Pedagogy in the 21st century literature classroom: Teachers' teaching mechanisms, challenges, and coping mechanisms

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Abstract

The new millennium brought profound shifts in pedagogies and instructional strategies. The pedagogy of the twentieth and twenty-first centuries is different. The evolution of national and global education has undergone numerous changes since the start of the twenty-first century. Relatively, the twenty-first century is seeing a transformation in pedagogy due to changes in educational philosophies, shifting student demographics, and technological improvements. Teachers today have the difficult task of preparing pupils for a world that is changing quickly and necessitates technical literacy, adaptability, and critical thinking. Given the dynamic nature of the 21st-century literature classroom, there is a compelling need to delve into the mechanisms teachers employ, the challenges they face, and the strategies they employ to overcome them. Using the qualitative-descriptive research design, this study investigated the teaching mechanisms, challenges in teaching literature in the 21st century, and coping mechanisms in teaching literature. The 25 Junior High School English teachers from the Schools Division of Candon City, particularly Candon National High School (CNHS), Candon City High School (CHS), Sto. Tomas National High School (STNHS), and Candon City Information Technology National High School. The result shows that the mechanisms used in teaching literature are identifying the elements of prose and poetry, using visual tools, using varied assessments, integrating real-world connections, employing collaborative learning, and integrating technology. It was also found that challenges faced by literature teachers are: literary genre, inadequacy of teaching and learning resources, students' readiness, student language competence and engagement, teachers' support, or inadequate training. To address the challenges the following are the coping mechanisms employed by the literature teachers: employing engaging and interactive activities, utilizing language considerations, integrating extended real-world connection, displaying positive attitude and utilizing alternative resources.

Keywords: 21st century literature classroom, teaching mechanism, challenges in teaching literature, coping mechanisms, teaching framework

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1. Introduction

The new millennium brought profound shifts in pedagogies and instructional strategies. The pedagogy of the twentieth and twenty-first centuries is different. The evolution of national and global education has undergone numerous changes since the start of the twenty-first century. We have come a long way from rote learning to learner-centric approaches, from theoretical knowledge to practical hands-on experiences, from teacher-oriented to student-oriented, and from memorization to innovation. Relatively, the twenty-first century is seeing a transformation in pedagogy due to changes in educational philosophies, shifting student demographics, and technological improvements. Teachers today have the difficult task of preparing pupils for a world that is changing quickly and necessitates technical literacy, adaptability, and critical thinking.

The new century led to substantial changes in teaching methods and didactics. The educational space is expanding beyond the classroom; the fact that students can access almost any information at any time from an early age changes the structure of mnemonic processes. This has occurred due to the flexible use of digital media as opposed to traditional media, the ability to multitask, and the use of intellectual ICT tools as compared to pure mental performance, the use of one-click internet searches as against limited textbook content, working on screen and extended networking rather than the limited classroom interactions. All this has led to a scenario where knowledge acquisition has taken the shape of knowledge creation. To keep such an audience engaged is a phenomenal task for the teachers so there is no other option but to innovate the pedagogy and teaching methods as per the requirements of the students of new generations (Mynbayeva et al., 2017). Traditional literature classrooms, once characterized by printed texts and face-to-face discussions, are now adapting to the demands of the digital age. Educators are challenged to navigate a dynamic educational landscape that requires them to integrate technology, foster critical thinking, and to cater diverse learner needs.

The traditional method in teaching is a functional strategy used to transfer essential information and concepts to a wide-reaching group of learners. In this method, instructors speak before a group of students on a particular topic in a continuous manner. Traditional learning is characterized by whole-class participation, limited student engagement, and passive roles for students in the learning process (Hafeez, 2021). Several educators claimed that in traditional learning, students do not have opportunity to take an active part in the learning process, unless their instructors oblige them to complete a task or ask them to answer questions. Thus Renau (2016) inferred that knowledge presented by teachers in a traditional class setting is unchangeable and unengaging.

Technology integration in the literature classroom has become a pivotal aspect of 21st-century pedagogy. Teachers increasingly incorporate digital resources, virtual platforms, and multimedia tools to engage students and enhance their understanding of literary concepts. However, as technology becomes more prevalent, it brings challenges related to access, tech literacy, and the potential to overshadow traditional literary experiences. Amidst the evolution of pedagogy, literature teachers encounter a myriad of challenges that impact their effectiveness in the classroom. The digital divide poses issues of equitable access to technology, while standardized testing pressures often conflict to foster a deep appreciation for literature and critical thinking (Reynolds et al., 2022). Innovative teaching methods are more difficult to deploy when teachers and students are resistant to change. Literature teachers are embracing coping mechanisms as a means of navigating this challenging educational environment. These tactics include ongoing professional development, student-centered methods that accommodate a range of demands, and policy lobbying for the resolution of pedagogical and technological issues that arise in literary classrooms.

Given the dynamic nature of the 21st-century literature classroom, there is a compelling need to delve into the

mechanisms teachers employ, the challenges they face, and the strategies they employ to overcome them. By gaining a deeper understanding of the current state of literature pedagogy, educators, policymakers, and researchers can collaboratively work toward enhancing teaching practices and preparing students for the multifaceted demands of the modern world. With this, the research then wants to know the teacher's teaching mechanisms, challenges, and coping strategies in the 21st Century Literature Classroom.

Considering this context, this study aims to explore the intricacies of pedagogy in the 21st-century literature classroom, shedding light on the teaching mechanisms, challenges, and coping strategies literature educators employ. The findings are expected to contribute valuable insights to the ongoing discourse on education in the digital age and inform future initiatives to improve literature instruction.

2. Methodology

Research Design - This study is a a basic descriptive interpretive (Merriam) approach. Qualitative research is a type of research that explores and provides deeper insights into real-world problems (Moser, 2017). Qualitative research at its core, ask open-ended questions whose answers are not easily put into numbers such as 'how' and 'why'. One of the strengths of qualitative research is its ability to explain processes and patterns of human behavior that can be difficult to quantify. Qualitative approach allows participants themselves to explain how, why, or what they were thinking, feeling, and experiencing at a certain time or during an event of interest.

Descriptive research is essential in various fields, including early care and education, market research, social sciences, and academia. It provides a foundational understanding of a subject or population, allowing researchers to observe, document, and analyze variables and conditions influencing a phenomenon. This research method is characterized by its focus on observing and documenting features without manipulating variables, making it suitable for exploring characteristics, frequencies, trends, and categories. Through this research design, the researcher sought answers from teachers' personal experiences particularly on the teaching mechanisms, challenges, and coping mechanisms in the 21t Century Literature Classroom. Dunn & Ritz (2001): Should be Dunn and Ritz (2001), use 'and' when naming author(s)' work. '&' is used only in citations made at the end of the statement such as: (Dunn & Ritz, 2001)

Research Instrument - The researcher collected data using interviews as the main data-gathering instrument to identify the pedagogy in the 21st-century literature classroom: teachers' teaching mechanisms, challenges, and coping strategies. As such, an interview guide was used to aid the researcher with the correct questions to be asked to be asked during the interview. Also, a robotfoto was also used to identify the demographic profile of the respondents. However, this just be for the purpose of establishing initial data and building rapport with the respondents. Authors' name in general should be in this format.

Data Gathering Procedure - To obtain data, authorization was sought from the Office of the Schools Division Superintendent and other important stakeholders to guarantee the adherence to ethical norms. After that, interview questions were developed to elicit in-depth knowledge about the selected study subject. After putting the interview protocol in place, the researcher created a comprehensive form that explained the goal of the study, confidentiality procedures, and the voluntary nature of participation to get the required consent. After completing these preparatory stages, attention turned to the study's logistical component, which included carefully planning the interview schedule. After scheduling the interviews, the researcher methodically goes through each session, intently listening to the participants' answers and following up to get more detailed information. Following the interviews, the information gathered is converted into written text using transcription records. Moreover, coding will be used in developing clusters of meaning from the statements and quotes of the participants in order to create themes. Moreover, it was used to reduce and organize data relevant for analysis. According to Cope (2010), coding is in many ways a recursive juggling act of starting with initial codes that come from the research questions, background literature, and categories inherent in the project and progressing through codes that are more interpretive as patterns, relationships, and differences arise. After coding, the researchers chose essential themes

for the study based on the similarities on the views of the respondents. The researchers, through textual description expanded the different themes based on the transcribed conversations using their own statements.

Data Analysis - In qualitative research, coding is defined as the process by which data will be analyzed (Gibbs, 2007). Coding is a process of identifying a passage in the text or other data items (photograph, image), searching and identifying concepts and finding relations between them. Data collected was analyzed using coding through labeling and organizing your qualitative data to identify different themes and the relationships between them. Aside from coding, data collected was analyzed using thematic analysis. Thematic analysis looks at patterns of meaning in a data set of interviews or focus group transcripts, takes bodies of data and groups them according to similarities – in other words, themes. These themes help to make sense of the content and derive meaning from it. In performing thematic analysis, a six-step process was followed: familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up. Thematizing refers to the analysis of interview responses. To analyze the interview responses, data is analyzed for the presence of theme

3. Findings

Teaching Mechanisms in Poetry and Prose Instruction

The teaching mechanisms in poetry and prose instruction involve various strategies to engage students effectively. These mechanisms aim to create a supportive and inclusive learning environment where students can engage deeply with poetry and prose, fostering comprehension, appreciation, and critical thinking skills. Poetry is described as the most problematic for foreign language students due to its linguistic complexity and students' inexperience with it. Teaching mechanisms in poetry instruction involve various strategies to engage students effectively. These methods aim to enhance students' understanding and appreciation of poetry. On the other hand, the teaching mechanism in terms of teaching prose involves various strategies to enhance students' understanding and engagement with written works of fiction or non-fiction prose. By implementing these mechanisms, educators can create a dynamic and inclusive learning environment that promotes deep engagement with prose, enhances critical thinking skills, and cultivates a deeper appreciation for the nuances of written language.

Unravelling the tapestry of a literary text

Every literary text is carefully examined and understood through its threads (elements) that come together to create the complete story. Literature teachers emphasize the fundamental elements of poetry (rhyme schemes, meter, imagery) and prose (characterization, setting, plot). These elements help students understand and appreciate the structure and beauty of literary works. Analyzing the elements of prose and poetry requires close reading and critical thinking skills. As students examine how language is used in a text, they develop the ability to interpret meaning, draw inferences, and form their own opinions about the work. This prepares them to engage with literature at a deeper level.

> *"During our literature class, I let them read the text and later analyze the literary text through its elements, could it be prose or poetry." (T5)*

> *"In poetry, I delve into rhyme schemes, meter, and imagery, using examples to illustrate." (T3)*

> *"For poetry, I start by introducing the key elements of poetry like the imagery, rhyme, the rhythm, and the form." (T4)*

> *"Before I let my students read, I have to model how the text should be read, most especially in poetry because we have to show how are words pronounced correctly, the enunciation. I might also emphasize elements like the rhyme and rhythm in poetry." (T8)*

> *"I go through on the figurative language used, likewise with poetry, its elements and subdivisions." (T9)*

"I focus more on imagery and sound. I use Close Reading to guide my learners in analyzing language structure and meaning." (T12)

"Analyzing the language of a literary text helps students understand and appreciate the texts." (T3)

"I always start the discussion of the elements of literary texts. This will make them understand better the text before going to more complex related activities." (T11)

The above responses clearly show that teachers analyze and discuss literary texts particularly poetry through its elements. This aligns with the idea of Sii and Chen (2016), that the paraphrastic approach is a method in which literary texts are explained or elaborated in simpler words by the teachers. As the same with the information-based approach, it is also a teacher-centered teaching strategy as teachers must provide information or background input of the text to help learners comprehend the literary reading materials provided for them.

Painting the text with words

Any prose or poetry is enhanced with descriptive, vivid imagery or other visual techniques to make the writing more engaging and evocative. Using visual tools and representations can significantly enhance the teaching and learning of literature in several ways. Visuals like images, diagrams, and graphic organizers help capture students' attention and make literature more engaging. They provide a starting point for discussion and analysis that students can relate to. Moreover, visual aids scaffold the learning process by breaking down complex literary concepts into more manageable parts and even reinforcing the key elements of literature. Creating visuals, such as storyboards, comic strips, or mind maps, allows students to engage with literature creatively. This process deepens their understanding and helps them internalize the concepts.

By appealing to the visual sense, teachers can make literature more accessible, memorable, and enjoyable for students. This is true in the following verbalizations by the participants:

"When I teach poetry, for example, I use graphic organizers for them to visualize what I am talking." (T 6)

"Also, graphic organizers are used to help learners in understanding the prose and poetry being studied. What I use in my class is to supplement the text with multimedia resources such as short movie segments. By combining visual and textual elements, learners can gain a deeper appreciation of the literary work and its themes." (T11)

Recent literature underscores the critical role of visual tools in enhancing literary comprehension. Kilag et. al (2023) demonstrate that graphic organizers, visual aids, and interactive multimedia significantly improve students' ability to analyze and interpret poetry. Their study found that these tools help students visualize complex poetic structures and themes, making abstract concepts more accessible.

Similarly, Mann (2014) found that graphic organizers help students think critically about plot and text structures like sequential ordering, cause and effect, literal and implied information, and comparing and contrasting. These findings resonate with the earlier work of Vargas Vásquez and Zuñiga Coudin (2018), who highlighted the positive impact of graphic organizers on reading comprehension. The continued use of visual aids like storyboards, comic strips, and mind maps underscores the ongoing relevance of these tools in literature instruction, bridging the gap between abstract literary concepts and student understanding.

Exploring literature through a kaleidoscope of perspectives

Teachers employ a diverse range of methods to evaluate or analyze literature comprehensively. The diverse and ever-changing viewpoints that different assessment tools can offer when examining literary works that reveal different aspects and interpretations of literature. The ability to measure students' learning properly is a key benefit

of using a variety of assessment instructions when teaching literature. Varied assessments allow teachers to gauge students' understanding, identify areas that need reinforcement, and tailor their teaching methods accordingly. By employing diverse assessment tools, educators can ensure a comprehensive evaluation of students' knowledge and skills, enabling them to provide targeted support and enhance the learning experience. It also promotes fairness and respect for diversity, making the learning experience more inclusive and effective.

Teachers employ quizzes, assignments, and feedback to assess understanding. Varied assessments help identify areas needing reinforcement. Formative and summative assessments provide a balanced approach to measuring student progress and tailoring instruction as stated by the following participants:

> *"I still give quiz after discussion just to ensure that the students understand the lesson." (T7)*

> *"In my class, I conduct regular, informal assessments to test student comprehension and provide feedback. This allows pupils to recognize their strengths and areas for improvement." (T10)*

> *"Asking comprehension questions is always employed. This is the technique we usually use to test the understanding of the students." (T12)*

> *"I also practice peer reviews wherein my learners share and critique each other's work to improve." (T12)*

According to Montenegro et al (2021) diverse assessment strategies, including peer reviews, self-assessments, and project-based evaluations, provide a comprehensive understanding of student progress and areas for improvement. These methods promote inclusivity and respect for diversity in student learning styles and abilities. The use of varied assessment tools in teaching literature has been supported by research as an effective strategy to enhance student learning outcomes. This approach aligns with Black and Wiliam's (1998) foundational work on formative assessment, which stressed the need for continuous feedback to guide instructional adjustments. The ongoing emphasis on varied assessment tools highlights their crucial role in facilitating deeper literary understanding and addressing individual student needs.

Weaving the tapestry of reality into the fabric of fiction.

This imagery suggests the seamless blending of real-life experiences, themes, and contexts into the narrative of a literary work, creating a rich and multi-dimensional storytelling experience. Integrating extended learning and real-world connections in teaching literature offers several benefits that enhance student engagement, understanding, and critical thinking skills. Connecting literary texts to real-world issues and experiences, students find the material more relatable and engaging. This relevance sparks their interest and motivates them to delve deeper into the text. Also, analyzing real-world issues within the context of literature requires students to evaluate multiple perspectives, weigh evidence, and consider the influence of different contexts. This process fosters critical thinking skills and promotes higher-order thinking. Real-world examples aid memory and learning by providing concrete contexts for abstract concepts.

This mechanism not only deepens students' appreciation of literature but also equips them with essential skills for navigating complex real-world challenges.

> *"So you let the students connect their personal experiences or their own culture." (T1)*

> *"In the moral philosophical approach, relate the theme in real life, I ask questions on moral lessons, and how they affect and influence their life." (T7)*

> *"I always link the theme to real life. I let them explain how the theme relate to their life." (T3)*

> *"what I also do is that, I let them look for quotations related to the theme and let them explain." (T3)*

Teachers relate themes and relating themes and lessons to personal experiences and current events. This approach enhances engagement and critical thinking. Connecting literature to real life makes it relevant to students, fostering a deeper understanding and appreciation. Research emphasizes the importance of connecting literature to real-life scenarios, authentic learning experiences, and interdisciplinary approaches to improve student motivation, engagement, and learning outcomes. Incorporating relevant problems from outside the classroom and empowering students with choices in their learning tasks can create a more immersive and meaningful experience Research also emphasizes that integrating extended learning and real-world connections in teaching literature is an effective mechanism to enhance student engagement, critical thinking, motivation, and overall learning outcomes. By making literature relevant to students' lives and interests, educators can create a more immersive and impactful educational experience. This strategy builds on Freire's (1970) principles, which advocate for connecting educational content to students' lived experiences. The continued focus on real-world connections underscores their importance in making literature more relevant and impactful for students.

Orchestrating a symphony of minds

Literature teachers lead learners to come together to contribute their unique perspectives and insights to collectively deepen their understanding and appreciation of literature. Employing collaborative learning as a technique in teaching literature offers significant contributions to the learning process. This mechanism not only enriches the learning experience but also prepares students to effectively analyze and appreciate literary works in a collaborative and interactive learning environment as expressed in the following:

> *"Collaborative work. Pag mas marami ang nagdiscuss, the more they master the lesson" (T2)*

> *"I employ Collaborative Learning which encourages students to collaborate on projects or study groups, as this can improve learning through shared perspectives." (T 10)*

> *"I see to it that I employ student-centered approaches of learning like collaborative learning." (T1)*

Collaborative learning approaches consistently have a positive impact on student learning outcomes, with an average of 5 months additional progress over an academic year. However, effective implementation is crucial. (Siller et al., 2024). According to Scager et al. (2016) collaborative learning provides social skills needed for future professional work in fields related to literature. It helps students understand writing as a public, communal act and develop a sense of audience. Collaborative learning enhances critical thinking, communication skills, and literary analysis in literature classes. Group discussions, peer feedback, and cooperative projects foster a sense of community and shared responsibility among students. Collaborative learning approaches, when implemented effectively, can significantly enhance student learning and engagement in literature courses. Key elements for success include providing clear directions, assigning group roles, and incorporating peer teaching and editing strategies.

Blending innovation with the literary text

Integrating technology and creative expression in teaching literature offers numerous benefits that enhance the learning experience. Technology tools and creative expression methods make literature more interactive and engaging for students, sparking their interest and motivation to explore literary texts. Moreover, integrating technology and creative expression opens up new avenues for teaching literature, enabling educators to use multimedia resources, online platforms, and interactive tools to make learning more dynamic and effective. This mechanism not only makes literature more accessible and enjoyable but also equips students with essential skills for interpreting and appreciating literary works in a modern, technology-driven world. The following statements from the participants jibe with the aforementioned:

> *"Technology integration involves using educational technology to improve learning experiences, such as interactive simulations, online debates, or digital storytelling." (T9)*

"I let them use their phone dictionary. Since most of them have CPs, I just let them look for the meaning of difficult words, and how the word is pronounced." (T6)

"In our class, we use Kahoot for our online quizzes." (T13)

"I let them use movie creator/ applications particularly the Movie Maker in making their own videos." (T 8)

"We have tried Quizzes in our assessment. It makes learning fun and engaging." (T12)

Kimmons et al. (2020) mentioned that integrating technology into the teaching of language skills, including literature, enhances student engagement, motivation, and learning. Technology-assisted learning enables students to easily acquire supportive learning materials, which helps clarify concepts and boost academic achievement. The PICRAT model (Passive, Interactive, Creative; Replacement, Amplification, Transformation) provides a useful framework for teaching technology integration in teacher preparation programs. It emphasizes technology as a means to an end, focusing on how it can enhance teaching and learning in meaningful ways. The trend- the digital natives, thrive in technology-enhanced learning environments. The incorporation of creative expression methods, such as movie creation and interactive simulations, continues to evolve, reflecting the changing landscape of educational technology.

Challenges faced by literature teachers in 21st-century literature classrooms

Teaching challenges in the context of literature education refer to the various obstacles and difficulties faced by teachers in effectively delivering literature instruction and facilitating student learning.

Navigating the elements of the literary text

Literary genres can be challenging to teach for several reasons. There are many different genres to cover, each with their unique characteristics. Genres include fiction, nonfiction, poetry, drama, biography, autobiography, memoir, mystery, thriller, romance, science fiction, fantasy, horror, and more.

"One of the challenges is that the learners hardly interpret figures of speech. And they students are hard up in understanding the vocabulary words used or the unlocking difficult words. We need to use them in sentences for them to understand." (T2)

"I sometimes find literature as complex as it often contains complex themes, language, symbolisms that are sometimes difficult for students to grasp." (T5)

"I discuss how the authors present their messages, the structure, and the figurative language used so that they can easily understand the text."

As reflected in the study of Benzoukh (2017), challenges reviewed include lack of training and guidance on teaching literature, time constraints in completing the syllabus, and lower mastery in teaching literary genres. In the study Hassa (2018) examined the difficulties facing English teachers in teaching literary texts, highlighting challenges in effectively teaching literary genres in English for Today textbooks. These tell us the challenges faced by literature teachers in teaching literary genres, including issues related to training, time constraints, mastery, difficulties in teaching specific genres, and the impact of external factors like learning environments and resource constraints on effective literature instruction.

Inadequacy of Teaching and Learning Resources

The lack of resources in classrooms, including textbooks, affects the teaching and learning process, leading to distress among students and teachers, hindering potential, and potentially causing burnout among educators (Juliana, 2020). This is a similar finding by Ugwa (2022) where effective teaching of Literature in English in Nigerian secondary schools is hindered by challenges such as poor learning environments, acute shortage of

textbooks, low language proficiency, misconceptions about the value of literature, heavy workload, and lack od parental support.

> *"Sometimes instructional materials are lacking, that is why I have to provide as well." (T7)*

> *"If materials are not available, I resort to online resources just to have materials to be used. One challenge for us is the availability of learning materials." (T6)*

The study of Gomez (2022) highlights challenges faced by students attributed to teachers' lack of theoretical and practical knowledge about teaching, which can be linked to resource constraints impacting effective instruction. Addressing the issue on resource constraints is crucial to improving the quality of literature education and enhancing student learning outcomes in the field of literature.

Students' Readiness/Student Engagement

Students' readiness and engagement about teaching literature are crucial factors influenced by various aspects such as their preparedness for online learning, academic resilience, and the challenges faced in the educational environment. Addressing these factors is essential for promoting student engagement, fostering a positive learning experience, and enhancing outcomes in literature education.

> *"They are not interested or they cannot grasp the connection of the literary piece with that of their experiences." (T2)*

> *"The students with varying levels of prior knowledge and interest and learning styles. Another is developing the student's critical thinking skills." (T4)*

> *"You can see in them that they are not interested." (T3)*

> *"Since some are poor in reading, eventually they do not understand what they are reading, and if the literary pieces and very long or lengthy , they get bored." (T3)*

In the research conducted by Ugwa (2022) effective teaching of Literature-in-English Nigerian secondary schools is hindered by factors such as low proficiency and misconceptions about the value of literature among students. This indicates that students' readiness and attitudes can pose challenges for literature teachers. Moreover, in similar research, shows that students whose teachers spend too much time talking are less likely to be engaged during classroom instruction. This implies that maintaining student engagement is crucial for effective literature teaching. In the research conducted by Makori et al. (2014), other issues highlighted in the literature include science teachers' lack of teaching skills and competency. While this is in the context of science teaching, it implies that inadequate teacher skills and training can be a problem across subjects, including literature. The reviewed literature emphasizes that insufficient teacher training, lack of support from the education system, poorly designed professional development opportunities, and inadequate policies and budgets for training and support emerge as a key need to address the problems faced by literature teachers.

Students' Language competence

The students' level of proficiency in the language used in literature enables them to navigate and appreciate its complexities with grace and precision.

> *"When I ask them questions, they would always ask, 'Ma'am can we answer in Ilokano or Tagalog?'" (t6, 10)*

> *"Ma'am, can you translate it to Ilokano?" (T2,4*

> *"The students have rich ideas, only they cannot express themselves."(T5, 7)*

Research on problems of English literature teaching to EFL high school students found that low language proficiency levels of students were considered the most serious problem by teachers. This highlights language competence as a key challenge (Makori, et al, 2014). Effective teaching of Literature-in-English in Nigerian secondary schools is hindered by factors such as low language proficiency among students. This indicates that students' limited language skills pose challenges for literature teachers (Ugwa, 2022). Difficult vocabulary and literature's difficult poetry aspects were among the main challenges faced by students learning English literature, as reported by 75% and 69% of students respectively. This underscores the role of language competence in making literature challenging for students (Adeninhun, 2012). The presented reviewed literature emphasizes that students grapple with language competence issues when teaching and learning literature. Low language proficiency levels, inadequate background in English mechanics, and difficulties with vocabulary and poetry pose significant challenges for literature teachers. Improving students' language skills emerges as a key need to address the problems faced by literature teachers.

Coping Strategies of 21st literature teachers

Teachers in the 21st century classroom face numerous challenges in adapting to modern teaching practices and engaging students effectively. The provided sources highlight various coping mechanisms that educators can employ to address these challenges.

Employing engaging and interactive activities

Employing engaging and interactive activities means incorporating methods and practices that capture participants' interest and actively involve them in the learning process or event. This approach is designed to make the experience more enjoyable, memorable, and effective by promoting active participation rather than passive reception. Among the responses of the teachers are the following:

> "I let them analyze passages from a novel, creating character sketches, or performing dramatic readings of scenes from a play." (T3)

> "I let my students do creative projects such as short story creation, poetry writing, and creative storytelling." (T6, ,8, 11)

> "In our class, I integrate the use of technology particularly in filmmaking." (T1, 9, 10)

Trowler (2010) highlights the importance of engaging students in activities that are linked with higher academic achievement and suggests that teachers can use various strategies to increase student engagement. Research on the impact of digital technology on learning and teaching emphasizes the positive effects of using digital tools and resources on learner engagement and attainment in literacy and numeracy. This implies that incorporating technology into literature classes can be an effective way to engage students. The literature review on the impact of digital technology on learning and teaching also highlights the benefits of using digital equipment for formal learning, which is associated with increases in learner's motivation for learning mathematics. This suggests that similar benefits can be expected in literature classes. From these views presented, it is emphasized the importance of engaging students in interactive activities to increase their motivation, participation, and academic achievement. Employing, engaging and interactive activities emerges as a key coping mechanisms for literature teachers to address the challenges they face in the classroom.

Using Alternative Resources

Teachers employ a variety of coping strategies to deal with the difficulties they dace, and these coping mechanisms assist them in overcoming challenges and improving the situation. This implies that using alternative resources is a viable coping strategy for literature teachers.

> "But for me, to gauge the attention of the students, as teachers, we should learn more suitable

techniques to teach literature, we could adapt some from social media platforms to catch the students' interests." (T9)

"Since they have their phones, I send it in their group chat." (T6)

"I also ask my students to go to the library to read related stories." (T7)

From the responses above, Ugwa (2022) affirms in his study that teachers are faced with many challenges that prevent them from delivering quality instruction, including a shortage of textbooks. To overcome this challenge, teachers can use alternative resources as a coping mechanism. The availability of essential human and material resources enables effective teaching and learning. When textbooks are scarce, teachers can use other materials as alternatives to ensure that the teaching-learning process is not hindered. Well-resourced libraries promote private studies among students and teachers and provide access to supplementary materials that complement and enhance learning. Literature teachers can utilize school libraries and their resources as alternatives when textbooks are insufficient (Makori et al., 2014).

Displaying Positive Teacher Attitude

The positive attitude displayed by the literature teacher means consistently exhibiting behaviors and attitudes that foster a supportive, encouraging, and effective learning environment. Thus s/he can significantly influence students' motivation, engagement, and overall success.

As a teacher, it is important that before discussing a certain literary piece, you have build rapport to your learners or to your learners." (T1)

"On the challenge on engaging to diverse learners, and developing critical thinking skills, for me there should be flexibility and adaptability." (T4)

In the study of Agayon et al. (2022), teachers face challenges due to the ever-changing educational system and dynamic experiences, which require coping with various psychological factors. Displaying positive attitudes can be a coping mechanism to navigate these challenges effectively. The study on teachers' coping profiles indicates that teachers who use emotion-focused coping mechanisms tend to have lower stress levels and better well-being. Displaying positive attitudes can be considered an emotion-focused coping strategy that contributes to teacher well-being. The above study supports the idea that displaying positive attitudes is a coping mechanism used by teachers to navigate challenges in teaching literature. Maintaining a positive outlook and employing positive reframing strategies can help teachers effectively address the demands of their profession and enhance their well-being.

Integrating extended real-world connections

By integrating real-world contexts into lessons, teachers can significantly increase student engagement and understanding of course material. This approach provides numerous benefits for students' learning and engagement, including enhanced interest, improved knowledge retention, development of critical thinking skills, and preparation for future careers.

"I could be able to make them involved. I encourage everyone to share their views, valuing all interpretations. I use language at their level so they could better engage in the class discussion." (T12)

"I let them write about how the literature relates to their own experiences." (T4, 6, 8, 10)

Yimwilai (2015) emphasized the importance of integrating real-life experiences into lessons to make them more engaging and impactful. For instance, teachers can have students analyze real-world examples of effective communication techniques or apply negotiation skills in role-playing exercises. These active learning strategies

help students connect academic concepts to real-life situations, making lessons more meaningful and memorable. Integrating literature into the content areas, such as mathematics and language, can help students understand abstract concepts by connecting them to everyday life. By using literature to explore mathematical language and concepts, students can recognize the relationship between abstract math concepts and real-world applications. This approach allows students to see math concepts tangibly and understand their significance, bridging the gap between theoretical knowledge and practical understanding.

Utilizing Language Considerations

This refers to the practice of being mindful and strategic about the language used in communication, especially in diverse and multicultural settings. This involves choosing words and phrases that are inclusive, clear, and sensitive to the cultural, linguistic, and individual differences of the audience. As verbalized by Participant 7;

> *"They are hesitant to participate because they do not understand what they read, or they do not know how to say the word or their opinion in English then they will ask, "Mam can we have in in Ilokano (dialect), can we use Tagalog? During those times, I allow them to use the dialect that They want, I know they have the idea, only they do not know how to express it in English." (T7)*

Lartec et al. (2014) highlight that challenges such as inaccessibility and lack of contextualized materials in the other tongue hinder students' full engagement in learning. By contextualizing literature within students' familiar language and cultural contexts, teachers can enhance student understanding and engagement with the material. Moreover, in the study of Sanchez et al., (2023) on MTB-MLE, he discussed the coping mechanisms used by teachers to overcome challenges in implementing mother tongue-based education. Strategies such as translating unfamiliar terms to the dialect of learners and improvising instructional materials in the mother tongue are highlighted as effective coping mechanisms. This approach allows teachers to bridge language barriers and ensure that students can comprehend literary content effectively. By incorporating contextualization and utilizing the mother tongue in literature instruction, teachers can create a more inclusive and engaging learning environment that caters to the linguistic and cultural diversity of students. These strategies not only help students better connect with the material but also support their overall learning and academic success in literature classes.

4. Conclusion

The findings from this study highlight the multifaceted approaches used by teachers in instructing poetry and the significant challenges they face. Effective teaching mechanisms include identifying poetry elements, utilizing visual tools, applying varied assessment methods, integrating real-world connections, fostering collaborative learning, and incorporating technology and creative expression. Each of these strategies serves to enhance student engagement, comprehension, and appreciation of prose and poetry, despite the inherent complexities of the subject. However, challenges such as the diverse nature of literary genres, lack of resources, varying student readiness and engagement, inadequate teacher training, and language competence barriers persist, impacting the overall effectiveness of poetry instruction.

Recommendation

➢ Professional Development: Provide ongoing training and support for teachers to enhance their instructional strategies and address the challenges of teaching poetry and other literary genres.

➢ Resource Allocation: Ensure that schools are equipped with adequate instructional materials and resources to support effective literature instruction.

➢ Student Engagement: Develop strategies to increase student engagement and readiness, such as connecting literary texts to students' lives and experiences.

➢ Language Support: Implement language support programs to help students improve their language

competence and better understand complex literary texts.

By addressing these recommendations, educators can create a more inclusive and effective learning environment that enhances student engagement and appreciation of literature.

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