Memorization is one of the strategies that I find insufficient [for] resolving difficulties in studying. It is because not everything is aligned for memorization. After all, you have to analyze what is being asked sometimes in literature,” he argued.



This finding is consistent with the research conducted by Almoslamani (2022), which posited that students rely on simple recall of information without comprehending its complete context or importance. This highlighted the potential disadvantage of exclusively emphasizing memory-based learning and emphasized the significance of cultivating a more extensive understanding of the subject matter as opposed to mere memorization.

Milagrosa also found that she lacked reading comprehension, no matter how many times she read literature.

“Though I believe in the power of reading and comprehension, may mga pagkakataon na kahit anong basa ko hindi ko talaga maintindihan,” she said. (Though I believe in the power of reading and comprehension, there are times when, no matter how much I read, I really can't understand.)

However, Smith et al. (2021) asserted that reading comprehension serves as a foundational skill crucial for academic advancement across all subjects. It acts as the gateway to understanding content within various academic disciplines. Proficiency in comprehension enables students to grasp and interpret information presented in any form of written material relevant to their studies, especially literature. Hence, mastering reading comprehension is essential, as it forms the basis for successful learning and achievement across all academic domains in the new normal.

Additionally, Jarred openly admitted that he had not thoroughly reviewed all the learning materials that were provided, which resulted in a difficult educational experience.



The challenge was further compounded by interruptions, specifically his mobile device, which detracted his attention from the effective comprehension of the lesson.

“During the new normal, we are often [provided links to] learning materials for additional references for our lessons. But, in reality, I never really browsed those links. This is because reading materials online is exhausting to the eye, and I easily get distracted by notifications on my phone and the likes [I received on Facebook]. Unlike when I’m reading an actual book,” Jarred revealed.

The instructional challenge presented by electronic devices is their capacity to divert students’ attention. Rather than dedicating their attention to reviewing their notes or engaging with academic content, students frequently succumb to the temptation of using their mobile devices for non-academic purposes, such as perusing social media. Distractions of this nature hamper the learning process by diverting attention from the designated study materials and reducing the level of concentration and focus required for successful learning (Joaquin et al., 2020; Coman et al., 2020).

Furthermore, Russell astutely identified the deficiencies of the Leitner system as a methodology for comprehending literature within the domain of education. Russell’s remark originated from the understanding that this specific approach failed to correspond with the intricate requirements of literary studies. Consequently, he concluded that this approach was inadequate, underscoring the necessity for more all-encompassing and literature-specific methodologies to augment comprehension and involvement.



“I perceived that the Leitner System is insufficient since [it] only requires a flashcard that contains keywords to maximize learning. More often than not, there were professors who were fond of [the] word-by-word fill-in-the-blanks type of examination, which made it difficult for students who utilized [the] Leitner System in studying.”

The Leitner system, which was originally developed to aid in memorization via periodic repetition, might not completely support the development of critical thinking and analytical abilities that are indispensable for attaining a comprehensive comprehension of literary works (Leitner, 1974).

On the other hand, during the interview with the teachers, Teacher Rose admitted that utilizing multimedia solely for instruction was seen as a problem in learning. She said that she was not sure if students really watched the video lecture she sent online.

This difficulty became apparent in a flexible learning environment where instructors encounter barriers in accurately determining whether students are actually utilizing the provided resources. Assessing the degree to which students actively participated in the designated materials or courses was challenging due to the remote or self-paced nature of flexible learning. The absence of proper supervision gives rise to concerns concerning the extent to which students comply with the educational curriculum, which may have repercussions on their comprehension and advancement (Rotas & Cahapay, 2020; Alvarez, 2020).



Additionally, Teacher Maria mentioned that film viewing was insufficient for learning literature.

“I think film viewing is not sufficient if the teacher fails to process properly through tasks, procedures, and writing routines,” she stated.

This result contradicted the study of Aggabao and Guiab (2014), which emphasized the effectiveness of film viewing as a literature-teaching strategy. A divergence in methodologies or perspectives concerning the efficacy of utilizing films as a pedagogical instrument for literature was indicated by the disparity between these results.

Ultimately, the complexity of the landscape is highlighted when considering the navigation of implementation and adaptation challenges in literature learning strategies, specifically in the context of online environments. The convergence of these challenges entails the interconnection of various study strategies, technological integration, and instructional delivery intricacies. In order to surmount these challenges, a comprehensive strategy is required that combines adaptable instructional techniques with cutting-edge online study methods to guarantee the successful integration and implementation of literature learning strategies within both online and offline educational environments.

Theme 6: Academic and Operational Hurdles in Literary Assessments

This theme emerged from the varied responses of participants regarding their struggles with literature assessments implemented during the new normal. Academic and operational difficulties formed the core of these challenges. Especially in digital environments, the implementation of assessment tools led to operational and technical



hurdles, including concerns about technology reliability and evaluation efficiency. A complex interplay between academic integrity, learning, and assessment required meticulous evaluation of literary comprehension while guarding against plagiarism and ensuring authenticity. In structured courses, students grappled with emotional challenges stemming from assessment pressures, highlighting the importance of effective time management. The academic and operational dimensions of literary evaluations were further complicated by these interrelated obstacles.

Building on insights shared by participants, this overarching theme unveils three distinct sub-themes, each delving into specific challenges encountered. These include technical and operational challenges, concerns regarding learning, assessment, and academic integrity, and challenges related to time management, emotions, and course structure. These sub-themes offer a comprehensive examination of the diverse obstacles individuals face in their pursuit of literature assessments. Thus, a holistic approach is imperative to ensure equitable, effective, and meaningful assessments within the field of literature studies in the new normal.

Technical and Operational Challenges

Numerous technical issues were mentioned in the literary assessments, such as internet connectivity problems that complicated exams and presentations. The difficulties identified in this context were similar to those documented in the research conducted by Arinto (2016) and Rotas and Cahapay (2020) in the Philippines. The issue of internet connectivity became a prominent concern that had a substantial impact on the learning



process. The enduring issue with connectivity hindered the smooth advancement of online educational endeavors, emphasizing its substantial impact on the learning experiences of learners striving to participate in digital evaluations and presentations in the new normal. In addition, Edgar claimed that not encoded inquiries on their evaluation made it difficult for him to respond.

“...the test items were sent through the Messenger application. The thing is, answering those questions was a hassle on our part because they were only taken by a phone camera and not encoded,” he said.

The technical difficulty found resonance among university students and teachers in Romania, as emphasized by Coman et al. (2020). This underscored the vital need for educators to enhance their technical expertise, with a particular focus on literature instruction. It is imperative that educators cultivate an elevated consciousness regarding digital tools and equip themselves with the requisite technical knowledge to proficiently navigate and impart literature curricula in digital environments.

When asked about the difficulties teacher Maria encountered, she replied that she experienced technical glitches in the class.

“...sometimes the students thought [they] submitted it, but [they] actually failed to attach the file, and the students had a hard time finding the file since many teachers require the same online submission.”

Additionally, it was disclosed during the focus group discussion that teachers obtained assessment questions from online sources. However, the lessons failed to address



these questions, resulting in an evaluation that compromised both the construct and content validity areas.

“There were also situations when the questions were not tackled by the professor, and later on, you will find out that they simply downloaded [them] from Google on a website like Scribd,” Russell asserted.

This was strengthened by the response of Concordia.

“Just because you reviewed past lessons doesn’t mean you will get a perfect score. It’s because there are instances where I encounter questions that are not in my readings,” she argued.

This inconsistency underlined a lack of congruence between the subject matter instructed and the standards of evaluation, which had the potential to compromise the efficacy of the assessment procedure. This underscored the significance of guaranteeing a close alignment between assessment materials and the curriculum and instructional objectives in order to preserve the validity and integrity of the evaluation process within educational environments (Wijngaards-de Meij & Merx, 2018).

In essence, unforeseen technological complications that impeded the integration of the assessment system constituted technical errors. The accuracy and impartiality of evaluations were compromised by a variety of issues, including system failures and connectivity problems. In order to implement an efficient assessment system, it is imperative to confront these challenges with a resilient technological infrastructure and expeditious resolution strategies. Moreover, one notable obstacle in literature assessments



was the operational challenge, which arose when the questions asked strayed from the topics that had been discussed. The inconsistency in question compromises the efficacy of evaluations in gauging students' understanding and implementation of the subject matter that was deliberated. In order to achieve a just and precise evaluation of students' comprehension of literature, it is imperative that the instructional content and assessment criteria are in concurrence.

Learning, Assessment, and Academic Integrity Issues

In the new normal, literary evaluations became problematic. An important concern raised by the participants was the widespread agreement that instructors occasionally issue instructions that are not entirely explicit, resulting in students experiencing apprehension. In addition, concerns regarding the integrity of assessments have been heightened as a result of the transition to online classes, which has provided students with more opportunities to deceive. Further, it has been determined that the inability to promptly receive feedback from instructors was an additional disadvantage that hindered the learning process's efficacy. The intricate nature of adapting literary assessments to the changing educational environment in the digital age was highlighted by these multifaceted issues.

“Some of us had trouble with technology or slow internet, making things harder. Taking tests at home wasn't always fair, as some students might cheat, and waiting for feedback on our work sometimes took longer,” Amiel revealed.



This finding exhibited a strong resemblance to the research conducted by Janke et al. (2021), in which the students who took part disclosed a greater prevalence of academic dishonesty in online examinations as opposed to on-site assessments. This highlighted a worrisome pattern that suggests an upsurge in unethical conduct within online examination environments, attributable to factors such as difficulties in remote proctoring or diminished responsibility. The congruence in results underscored the necessity for strong protocols to maintain academic integrity and discourage fraudulent activities in digital assessment contexts.

Furthermore, learners encountered challenges in comprehending the literature. This appeared in Fatima's response when questioned regarding the difficulty she encountered during the literary evaluation.

"The difficulties I [encountered] with the assessments that my professors employed were the difficulty in closely studying a text, interpreting its meanings, and exploring why the author made certain choices, especially in analyzing [a] poem because I [needed] to think critically and [more] logically since it [needed] an in-depth interpretation," she said.

This result coincided with the findings of Gatdula et al. (2022), in which students faced challenges in comprehending the literature they were studying in its entirety. This challenge stemmed from the intricate thematic content, linguistic difficulties, and unfamiliar cultural contexts that are explored in the literary works. Furthermore, variations among students in terms of their pre-existing knowledge, reading proficiency,



and familiarity with diverse literary genres contributed to these problems in understanding the subject matter. To surmount these challenges, it is necessary to implement a range of pedagogical approaches, provide supplementary materials and resources, foster interactive dialogues, and cultivate a nurturing educational atmosphere that accommodates diverse learning styles in the new normal.

Furthermore, in addition to having to contend with an extensive variety of information, students faced a formidable challenge in the immense expanse of literature. In addition to the perceived difficulty of studying literature, a myriad of facts, diverse literary genres, intricate characters, complex narratives, and various literary elements necessitate comprehensive familiarity and memorization. Due to the subject's exhaustive nature, learners need to possess comprehension of its many aspects (Barrot et al., 2021). This complicated the learning process and demanded their unwavering commitment in order to traverse the wide-ranging realm of literary knowledge.

“Some of the questions are related to dates and other fact-based information, so the coverage of exams [was] wider than and often beyond the discussed topics. It was hard to remember all the facts, as if everything [had] the possibility [of appearing] in a 50-item exam,” Nyla asserted.

In addition, teachers documented occurrences of plagiarism in the work that was submitted. This situation gives rise to concerns regarding academic integrity and casts doubt on the efficacy of the learning process.



“Some students are also copying their outputs from the internet without paraphrasing and citing their references,” Teacher Maria exposed.

This finding was also the central argument in Holden’s (2021) research review. Plagiarism undermines genuine student involvement and diminishes the worth of literary evaluations through the fabrication of students' understanding and evaluation of the subject matter. In order to effectively address plagiarism, it is crucial to establish stringent protocols and educational initiatives. This ensures that literary evaluations remain authentic and promotes a culture of academic integrity and authentic scholarly contributions.

In conclusion, the integration of academic integrity, assessment, and learning serves as the cornerstone of a strong educational framework in literature studies. Upholding academic integrity in evaluations deepens understanding of literary works, ensuring assessments genuinely mirror students' analysis and comprehension. Cultivating an atmosphere of integrity within literature education not only authenticates evaluations but also enriches the educational journey, fostering genuine scholarly growth and a profound appreciation for the inherent craftsmanship in literature.

Time Management, Emotional, and Course Structure Challenges

Difficulties with time management and responsibilities returned as recurring themes in the literature assessment process. Amiel reiterated the challenge of managing time effectively across multiple assignments, placing particular emphasis on the convergence of evaluations in literature courses. The concurrent timetables presented a



significant challenge for students in efficiently managing their responsibilities and fulfilling the prerequisites.

“The convergence of assessments across subjects sometimes created overwhelming demands on my time and focus. Juggling multiple assignments and assessments in parallel posed a significant hurdle, requiring meticulous time management and prioritization to ensure thorough engagement and successful outcomes,” Jeduard argued.

This discovery was aligned with multiple studies, including those by Bhamani et al. (2020), Islam et al. (2015), Blackmon & Major (2012), and Sit et al. (2005), collectively highlighting time management as a prevalent challenge faced by students in their learning journey. This consensus across various research works underscored the significance of this struggle, emphasizing the widespread impact of ineffective time management on students' academic experiences. This highlighted the necessity for a more methodical approach to the allocation of assignments and the scheduling of workloads in order to mitigate the strain on students and improve their capacity to effectively manage the rigors of literature courses.

Furthermore, teachers were required to create objective-type assessments for critical subjects in an effort to simulate the format of the board licensure examinations for professional teachers that education graduates are required to pass. The purpose of this evaluation was to acquaint students with the structure of the said examination. However, a



substantial obstacle emerged when learners were confronted with the daunting quantity of literature courses, which hindered their ability to retain each element of the lessons.

“At some point, since some of our professors use objective-type assessments, I had a problem remembering all the information, especially the names or events in prose or poetry, especially if [there were] more than 20 plus topics in each assessment,” Michael noted.

This situation highlighted the inherent conflict between studying for exams and the comprehensive material covered in literature courses. Hence, a balanced approach is required to guarantee successful learning and examination results (Ayish & Deveci, 2019).

Similarly, since the protocols only allotted one hour to respond to the questions, the students felt pressured due to the limited time allotted to them and the extensive number of items required for the course. The urgency to address time-related stressors and assist students in effectively managing their coursework was highlighted by this pressure.

The interviews also revealed that the learners encountered social and emotional challenges during the assessment process. They had discovered that, in the end, searching for their motivation in learning was tiresome.

When asked about their difficulties, Bernadette replied that maintaining her focus and motivation was one of her problems.

“One of the main difficulties I encountered with the assessments my professors employed in my literature class during the new normal mode of



learning was that it was difficult to maintain my focus and motivation while studying from home,” she responded.

Similar findings were observed in the research conducted by Ugwu (2022) in Nigerian educational institutions, which underscores a prevalent concern regarding inadequate learner motivation and interest. Ensuring effective instruction of literature was considerably hindered by the absence of enthusiasm and active involvement with literary texts. This highlighted a more widespread issue concerning the lack of fervor among students, which may impede their ability to comprehend, engage in, and enjoy literary studies as a whole.

Furthermore, Krisha encountered feelings of embarrassment and dissatisfaction concerning her academic performance. In spite of conscientious study endeavors during literature class, she encountered situations wherein unanticipatedly low grades ensued, which subsequently eroded her motivation and self-assurance regarding the acquisition of knowledge.

“Sometimes, even if we did our best, even if give a lot of effort into our studying, minsan the result is very much different from our expectations. May time noon, it’s our first quiz on that subject, and of course nag-review ako nag aral akong Mabuti, inaral ko ‘yong all of the discussion ng professor, pero after the assessment is I’m very much disappointed to myself and at the same time nahihiya ako kasi in our very first quiz, I got a low score,” she described.
(Sometimes, even if we did our best and exerted a lot of effort into our studying,



there are instances when the result is very different from our expectations. There was a time when it was our first quiz in that subject, and, of course, I reviewed and studied diligently. I covered all the discussions with the professor. However, after the assessment, I was very disappointed in myself, and at the same time, I felt embarrassed because, in our very first quiz, I got a low score.)

The apprehension towards failing is a substantial socio-psychological determinant that impacts the academic achievements and personal growth of students. Unforeseen academic obstacles, such as unanticipated drops in grades, have a demotivating effect on students, significantly affecting their self-assurance in their academic capabilities and eroding their enthusiasm for acquiring knowledge in the new normal (Begum, 2023). These obstacles not only have an effect on an individual's present motivation but also have the capacity to shape their future learning strategies, highlighting the significant affective and psychological consequences of academic achievement on one's self-confidence and motivation. Moreover, this finding aligned with the social-emotional goal outlined in the Blending with Pedagogical Purpose Model. It underscored the importance of addressing not just academic challenges but also the emotional and social aspects of learning to foster resilient and confident learners (Bosch, 2016; Schonert-Reichl, 2017).

All in all, the emotional repercussions described above bring attention to a wider concern regarding the relationship between academic performance and the emotional welfare of students. This underscores the necessity for a literature evaluation process in the



new normal that is constructive and supportive, fostering a positive atmosphere for learning.

Table 2. Summary of ESL Learners' Literature Learning Challenges in the New Normal in Terms of Their Activities, Strategies, and Assessments

Challenges in Learning Literature		
	Emerging Themes	Sub-Themes
Activities	Complexities and Nuances of Literary Activities	Learning and Academic Challenges Environmental and Literary Challenges
Strategies	Adaptation and Implementation Difficulties in Literature Learning Strategies	Online Learning, Study Methods, and Instructional Challenges
Assessments	Academic and Operational Hurdles in Literary Assessments	Technical and Operational Challenges Learning, Assessment, and Academic Integrity Issues Time Management, Emotional, and Course Structure Challenges

Table 2 indicates a summary of ESL learners' literature learning challenges in the new normal in terms of their activities, strategies, and assessments.

The challenges faced by ESL learners in literature classes highlight two primary areas of concern in their activities: learning and academic challenges, and environmental and literary challenges. The significance of literary lessons lies in the necessity of addressing these issues through customized assistance and interventions, fostering a more inclusive and accessible learning environment where all students can thrive. Additionally, ESL learners encountered difficulties adapting to online platforms, implementing effective study techniques, and navigating instructional approaches specific to literature education. Therefore, educators need to address these challenges by providing comprehensive support



in online learning environments, promoting effective study habits, and refining instructional strategies to better meet the diverse needs of ESL learners.

Meanwhile, the participants revealed that their literature assessments were beset with a variety of obstacles, including issues related to learning, assessment methods, academic integrity, time management, emotional well-being, and course structure. These challenges highlight the detailed nature of literature education and the necessity for educators to consider a wide range of issues when developing assessments, providing academic assistance, and organizing courses.

To sum up, the difficulties encountered by ESL students in their literature classes underscore the necessity for personalized assistance that promotes inclusiveness and overcomes a variety of barriers. In the new normal, educators need to adapt their approaches to online platforms, considering a multitude of factors when designing assessments and structuring courses. This adjustment aims to more adequately cater to the needs of ESL learners as they incorporate efficient study methods into learning literature.

Addressing ESL Learners' Literature Learning Challenges in the New Normal

In an effort to overcome the challenges faced by ESL learners while studying literature in the context of shifting educational paradigms, numerous concerted efforts and strategies were implemented, which this research endeavored to investigate. The ESL learners encountered a wide range of difficulties, which comprised adjusting to novel learning modalities, navigating technological advancements, and understanding inventive assessment approaches. In the current educational environment, which is influenced by the



new normal—a context marked by remote learning, digitalization, and evolving instructional methods—the emphasis is on developing individualized strategies and cutting-edge pedagogical approaches to improve the literary engagement and proficiency of ESL students.

Theme 7: Implementing Comprehensive Support Framework for Literature Activities

After examining the solutions proposed by participants to the identified challenges in their literature activities, a consensus emerged on the necessity of various strategies. These encompass effective time management and organization, utilization of digital tools and resources, fostering self-directed learning, ensuring internet connectivity, implementing productive study strategies, encouraging collaborative learning, leveraging support networks, cultivating motivation and perseverance, refining assessment approaches, and proactive teaching preparation. Collectively, these strategies form a comprehensive support framework for literature activities, underscoring the multifaceted approach required to effectively address the challenges. With the intention of empowering a wide range of students to effectively navigate the field of literary studies and cultivating a supportive and intellectually stimulating atmosphere, this comprehensive approach endeavors to accommodate the varied needs of students.

Moreover, four sub-themes emerged from this theme, contributing to a comprehensive understanding of the overarching theme: time management and learning support, digital integration and self-directed learning, effective study strategies and



collaboration, and timely feedback and preparation. In confronting a variety of critical factors that are essential for effective participation and comprehension in the new normal learning, these sub-themes collectively explicate an all-encompassing framework of support for literature-based activities.

Time Management and Learning Support

Bernadette described in an interview how she overcame the difficulties she encountered in literature classes during the new normal by establishing a routine and organizing her time and schedule. With the assistance of this approach, she was able to effectively manage her learning process, as she underscored its significance in surmounting the obstacles that arose.

“I overcame those problems by organizing my time effectively and creating a routine to help prioritize my tasks and assignments. I began by setting a schedule for my classes and lectures, and I stuck to it no matter what,” she said.

This was also supported by the response of Clesvin.

“For me, time management is the only technique that I think caused me to solve all my struggles in the activities that were employed by my professors during the new normal. Time management has a big impact on me because I set goals,” he argued.

By reducing instances of procrastination and last-minute scrambling, effective time management promotes the development of a structured study program, which ultimately



improves the ability to retain and comprehend literary content (Ahmad et al., 2019). Likewise, through the efficient allocation of time, an organized methodology for reading, analyzing, and comprehending literary works was made possible; hence, finishing all the activities and assessments on time in literature courses.

In conjunction with effective time management, resource utilization emerged as a solution employed by learners to surmount learning obstacles. Thus, students utilized online platforms and the library to their fullest capacity.

“...and with the activities, I tried my best to look for other resources online or in the library so that I [could] be able to do the tasks,” Maverick said in the focus group discussion.

Through the utilization of online platforms and library resources, students were able to augment their access to a vast array of knowledge, scholarly resources, and varied viewpoints that were pertinent to their educational goals in the new normal. Engaging in active utilization facilitates thorough inquiry, profound examination of diverse literary sources, and the chance to expand one’s comprehension of literary concepts (Alvarez, 2020).

In light of the fact that instructors encountered a variety of disruptions in the classroom, including unanticipated meetings and office work, they utilized resource support in the form of pre-existing asynchronous instructional materials. Thus, continuous learning persists.



“I avoid having problems in my literature classes by preparing the lectures and tasks before the semester starts. Thus, if there are unavoidable class interruptions, I have readily available materials for them to use while I am out of the class,” Teacher Connie recalled.

Instructors enhanced their repertoire of knowledge and provided students with supplementary opportunities for comprehension and involvement by incorporating materials such as modules and video lectures into their pedagogical approaches. By adopting this asynchronous methodology, educators are capable of expanding their instructional strategies, accommodating diverse learning preferences, and fostering a more comprehensive and inclusive educational setting for their learners within the domain of literature (Perveen, 2016).

Furthermore, considering the economic hardships encountered by students in today’s society, one participant deftly conquered this hurdle by accepting a tutoring role for her cousin, thereby providing educational assistance. This proactive initiative demonstrated her resourcefulness and adaptability, regardless of the financial limitations that impeded her educational pursuits.

“...Aside from that, I accepted academic tasks like helping my young cousins in their studies [or like tutoring them], so I could finance some of my needs [for] my studies,” Nyla said.

This adaptive response showcased the perseverance of students in the face of financial constraints as they overcame difficulties, accentuating their unwavering resolve



to pursue their academic targets. This exemplified their capacity to adjust and persist, manifesting a resolute dedication to furthering their academic pursuits in spite of the financial obstacles they face. This resilience serves to emphasize learners' steadfast commitment and determination to surmount challenges, demonstrating a praiseworthy determination to attain their academic goals in spite of financial constraints (Ma et al., 2022).

In summary, the utilization of learning support and effective time management are critical factors in maximizing the educational experience for students in the new normal. One can create a conducive environment that promotes comprehensive learning experiences by effectively managing time, resources, and support systems. The adoption of these strategies not only facilitates enhanced academic endeavor coordination but also enables individuals to more adeptly navigate obstacles. Through the cultivation of a nurturing environment that promotes proactive time management and provides comprehensive learning assistance, instructors have the capacity to greatly augment the academic achievements and holistic growth of students in a variety of educational contexts.

Digital Integration and Self-Directed Learning

As a means to cope with all the problems that arose during the new normal, learners opted to use digital tools to solve their various problems in their activities.

"I also took advantage of the digital tools available, such as video conferencing and collaboration apps, to study," Bernadette asserted.



There was a growing trend among students to utilize digital tools in order to overcome various obstacles that arose during their schoolwork in the normal. These tools provided adaptable solutions that assisted students in various facets of their academic endeavors. Digital tools offer a diverse range of functionalities, including the ability to group study materials, access online resources, collaborate with peers, and increase productivity (Abdulrahman et al., 2020).

Moreover, students effectively utilized the extensive array of resources accessible via the internet to enhance their educational experiences. They explored a variety of materials, including scholarly articles, multimedia resources, and educational content, by utilizing the internet's vast collection of information. Through employing this approach, they were not only able to increase their knowledge but also to conduct independent research, which allowed them to delve more deeply into topics that extended beyond the confines of the traditional classroom. Their proactive involvement with online resources demonstrates their ability to adjust and find useful information by utilizing digital platforms to enhance their learning experiences in a self-directed manner (Hew et al., 2020).

"I utilized online resources to gather additional information that would help me [with] my tasks," Concodrdia stated.

However, the success of this undertaking relied heavily on a dependable and secure internet connection. Ensuring a consistent internet connection is critical for optimally utilizing educational materials, digital platforms, and online resources. The ability to



consistently connect to the internet enables students to effectively navigate a wide range of digital environments, guaranteeing unhindered use of educational resources and tools that are vital for their ongoing educational development (Barrera et al., 2020; Torneo et al., 2020; Atmojo & Nugroho, 2020). The significance of this reliance on a dependable internet connection was highlighted by the fact that it empowered students to exploit the immense educational possibilities that the digital realm offers.

“Our weak connection issue was resolved when my parents installed WiFi in our home,” Fatima shared.

“In terms of internet connectivity, I was given [permission] to access my cousin’s WiFi, so I rushed there as fast as I could to lessen the missed information about the discussion and activity’s instructions,” Nyla added.

Furthermore, Milagrosa divulged her strategy of exploring cinematic adaptations of multiple novels, acknowledging her predilection for visual learning.

“...then I watched the movie adaptation so that I could get a glimpse of her story,” she described.

This was consistent with the content goal specified in the Blending with Pedagogical Purpose Model of Bosch (2016). According to this model, the incorporation of visual simulations and digital imagery into literature instruction can increase learner engagement and interactivity (Bosch, 2016; Castro-Alonso et al., 2018). The integration of these visual components was intended to foster a more engaging and immersive



educational environment, capitalizing on the interactive and visual elements to enhance students' comprehension and involvement with literary concepts in the new normal.

Moreover, the students demonstrated active participation in self-directed learning through their frequent review of study materials to ensure complete understanding. They diligently adopted a proactive stance by reviewing academic resources, course materials, and literary works. This self-driven pursuit was aimed at strengthening their comprehension, discerning fundamental ideas, and establishing a firm grasp on complex literary subtleties.

On the other hand, Roxanne stated unequivocally that achieving self-directed learning required resolute determination and an unwavering commitment to the study of literature. She placed significant emphasis on the fact that attaining this degree of self-direction required her to exert her utmost effort and sustain unwavering determination in the quest for literary understanding.

“By giving my all and studying more diligently, I believe that studying at night and having perseverance are the best ways for me to solve my problems with the literature learning strategies I used,” she narrated.

These responses indicated that students were conforming to CMO No. 21 Series 21, which places significant emphasis on the implementation of self-directed learning. This directive emphasizes the significance of students assuming autonomy, proactivity, and accountability in their academic endeavors by requiring them to manage their own learning (CHED, 2017).



In addition, students proactively strived to avoid procrastination, a sentiment that Clesvin's reply aptly reflected. He underscored his proactive stance through the timely and flawless completion of allotted duties. Clesvin's statement emphasized the learners' dedication to avoiding procrastination and their resolve to address tasks in a timely and effective manner.

"For example, when our professor gives an activity today, I do it right away so that I do not rush," he described

This demonstrated the learners' adherence to avoiding procrastination and their resolve to complete tasks in a timely and effective manner. This exemplified their commitment to maintaining a proactive and structured approach to handling their scholastic obligations, signifying an unwavering determination to promptly complete assignments or engage in learning activities (Zacks & Hen, 2018).

In summary, the convergence of self-directed learning and digital integration emerges as a potent catalyst in the new normal. Learners who effectively utilized digital resources demonstrated a proactive approach to acquiring comprehensive knowledge. The resulting combination not only enhances the availability of a wide range of educational resources but also fosters self-directed and proactive learning practices. The incorporation of digital tools in a streamlined manner promotes an interactive learning environment, enabling students to navigate their academic paths with flexibility, ingenuity, and an unwavering dedication to ongoing development and exploration in their literature courses.



Effective Study Strategies and Collaboration

Learners employed diverse study approaches to tackle challenges encountered in their literature class. These encompassed study methods such as collaborative learning, study techniques, and seeking guidance. In the context of study techniques, learners proactively prepared their assigned topics in advance and memorized key details, ensuring readiness for any potential questions posed by their teachers during their presentations.

“Unang ginawa ko is, three or two weeks before nireready ko na yung mga report ko at gayundin kinakabisado ko ang aking topic para just in case na magtanong si sir is masagot ko siya ng tama,” Krisha recalled. (The first thing I did was, three or two weeks beforehand, prepare my reports and also memorize my topic so that, in case sir asks a question, I can answer him correctly.)

The learners surpassed the bare minimum of preparedness by memorizing crucial details, which ensured a profound comprehension of the subject. Through indulging in this extensive preparation, students sought to not only fulfill the necessary criteria but also ensure that they were completely prepared to respond to any inquiries or concerns that their instructors may have during their presentations. The learner’s proactive demeanor demonstrated a commitment to meticulousness and self-assurance in their comprehension of the subject matter (Khoo & Kang, 2022), which bolstered their capacity to participate actively in presentations and demonstrate an exceptional grasp of the material.



Furthermore, Krisha emphasized that she practiced her presentation diligently to ensure she covered all the required criteria outlined for their presentation.

“After kong magawa yung report ko, nagpraktis ako ng napakadaming beses, nagpraktis with English, parang iniisip ko na nasa harapan ko na si teacher at ang mga classmate ko. Ni-rehearse ko ang mga English words na gagamitin, ko kung paano ko sasabihin. Nasabihan nga ako ng aking ate na para daw akong ewan, nagsasalita ng mag-isa,” she added. (After finishing my report, I practiced numerous times, practicing with English. I imagined that my teacher and classmates were in front of me. I rehearsed the English words I would use and how I would say them. My sister even told me that I looked foolish talking to myself.)

Furthermore, Jarred devised an interactive method to encourage active participation among his classmates during his presentation. He engaged them by posing questions, ensuring their attentive involvement in his discourse.

“To make sure that my classmates are listening, I often ask them questions to make my presentation more engaging,” he uttered.

In order to thrive in literature courses, students dedicated themselves to rigorous preparation sessions for their presentations. This commitment guaranteed an exhaustive examination of every single criterion that had been delineated for their tasks. In addition to meeting the necessary criteria, their conscientious preparation endeavored to promote engagement among classmates throughout these sessions. Through diligent preparation,



students strived not only to satisfy the specified standards but also to foster an engaging and interactive atmosphere in the classroom (Sugeng & Suryani, 2018).

Meanwhile, Jeduard discovered that adopting a constructive approach through open communication with his professors proved highly effective in resolving the challenges he encountered in his activities. He found solutions to the difficulties he faced by engaging in candid and open discussions with his instructors, benefiting from their guidance and insights to navigate through his academic tasks more effectively. This collaborative communication approach enabled him to gain valuable support and advice, ultimately contributing to overcoming the obstacles he encountered in his academic endeavors.

“In navigating the challenges that arose during our face-to-face literature classes, I found a constructive approach in open communication with my professors. When confronted with complexities tied to specific activities, I proactively reached out to them to articulate the obstacles I encountered and seek their guidance. This practice not only facilitated a deeper comprehension of the subject matter but also fostered a supportive learning environment, as my professors exhibited a genuine understanding of my concerns and willingly extended their assistance, ultimately enhancing my overall educational experience,” Jeduard explained.

Roxanne also applied this approach in her literature class.

“In some cases, I seek my professor’s assistance. If I don’t understand the activities they use, I’ll ask them to explain [them] to me,” she stated.



This approach denoted students who were actively participating in the dialogue with their instructors, expressing their ideas, uncertainties, and inquiries in an open and courteous fashion. The active participation of students in discussions, solicitation of clarification, and expression of viewpoints were crucial in cultivating a constructive academic atmosphere. Implementing this approach proactively fosters an interactive and supportive learning environment that promotes student recognition and appreciation throughout their learning (Shah, 2019). This practice aligned with Bosch's (2016) Blending with Pedagogical Purpose Model, encouraging open student-teacher communication. It supports emotional connection by valuing student input and fosters an environment for active questioning and dialogue, meeting both social-emotional and dialectical goals (Schonert-Reichl, 2017; Tofade et al., 2013).

Further, during the focus group discussion, it was revealed that learners employed collaboration and peer tutoring as strategies to overcome the challenges encountered in their literary activities.

"I solve [the] problem by collaborating with my groupmates or pairs if it is a group or peer activity," Russell mentioned.

Students assisted one another in comprehending difficult material by participating in group discussions, collaborating, and exchanging diverse viewpoints. Conversely, peer tutoring developed a more profound comprehension of literary elements by enabling students to instruct and gain knowledge from one another. These strategies not only



improved their overall experience in studying literature but also fostered a collaborative learning environment (Bombardelli, 2016).

In closing, acknowledging and comprehending intricate literary elements is strengthened through the adoption of strategies such as collaborative discussions and peer tutoring. By employing these approaches, learners not only enhance their personal understanding but also cultivate a two-way learning environment in which a range of viewpoints supplements the shared comprehension of literary compositions.

Timely Feedback and Preparation

Instructors conducted concise assessments after each session to diversify activities and prevent repetition in the new normal. They also emphasized the significance of offering timely feedback to enhance learning outcomes, enabling students to refine their outputs and cultivate an improved understanding of literary works.

“I make sure that my students get the feedback they deserve from me, to the extent that I accommodate personal calls at night,” Teacher Maria said.

Providing timely feedback was of the utmost importance in order to improve learning outcomes. Timely and constructive feedback assisted learners in comprehending the realm of literary analysis by enabling them to recognize their progress, areas of weakness, and areas that require refinement. The establishment of an immediate feedback cycle promotes a learning environment that is more interactive and adaptable, which in turn facilitates ongoing development and enhances understanding of literary concepts and texts (Selvaraj & Azman, 2020).



Additionally, teachers proactively prepared for potential class cancellations or their involvement in critical activities and meetings. They preemptively organized alternative instructional plans to ensure continuity in the learning process despite unforeseen interruptions or their necessary absence.

“I avoid having problems in my literature classes by preparing the lectures and tasks before the semester starts; thus, if there are unavoidable class interruptions, I have readily available materials for them to use while I am out of the class,” Teacher Connie asserted.

Educators endeavored to preserve the flow of the literary experience by proactively preparing for potential interruptions. This ensured that students continued to be engaged and informed through the completion of assignments and access to educational materials, even when physical classroom sessions were not feasible.

In a nutshell, a consistent and enhanced educational experience is ensured through the proactive provision of timely feedback and readiness in literature study. Providing timely assistance assists learners in honing their literary aptitudes, whereas instructors’ preparedness for possible interruptions guarantees continuous instruction, thus cultivating a vibrant and involved examination of literature.

Theme 8: Employing Learning Dynamics in a Supportive Literary Environment

This theme encapsulates strategies to enhance literature study by integrating adaptable and engaging methods within a supportive learning environment. Derived from



participant responses, these strategies cover various aspects of literature learning, such as study preparation, time management, resource utilization, self-directed learning, collaboration, focus, peer involvement, and seeking assistance. Instructors also prioritized proactive teaching preparations and responsive instructional strategies to navigate the challenges of the new normal education environment effectively.

Furthermore, this emergent theme underscores the importance of fostering a setting conducive to involvement, critical thinking, and inquiry. Embedded strategies aim to cultivate a supportive and inspiring learning atmosphere, encouraging students to delve into the complexities of literary interpretation. Consequently, four sub-themes have emerged, essential for detailing the learning dynamics in a literary environment: learning preparation and organization, resource utilization and self-directed learning, active engagement and collaboration, and support and adaptive instruction.

Learning Preparation and Organization

When asked about the strategies they used to solve the challenges they encountered in learning literature, Amiel said that he set up a study space in their home. This gave him the ability to learn at his own pace and time.

“[To stay] focused, I created a quiet study space and set specific times for learning,” he mentioned.

Analiza also had the same technique, where she waited for everyone to get asleep before she read and reviewed her lessons.



“Bago ako magbasa ng mga module or libro, inaantay ko munang matulog lahat ng tao sa bahay,” she stated. (Before I start reading modules or books, I wait for everyone in the house to fall asleep.)

The difficulties that these learners encountered when attempting to learn literature can be circumvented by designating a room in their residence that is isolated from all distractions and conducive to concentration. Featuring crucial conveniences such as well-appointed seating, adequate illumination, and literary materials, this designated space promotes profound focus and understanding. Also, building a regular routine in which this space is utilized for literary pursuits facilitates the development of a mental connection between the surroundings and the current task, accordingly bolstering self-control and dedication (Barrot et al., 2021).

Meanwhile, Jennilyn, Krisha, and Analiza all mentioned that they just enjoyed reading literature, which made them more interested in the stories embedded in each piece. Analiza even said that she eats while reading, which makes her active.

“Tapos bumibili ako ng mga mani at chocolate para kainin habang nagbabasa,” she indicated. (Then I buy peanuts and chocolate to eat while reading.)

Their recent literary immersion sparked a renewed interest in the complexities intricately woven into literature. After recently deriving pleasure from their reading experiences, they have developed an increased fascination with the varied storylines contained within each literary work. The aforementioned enjoyment ignited an increased



inquisitiveness regarding the narratives themselves, fostering a burgeoning enthusiasm for revealing the subtleties and depths concealed within the stories they investigated.

In addition, the students used efficient time management strategies and set specific objectives to optimize their learning experience. This included assigning dedicated time intervals for studying different topics, establishing attainable goals for their learning, and organizing their timetables to maximize efficiency and concentration during study periods.

“I set up a regular study schedule and tracked my progress. This allowed me to see how much I was learning and to focus on areas where I needed additional help,” Bernadette argued.

This increased overall productivity and optimized time management by implementing a targeted strategy and delineating precise objectives during learners' study sessions. Additionally, deliberate strategizing and the establishment of objectives cultivate a feeling of achievement and drive, culminating in an all-around more gratifying and satisfying learning of literary pieces (Galindo-Domínguez & Bezanilla, 2021).

Conversely, Amiel took care to create backup plans for all his study methods in order to proactively deal with any possible problems that could occur. This technique ensured a more seamless learning process and enabled him to overcome barriers without significant interruptions to his academic progress.

“When technical issues arose, I had backup plans ready, like using a different device. Feeling alone, I joined online discussions and chats to stay connected,” he asserted.



The development of backup plans for study methods entails the preparation of alternative strategies as a preventative approach to address prospective challenges that may impede the learning experience (Napolitano & Freund, 2016). Additionally, adopting a proactive approach requires the evaluation of multiple potential problem scenarios, including but not limited to technical issues, resource scarcity, and time limitations. This enables learners to promptly adjust and sustain their learning endeavors without substantial disruption or decline in productivity. Hence, preparation for the unexpected is, in essence, the key to maintaining consistency and efficacy when studying literature in the new normal.

Further, Amiel employed a self-motivation method by establishing a system of rewards for himself. This method entailed establishing precise goals or completing assigned tasks, for which he then rewarded himself as a kind of positive reinforcement. By incorporating this exercise into his daily routine, he created a concrete compensation that motivates him to be concentrated and determined, thus enhancing his motivation and productivity throughout his learning process.

“To stay motivated, I set small goals and rewarded myself, drawing inspiration from the literature itself. These approaches helped me adapt and learn effectively in the new normal mode of learning,” Amiel said.

These rewards act as positive reinforcements, encouraging continued effort and dedication towards accomplishing the set goals. This method essentially leverages the natural inclination of humans to seek rewards and pleasure, channeling it towards productive and goal-oriented behavior (Odanga, 2018).



To sum up, a strategy that is capable of bringing about significant change is the implementation of comprehensive preparation and efficient organization. These aforementioned strategies function as navigational lights, shedding light on the direction towards systematic understanding and significant interaction with literary compositions in the new normal. Students empower themselves to delve more deeply into the narratives and complexities of literature through conscientiously organizing study areas, effective time management, the establishment of specific goals, and the development of contingency strategies. Adopting this intentional approach not only improves concentration and efficiency but also fosters a deep resonance with the fundamental nature of every literary work.

Resource Optimization and Learning Adaptation

Bernadette made a point of using all available resources to improve her comprehension of literature. This method included systematically examining diverse educational materials, including textbooks, internet resources, extra readings, and academic periodicals.

“...I took advantage of the online tools available to me. I used online textbooks and study materials to further my understanding of the material,”

Bernadette expressed.

This involved an organized process for conducting an extensive analysis of diverse resources. Through the utilization of this wide array of materials, learners have the opportunity to acquire thorough understandings of literary concepts, themes, and analyses.



Likewise, this approach facilitated an extensive investigation and a comprehensive comprehension of the literary topic by recruiting insights from various sources and perspectives (Ekanayake & Weerasinghe, 2020).

Furthermore, Nyla mentioned that she explored the internet to seek supplementary information related to a specific literary work.

“I also browse the internet for additional information about the topic and the summary of a certain literary text, and I read the original piece when there is free time or when exams are coming,” she narrated.

Learners can gain access to supplementary insights, discussions, context, or historical background pertaining to the selected literary work by utilizing online resources. Through an exploration of these online repositories, students have the opportunity to discover a wide range of viewpoints and scholarly revelations that enhance their comprehension of the original material (Hong & Jo, 2017).

Meanwhile, Jarred expounded on his study technique, highlighting his dependence on YouTube video discussions to acquire a deeper understanding of literary compositions. Conversely, Maverick emphasized his approach to learning, which involved independently directing his own studies. He placed great importance on reading a wide range of literary works extensively and intensively in order to improve his understanding of and involvement with the content.

“...Again, by reading extensively and intensively, not only from one resource but also from other resources as well,” Maverick emphasized.



Jarred's prioritization of visual comprehension implies a predilection for employing visual aids, including diagrams, charts, and visual summaries, in order to comprehend and interpret literary material. Conversely, Maverick's emphasis on meticulous reading signifies a commitment to profound investigation via comprehensive reading, thus facilitating a holistic comprehension of the text. The divergent approaches described above serve to emphasize the extent of variation in learning preferences and the manner in which distinct strategies—such as extensive reading or visual learning—may be prioritized by different students in order to attain a thorough understanding of literary material (Ayish & Deveci, 2019).

In addition, Milagrosa demonstrated her capacity to adapt to different learning contexts when specific strategies were shown to be unproductive. Her adaptability facilitated quick adjustments in her approach and tactics, enhancing her ability to easily overcome problems and discover alternate means of understanding and engaging with the topic.

“By reminding myself always that even though these strategies are sometimes not sufficient to learn literature, it's a great strategy to adapt instead of no strategy at all,” she argued.

This adaptation entailed the ability to discern when specific strategies or methodologies fail to produce the intended outcomes in terms of comprehension and involvement with literary material. Demonstrating a readiness to adapt and investigate alternative approaches or environments that may more effectively accommodate unique



learning preferences or the intricacy of the literary content is imperative. Through embracing adaptability and a willingness to explore alternative methodologies—such as modifying reading strategies, adjusting study environments, or accessing a wide range of resources—students can surmount obstacles and discover more efficacious strategies to grasp and value the complex nature of literature (Granziera et al., 2019).

All in all, resource optimization and learning adaptation serve to not only streamline access to literary resources but also empower learners to adapt and evolve in their comprehension and interpretation of literature, ultimately enriching and fostering a deeper appreciation for literary compositions in the new normal.

Active Engagement and Collaboration

Amiel's use of online groups for discussing literature promoted enhanced understanding through active involvement. These conversations facilitate the exploration of many viewpoints, the improvement of analytical reasoning, and the development of effective communication abilities. This strategy went beyond geographical limitations by using technology to provide dynamic learning settings.

“...*I organized virtual study groups to interact with peers...*,” he mentioned.

Moreover, Jeduard's resemblance to the emotion of active involvement mirrored Amiel's strategy. He adopted a similar mentality by actively engaging in group discussions and collaborative study. Participating in group conversations enhances comprehension of literature, promotes a wide range of viewpoints, and reinforces analytical thinking.



Engaging in collaborative study not only improved knowledge but also fostered relationships and promoted shared learning experiences in the new normal. This demonstrated a conviction in the effectiveness of communal discovery and comprehension.

“Group discussions and collaborative study sessions allowed me to exchange insights with peers, gain new perspectives, and collectively dissect complex literary themes. Furthermore, I actively communicated with my professors, seeking clarification and guidance when needed, which proved invaluable in unraveling intricate concepts,” Jeduard narrated.

Insights, interpretations, and opinions regarding particular texts, characters, themes, or literary techniques can be exchanged among participants. These dialogues frequently cultivate a cooperative educational setting in which a variety of viewpoints and analyses converge, providing a more comprehensive comprehension of the literary works. Furthermore, these platforms facilitate connections between learners, enabling them to communicate ideas and interact with others who possess comparable interests (Gikandi et al., 2011).

Additionally, Roldan, during the focus group session, emphasized the need for heightened concentration and involvement in the new normal. This acknowledgement represented his dedication to enhancing engagement in educational pursuits, resulting in enhanced focus and more efficient study practices.

“I became more focused and engaged in [being] able to frame my thoughts,” he argued.



Depicted in literature are frequently themes, character motivations, and multi-tiered narratives that demand diligent examination in order to completely comprehend. To fully comprehend and value the complexity and value of these components, an elevated degree of focus is required. Moreover, active participation in the text signified involvement, which granted readers the opportunity to become engrossed in the realm constructed by the author. This heightened level of engagement fostered a more fundamental affinity between the reader and the literary works' characters, themes, and messages, allowing for the extraction of more profound meanings and a greater sense of fulfillment from the reading journey (Philip & Bennett, 2021).

Roldan further emphasized the importance of peer feedback, acknowledging its function in facilitating collaborative learning by incorporating various viewpoints and constructive criticism from peers, thus cultivating an environment of mutual improvement in the new normal.

“I also let my peers [criticize] my work or give feedback about my thoughts on how I understand a specific topic or concept so that I can discover new perspectives and find new ways to learn better,” Roldan asserted.

The exchange of peer feedback regarding one another's literary interpretations, analyses, or creative endeavors facilitated the exploration of diverse perspectives and insights. This procedure fostered dialogue, productive evaluation, and the interchange of thoughts, enabling learners to contemplate alternative interpretations or elements that eluded their attention. Peer feedback functions as an invaluable instrument for honing



analyses, cultivating the ability to think critically, and expanding the range of interpretations in literary works (Selvaraj & Azman, 2020).

In the end, literary exploration is fundamentally enhanced by active participation and collaboration, which are exemplified by peer evaluations and group dialogues. Individuals cultivate a dynamic interchange of varied interpretations and perspectives by engaging in substantive discourse and offering constructive criticism to their peers.

Support and Adaptive Instruction

The strategy of seeking support, as acknowledged by student participants like Jennilyn, Clesvin, and Jayson, held significant merit in academic pursuits. Their act of seeking assistance in their literary activities exemplified the understanding that collaboration and seeking help when needed can be beneficial. By asking for support, students can access different perspectives, gain clarity on complex concepts, or receive guidance on challenging tasks (Anwer, 2019).

“...asking [for] or seeking help from professors and classmates so that I can do the given activities [for] us correctly...those strategies did not fail me, so somehow I could pass my literature subjects last semester,” Jayson elaborated.

From the teacher’s point of view, effectively dealing with the difficulties that learners have in literature lessons necessitates a proactive and flexible approach. Teachers need to anticipate potential obstacles that students may face and be ready to adapt their teaching strategies accordingly. Through proactive measures, educators may strategically



develop their lesson plans to accommodate a range of learning styles and potential challenges that students may encounter in the new normal (Khoo & Kang, 2022). This involves combining multiple teaching methodologies and maintaining flexibility.

“I avoid having problems in my literature classes by preparing the lectures and tasks before the semester starts; thus, if there are unavoidable class interruptions, I have readily available materials for them to use while I am out of the class,” Teacher Connie recounted.

Teacher Maria demonstrated exceptional adaptability as she seamlessly switched between strategies in the event that one proved to be unproductive. She customizes her teaching methods to effectively cater to the specific needs of her learners by employing an adaptable approach, therefore creating a dynamic and responsive learning atmosphere (Granziera et al., 2019).

“It pays to have back up plans like shifting to another strategy and modifying the original tasks to an easier and doable one,” she elucidated.

To recapitulate, adaptive instruction and support in the study of literature are cornerstones that strengthen holistic comprehension and personal development in the new normal. Whether through the provision of resources, guidance, or individualized instruction, support fosters an environment that is conducive to learners effectively navigating the complexities of literary works. Moreover, adaptive instruction promotes inclusiveness and increases student engagement by accommodating unique learning styles and requirements. Hence, educators need to cultivate a conducive atmosphere for the



literary exploration of every student by modifying instructional approaches to suit the needs of diverse learners in the new normal.

Theme 9: Optimizing Literary Assessment through Preparation and Collaboration

The solutions identified by participants in addressing the assessment challenges they faced in literature classes during the new normal encompass study preparation and time management, self-motivation and personal organization, collaborative and social learning, question analysis and comprehension, resource utilization, reading and learning strategies, seeking assistance and support, diversified assessment approaches, and academic integrity and submission management. Thus, encapsulating the theme.

Further, this theme emphasizes the need of equipping teachers with a variety of evaluation tools and methodologies that are especially designed to suit the intricacies of literature courses. This highlights the cooperative endeavors between teachers and students, with a specific emphasis on transparency, shared objectives, and mutual understanding in assessment criteria. In light of this, three sub-themes emerge to bolster the optimization of literary assessment: preparation and learning management, collaborative and comprehensive learning, and resource optimization and support.

Preparation and Learning Management

The student participants highlighted study preparation and time management as essential strategies for addressing problems in literary assessments. Study preparation means equipping oneself with a variety of resources, including study materials and efficient



study strategies, in order to fully grasp literary topics (Nkhoma et al., 2017). Time management facilitates the effective distribution of study time, enabling learners to navigate through literary materials while maintaining a balance with other obligations (Galindo-Domínguez & Bezanilla, 2021). These strategies attempted to provide learners with the essential tools and abilities to overcome evaluation challenges, promoting a more organized and effective approach to studying literature.

Amiel and Jarred emphasized the significance of implementing contingency plans for online evaluations. They stressed the importance of having a backup strategy in the event of unexpected challenges, such as troubles with internet access. Their scheme included proactive verification of their internet connection to assure its stability throughout testing. This preventive measure helps to reduce any disruptions, ensuring a more seamless and dependable online exam experience (Napolitano & Freund, 2016).

Furthermore, Amiel credited efficient time management as the solution to his issues. Through strict adherence to a well-organized timetable and effective time management, he guaranteed the inclusion of all essential lessons. Likewise, he was able to methodically approach different subjects, efficiently manage his study time, and thoroughly cover each session by adopting this methodology.

“...To manage time, I made schedules and broke big tasks into smaller steps...,” he said.



Additionally, Roxane placed great importance on time management in her approach to studying literature. She assured optimal allocation of time to studying literary material, enabling comprehensive understanding and equitable treatment of the subject matter.

“Utilizing time management. I'm going to finish the tasks that I know will be easy for me to answer, and if the tasks are difficult, I'll still try to answer them and give my very best,” she stressed.

Moreover, Bernadette stressed the need for maintaining organization and allocating dedicated study time for each literary subject as a solution to her learning process. This method entails adhering to organized study schedules and designating certain time periods for various literary subjects (Galindo-Domínguez & Bezanilla, 2021; Ahmad et al., 2019). Through maintaining organization, she guarantees a concentrated and methodical examination of every topic, facilitating a more comprehensive comprehension of the content.

“I solved the problems from the assessments in my literature class during the new normal mode of learning by trying to stay organized and dividing up my studying time into manageable chunks...,” she narrated.

Further, Bernadette also addressed the need for establishing attainable objectives for herself and cultivating self-responsibility. Through the establishment of attainable goals, she took responsibility for attaining these significant markers. This approach enables learners to sustain concentration, monitor advancement, and assume accountability for their learning, finally leading to their scholastic triumph (Cassidy et al., 2016).



“...I set realistic study goals and held myself accountable for sticking to them in order to keep my motivation and focus levels up,” she added.

In the focus group discussion, Russell derived inspiration to surmount obstacles in the study of literary works. His self-motivation served as a potent motivator, allowing him to successfully overcome challenges faced while studying literature.

“I solve those problems by motivating myself [to believe] that the professors are still professors even if they commit academic dishonesty. In the end, all I can do is wait until I become one,” he said.

This implies that depending on one’s internal drive is extremely efficient, serving as the principal catalyst for progress in the pursuit of learning literature. Fundamentally, it underscores the substantial influence and efficacy of individual resolve and motivation in stimulating endeavor and achievement (Odanga, 2018).

To wrap up, the implications of thorough preparation and effective learning management in a literature study are extensive. It is proposed that the implementation of structured techniques, well-defined goals, and the utilization of a wide range of resources significantly augment comprehension and involvement with literary pieces. This approach suggests that employing individualized strategies and effectively managing one’s time enhance the literature experience in the new normal. The proposition is that through careful planning and effective learning management, learners are enabled to delve more deeply into narratives, leading to a balanced learning of literature.



Collaborative and Comprehensive Learning

When confronted with difficult assignments, learners engaged in collaboration by engaging in discussions on diverse subjects prior to examinations. This collaboration facilitated the dissemination of information among classmates, allowing them to exchange valuable perspectives and provide mutual assistance in comprehending challenging subjects prior to the assessment time (Thornhill-Miller et al., 2023). Moreover, this coincided with Bosch's (2016) Blending with Pedagogical Purpose Model, which highlights the essentiality of collaborative learning in literature studies.

Janine's statement during the focus group discussion emphasized the efficacy of working together with reliable classmates. This method aligned with Roldan's discussion of peer-to-peer cooperation, suggesting that collaborating with trustworthy peers created a conducive atmosphere for good learning in the new normal. The notion that peer-to-peer cooperation promotes a more salubrious learning environment among students is additionally supported by the findings of Ayish and Deveci (2019). Their results reinforced the claim that collaborative learning dynamics are crucial, underscoring that students benefit from a positive learning environment when they participate in joint endeavors.

“[I used] peer-to-peer collaboration. In this way, I can learn from them, and they can learn from me as well,” Roldan highlighted.

Meanwhile, Milagrosa and Concordia placed great importance on achieving a full comprehension of their literary classes through detailed analysis. They actively interacted with their reports, diligently reading and analyzing them to obtain fundamental insights.



This technique guaranteed an increased understanding of the content, enabling individuals to completely comprehend the ideas and knowledge offered in their literary reports (Baddane & Abdelghanie, 2023).

“Pinag-aralang mabuti ‘yong topic sa report and pilit inintindi ‘yong mga approaches para sa literary criticism. Intindiing mabuti ‘yong questions at ‘wag malilito sa mga choices...,” Milagrosa asserted. (The topic in the report was studied well, and the approaches to literary criticism were carefully understood. Pay close attention to the questions, and do not get confused by the choices.)

Furthermore, in the focus group discussion, Maverick underlined the significance of scrutinizing questions prior to providing a response. This technique demonstrated a purposeful tactic to comprehensively comprehend the demands of the inquiry, guaranteeing precise and reflective replies during evaluations or conversations.

“Of course, by understanding and analyzing the questions correctly. Through these, I was able to give answers to the questions,” Maverick simplified.

This procedure required deconstructing the inquiries, discerning essential elements, and assessing the most suitable or all-encompassing approach to tackle them prior to offering a response. This finding lined up with Bosch’s (2016) Blending with Pedagogical Purpose Model, specifically its focus on encouraging learners to engage in dialectics and pose questions. Learners were not only encouraged to ask inquiries but also to actively



participate in the formulation and critical examination of such questions. Hence, this result supported the objective of the model, which is to foster an atmosphere in which students engage in the dialectical process of investigation.

To put it briefly, the integration of comprehensive and collaborative learning in literature cultivates an ever-evolving atmosphere wherein students actively participate in a collective exploration of the depths present in literary pieces. Collaborative learning promotes the engagement of learners in group discussions and interactions with their peers, thereby facilitating the exchange of varied perspectives. In contrast, comprehensive learning advocates for an in-depth examination of texts, fostering meticulous analysis and the revelation of multiple strata of significance embedded within the body of literature. By combining these methods, an enhanced educational experience is fostered, in which collective investigation and the exchange of perspectives shed light on the intricate facets of literature in the new normal.

Resource Management and Assistance

The learners effectively utilized diverse resources to bolster their understanding of literature. Amiel sought supplementary materials online, enriching his knowledge. Jayson used the internet to investigate unfamiliar words, expanding his vocabulary. Meanwhile, Jeduard leveraged online materials to prepare for exams, showcasing the diverse ways students tapped into internet resources to enhance their learning experience.



“...leveraging online resources such as e-books, articles, and educational platforms provided extra support for comprehensive exam preparation,” Jeduard said.

This finding suggested that the participants understood the importance of having access to a diverse range of resources in addition to traditional textbooks and lecture materials. Through their action, they showcased their commitment to conducting an extensive investigation of the topic at hand, encompassing a comprehensive examination of literary pieces. This indicated a propensity for a more holistic comprehension, actively pursuing a range of viewpoints and understandings in order to enhance one’s understanding (Bazimaziki, 2020).

In addressing their challenges, learners also employed reading and learning strategies in their literature class. Analiza mentioned her teacher’s advice, emphasizing the importance of regular reading to grasp the nuances of literature. This strategy aimed to enhance comprehension by instilling a habit of consistent reading, contributing to a deeper understanding of literary content (Almoslamani, 2022).

“...by reading, because one of our teachers said that in learning and understanding literature, we should read, read, and read,” she expounded.

Jennilyn expressed a similar viewpoint by using annotations to improve her understanding of the books she reads. This method entailed the process of adding explanatory notes to texts in order to explore the narrative in greater depth, facilitating a more comprehensive comprehension of the story’s underlying messages (Yeh et al., 2016).



“I read stories one at a time. I also have my notebook, where I write important details from the stories I read,” she argued.

Aside from reading, Milagrosa attributed her success in the exam to the act of reviewing her lessons.

“No choice kundi mag review para may maisagot sa quiz at exam. Pinag aralang mabuti ‘yong topic sa report and pilit inintindi ‘yong mga approaches para sa literary criticism...,” she stated. (There’s no choice but to review to have something to answer in the quiz and exam. The topic in the report was studied well, and the approaches for literary criticism were diligently understood.)

This approach entailed revisiting and strengthening previously taught content, which helped enhance memory and understanding, ultimately leading to one’s achievement in exams (Joaquin et al., 2020).

Additionally, Milagrosa emphasized her test-taking strategy, which involved reading questions quickly yet comprehensively.

“...and sinanay ko ‘yong sarili ko na magbasa ng mabilis para kayanin ko ng 1 hour ‘yong exam at magkaroon pa ng time na marecheck ‘yong mga sagot,” she supplemented. (...and I trained myself to read fast so that I could finish the exam in 1 hour and still have time to check the answers.)



This approach simulated the timed conditions of a board exam, allowing her to practice efficient comprehension and swift decision-making during assessments (Baddane & Abdelghanie, 2023).

Also, Jarred used preemptive actions to deter cheating by turning off his phone. This step reflected one's dedication to upholding academic honesty and removing any possible disruptions during evaluations or study periods.

"To avoid cheating, I sometimes turn off my phone so that I don't see what's going on in our group chats. It also helps to avoid distractions," he shared.

Moreover, the learners unanimously acknowledged seeking teacher assistance when facing challenging instructions or activities, a practice exemplified by Amiel. This approach showcased their proactive attitude towards seeking guidance when encountering difficulties, ensuring a clearer understanding of complex tasks, and fostering a supportive learning environment (Anwer, 2019).

On the other hand, Jeduard's strategy involved creating concise summaries of study material to enhance his comprehension of the introduced lessons.

"I addressed assessment challenges in my literature class during the new normal mode of learning by creating concise summaries of the study material, helping me better understand and remember key concepts," he expounded.



This approach aids in condensing complex information into more digestible content, allowing for better retention and understanding of the class material (Erniwati et al., 2023).

In order to alleviate the tension and pressure associated with studying numerous stories, Jeduard emphasized the importance of self-care.

“Taking regular breaks and practicing self-care allowed me to manage stress and maintain focus during online assessments...,” he added.

This approach entailed placing personal well-being as a top priority in order to effectively navigate the difficulties linked to extensive studying and ensure a harmonious academic endeavor calendar that preserves mental and emotional health (Cleofas, 2021).

With the teacher conversation, it was disclosed that in order to mitigate monotony and cater to the unique learning styles of students, they employed a variety of assessments in literature courses. Furthermore, in order to maintain academic integrity, they conducted thorough examinations of internet sources and employed online platforms such as Turnitin to authenticate the work of students.

“I give requirements as formative assessment of the student’s performance through literary criticism tasks. I also search for internet sources while checking the outputs of students to check if their works are plagiarized,”

Teacher Connie narrated.

These measures were designed to effectively gauge the students’ knowledge while simultaneously guaranteeing the integrity and novelty of their work (Janke et al., 2021).



In conclusion, academic integrity is upheld through the integration of educators' support and resource management through diverse reading strategies and exhaustive reviews in literature studies. By cultivating a comprehensive understanding of literature and adhering to academic rigor, this synergy enhances comprehension, promotes critical analysis, and preserves ethical standards.

Table 3. Summary of Solutions that Address ESL Learners' Difficulties in Literature Learning via New Normal Modalities in Terms of Their Activities, Strategies, and Assessments

Solutions for the Identified Challenges in Literature Learning		
Emerging Themes		Sub-Themes
Activities	Implementing Comprehensive Support Framework for Literature Activities	Time Management and Learning Support
		Digital Integration and Self-Directed Learning
		Effective Study Strategies and Collaboration
		Timely Feedback and Preparation
Strategies	Employing Learning Dynamics in a Supportive Literary Environment	Learning Preparation and Organization
		Resource Optimization and Learning Adaptation
		Active Engagement and Collaboration
		Support and Adaptive Instruction
Assessments	Optimizing Literary Assessment through Preparation and Collaboration	Preparation and Learning Management
		Collaborative and Comprehensive Learning
		Resource Management and Assistance

Table 3 depicts the summary of solutions that address ESL learners' difficulties in literature learning via new normal modalities in terms of their activities, strategies, and assessments.



ESL learners identified solutions to challenges in their literature activities, such as effective study strategies, collaboration, timely feedback and preparation, digital integration, and self-directed learning. These solutions underscore the importance of incorporating comprehensive support systems and promoting independent learning approaches in literature courses to enhance student achievement and involvement.

To address challenges in their literature learning strategies, ESL learners presented solutions including learning preparation and organization, resource optimization and adaptation, active engagement and collaboration, support, and adaptive instruction. This reflects a practical and problem-solving mindset among learners, as well as their willingness to adapt and collaborate to achieve academic success in literature studies.

Moreover, learners demonstrated proactive engagement by employing preparation, efficient resource management, collaborative learning strategies, and seeking assistance in response to challenges encountered in literature assessments. Their willingness to seek help and collaborate underscores the importance of both instructor guidance and peer support in overcoming academic and literary obstacles. Collectively, these solutions demonstrate an adaptable approach to literature study in the new normal.

In summary, the solutions offered by ESL learners underscore the significance of comprehensive support systems and self-directed learning methods, particularly in literature assessments. Enhancing educational experiences for ESL students in literature



courses can be achieved by prioritizing preparation and assistance, thereby fostering a fair and inclusive assessment environment.

Literature Intervention Program

A literature intervention program has formed from the emergent themes that arose from the authentic experiences, narratives, responses, impressions, and views of the fifteen participants in this study. The development of the program involved an exhaustive and in-depth examination of the recurring themes. In particular, it addresses all of the issues that ESL students have been shown confronting in their literature classes. Furthermore, the program provides targeted solutions to address all challenges while reinforcing positive experiences in relation to literature learning activities, strategies, and assessments.

Moreover, this intervention program is built upon the extension and training services template of Isabela State University, making it accessible for researchers and educators in various institutions. The program includes lead coordinators, participants, implementation dates and times, venue details, rationale, program description, objectives, expected outcomes, methodology, activity schedules, committees, budgetary needs, and monitoring and evaluation procedures.

Finally, the Comprehensive Literature Engagement and Assessment Program (CLEAP) accomplished its objective of addressing research gaps in literature learning experiences, especially among English majors in the post-pandemic Philippines. Prior



research mostly concentrated on classroom dynamics, neglecting broader learning contexts. However, CLEAP has implemented customized activities and assessments designed for both face-to-face and virtual settings, accommodating the various needs of learners. Furthermore, it has addressed the scarcity of research on learning literature components in the aftermath of the pandemic, highlighting their particular relevance in higher education. The absence of individualized literature learning programs in blended learning environments has emphasized the need for efforts such as CLEAP, which aim to comprehensively bridge these gaps and enhance literature education on a national scale.



LITERATURE INTERVENTION PROGRAM PROPOSAL

- I. Title:** Comprehensive Literature Engagement and Assessment
Program (CLEAP)
- II. Proponent:** Mr. Kevin L. Dela Calzada
- III. Lead Coordinators:** Dr. Ariane Milagrosa T. Pantaleon
Dr. Krisha Camille R. Angoluan
Assoc. Prof. Meilyn A. Blas
Assist. Prof. Arriane Kris M. Manalastas
Dr. Ronnie Boy V. Blas
Mr. Jayson Mark G. Colcol
Ms. Monica Rose M. Castillo
Ms. Emilia R. Berganio
- III. Participants:** Bachelor of Secondary Education Major in English- Second
to Fourth Year Students
Faculty Members specializing in English of the Bachelor



of Secondary Education program

IV. Date & Time: Fridays and Saturdays from August 2025-August 2026

8:00 a.m.-5:00 p.m.

V. Venues: ISU-Cauayan Hostel, ISU-Cauayan BPOTS, ISU-Cauayan
Amphitheater, Museums, Libraries, Zoom Meeting

VI. Rationale:

In 2020, there was a notable change as the concept of the new normal presented various difficulties in the field of education. The sudden shift to online education in the Philippines has raised discussions, particularly about the disadvantaged conditions faced by most of the learners. This transition presents a new and unexpected situation for both teachers and students, requiring them to quickly adjust to the changing approaches to teaching and learning.

The literature curricula in both public and private schools have undergone substantial modifications in accordance with the new educational framework implemented following the COVID-19 outbreak. To effectively navigate this new instructional landscape, it is crucial to improve teachers' pedagogical and technological skills through training in online education, blended learning, and remote learning. The shift from traditional classroom settings to the virtual domain highlights the need to assess the



effectiveness of online learning in providing high-quality education and outcomes-based learning experiences.

Isabela State University has successfully implemented a blended learning model, which has provided students with various learning avenues. This method facilitates asynchronous learning, enabling students to independently choose their time and pace. Additionally, synchronous lessons are conducted using online platforms like Zoom Meeting and Google Meet. Through the utilization of a variety of teaching methodologies, educational programs, and skills, educators have the ability to generate hands-on and engaging learning opportunities. It is essential for educators to motivate students to acquire these skills and offer assistance to help them understand the main educational goals, which emphasize revealing the hidden truths of the world.

In the literature classroom, several modifications have been implemented to surpass a mere comprehension of the factual aspects of literary works. The focus is on experiential learning, which encourages students to fully embody the characters and implement the concepts embedded in each course. In order to cultivate understanding, comprehension, and appreciation among contemporary learners, educators must engage them actively in literature.

Building upon this backdrop, the experiences and narratives of learners during the new normal inform the literature intervention program. The Comprehensive Literature Engagement and Assessment Program (CLEAP) aims to foster active participation and



robust evaluation methods, addressing the difficulties inherent in literature courses. This program endeavors to optimize the educational pathway through collaborative planning, dynamic learning strategies, and supportive frameworks. Moreover, CLEAP advocates for a holistic approach to literature education, empowering both educators and learners to navigate the multifaceted nature of literary activities effectively.

VII. Program Description:

CLEAP is an offshoot of the research study entitled “Experiences of English Major Students in Learning Literature: Basis for a Literature Intervention Program.” Grounded in the firsthand experiences and narratives of learners, this initiative delves into the detailed aspects of their activities, strategies, and assessments within the literature classroom.

The Comprehensive Literature Engagement and Assessment Program (CLEAP) is an innovative academic initiative designed to transform the field of literary education. At its core, CLEAP aims to enhance students’ comprehension of an array of literary traditions through a rigorously developed program that integrates immersive activities, such as field trips and workshops. Beyond mere exposure, CLEAP places an extreme value on using rigorous assessment approaches. These approaches involve using a variety of strategies to encourage active engagement and improve academic performance as a whole.

Furthermore, this program addresses multiple hurdles encountered in studying literature. Students often come across challenges in various aspects of their educational



track, encompassing technical barriers, instructional difficulties, environmental limitations, and impediments to skill development.

Learners face impediments in their literature-related online learning endeavors, including decreased motivation and engagement, difficulties in reading comprehension, study strategies, and evaluation. Additionally, they face roadblocks in the form of delays and restricted resources, which undermine their perseverance and determination. Moreover, an excessive dependence on multimedia resources for pedagogy can create issues with the adaptability and flexibility of teaching methodologies.

Also, students and teachers encounter operational and technical malfunctions, methodological challenges, and apprehensions pertaining to plagiarism and academic integrity when conducting literature assessments. These difficulties are exacerbated by time management and workload constraints, in addition to social and emotional difficulties that arise from the course's structure and content.

These challenges are sufficiently addressed by the Comprehensive Literature Education Advancement Program (CLEAP), which integrates customized modules intended to alleviate each one. By employing proactive intervention and strategic support, CLEAP guarantees that students are equipped with the essential resources and direction required to surmount difficulties and thrive in their literary endeavors. Likewise, through targeted professional development initiatives, educators are equipped with profound teaching methods that promote the development of critical thinking and analytical abilities



in learners. Moreover, CLEAP promotes continuous engagement and cultivates a long-lasting interest in literature by incorporating dynamic learning components and gamification. Hence, this program serves as an impetus for progressive education, committed to unleashing the limitless possibilities of literary exploration and academic achievement.

VIII. Objectives:

CLEAP, an all-encompassing one-year program, is dedicated to enriching the literature learning experiences of the learners. It is designed to enhance their engagement and assessment methods using diverse strategies. Hence, the program aims to achieve the following key objectives:

1. develop an engaging curriculum for literary activities, including field trips and workshops, to broaden students' understanding of diverse literature;
2. increase student participation in assessments by implementing varied methods, aiming for a 15% improvement in overall performance;
3. train educators in effective teaching strategies, with a target of improving student learning by 10% within the academic year;
4. establish a supportive environment through peer mentoring, counseling, and parental involvement to foster students' holistic development in literature; and



5. incorporate dynamic learning elements and gamification into the program within the first semester, aiming for a 20% increase in student engagement and motivation.

VIII. Expected Output:

Below is the expected output of this program:

1. Showcase the development of the engaging literature curriculum, successful literary field trips, workshops, and student achievements in exploring diverse literary works.
2. Innovate teaching methodologies or technological tools developed specifically for literature instruction.
3. Develop literature-focused educational materials such as literature anthologies, reading guides, or digital platforms dedicated to literary analysis and exploration.
4. Enhance educators' teaching skills specifically in literature instruction through professional development workshops and training sessions.
5. Provide counseling services or peer mentoring programs focused on supporting students in their academic and personal development within the realm of literature.
6. Prioritize and support the integration of diverse literary works into the curriculum through the development of policies within the educational institution.



7. Implement assessment policies that encourage varied assessment methods specifically tailored to literature studies and emphasize student participation and engagement with literary texts.
8. Collaborate with local libraries, literary organizations, or authors to arrange literary field trips, workshops, or author visits aimed at enriching students' understanding and appreciation of diverse literary genres and authors.
9. Partnership with publishers, bookstores, or literary societies to provide access to a wide range of literature resources and materials for students and educators involved in the program.



IX. Procedure or Methodology:

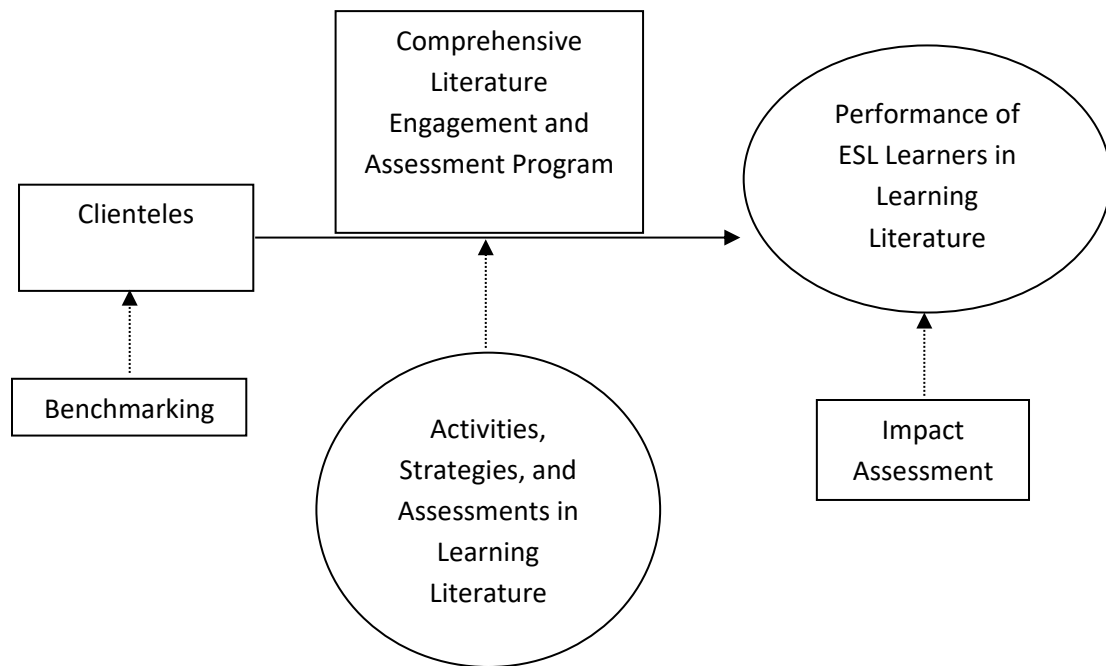


Figure 3. Program Methodology

The program seamlessly integrates into the university's research-extension continuum, with benchmarking serving as the research component. The project leader initially assesses the participants, measuring their perspectives, knowledge, and narratives in literary education amid the new normal. In order to convey information about the program, the project leader utilizes a range of communication channels, including letters, leaflets, and infographics shared through social media and bulletin boards. These channels are used to notify the public about upcoming sessions and direct resource allocation.



This groundwork provides the basis for the creation of the Comprehensive Literature Engagement and Assessment Program (CLEAP), ensuring that all participants are knowledgeable about the activities, strategies, and assessment techniques used in literature learning. The program incorporates a range of educational activities, such as interactive discussions, lectures, practical exercises, and workshops. These activities are designed to align with Isabela State University's current curriculum for a Bachelor of Secondary Education major in English and meet the standards set by the Commission on Higher Education.

Following the program's implementation, professionals in the area will evaluate ESL learners' progress in literary learning. Upon program completion, an outcome assessment measures its impact, which helps in making continuing improvements and refinements.

Lastly, after successfully finishing the program, both participants and speakers receive certificates that recognize their involvement and contributions to the extension and training services project.



X. Schedule of Activities:

Date and Time	Modules	Activities	Description of Activities	Lead Coordinators
June 2025	N/A	Benchmarking	The project leader conducts research to identify effective literature engagement and assessment approaches at other universities. The data is examined, and the most effective methods are modified to suit the specific requirements of Isabela State University. These methods are then incorporated into the program. Continuous evaluation, which leverages external expertise to enhance effectiveness, ensures ongoing progress.	Kevin L. Dela Calzada
July 2025	N/A	Program Development Plan	The program development plan begins with a needs assessment, defining clear goals aligned with Isabela State University's mission. Efficient allocation of resources, the establishment of timelines, and the building of collaborations are done to ensure effective implementation. A comprehensive design outlines activities and evaluation methods, with ongoing	Kevin L. Dela Calzada



			monitoring for improvement. Sustainability is ensured through a long-term plan, which includes consistent documentation to facilitate communication and assure accountability with stakeholders.	
August 2025	Immersive Literary Activities Module	Literary field trip to museums, libraries, or cultural centers Interactive storytelling workshop with guest authors or speakers	This activity entails learners making visits to various venues in order to explore literary artifacts and exhibits, gaining firsthand exposure to the rich literary heritage of different cultures through guided tours and interactive workshops. In this activity, the participants engage in immersive experiences alongside accomplished storytellers in order to gain insight into narrative techniques, receive constructive criticism on their own work, and discover inspiration for their own creative projects.	Dr. Ariane Milagrosa T. Pantaleon
		Creative writing competition or collaborative story creation project	This activity comprises the participation of individuals or groups in a competition or collaborative effort to produce original written works that adhere to an established theme, genre, or format. The	



		participants demonstrate a knack for storytelling, writing, and creativity through the submission of separate entries for assessment or by collaborating as a group to construct a unified narrative.		
		Literary-themed multimedia presentation or exhibition	This activity encompasses a diverse range of media formats, including interactive displays, interactive art, film, and visual art, in order to dynamically examine and commemorate literature. Prominent literary movements, authors, or works could be highlighted in this exhibition.	
September 2025	Diverse Literary Assessment Practices Module	Portfolio-based assessment incorporating various literary works and analyses	Students are required to organize a compilation of their literary works and analyses, which serves as a demonstration of their comprehension and interpretation of a wide range of literary works. This may include essays, creative writing pieces, literary analyses, reflections, and annotations, comprising a detailed description of the individual's literary development and progression over a period of time.	Dr. Krisha Camille R. Angoluan



Peer-led book discussions and critical reviews	These activities consist of group discussions and analyses of a selected book, during which participants offer their insights, critiques, and perspectives. These discussions, which are facilitated by peers instead of experts, encourage critical thinking, cultivate collaborative learning, and enhance participants' comprehension of literature by considering a range of interpretations and perspectives.
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Performance-based assessment, such as dramatic readings or literary performances	This activity calls for a dynamic and compelling presentation of literary works. By virtue of their expressive delivery, actors or performers imbue the text with vitality, elicit emotions, and impart themes, heightening the audience's comprehension and enjoyment.
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Integration of multimedia projects, including video essays or podcasts, for literary analysis	This activity presents a dynamic and captivating analysis of the literature. By employing multimedia narrative techniques, this project provides distinctive viewpoints on themes, characters, and ideas by incorporating visual
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				and auditory components.
October 2025	Exploring the Depths of Literary Activities Module	In-depth seminar on specific literary genres, historical contexts, or literary movements	This seminar provides participants with thorough literary insights and analysis. Under the guidance of literature experts, this session delves into fundamental concepts, methods, and influences in a selected field, enhancing participants' comprehension and admiration of literature in an organized and targeted manner.	Assoc. Prof. Meilyn A. Blas
		Comparative analysis workshop focusing on diverse interpretations of literary texts	This workshop examines how diverse viewpoints influence understanding. The participants engage in an analysis of diverse interpretations, delving into themes, symbolism, and character dynamics in order to enhance their understanding and capacity for critical thought.	
		Debate or discussion on complex literary themes and their implications for contemporary society	This activity involves the examination of various themes, including power dynamics, morality, identity, and the manner in which literature critiques, reflects, or influences societal values and behaviors. This discussion cultivates analytical reasoning	



and enhances comprehension of the intricate correlation between literature and society.				
November 2025	Coping with Challenges in Literature Learning Strategies Module	Training sessions for educators on integrating technology and multimedia resources into literature lessons	These sessions instruct educators on the effective utilization of instructional applications, digital libraries, interactive websites, and apps to increase student engagement and comprehension. These also offer educators practical strategies and hands-on experience to successfully incorporate technology into literature instruction. By doing so, they guarantee that instructors are well-prepared to deliver dynamic and interactive lessons that accommodate a wide range of learning styles.	Assist. Prof. Arriane Kris M. Manalastas
		Workshop addressing the challenges of adapting literature curricula for diverse learning styles and abilities	This workshop provides strategies for educators to implement in order to foster engaging and inclusive learning environments. In order to cater to the needs of students with diverse learning styles and abilities, including those who are visual, auditory, kinesthetic, and tactile, participants	



			investigate strategies for customizing literature instruction. By means of collaborative discourse and experiential learning, educators cultivate pragmatic strategies and materials to differentiate instruction in an efficient manner.	
			Collaborative planning session to develop adaptive learning strategies for students with special educational needs	In this activity, educators collaborate to develop individualized strategies that are specific to the abilities and challenges of every student. During this instructional session, teachers explore various instructional techniques, accommodations, and assistive technologies to support student learning and participation in literature-based activities. The objective is to guarantee that each student, irrespective of their specific needs, can actively participate in literary discussions and attain academic accomplishments.
December 2025	Overcoming Hurdles in Literary Assessments Module	Workshop on efficient grading and feedback techniques for comprehensive	This workshop offers educators strategies for streamlining the evaluation process while simultaneously delivering valuable	Dr. Ronnie Boy V. Blas



		literary assessments	feedback to students. The participants are instructed in the adept evaluation of diverse facets of literary analysis, encompassing critical thinking, writing mechanics, and content. They explore methods for providing constructive feedback that promotes student growth and understanding, along with strategies for effectively managing the grading workload.	
		Collaborative discussion on aligning literary assessments with academic standards and curriculum objectives	This activity necessitates that educators collaborate in order to ensure that assessment criteria and methods are consistent with established educational standards and learning objectives. The participants engage in an analysis of academic standards and curriculum objectives that are pertinent to literature education. They deliberate on the efficacy of assessment practices in quantifying student progress and accomplishments in these domains.	
January 2025	Implementing Comprehensive Support Framework for	Peer mentoring program to support students in their literary	During this activity, mentors provide mentees with guidance, encouragement, and	Mr. Jayson Mark G. Colcol



Literature Activities Module	exploration and analysis	feedback as they develop critical thinking skills, navigate complex literary texts, and analyze themes. Through one-on-one interactions, group discussions, and collaborative projects, mentees are provided with tailored assistance and materials to enhance their understanding and appreciation of literature.
	Counseling services for students to address any emotional or academic challenges related to literary studies	Students may seek individualized counseling sessions through these services in order to discuss concerns such as tension, performance anxiety, or difficulty comprehending literary concepts. Counselors engage in a collaborative process with students to assist them in the development of effective coping mechanisms, enhancement of study practices, and resolution of any latent emotional issues that could potentially hinder their scholastic gains in the field of literature.
	Workshops for parents on fostering a supportive literary	These workshops cover topics such as selecting age- appropriate books, creating reading



		environment at home	routines, and facilitating discussions about literature. Parents are instructed on how to incorporate literacy-related activities, such as narration, book discussions, and visits to libraries or bookstores, into their children's lives. Workshops may also encompass discussions on the significance of promoting diverse reading materials and exemplifying favorable reading practices.	
February 2025	Employing Learning Dynamics in a Supportive Literary Environment Module	Group projects and collaborative assignments that encourage teamwork and communication among students	Students are required to collaborate on these projects in order to accomplish a common objective, which includes developing a creative project, analyzing a literary text, or creating a presentation. Collaboration teaches students how to effectively delegate tasks, resolve conflicts, and communicate, nurturing a sense of mutual respect and accountability within the group.	Ms. Monica Rose M. Castillo
		Literary-themed discussion forums or online platforms for interactive learning and	The attendees participate in dialogues concerning a wide range of literary works, authors, genres, and themes, exchanging	



knowledge
sharing

insights, analyses, and recommendations. These platforms serve as facilitators of connections among individuals who possess varied backgrounds and points of view, thus cultivating a dynamic community of readers and scholars. In addition, participants have the opportunity to exchange publications, videos, and book suggestions, which serves to strengthen one another's awareness of literature.

Incorporation of
gamification
elements to
enhance student
engagement and
motivation in
literature activities

To make learning more engaging and motivating for students, this activity entails incorporating game-like features, including points, badges, and interactive challenges. For instance, learners have the opportunity to accrue points by fulfilling reading assignments or engaging in discussions, unlock badges by accomplishing significant milestones, and indulge in interactive challenges pertaining to literary analysis or creative writing. These gamified elements provide immediate feedback, create a sense of achievement,



			and encourage students to actively participate and progress in their literary studies.	
March 2025	Optimizing Literary Assessment through Preparation and Collaboration Module	Collaborative lesson planning sessions between educators to align assessment strategies and learning objectives	Educators collaborate during these sessions to examine curriculum standards, ascertain critical learning objectives, and develop assessments that effectively gauge students' comprehension and advancement. They engage in a collaborative process of idea exchange, resource sharing, and best practice identification with the aim of devising novel approaches to evaluate student learning that simultaneously foster active participation and comprehension of the subject matter.	Ms. Emilia R. Berganio
		Parent-teacher conference focusing on students' literary progress and assessment feedback	This activity conveys an important opportunity for educators and guardians to deliberate on the progress and development of their children's literary abilities. Educators share detailed feedback on students' reading comprehension, writing skills, critical thinking abilities, and overall engagement with literary content.	



In addition to providing examples of student work and discussing particular strengths and areas requiring development, they also offer recommendations for facilitating ongoing progress at home. Parents are afforded the chance to inquire, impart perspectives regarding their child's reading patterns and inclinations, and work in tandem with educators to devise approaches that will further elevate their child's literary proficiency.

Workshop for students on self-assessment techniques and goal-setting in literature studies

This type of activity enables learners to assume responsibility for their own education and development. Students learn techniques for assessing their own strengths and weaknesses in literary analysis, comprehension, and writing during these workshops. They examine methods for establishing precise and attainable objectives in order to enhance their abilities and develop a more profound comprehension of literary works. By engaging in guided discussions and



			activities, students cultivate self-awareness, self-reflection, and self-regulation abilities. These competencies empower learners to track their own advancement, recognize areas that require improvement, and proactively undertake measures to attain their scholarly goals in the field of literature studies.	
April to May 2025	N/A	Outcome Assessment	Define objectives for the outcome assessment that are precisely aligned with the aims of the literature engagement program at Isabela State University. Determine pertinent assessment metrics, including student satisfaction and performance, and gather data via surveys, interviews, and assessments. Conduct an analysis of the results in order to ascertain the program's strengths and areas that require enhancement. Produce an exhaustive report containing suggestions for augmenting the program in accordance with the evaluation outcomes. Iteratively enhance program effectiveness and alignment with university objectives	Kevin L. Dela Calzada



by disseminating
findings to
stakeholders for
feedback and utilizing
insights.

Moreover, establish regular feedback loops involving participants, educators, and project administrators to refine and adapt strategies as needed. By including these extensive activities and evaluations, CLEAP is capable of addressing the various challenges and opportunities posed by each of its components, ultimately optimizing the project's influence on literature learning and participant welfare.

XI. Program Committee:

Program and Certificates:	Mr. Kevin L. Dela Calzada
Invitation:	Ms. Janine M. Villanueva
Registration:	Ms. Monica Rose M. Marcos
Foods:	Assist. Prof. Arriane Kris M. Manalastas
Venue :	Dr. Joana Monez & Mr. Erik Dagman
Documentation:	The Kawayan Communicator & Lingua Franca
Evaluation:	Dr. Ariane Milagrosa T. Pantaleon
Steering:	Dr. Krisha Camille R. Angoluan



XII. Budgetary Requirements:

Travel.....	5,000.00
Supplies and Materials.....	15,000.00
Communication.....	5,000.00
Snacks.....	190,000.00
Certificates.....	5,000.00
Honoraria for Speakers.....	50,000.00
Total.....	270,000.00

***Note:** Sponsorships from both private and public agencies may be considered, as the project proponent has affiliations with various organizations.*

XIII. Registration Fee: No registration fee is needed to be a participant in this program.

Prepared:

KEVIN L. DELA CALZADA

Faculty

Noted:

NANCY G. DE LEON, DME

Director, Extension and Training



Recommending Approval:

MARISOL S. FORONDA, PhD

Director, Academic Affairs

Approved:

PRECILA C. DELIMA, PhD

Executive Officer



CHAPTER 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 Summary of the Study

This qualitative study employed a narrative inquiry research design with the objective of identifying the positive experiences, challenges faced, and subsequent solutions experienced by participants in an ESL class while engaging with literature through new normal learning modalities. It sought to explore the activities, strategies, and assessments used, aiming to inform the development of a literature intervention program tailored for ESL classrooms.

Furthermore, the study applied data triangulation, utilizing three methods: interviews, observation, and focus group discussions. Fifteen third-year Bachelor of Secondary Education English major students were selected through purposive sampling. A mini-focus group discussion validated the participants' responses from both interviews and classroom observation. Thematic analysis was applied to the transcribed data, resulting in nine emergent themes. These themes underwent further analysis using Bosch's (2016) Blending with Pedagogical Purpose Model.

These emergent themes encompassed various facets of literature learning: immersive literary activities engaged students profoundly, making learning interactive; practical study techniques aided in comprehending and analyzing literary works effectively; diverse assessment practices ensured a comprehensive evaluation of literary



skills; the complexities and nuances of literary activities posed challenges in understanding literary pieces; adaptation difficulties in learning strategies hindered effective comprehension; academic and operational hurdles during assessments presented obstacles in learning literature; implementing a robust support framework assisted students in their literary pursuits; fostering learning dynamics in a supportive environment enhanced the students' learning experience; and optimizing assessment through preparation and collaboration emphasized the value of joint efforts among learners and instructors to enhance evaluation processes of literature.

From these emergent themes, the Comprehensive Literature Engagement and Assessment Program (CLEAP) emerged—a year-long initiative dedicated to enriching learners' experiences in literature. CLEAP aimed to elevate engagement and assessment techniques by incorporating diverse strategies. The program's primary goal was to enhance learning experiences and assessment methods through integrated approaches, emphasizing collaborative preparation, dynamic learning strategies, and supportive frameworks.

Significantly, this study addressed several critical research gaps. It delved into authentic academic tasks, learning methodologies, and performance assessments spanning across online, offline, and face-to-face learning environments. Additionally, it spotlighted a wide spectrum of activities, strategies, and assessment methodologies, offering a comprehensive insight into the landscape of literature learning scenarios in the Philippines. Consequently, this study brought a heightened focus to literary courses, enriching learners



and teachers' understanding of their dynamics. Finally, the debut of the CLEAP represented a critical milestone in the pursuit of individualized and enhanced educational experiences, including engaging activities and innovative assessment methods in literature.

4.2 Summary of Findings

Building upon the findings, learners' experiences in the new normal of literature learning revealed diverse narratives. The positive aspects of the activities encompassed interactive learning, collaborative involvement, cognitive skill improvement, and improved literary knowledge. Additionally, successful strategies involved efficient study scheduling, engaged understanding, the integration of technology, and advanced learning techniques. Similarly, positive assessment experiences comprised an extensive spectrum of evaluations, diversified assessments, adaptability, and increased engagement in the learning process.

Although learners encountered positive experiences in their literature classes, they wrestled with challenges across fundamental learning components. Within their activities, they encountered instructional and academic obstacles, as well as environmental and literary difficulties. Strategies for learning presented challenges in online learning, study techniques, and instructional factors. Similarly, assessment posed difficulties, including technological and operational hurdles, problems over academic honesty, as well as issues related to time management, emotions, and course structure.



To address the obstacles laid out in studying literature, learners provided an array of solutions. For the issues in learning activities, they highlighted the need for efficient time management, adequate educational assistance, consistent integration of digital tools for self-directed learning, and the adoption of effective study methodologies, incorporating teamwork, and providing timely feedback. Regarding learning strategies, learners' commitment encompassed the preparation and arrangement of learning materials, the use of resources for independent learning, active involvement, cooperation, and the provision of adaptive instructional assistance. Additionally, in addressing assessment challenges, learners employed preparation and learning management strategies, embraced collaborative and comprehensive learning approaches, and maximized resources with supportive measures to effectively confront assessment difficulties.

Drawing from these diverse learner experiences in literature education, the Comprehensive Literature Engagement and Assessment Program (CLEAP) emerged. This program aims to encompass all facets of literature learning, providing a platform for in-depth exploration and active participation. It specifically addresses the complexities and challenges identified, offering an all-inclusive approach to literature education.

4.3 Limitations

The study was limited by its exclusive focus on third-year students at Isabela State University-Cauayan Campus, restricting the generalizability of experiences among English majors. Moreover, the month-long observation period constrained the depth of information



that could be acquired. Likewise, as qualitative research, the study was constrained by the varied interpretations of learners' responses to their literature learning experiences. Furthermore, relying solely on three teachers, who simultaneously taught other literature subjects during the semester, limited the scope of perspectives. A more comprehensive understanding could have been achieved by involving a broader range of teachers to provide diverse viewpoints.

4.4 Conclusion

This research investigated the learning experiences of students in literature courses, with a particular focus on the learning activities, strategies, and assessments they encountered. The intent was to discover the positive experiences, difficulties, and solutions to the issues that were confronted. As a consequence, several conclusions were derived from the research.

Drawing from the positive stories of the learners studying literature during the new normal, engaging in interactive and collaborative activities considerably boosted learning by enhancing cognitive and analytical abilities in literary courses. These activities heavily involved learners and promoted personal growth and a positive attitude towards learning, resulting in a comprehensive educational experience. Moreover, students proficiently employed effective study techniques, such as strategic planning and streamlined integration of technology, to improve their active learning and comprehension abilities. The use of technology in education resulted in favorable outcomes, indicating a transition



towards interactive learning and enhancing academic achievement in the field of literary studies. Additionally, the learners utilized various literary evaluations to cater to varied learning styles, fostering active participation. These diverse evaluation techniques accommodated every student's needs, promoting inclusiveness in the learning process. In general, this fostered engagement by adapting to the varied inclinations of learners.

Meanwhile, based on the difficulties of the learners in their literature class in the new normal, they struggled with the intricate aspects of literary activities, navigating challenges posed by both academic complexities and environmental factors. These challenges hampered the learners' understanding and hindered their ability to effectively comprehend and learn literary works. Addressing these problems demanded particular strategies and support systems to establish a more conducive environment for literary education. Also, the learners confronted significant difficulties in adjusting and applying efficient literature strategies for learning. More precisely, notable challenges were encountered in online learning, study techniques, and instructional practices. This underscored the urgent requirement for addressing those specific problems in order to improve the quality of literature learning strategies. Moreover, the learners encountered an array of problems in literary assessments, such as technical ability, academic integrity, time allocation, emotional factors, and the structure of the course. These many challenges necessitate a holistic strategy for optimizing assessment experiences.



Further, learners urged the implementation of a comprehensive support system specifically designed for literary activities to solve the challenges they faced in the literature class. They stressed the need to include features such as effective time management, self-directed learning techniques, collaborative approaches, and prompt feedback. This emphasized the vitality of a varied and robust support structure to enhance involvement and competence in literary activities. In addition, learners ventured to address their learning strategy problems by fostering a supportive literary atmosphere through the prioritization of dynamic learning techniques. They underscored the need for comprehensive learning preparation, effective resource use, and active participation in the learning process. These goals emphasized their craving for an optimal environment that promoted proactive learning practices and supported their educational development in the field of literature. Further, the learners strove to cope with assessment difficulties by emphasizing optimized practices such as learning management, integrated learning, resource optimization, and securing assistance from peers and instructors. This highlighted the need for working collaboratively and conducting rigorous preparation with the goal of achieving an effective assessment resolution.

Finally, based on these conclusions, the Comprehensive Literature Engagement and Assessment Program (CLEAP) had the potential to effectively address challenges in learning literature within new normal modalities. Through their activity strategies and assessments, CLEAP could bridge the gap between the identified issues and provide fitting solutions.



4.5 Recommendations

Based on the findings and conclusion, the following suggestions are proposed:

1. Teachers could implement more interactive and collaborative literary activities, such as group discussions focused on character analysis, peer-led close reading sessions, and character parades. These activities would aim to enhance students' collaborative, cognitive, and analytical skills.
2. ISU could cultivate a comprehensive literary experience that encourages student engagement and individual development by incorporating initiatives such as hands-on literature projects, mentoring programs, and regular feedback mechanisms.
3. Learners may improve their active learning and understanding by integrating practical study strategies, such as developing comprehensive study timetables, utilizing technology for research and organization, and actively interacting with course contents through note-taking and summarizing.
4. Teachers could continue accommodating diverse learning styles through a range of assessment methods tailored to individual student needs, such as project-based assessments, oral presentations, written essays, multimedia projects, and performance tasks. These ensure inclusivity and engagement in the literature class.



5. Teachers could focus on technical skills, academic integrity, time management, the emotions of the learners, and course structure for comprehensive and improved assessment experiences.
6. ISU could establish a comprehensive support framework for literary activities through the implementation of various initiatives, including the establishment of specialized writing centers, peer tutoring programs, and literature-focused conferences, seminars, and workshops.
7. ISU can foster a nurturing literary atmosphere by promoting innovative pedagogical methods such as interactive discussions and creative projects, offering extensive educational materials, including library resources and online databases, and encouraging active participation through group collaborations and experiential learning opportunities.
8. Curriculum evaluators, teachers, and administrators could incorporate CLEAP into their institutions in order to improve literary courses. CLEAP offers a systematic framework that includes diverse assessment methods, student-centered activities, and interdisciplinary connections, fostering deeper literary comprehension and engagement among students.
9. Future researchers could conduct a study on CLEAP in their respective institutions and test its effectiveness in learning literature.



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APPENDICES



APPENDIX A

INTERVIEW GUIDE QUESTIONS

Directions: Answer each question truthfully. Base your responses on your personal experiences. Use Filipino, English, or Iloco in expressing your answers.

Preliminary Questions

1. What were the literature subjects you took during the new normal?
2. What modalities did your professors use in teaching literature in the new normal? Describe your experiences with the modalities used.

Activities

3. What activities did your professors employ in your literature class?
4. What positive experiences did you encounter from the activities your professors employed in your literature class during the new normal mode of learning?
5. What difficulties did you encounter from the activities your professors employed in your literature class during the new normal mode of learning?
6. How did you solve the problems with the activities your professors employed in your literature class during the new normal mode of learning?

Strategies

7. What strategies did you use to learn each of the literature subjects in the new normal?
8. What positive experiences from your strategies for studying literature led you to choose them during the new normal mode of learning?
9. What strategies did you find insufficient to resolve your difficulties in studying literature during the new normal mode of learning? Explain.
10. How did you solve the problems with the strategies you used to learn literature during the new normal mode of learning?



Assessments

11. What assessments did your professors use in your literature subjects in the new normal modalities? Describe them.
12. What positive experiences did you encounter from the assessments that your professors employed in your literature class during the new normal mode of learning?
13. What difficulties did you encounter with the assessments your professors employed in your literature class during the new normal mode of learning?
14. How did you solve the problems from the assessments in your literature class during the new normal mode of learning?

Concluding Question

15. How would you describe your overall experiences with learning literature through the new normal modalities?



APPENDIX B

INFORMED CONSENT FORM

I, Kevin L. Dela Calzada, a researcher associated with the graduate school of the Philippine Normal University-North Luzon, have extended an invitation for you to take part in my research study titled **“Experiences of English Major Students in Learning Literature: Basis for a Literature Intervention Program”**. The objective of this research is to elucidate the narratives and experiences of students pursuing an English degree as they engage with their literature subjects during the new normal. This study aims to identify the positive experiences, challenges, and potential solutions to the identified problems encountered in literature subjects, with a specific focus on the learners' activities, strategies, and assessments.

Your active involvement as my participant will be crucial in assisting me in formulating a literature intervention program that will be valuable to both educators and students, as it will facilitate navigation within the current educational landscape characterized by unprecedented circumstances. This study will further address the hurdles and considerations pertaining to the acquisition of literary knowledge, therefore aiding curriculum assessors and educators in enhancing the scholarly dimension of the new pedagogical framework.

Furthermore, as a prospective participant in this research study, you will be requested to take part in an interview at a mutually agreeable time and undergo classroom observation. The anticipated length of your involvement in the study will be contingent upon the point at which data saturation is achieved in the research. Nevertheless, I will endeavor to ensure that the duration of the interview is limited to a maximum of 45 minutes to one hour, and the observation will be done for a month.

While the utmost care will be taken to prioritize your safety and privacy, it is important to acknowledge that there may be certain risks associated with engaging in this study. These risks primarily pertain to potential discomfort during interviews, which may arise when discussing your personal experiences and stories in the classroom that could potentially evoke emotional responses. Additionally, you may experience a sense of awkwardness when being observed in the classroom setting. However, it is essential to acknowledge that I will take measures to mitigate the incidence of these risk factors by using a standardized care protocol.



Additionally, the data obtained during the study will be handled with maximum confidentiality. Your identity will be maintained under privacy, and your personal data will be securely saved, with access limited only to the researcher. All the data that is given will be in an aggregated format that ensures the concealment of your identity.

Finally, your participation in this research is entirely voluntary. You have the right to refuse to participate without facing any negative consequences. You may also withdraw your consent and terminate your involvement in the study at any time without providing a reason.

If you have any questions, concerns, or need further information about the study, please feel free to reach out to me through my contact number at 09773462007 or by email at delacalzada.kl@pnu.edu.ph.

Consent:

I have read and understood the information provided in this consent form. I have had the opportunity to ask questions, and any concerns I had were addressed to my satisfaction. I voluntarily agree to participate in this research study and provide my informed consent.

Participant's Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____

[If applicable]

Parent/Guardian Signature: _____ Date: _____

[If the participant is a minor or unable to consent.]

Your contribution is much appreciated and will have a substantial impact on the progress of knowledge in this particular field.



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