

# Exploring the Extent and Methods of Teaching Fiction to Grade III Students in Private Elementary Schools of District III Division of Baguio City

EDRALEEN APRIL D. CABUSORA, MA  
*Instructor, Baguio Central University, Philippines*

***Abstract- This descriptive study investigated the extent of fiction teaching practices among Grade III teachers in private elementary schools in Baguio City, specifically in District III. Utilizing a survey-based methodology, a questionnaire checklist served as the primary instrument for data collection. The sample comprised 34 teachers. The study aimed to ascertain the level of implementation and pedagogical preferences of these teachers when integrating fiction into their curriculum. Results indicated that fiction teaching practices were utilized to a moderate extent. The data suggest that while fiction is recognized as a valuable tool in the classroom, its use is balanced with other forms of literary instruction. The study's findings provide insights into current instructional trends in the teaching of fiction, offering potential guidance for curriculum development and teacher training programs. Further research is needed to explore the rationales behind these trends, their impacts on student outcomes, and possibilities for optimally integrating fiction into the teaching repertoire.***

## I. INTRODUCTION

Fiction has traditionally been a successful teaching tool because it presents special chances to engage students, inspire critical thought, and help them grasp a variety of subjects better. Fiction in particular has the power to go beyond the usual rote teaching approaches and to spark the imagination while also promoting empathy (Duncan, 2014). Moreover, the use of fiction in the classroom can affect students' worldviews as well as their ability to empathize with others. Reading literary fiction can considerably improve a person's Theory of Mind, or their capacity to attribute mental states to others, which enhances empathy, as Kidd and Castano (2013) demonstrated. Additionally, incorporating fiction into lessons might increase

students' motivation to study by piquing their interest in the material and encouraging a love of reading (Gambrell, 2011). Students must examine material, make inferences, and comprehend complicated storylines while studying fiction in order to strengthen their critical thinking abilities (Wilhelm, 2016). Fostering these skills in students is crucial in today's dynamic, globalized society, and educators can build a link between classroom learning and practical experiences by using fiction skillfully (Lukianoff & Haidt, 2018).

Furthermore, a thorough and all-encompassing educational program has always included teaching literature, particularly fiction. Students' analytical and critical thinking skills are strengthened, and their empathy, imagination, and comprehension of various views and experiences are also developed (Nodelman & Reimer, 2003). The rich heritage of indigenous narratives, as well as Spanish, American, and Asian literary traditions, have greatly influenced the literature curriculum in the Philippines (Lumbera & Lumbera, 2004). As a result, teaching fiction in the Philippines has special opportunities and difficulties that call for further investigation. A substantial corpus of research emphasizes the value of culturally sensitive pedagogical strategies in the instruction of literature (Gay, 2010). However, even though local fiction is widely available in both English and regional languages, its incorporation into the curriculum is frequently disregarded (San Juan, 2009). To create relevant, inclusive, and locally anchored literature education, it is critical to investigate how Filipino educators handle these issues.

Therefore, this research aims to investigate the extent of practices of teaching fiction in the Philippine setting, with an emphasis on promoting cultural

awareness, fostering critical thinking, and cultivating a deep appreciation for local literary heritage.

## II. REVIEW OF RELATED LITERATURE

The teaching of fiction encompasses a broad range of strategies and approaches. In Western countries, for instance, the practice of teaching fiction often takes a student-centric approach, prioritizing engagement, exploration, and interaction with the text (Beach, Appleman, Hynds, & Wilhelm, 2006). This may include activities such as close reading, reader-response criticism, and creative writing assignments. In Asian countries, the teaching of fiction often combines both traditional and innovative methodologies. Sun & Wang (2016) observed that Chinese teachers use a blend of didactic teaching and interactive activities, encouraging students to appreciate literary merit while also fostering critical thinking and creativity. Similarly, in Japan, a combination of lecture-based teaching and participatory activities is common, often culminating in extensive discussions or written assignments (Ito, 2013).

In the Philippines, the teaching of fiction is deeply rooted in the country's cultural and historical milieu. The Department of Education's (DepEd) K-12 Curriculum encourages the incorporation of local and national literature in the syllabus, from classic works to contemporary pieces (DepEd, 2013). Rueda (2017) reported that many teachers highlight the relevance of these texts to the students' immediate socio-cultural context, fostering a sense of national identity and cultural pride. However, teaching regional literature can present certain difficulties. Salazar-Clemena (2008) notes that there's an observed struggle in translating the depth and nuance of vernacular texts into English or Filipino, the primary languages of instruction. Despite this, efforts to overcome these barriers and create engaging, linguistically sensitive pedagogical approaches are actively pursued (Hidalgo & Eugenio, 2021).

## III. METHODOLOGY

The study employed the descriptive survey method, utilizing a questionnaire checklist as the primary data collection instrument. The study was carried out at a

private elementary school located in District III Division of Baguio City. The study focused on Grade III teachers employed in private elementary schools. The total number of teachers in the study was 34.

## IV. RESULTS AND DISCUSSION

Based on the findings, experienced teachers perceived that the suggested activities to overcome cultural problems are practiced to a moderate extent. This only implies that these teachers strive to develop a curriculum that is well-rounded and balanced. The objective is to provide students with exposure to a diverse range of literary genres, rather than confining their reading experiences solely to fiction. The inclusion of various literary styles, such as non-fiction, poetry, drama, biography, and others, provides children with the opportunity to engage with a diverse range of literary forms. In addition, the exploration of various types of literature has been found to contribute to the development of diverse skills in children. The consumption of fiction has been widely recognized to enhance various cognitive abilities such as imagination, creativity, and empathy. On the other hand, non-fiction works have been acknowledged for their potential to augment knowledge acquisition, analytical skills, and comprehension of real-world matters. Teachers may choose to limit their emphasis on fiction to foster a more comprehensive range of skills in their students.

Table 1. Extent of Practice of suggested activities

Suggested Activities	Extent of Practice						
	G E 3	M E 2	L E 1	TW P	W M	D E	R
Personalizing (Making the topic/theme relevant to the pupil's experience)	7	9	2	41	2.2 8	M E	4
Providing explanation / background	10	7	1	45	2.5 0	G E	1

d knowledge							
Asking pupils to infer cultural information	8	6	4	40	2.2 2	M E	5
Making cultural comparisons	5	11	2	39	2.1 7	M E	6. 5
Making associations	8	9	1	43	2.3 9	G E	2. 5
Providing cultural background information as reading/listening comprehension	8	9	1	43	2.3 9	G E	2. 5
Extension activities i.e. thinking critically about the fiction and becoming personally involved	6	9	3	39	2.1 7	M E	6. 5
AWM					2.3 0	M E	

3- great extent

2- moderately extent

2- least extent

The table further shows that providing background knowledge sets the context and facilitates understanding. This activity links the new knowledge to what students already know, which helps in learning and retention (Eun, Heining-Boynton & Hull-Walski, 2007). Furthermore, the cultural diversity of the Philippines is a significant factor to consider when providing background knowledge, as it allows for the

incorporation of students' cultural backgrounds and experiences. According to Gay (2002), the implementation of a culturally responsive teaching strategy has the potential to enhance the meaningfulness and relevance of learning experiences for students. According to Marzano (2004), this particular approach has been found to stimulate curiosity and promote a more profound comprehension of the subject matter. Additionally, the significance of establishing connections between new knowledge and prior knowledge is a central focus of constructivist learning theory. This approach has demonstrated its effectiveness in diverse contexts, such as the Philippines, as evidenced by the research conducted by Santos and Camiling (2017).

Overall, the suggested activities are practiced at a moderately extent. The concept of moderation in education entails the practice of teachers maintaining a harmonious equilibrium between various teaching methods and activities, as opposed to exclusively emphasizing one particular approach. According to Tomlinson and Imbeau (2010), achieving a balance in the classroom is essential in order to address the various learning needs and styles of students. Teachers are required to conform to a predetermined curriculum, potentially limiting their ability to fully utilize all recommended activities. According to Marsh (2009), educators must strike a balance between meeting curriculum requirements and incorporating innovative teaching approaches. Time constraints frequently impose limitations on the extent to which teachers are able to engage in specific instructional activities. In order to effectively cover all required materials, teachers must engage in careful planning and efficient time allocation (Hattie, 2009). Moreover, in specific regions of the Philippines, it has been observed that there are limitations in resources such as technology and teaching aids (Azores, 2020). These constraints may potentially restrict the scope of certain activities. The impact of teachers' beliefs and confidence levels on their implementation of specific strategies has been widely recognized in educational research. Teachers' perceptions of their own abilities and their level of confidence can significantly influence the extent to which they engage in and apply these strategies in their teaching practices. According to Guskey (2002), individuals may choose strategies that align with their personal comfort levels.

## CONCLUSION AND RECOMMENDATIONS

Filipino teachers somewhat implement specified instructional activities. This suggests a balanced pedagogical approach in Philippine education.

1. Teachers consider more than just explanation and background knowledge, the most usual technique.
2. Teachers help students develop a wide range of skills and abilities by providing a variety of learning situations.
3. Teachers may moderate their usage of particular teaching styles to accord with national curriculum standards, students' different cultural backgrounds, and education's many goals.
4. This balanced method to teaching promotes students' cognitive, socio-emotional, critical thinking, and cultural growth.
5. This indicates a broad and balanced teaching approach that supports students' holistic maturation.

The analysis reveals that Philippine instructors somewhat practice specified instructional activities. This balanced approach is beneficial for the reasons listed; however, the following tips may improve these activities:

1. In-depth Evaluation: Teaching methods should be thoroughly evaluated to determine if "moderate extent" is optimal. Student involvement, learning results, teacher feedback, and other factors should be evaluated. A better understanding of present techniques' effectiveness can help decide whether to enhance, decrease, or maintain the current extent.
2. Differentiated Instruction: Understanding that students have diverse learning styles and capacities helps teachers improve their practice. Teachers can reach more kids by tailoring activities to student requirements. For some children, this may mean exceeding a "moderate extent" for specific activities.
3. Professional Development: Regular professional development helps teachers learn many teaching methods. Teachers may feel more comfortable practicing beyond "moderate extent" by broadening their repertory.
4. Curriculum Integration: Teachers should integrate proposed activities into the broader curriculum while focusing on them. To accomplish curriculum

goals and provide a well-rounded education, this may involve deepening practice in some areas.

5. Technology: Digital tools and technology can assist teachers diversify their activities and manage their practice. Online systems for collaborative learning, multimedia explanations, and more are possible.

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