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Bridging the Gap: Rethinking American literature instruction for Gen Z in Philippine universities

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Abstract

Zhou (2020) highlighted that higher education instructors must place greater emphasis on teaching English and American literature because of its influence on students' overall development. This study explored the challenges and strategies of teaching American literature to secondary and post-secondary students in 21st-century at a Philippine university. The study employed a mixed method approach to highlight the challenges and comprehensively discuss specific strategies used by higher education instructors. Data were collected through surveys and interview with 16 higher education instructors who were selected through purposive sampling. The data gathered were analysed through mean scoring and thematic analysis. The instrument used underwent reliability testing (Cronbach's alpha). Results revealed that 62.5% of the survey respondents believe that younger students have a different view of classic American literature, and 50% agree that students from newer generations have different attitudes toward classic American literature compared to older generations. Moreover, qualitative results show that incorporating multimedia and contextualisation were effective in engaging students in American Literature while practicing translanguaging. A high percentage of respondents experienced challenges in terms of generational gap and resource availability. Results emphasise that there are important challenges for teachers in uniting students of different cultures and generations, but they also reveal that inclusive teaching can greatly benefit everyone. The study strongly recommends to educators and policymakers redesign the course on American literature in the Philippines with localised interpretations and focus on cultural growth.



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Introduction

In the 21st century, as the environment changes, new challenges emerge. Education in the 21st century requires creativity and innovation to cater to diverse learners' learning needs while achieving 21st-century skills. Teaching literature in today's setting is a powerful tool for teachers and students to explore cultural connections and engage with historical and contemporary perspectives. A study by Zhang and Wang (2024) examined the integration of American Literature into college curricula; it focuses on its potential to enhance educational outcomes for students studying literature. In the Philippines, teaching literature presents both opportunities and challenges. Opportunities to help students bridge the gap between their own native culture and foreign culture represented in American Literature will help the learners improve their literary appreciation skills and literary reading performance. However, this will be achieved if the educator can provide (proposed) innovative learning strategies to make teaching and reading American literature more interesting. Therefore, this study sought to identify the specific challenges and rediscover the strategies of 21st century teachers in higher education.

A study by Magulod (2018) assessed the literary appreciation and reading performance of university students in the Philippines. The study aimed to assist teachers in utilising the country's literary resources and to enhance their teaching capacity when teaching literature. Teaching literature was emphasised as a key component of literary competence and appreciation, stating that teaching literature can be more motivating and engaging when teachers employ appropriate strategies in the classroom. Utilising innovative teaching techniques in American literature can significantly improve students' literary appreciation and performance. The findings of this study implied that students possess a fair level of literary appreciation skills and a satisfactory level of performance in literary reading when literature teachers employ innovative and interactive teaching strategies in their American literature classes. This study guided the researchers to focus on discovering the teachers' challenges and strategies in a Philippine setting. This study sought to emphasise that educators face both opportunities and challenges when teaching American literature in the Philippine context. While language closely reflects culture, it serves as a valuable asset in teaching language through literature because it fosters critical thinking and cultural understanding among students. By analysing English and American literary works, students gain a deeper understanding of both target and native cultures, as well as insights into historical contexts, societal values, and diverse perspectives. To create a welcoming and culturally sensitive classroom environment, teachers must leverage these

advantages by fostering participant driven awareness. This research underscores the importance of teaching literature within a cultural context, as it helps students comprehend the cultural connections in literary works while also enhancing language acquisition.

Literature review

Barrot (2018) assessed the English curriculum reform in the Philippines and analyse the issues and challenges from a 21st-century learning perspective. The study focused on evaluating the Philippine K to 12 English Curriculum to determine its alignment with established principles of language teaching and learning. The findings revealed that the current curriculum requires improvements in its specificity, internal coherence, and the integration of essential principles of 21st-century learning. Given the findings, teachers may face challenges in implementing the curriculum because they cannot fully practice principled teaching due to the lack of integration of these essential principles. Thus, teachers' skills and knowledge need to be upgraded and enriched through training to match the demands of the new curriculum. To further conclude, the curriculum needs enhancement to prevent ongoing challenges for both teachers and students.

As stated by Becton (2019), 90% of individual learning acquisition is dependent on visual. Findings also declare that visualisation includes clarity, recall of association, and the effect that most likely last long due to the visual representation or imprints. That made students and teachers produce positive feedback in terms of the usage of visual materials (Ghulam et, al., 2019). Oye et al. (2019) asserted that the usage of e-reading materials produces more academically competitive students. This study resonates upon the intent of understanding the means of Polymedia as a way to disseminate information and learning. Polymedia simply pertains to multiple environments of multimedia which is relationally connected to other media from the user's point of view. Given the findings conducted by the International Journal of Advanced Multidisciplinary Studies. Students are most likely to learn through visual learning materials, which most likely our country can provide but somehow doesn't have this sustainable support to provide enough materials upon doing so. Furthermore, survey shows that there are still many school that doesn't reach the scope of innovation spectrum. In other words, they are still in the bubble of traditional materials which are helpful but having the access towards the use of multimedia platforms are a way to be digitally connected as well as an active participant of technological advancement especially in the academic field.

Another study by Makovec (2018), addressed the theme of teachers' professional development. The study aimed to explore the factors that significantly influence teachers' professional growth. The findings of this study revealed that teachers with several years of experience demonstrate qualified performance in their duties and engage in significantly higher levels of educational activities. The study concluded that teachers' passion for teaching plays a crucial role, providing them with opportunities to grow and develop professionally in their chosen field. Additionally, it was assessed that a teacher's approach to teaching and their understanding of their role can lead to significant development, especially when more opportunities are available in their areas of work. Hernandez & Genuino, (2017) stated that the wide array of English and World Englishes are very much likely a phenomenon around the world. A supporting case study by (Sah & Upadhaya, 2016) added that root cause of this dilemma is the development of English language to cope up with the evolution of the English language to suit the needs of the people as studies dictates. On the other hand, in the Philippine context, we can say that aside from the fact that we have this flourishing language beforehand, we are still in need to acknowledge the changes in English language. This is where the problem arises, due to the fact that Filipinos are still struggling to have this firm grasp upon their native language and second language. The influence of world English can add to that weight due to the fact that it changes some or more meaning towards what we tend to learn before it emerges.

According to Hara (2023), The Philippines has recognised the significance of fostering a curriculum that not only emphasises local knowledge but also integrates a broader global perspective. This shift to the Philippine education system demands the integration of innovative approaches, including the integration of modules and courses that specialise in international practices. The approach allows the students to effectively engage on the global stage. Cajilog, et al. (2023) stated that in order for students to globally, the incorporation of a global perspective in the Philippine curriculum will foster cultural awareness, adaptability, and critical thinking. The findings of this study focus on the critical need for an inclusive approach to global education within the Philippine context. Zhou (2020) stated the importance of applying British and American literature in English teaching at universities, it argues that it improves students' humanistic qualities and appreciation abilities. The study advice for a more integrated approach in teaching literature where suitable materials relevant to the interest of the learners would be used to enhance understanding and appreciation of literary works.

Luo (2021) conducted an in-depth analysis of the importance of integrating English and American literature into college-level English instruction. The study highlights that such integration plays a crucial role in enhancing students' reading abilities and overall proficiency in the English language. By carefully selecting literary texts that resonate with students, educators can create a more engaging and meaningful learning experience. Luo emphasises the need for a people-oriented teaching philosophy, which prioritises student engagement and understanding of literature. This approach not only fosters a deeper appreciation for literary works but also significantly benefits students' language skills. The findings suggest that when students connect personally with the literature they study, they are more likely to develop critical thinking skills and improve their analytical abilities. Furthermore, Luo's research indicates that incorporating diverse literary perspectives can enrich students' cultural understanding, making them more empathetic and informed global citizens. Dohal (2022) published an article titled "American literature: What to teach?" which explores the challenges of selecting texts for teaching American literature. Dohal (2022) emphasises the importance of integrating diverse literary works, including those by minority authors, into the curriculum to provide students with a comprehensive understanding of American culture and society. The study highlights the need for educators to consider the level of students, curriculum goals, and the inclusion of diverse voices when selecting texts for American literature courses. Dohal (2022) suggests that a well-rounded curriculum should feature a variety of genres and authors to engage students and foster a deeper appreciation for literature. By expanding the canon to include works by women, people of colour, and other minorities, educators can create a more inclusive and representative course that reflects the multicultural nature of American society. The study presented significant value for educators as well as students, curriculum creators and policymakers. Teachers attain better insights into both the possible advantages and existing challenges when teaching American literature in Philippine classrooms. Through its investigation of typical teaching barriers, the study presents useful recommendations for tutors to implement better instructional strategies, which boost reading comprehension in literature classes. The research demonstrates how studying American literature leads students toward better linguistic skills also alongside cultural knowledge development and critical reasoning abilities. The study helps students explore different points of view and historical elements, which results in a better understanding of diverse literary traditions while developing global perspectives. The research delivers important advice to curriculum developers for developing instructional materials which integrate both national and international cultural perspectives. The

research presents guidance to merge American literature teaching with Filipino cultural viewpoints so classes will remain meaningful to the Philippines' student body.

Multicultural Education. Multicultural Education study focuses on American literature within Philippine Christian University- Dasma Campus, educators may face challenges in connecting the literature to the diverse backgrounds of Filipino students. Multicultural education theory supports the inclusion of diverse voices and perspectives in curriculum, promoting the exploration of literature from marginalised groups (e.g., African American, Native American, and Latino authors). This principle can be helpful in terms of utilising contextualised approaches and culturally responsive pedagogies in teaching American Literature. Sociocultural Theory. The core reason for selecting Lev Vygotsky's Sociocultural Theory is its explanation of how social elements and cultural frameworks affect learning activities. American students view American literature through their unique social backgrounds, which causes them to understand identity and American Dream concepts from different perspectives. A necessary element of developing student critical thinking stands as teacher leadership based on Vygotsky's Zone of Proximal Development framework. This is relevant in bridging unfamiliar contexts in American Literature. Students who engage in peer discussions enhance their collaborative learning abilities, which create shared understanding between their perspectives and American literature themes while minimising cultural differences. These theories can be guide to effectively teach American Literature to Gen Z students in Philippine Universities

Study objectives

This study sought to analyse the influence of teaching American literature as professional development for educators that promotes innovative and effective teaching strategies while also addressing the challenges and opportunities that educators may encounter. Specifically, this study aimed:

1. To identify the percentage of educators who experience specific challenges when teaching American literature in terms of:

- 1.1 Generational Gap (Millennial, Gen-Z, and Gen-Alpha)

- 1.2 Resource Availability

2. To explore how teaching of American Literature with the aid of methodologies such as Inquiry-based, Cooperative, and differentiated learning affect the students' learning acquisition and the teacher's professional development

3. To rediscover innovative strategies and resources in teaching American literature in the 21st Century

This research demonstrates the role of literature in promoting intercultural information exchange and educational processes. The study promotes continuous growth in literary research through the examination of present teaching opportunities alongside future industry challenges found in American literature education.

Methodology

Context and participants

This study involved a total of 16 participants, all of whom were instructors teaching the American Literature course at a university in the Philippines. The participants were selected through purposive sampling based on their relevance to the research focus. The sample size of 16 was considered valid, as supported by a comparable study titled Strategies and Challenges in Teaching 21st Century Literature (2022), which also employed a sample of 16 senior high school students in a quantitative investigation of literary instruction.

Design

A mixed-methods research design was adopted to explore the challenges and opportunities in teaching American literature. The quantitative component involved the use of a researcher-made questionnaire with Likert-scale items, while the qualitative aspect included structured interviews. The quantitative strand sought to measure respondents' perceptions, challenges, and preferences regarding literature instruction, whereas the qualitative strand aimed to rediscover effective strategies used by teachers in the 21st-century classroom.

Procedures

Data collection was carried out through survey forms and structured interviews. The questionnaire addressed several thematic areas including instructional challenges, resource availability, and pedagogical strategies. Quantitative data were analysed using descriptive statistics, particularly mean

scores, to identify trends and effective practices. Thematic analysis was employed for the qualitative data to generate insights into the innovative strategies employed by literature instructors. The research instrument underwent reliability testing and demonstrated high internal consistency across all subscales. The Cronbach’s alpha coefficients were as follows: perception subscale ($\alpha = .822$), knowledge of the digital world ($\alpha = .755$), relativity ($\alpha = .664$), print materials ($\alpha = .957$), new media ($\alpha = .879$), and teaching of American literature ($\alpha = .909$). These values indicate acceptable to excellent reliability. Additionally, the qualitative interview protocol was validated by three experts in the field to ensure content accuracy and relevance.

Ethical considerations

The researchers adhere to following ethical standards in the writing of this research paper. The researchers ensured that the personal information and identity of the respondents were kept confidential. Moreover, the respondents made sure to respond with honesty and respect during the interview and were not forced to participate in this study.

Results and Discussion

Table 1
Teachers’ Experience in terms of Perception

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I find it challenging to connect American literature themes with the experiences and values of today’s Millennial, Gen-Z, or Gen-Alpha students.	25%	31.3%	31.3%	12.5%
2. The gap in cultural differences between American literature texts and students from younger generations makes it difficult to engage them in the material.	12.5%	62.5%	25%	0%
3. I notice that my students often struggle to relate to the historical or cultural context of American literature due to generational differences.	25%	43.8%	31.3%	0%
4. I find that students from newer generations have different attitudes toward classic American literature compared to older generations.	37.5%	50%	12.5%	0%
5. I feel that generational differences significantly impact how students perceive and engage with American literature.	25%	50%	25%	0%

Table 1 shows the teachers' experiences in terms of generational gap. The majority of participants either fully or partly agreed cultural and age gaps keep teachers from matching literary topics to students' present-day lives, especially for Millennials, Gen-Z, and Gen-Alpha. Findings reveals that 62.5% of the survey respondents believe that younger students have a different view of classic American literature, and 50% agree that students from newer generations have different attitudes toward classic American literature compared to older generations. The results indicate that bringing together different generations and cultural backgrounds helps today's learners connect more deeply with American fiction. On the other hand, 12.5% of the respondents strongly disagree that they find it difficult to connect American literature themes with the experiences and values of today's Millennial, Gen-Z, or Gen-Alpha students. This conforms to the research study that finds educating students in American literature in the 21st century leads to difficulties connecting themes with Millennials, Gen-Zs, and Gen-Alphas. This revealed a great need for new and customised approaches when teaching using classical literature. It supports earlier findings on how education technology improves language education by making learning more interactive for students. Using technology, teachers are able to close gaps between students of different cultures and ages, make teaching less stressful, and encourage students to relate more to literary works. Such insights prove that teaching should be adapted to respond to the evolving preferences and skills of existing students (Impact of Educational Technology on Teacher Stress and Anxiety, 2021). As shown in Appendix 1.

Table 2 illustrates that educators must handle the problem of mixing teaching methods with students' common use of digital technology. The high use of technology in learning also aggravates the problem since 68.8% of teachers agreed that differing learning habits make it hard to pay attention to lengthy texts. About 43.8% of those who responded agreed that students' reliance on digital resources impacts their approach to American literature, often leading to a preference for shorter, digital content over longer, traditional texts. Inspiring educators to talk about American literature using digital tools and learning models could provide an exciting approach and smooth out differences in teaching styles between various generations of educators. This conforms to the research study by Luo (2021) that merging digital methods with learning literature can be complicated, and adopting approaches that centre on the people can increase students' interest in

literature. This situation is also outlined by Barrot (2018) as problems with old curricula that don't match the technological interests of modern learners. As a result, professional development programs, suggested by Makovec (2018), help teachers gain the skills to make good use of digital tools in their classrooms, as shown in Appendix 2, 68.8% of the respondents agree that students in newer generations are more likely to prefer literature that directly addresses contemporary issues, making it difficult to maintain their interest in historical American texts. Moreover, 56.3% agreed that the concepts in traditional American literature seem less relatable to their students due to rapid changes in culture and society. This conforms to the research study that thought that varying the curriculum can bridge the divide between old-fashioned books and current culture's demands, as Dohal (2022) points out. In addition, Zhou in 2020 suggests offering lessons that are relevant to students' real lives by using materials from their cultural background. By following this approach, people can truly appreciate what literature is about, as Zhang and Wang point out in their 2024 article, in Appendix 3.

Appendix 3 shows that 62.5% of educators agreed there were lack of printed resources that fit the needs of students from diverse backgrounds as a major concern. Also, 68.8% agreed that the availability of printed copies of American literature texts in classrooms is limited which affects them on how they can effectively teach the subject. In contrast, research study by Becton et al. (2019) points out that traditional materials are widely used in schools because they do not have access to innovative resources. Multimedia tools, as found by Marsela Turku (2024), are useful for dealing with these affordable and access problems. In addition, Sah and Upadhaya (2016) describe how it is important to design and provide teaching materials that match the needs of all types of students.

Appendix 4 shows using new media in American literature classes can be beneficial and challenging. Although digital tools give teachers new chances to interact with students, it seems that a big challenge for many is staying updated with all the new technology wherein 56.3% of the respondents agreed. In addition, 37.5% of the respondents find it difficult to integrate into their lesson plans. In contrast, 25% of the respondents strongly disagreed that they find it difficult and challenging. This conforms to the research study by Ahmadi (2017) shows that digital technologies can motivate learners to learn more independently. As Moisiu (2024) says, multimedia tools allow students to learn

about challenging concepts in literature and relate them to current society. These results show that it is important to keep up with new technologies in education, as Barrot (2018) explains and suggests that continuous learning helps educators adjust to changes.

Table 2
Teachers' Challenges in terms of E-reading Materials

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
26. I find that students' preference for e-reading formats creates difficulties in providing traditional American literature texts in digital formats.	31.3%	50%	18.8%	0%
27. There is limited access to affordable e-books or online versions of American literature texts for my students.	25%	43.8%	25%	6.3%
28. I often encounter challenges in integrating e-reading materials into my American literature curriculum in a way that maintains academic rigor.	25%	43.8%	12.5%	18.8%
29. The lack of consistent access to e-reading tools (e.g., tablets, e-readers) in the classroom creates disparities in how students engage with digital versions of texts.	31.1%	62.5%	6.3%	0%
30. I struggle to keep students engaged with e-reading materials, as they often find it less engaging compared to print versions of American literature.	18.8%	43.8%	18.8%	18.8%

Table 2 shows that teachers find both benefits and challenges when using new media with American literature. Even though E-reading 62.5% agreed that it has many benefits for students, almost half of the educators surveyed said switching to digital reading comes with its own set of issues while 50% find that students' preference for e-reading formats creates difficulties in providing traditional American literature texts in digital formats. The fact that not all schools have the same electronic support prevents educators from using e-reading across the board. The challenges with e-reading resources presented in Table 1.6 such as limited access and problems with engagement, are also discussed in Ghulam et al. (2019), who support the claim that tools for visual and digital learning support better academic performance. Marcela Turku (2024) argues that electronic reading tools help learners by making content movable and usable at any time. Barrot described in 2018 that adding electronic resources to lessons can be successful only if the curriculum and teacher knowledge are updated to meet the required standards and include all students.

Table 3
American Literature with the aid of methodologies

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have noticed that using inquiry-based learning strategies helps my students develop a deeper understanding of American literature.	56.3%	43.8%	0%	0%
2. Cooperative learning activities, such as group discussions and projects, improve my students' ability to analyse and interpret American literary texts.	68.8%	31.3%	0%	0%
3. I find that incorporating differentiated learning strategies enables me to cater to the diverse learning needs in my classroom, which improves student outcomes in American literature.	75%	25%	0%	0%
4. Through inquiry-based approaches, my students demonstrate greater curiosity and critical thinking when analysing themes in American literature.	56.3%	43.8%	0%	0%
5. I believe that incorporating cooperative and differentiated learning strategies has positively impacted my own professional development by expanding my teaching skills and approaches to American literature.	68.8%	31.3%	0%	0%

Table 3 reveals that introducing new teaching methods leads to better learning results in American literature. Every respondent supported all the strategies chosen — inquiry-based learning and tasks done in teams—, and the majority of respondents (75%) strongly agreed that differentiated learning is effective. They meet the needs of each student and encourage teamwork as well, improving how much students understand what they read. It includes inquiry-based and cooperative learning, which aligns with what Magulod (2018), says about how effective using innovative strategies can be in teaching literature to students. Zhang and Wang (2024) also emphasise adding different literary texts and interactive tasks to expand students’ ability to reason and argue. Makovec (2018) points out that increasing professional growth for educators involves learning and applying techniques to overcome differences between students and educators from various age and cultural groups.

Discussion

This presents the emerging strategies and resources identified by teachers in the instruction of American Literature in the 21st-century classroom. Drawing from interview responses and supported by recent studies, these strategies reflect how educators respond to pedagogical challenges and adapt

to the changing learning landscape. The teachers highlighted key approaches such as using multimedia tools, embracing translinguaging, integrating digital platforms, promoting adaptive teaching skills, and localising content to bridge cultural gaps. Each strategy aligns with contemporary literature on effective, inclusive, and learner-centred literary instruction.

Relatable storytelling through modern tools and shared experiences

The teachers find incorporating multimedia and contextualisation effective in engaging students in American Literature while allowing them to use the language they are comfortable to express their thoughts and ideas. As per respondent 15, “Translinguaging - I allow my students to use the language they are most comfortable with so they can clearly understand the lesson and use it in their daily lives.” In line with the study of Moisui (2024) which revealed that multimedia helps students to understand literature. Moreover, it also allowed the students to grasp different culture, new terminologies, and values applicable in real-life situations.

Creative content access through dynamic online formats

Teachers shared that they carefully choose and integrate different platforms accessible to the students to comprehensively and creatively discuss American literary pieces. As per respondent 8, “I use YouTube clips and film adaptations as discussion starters to help learners visualise themes and characters, encouraging critical analysis through book-to-movie comparisons. I also integrate digital storytelling, where learners create visual representations of themes. Combining traditional readings with multimedia, I assign videos for context and follow up with discussions to deepen understanding.” The study of Shahwan (2023) revealed the significance of social media in the teaching of literature. He highlighted how social media became a tool in the advancement of literature by having easy access to different literary pieces, production of literary content, as well as showcasing literary pieces through visual representations.

Equipping mentors with adaptive and inclusive instructional skills

Most of the teachers consider adaptive and instructional skills to be the focus of their professional development in teaching American literature. Respondents believed that it is the most needed workshop and training for them to be able to teach American Literature in the 21st century most especially after the pandemic where drastic changes in modality are evident. As stated by respondent 2, “Culturally responsive teaching method in professional development programs and workshops on

diverse literary interpretation of American literature with special reference to the Filipino students should be given priority. There would also be benefit in the trainings for inclusive pedagogy, handling different kinds of learning styles, and using technology to enhance lessons.”

This aligns with the study of Awang-Hashim, et. al (2019) wherein the final theme presented several pedagogies for inclusive teaching such as integrating digital technology, adopting culturally responsive material and utilising collaborative learning to address diverse students in the 21st century.

Holistic learner insight through expressive and task-based outputs

Most of the respondents shared that expressive and task-based outputs are their form of assessing students to measure their understanding and critical thinking. As mentioned by respondent 1, “Questioning - If I want to know if my students understand my lesson, I ask them and they ask me. Retelling stories - I can only say I have delivered the literary piece well if a student can retell the story according to how they understood it. Dugtungan – “If the whole class understood the story, they can continue the pieces of the plot from their seatmates to another.” The second theme identified in the study by Awang-Hashim et al. (2019), motivation and goal strategies, confirms that holistic learning is both significant and appropriate for the effective teaching of literature.

Bridging unfamiliarity through localised interpretation and language support

As shared by most of the respondents, localisation and language support can be a solution to address student’s challenges in engaging with American literary pieces. As per respondent 6, “Cultural disconnect and relevance. Provide Filipino angles and localised discussion entry points for every major American text.” Moreover, respondent 8 added, “I encountered challenges, including learners' difficulty relating to foreign themes, limited resources, and diverse reading levels. I address these by connecting texts to Filipino experiences, using multimedia, and adapting materials. Future professional development should focus on cultural contextualisation, digital integration, and differentiated instruction.” The study of Cajilog, et. al (2023) supports these approaches to effectively allow the students to be globally competitive individuals. Moreover, a study by Hara (2023) also emphasises integration of global perspective and innovative approaches.

Conclusion

The research revealed that most teachers find themselves in a challenging position in terms of connecting towards the American Literature due to huge gap of differences and lack of resource materials which can be useful in effectively teaching the course. For this reason, educators are often expected to make connections between ancient stories and present-day matters, which involves creativity and understanding cultural differences. Educators stated that the variety of approaches helped them improve professionally and meet changes in the classroom. If teachers use task-based activities, explore themes broadly, and organise group projects, they can show that classic texts are still important today. These lively strategies help students engage more with American literature and develop both their studies and cultural understanding. Innovative strategies and possible resources were shared by the teachers to further discuss American literature and allow the students to express themselves freely through localisation of context and translanguaging.

Recommendations

Educators should try to use traditional ways and new technology together to meet academic standards and accommodate younger students' digital habits. The use of visual tools to make well-known topics more personal or compare past and present developments would make literature easier to understand for students and would highlight its lasting importance over many years. The findings point out those schools should start using teaching tools that are more flexible and affordable. Switching to open-access digital resources or using libraries supported by the community could solve or lessen these problems. Using materials that meet many students' needs helps teachers engage their students and make American literature more accessible. New media hold great promise for helping students if used in the right way. Using podcasts, videos, and interactive timelines can help teachers improve their students' understanding. With these resources, we can revise standard literature teaching, help students think carefully, and link classic literature to present-day cultural needs. Moreover, schools might look into working with digital publishers or try using e-books that can be accessed for free. Teachers should smartly add e-reading materials so that students have easier access to old literary methods and new digital tools. Since students have different abilities online, these resources might create more challenges in the classroom. Future research should think of alternative

ways or intervention in order to make the students adjust amidst of the adversity through subtle intervention of American literature as an example towards the lesson. Better if it is started in an early age to cultivate the rootedness and connection within the literature.

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Conflict of interest

The researchers confirm that there is no conflict of interest associated with this study.

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Appendix 1

Teachers' Experience in terms of Knowledge on the Digital World

Table 1.2

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
6. I encounter difficulties in integrating the digital tools and technologies that younger students are accustomed to with traditional American literature content.	31.3%	31.3%	37.5%	31.3%

7. My students' familiarity with digital platforms sometimes conflicts with how I traditionally teach American literature.	6.3%	25%	50%	18.8%
8. I find that students' reliance on digital resources impacts their approach to American literature, often leading to a preference for shorter, digital content over longer, traditional texts.	25%	43.8%	31.3%	0%
9. The fast-paced, tech-driven learning style of Gen-Z or Gen-Alpha students poses challenges in maintaining their focus on lengthy American literature texts.	31.1%	68.8%	0%	0%
10. I struggle to balance the use of digital resources with the depth of analysis required for studying traditional American literary works.	0%	37.5%	56.3%	6.3%

Appendix 2

Teachers' Experience in terms of Relativity

Table 1.3

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
11. I often find that students have difficulty seeing the relevance of older American literature texts to their current life experiences.	12.5%	62.5%	6.3%	18.8%
12. Students frequently question how classic American literature connects to their personal or social realities, which makes teaching the material challenging.	12.5%	43.8%	37.5%	6.3%
13. I feel that students in newer generations are more likely to prefer literature that directly addresses contemporary issues, making it difficult to maintain their interest in historical American texts.	18.8%	68.8%	12.5%	0%
14. I find it hard to convey the lasting significance of older American literature works when students are more interested in current cultural or media trends.	12.5%	50.0%	37.5%	0%

15. I notice that the concepts in traditional American literature seem less relatable to my students due to rapid changes in culture and society.	0%	56.3%	37.5%	6.3%
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Appendix 3

Teachers' Challenges in terms of Resource Availability

Table 1.4

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
16. I find that a lack of printed materials tailored to various student needs (e.g., English Language Learners, students with disabilities) creates additional teaching challenges.	31.3%	62.5%	6.3%	18.8%
17. I frequently encounter challenges when accessing sufficient print materials (books, anthologies, journals) for teaching American literature.	31.3%	43.8%	6.3%	18.8%
18. The availability of printed copies of American literature texts in classrooms is limited, which affects how effectively I can teach the subject.	25%	68.8%	6.3%	0%
19. I often find myself unable to offer enough print resources to accommodate diverse reading levels and interests within my class.	25%	37.5%	56.3%	6.3%
20. The high cost of printed materials often hinders my ability to provide students with multiple resources for studying American literature.	25%	43.8%	12.5%	18.8%

Appendix 4

Teachers' Challenges in terms of New Media

Table 1.5

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
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21. I struggle to find relevant digital resources, such as online platforms or multimedia content, to complement the teaching of American literature.	18.8%	37.5%	25%	18.8%
22. While there is access to some digital resources, I find it difficult to integrate them effectively into my lesson plans without overwhelming my students.	12.5%	37.5%	25%	25%
23. The rapid pace of technological advancements in new media makes it challenging to stay current with teaching materials that align with American literature.	12.5%	56.3%	6.3%	25%
24. I often face challenges in finding high-quality, multimedia resources (e.g., video adaptations, podcasts) that align with the themes and depth of American literature texts.	18.8%	37.5%	18.8%	25%
25. My students' varying levels of digital literacy complicate the effective use of new media to enhance their understanding of American literature.	25%	50%	18.8%	6.3%

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