



ADVANCING CRITICAL LITERACY THROUGH CRITICAL LITERATURE PEDAGOGY-BASED PRINCIPLES OF LITERARY EDUCATION

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Abstract

Critical Literature Pedagogy (CLP) is a teaching and assessment approach that promotes reading against the text and critically examining biases, norms, and stereotypes in literature. As literature teachers have limited knowledge of the use of CLP as an educational approach to teaching and assessment of literature, this practical action research explored changes in pre-service English teachers' knowledge of CLP following an educational intervention at a state-operated teacher education college in the Philippines. The quasi-experimental study involved 69 third-year pre-service English language teachers in a teacher education college in Central Luzon, Philippines. Results showed a significant increase in CLP knowledge, with participants' mean scores rising from 2.87 (Knowledgeable) to 3.73 (Very Knowledgeable). The improved CLP knowledge was further analyzed through factor analysis using PCA with a rotated component matrix, identifying four key components for developing CLP-based principles for literary education. Qualitative findings reinforced these results, highlighting CLP's impact on content and pedagogical knowledge while also revealing challenges related to teachers, students, and administration. Strategies for addressing these barriers were grouped into three categories: Technological, Pedagogical, and Content Knowledge. The study's results provide valuable insights for enhancing practices and curriculum design in literature education.

Keywords: critical language pedagogy, critical literature pedagogy, teaching of literature, critical literacy

Introduction

Literature education and its assessment practices play a crucial role in the Philippine Basic English education program. It is embedded in the K to 12 English language program content standards. In primary education, from Grades 1 to 3, the focus of literature education in the curriculum is simply on recognizing and noting down the details about story elements such as characters, setting and events. As learners progress from Grades 4 to 5, the emphasis shifts to writing original short stories using the story elements. By Grade 6, the curriculum transitions from short stories to narrative texts (DepEd English MELCs, 2020). Notably, the primary English language program curriculum lacks a specific list of literary texts that must be utilized in teaching and assessment of literature based on the Most Essential Learning Competencies Curriculum Guide.

Conversely, English language literature programs in junior high school differ significantly from those in primary. The content standards from Grade 7-10 aim to develop communicative competence through the study and appreciation of various literary genres, including Philippine Literature, Afro-Asian Literature, British-American Literature, and World

Literature. Specifically, in Grade 7, the focus is on understanding how Philippine Literature reflects the country's culture, history, environment, and how it can promote non-violent conflict resolution and cultural understanding. Moreover, Philippine literature seeks to enable students to assert their identity, understand, and collaborate with their peers toward being a part of a global community. In Grade 8, the literature discussion is limited to one quarter and focuses on analyzing literature to understand diverse backgrounds and shared heritage. In Grade 9, the emphasis is on connecting literature to particular real-life social issues, concerns, and dispositions to understand the unchanging values in the world, while in Grade 10, the students analyze literary text using various literary criticism approaches, such as formalist, moralist, Marxist, feminist, historical, and reader response (DepEd English MELCs, 2020).

The culmination of teaching literature in the K to 12 English language program is in upper-secondary, integrating the 21st-century literature from the Philippines and the world in a subject named the same, encompassing various dimensions, genres, elements, structures, context, and traditions (Department of Education, 2019). The Department of Education supplies books and modules containing the specific literature texts that would be covered in the delivery of literary instruction. That is to say, the literature to be discussed in class is prescribed, but because of limited provisions for learning materials such as textbooks or modules, school administrators have given literature teachers the thrust of developing their materials, and essentially, choosing the literature to be included in the discussion, according to their judgment. However, Hall (2005) has claimed that many teachers did not make an effort to make literature texts diverse in terms of seeking multicultural and diverse authors.

From Literary Criticism to Critical Literature Pedagogy

In literature education in the Philippines, several literary theories are utilized to enhance students' understanding and interpretation of literary works. Traditional literary criticism theories include Archetypal criticism, Cultural criticism, Feminist criticism, Marxist criticism, New criticism, Psychoanalytic criticism, and Reader Response.

For instance, to identify themes, characterization and patterns in a literary text, Carl Jung and Frye's archetypal criticism may be used, but it does not examine why the archetypes exist (Walker, 2002). On the other hand, cultural criticism with its interdisciplinary characteristic, looks beyond the literature toward practices that represent a culture's belief system and values, and emphasizes the historical and cultural context of the literary piece (Abrams, 1999; Murfin et.al, 1997).

Another approach is the use of Feminist criticism, which analyzes literary text through the lens of gender inequality, gender stereotypes, and patriarchy (Abrams, 1999; Lynn, 1998; Murfin et.al, 1997). Feminist criticism has established gender as a significant category in literary analysis (Jocson, 2020). Similarly, Marxist criticism, influenced by Karl Marx, sees literature through the lens of class struggle, where the dominant class interest dictates the normative values and ideologies (Abrams, 1999).

On the other hand, in New Criticism, close analysis of the text is performed, emphasizing the form and content, without consideration of the author's background and intent or how the reader relates to the literary work (Biddle & Fulwiler, 1989; Lynn, 1998; Murfin et.al, 1997). Additionally, in Psychoanalytic criticism, rooted in Freudian theory, the students aim to discover the subconscious of authors and the characters as evident in the symbolism within the texts. It also attempts to understand the unconscious desires of the readers (Freud, 1993). Finally, in Reader-response, the analysis is focused on the student readers, highlighting their personal values, perspectives, and experiences that influence how students create meaning as they interpret the literary work (Fish, 1980). These literary theories, when used effectively in the literature classroom, serve as great instructional practices for analyzing literature. They

enable teachers to make the teaching and assessment of literature more student-centered (López et al., 2006).

However, this study argues that literature teachers need to develop a more inclusive pedagogy, such as Critical Literature Pedagogy, as the discussed literary criticism theories tend to focus on only one specific issue in the literary text, not recognizing the interconnected nature of the social injustices (Ainscow, 2020).

Toward a Critical Literature Pedagogy

Critical Literature Pedagogy (CLP) is rooted in Critical Pedagogy (CP) by Freire (1970) and Giroux (1992). CP aims to debunk what Freire (1970) has referred to as banking education, where the teacher is the font of knowledge, and the students are just vessels that receive the information. Thus, the literature teacher's decision to use Critical Literature Pedagogy (CLP) instead of traditional literary criticisms, such as New Criticism and Reader Response, has a significant influence on students' engagement, the development of their critical thinking skills, and how they interpret the text.

CLP enables students to acquire critical literacy, that is, its primary objective is to address both the explicit and implicit ideologies and practices in the literary text by examining issues about power, representation, and normativity (Morell, 2007). More significantly, CLP offers opportunities for students to apply in real-life context an equity-oriented, sociopolitical action or solution to identified social issues and problems found in the text (Borsheim-Black et.al., 2014).

In addition, CLP emphasizes the importance of recognizing that the language used in literary texts is never neutral but rather carries with it the ideologies and belief systems of the author. Therefore, using CLP equips students to read with and against the text (Borsheim-Black et.al., 2014). Reading with the text means that students understand the storylines and analyze the literary devices used in the literary work. Reading against the text means that students read between the lines to have a deeper understanding of the ideologies, values, and belief systems perpetuated in the text. Through CLP, students may learn to question the normative ideas evident in literature, equipping students with critical inquiry skills and reflective thinking skills toward social transformation (Borsheim-Black et.al., 2014).

Using CLP in the classroom involves unlocking the various domains of Canonicity, Context, Elements of Literary Works, Reader Response, and Assessment. Canonicity refers to the examination of the cultural and literary value of texts and their inclusion in literature curricula. Passively accepting proclaimed and imposed literature contributes to the perpetuation and subordination of ahistorical, dominant, and oppressive power relations (Agdeppa & Metila, 2017). Imposing canonical literature hinders critical thinking development and disadvantages learners as it does not offer a space for discussion (Derince, 2011). Context, on the other hand, involves identifying the literary work's historical movements, events, and the author's life experiences (Borsheim-Black et.al., 2014). Giroux (1988) and Derince (2011) have contended that the context of the literary work must be analyzed and questioned by both the students and the teacher.

Additionally, literary elements involve identifying literary elements such as major plot points, symbols, major themes, character development, and how literary elements contribute to the theme or universality of the text (Borsheim-Black et.al., 2014). Using new criticism, for instance, as a literature pedagogy involves analysis of literary elements' contribution to the text's meaning. However, in CLP, what is highlighted are the embedded values and ideologies that the text reproduces through the representation of the characters, and how the themes support dominant belief systems.

Moreover, the Reader domain involves connecting the text to personal experiences and considering perspectives other than one's own or considering one's own perspectives in a new way to examine power and privilege (Borsheim-Black et al., 2014). That is, the reader must consider how his personal experiences and privileges impact the interpretation of the text, thus explicitly and implicitly creating meaning, restraining cultural values, and social justice (Derince, 2011). Empowering students to speak and take into account their diverse perspectives are essential to developing the literature classroom that students like (Messiou et al., 2022).

Finally, assessments involve standard literary analyses and opportunities to create and distribute texts that critique normativity for real audiences (Borsheim-Black et al., 2014). Using CLP, the emphasis is on real-life applications of literary study, that is, students are encouraged to not just be consumers of literature but become producers as well by crafting literary works that deal with social change, engaging in sociopolitical critique, and challenging dominant narratives, discourse, and practices (Borsheim-Black et al., 2014). This means that, rather than relying on traditional methods of assessing knowledge gained from literary texts, such as analyzing characters' motives or identifying moral lessons, assessment in CLP encourages students to actively engage in creative production. They are inspired to write their own stories, compose poetry, express their perspectives through essays, and share their work with a broader audience. Instead of merely responding to existing literature, students become creators who craft and share their own narratives. Through this approach in the literature classroom, students are empowered to not just improve their academic skills but become agents of social change.

Essentially, the use of Critical Literature Pedagogy in teaching and assessing literature promotes a transformative approach compared to traditional literary criticism. By ensuring that critical literacy goals are embedded in the teaching and assessment of literature, encouraging students to read against texts, and promoting real-life applications of literary study, CLP not only enhances critical thinking but also fosters deeper understanding of ideologies perpetuated in literature (Borsheim-Black et al., 2014).

Research Questions

This study advocates for the widespread adoption of CLP in literature education to cultivate critical readers, thinkers, and agents of change. As such, this study sought to explore the feasibility of utilizing CLP in the teaching and assessment of literature for pre-service English language teachers.

Specifically, this study sought to answer the following research questions:

1. To what extent is the knowledge of Critical Literature Pedagogy (CLP) of pre-service English teachers before and after introduction to CLP as an approach to teaching and assessment of literature in terms of its five domains: (a) Canonicity? (b) Context? (c) Literary elements? (d) Reader response? (e) Assessment?
2. Is there a significant difference in the knowledge of Critical Literature Pedagogy of pre-service English teachers before and after introduction to CLP as an approach to teaching and assessment of literature in terms of its five domains?
3. How can the results be used to develop a Critical Literature Pedagogy-based framework that provides guiding principles for teaching literature?
4. How will the knowledge of Critical Literature Pedagogy as an approach to teaching and assessment of literature contribute to the pre-service English teacher's content and pedagogical knowledge?
5. What are the challenges that may arise in the use of CLP as an approach in teaching and assessment of literature, and what strategies may be recommended to overcome challenges iterated?

Research Methodology

General Background

The research design employed in the study is practical action research which is a form of self-reflective enquiry undertaken in educational institutions by teachers in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (Carr & Kemmis, 1986). The practical action research is the most useful design because the study is focused on increasing the capacity and ability of future practitioners, the pre-service English language teachers, rather than contributing to a theoretical body of knowledge. Specifically, quasi-experimental design was used to implement the training intervention on CLP for pre-service English teachers, as the sample was purposively chosen. The intervention was implemented during the second semester of the academic year 2023-2024, which lasted for four months, conducted for three hours a day, on a weekly basis.

Sample

The participants were purposively chosen pre-service English language teachers, enrolled in a teacher education college in a university in Central Luzon, Philippines. The criteria taken into account for participation include: (1) being currently enrolled as pre-service English language teachers, (2) willingness to attend the intervention on the use of CLP, (3) willingness to design and implement literature lessons using CLP, and (4) willingness to participate in the study. In the recruitment process, 80.25 percent of the total target population agreed to participate in the study. It was comprised of 69 third-year pre-service English language teachers, 52 females and 17 males.

Instrument and Procedures

A researcher-developed instrument was used to collect the level of CLP knowledge of pre-service teachers before and after exposure to CLP as an approach to teaching and assessment of literature in terms of the five domains – Canonicity, Context, Literary Elements, Reader, and Assessment, which were culled from literature. Likewise, qualitative questions were embedded in the survey questionnaire to explain and elaborate on the challenges, issues, and strategies that may influence the level of CLP knowledge. The 4-point Likert scale self-evaluation survey, consisting of indicators that test knowledge of CLP domains, underwent rigorous validation by three experts in language and literature education. The three validators checked for clarity, relevance, coverage, and language used for the Philippine context. Afterwards, the instrument was also subjected to pilot testing and reliability testing with a Cronbach alpha of .936 or very reliable (Adhika, 2017).

Data Collection Procedure

Data collection to answer the research questions involved four phases. The first step involves communicating with the university research management office and the college dean through the college research development unit about the intent to conduct the research. Then, participants' consent was secured. Afterwards, during step 3, the self-evaluation questionnaire was administered prior to and after the implementation of the intervention. During the intervention, CLP was discussed, the participants were trained to design lesson plans using CLP as a framework, classroom observations were also conducted to evaluate the implementation

of CLP in the teaching and assessment of literature, and post-conference sessions were held to give feedback to the pre-service teachers after class observations. Finally, the collected quantitative data were organized using Google Sheets, while qualitative data were organized using Microsoft Word.

Data Analysis

The quantitative data were analyzed using descriptive statistics and the difference between means test processed to answer research questions 1 and 2, and principal component analysis to answer research question number 3 through Statistical Package for Social Sciences v. 22, while the qualitative data were analyzed using NVivo version 10 and Clarke and Braun's Thematic Analysis protocol to answer research question numbers 4 and 5. The protocol involves five stages: (1) familiarization with the data collected, (2) open coding, (3) axial coding, (4) categorizing, and (5) identifying emerging themes. The use of thematic analysis enables interpretation of qualitative data that may support the results of the quantitative analysis. Likewise, it may inform instructional practices using CLP upon identification of challenges and issues in implementation, and strategies for improvement.

Ethical Considerations

All pre-service English language teachers were informed about the purpose of the study and the research procedure through an informed consent form. The informed consent states that participation was completely voluntary, confidential, and respected the participants' anonymity. Participants are aware that they may withdraw their participation at any point in the conduct of the study.

Research Results

Level of CLP Knowledge of Pre-service English Teachers

The level of CLP knowledge of pre-service English language teachers prior to and after the intervention was measured and illustrated according to the various domains of CLP.

Canonicity

There was an increase in the level of Critical Literature Pedagogy knowledge of pre-service English language teachers in terms of Canonicity, with $M = 2.93$ (Knowledgeable) and $SD = 0.63$ prior to the introduction of CLP, compared to after introduction to CLP with $M = 3.75$ (Very Knowledgeable) and $SD = 0.31$. The effect of the intervention is measured using Cohen's $d = 1.65$, interpreted as a large effect. The difference is statistically significant with a p -value of .001 at $\alpha = .05$, and the null hypothesis is rejected as shown in Table 1.

Table 1
Level of CLP Knowledge in terms of the Domain of Canonicity

Canonicity	Pre-test <i>M</i>	Verbal Interpreta- tion	Pre- test <i>SD</i>	Post- test <i>M</i>	Verbal Interpreta- tion	Post- test <i>SD</i>	p-value	Decision Rule	Co- hen's <i>d</i>	Verbal Interpre- tation
Literature is not ideological-ly neutral.	2.65	Knowledge-able	0.63	3.57	Very Knowl- edgeable	0.31	.001	Reject the H_0	1.65	Large Effect
Literature reinforces cultural values, dominant ideologies and social norms.	3.24	Knowledge-able		3.84	Very Knowl- edgeable					
Literature should be examined and questioned.	2.92	Knowledge-able		3.85	Very Knowl- edgeable					
Literature may privilege some voices and marginalized others.	2.88	Knowledge-able		3.73	Very Knowl- edgeable					
Overall Mean	2.93	Knowledge-able		3.75	Very Knowl- edgeable					

Context

The level of Critical Literature Pedagogy knowledge of pre-service English language teachers in terms of Context increased with $M = 2.72$ (Knowledgeable) and $SD = 0.72$ prior to the introduction of CLP to $M = 3.69$ (Very Knowledgeable) and $SD = 0.42$ after introduction to CLP. The effect of the intervention is measured using Cohen's $d = 1.64$, interpreted as a large effect. The difference is statistically significant with a p -value of .001 at $\alpha = .05$, and the null hypothesis is rejected as shown in Table 2.

Table 2
Level of CLP Knowledge in terms of the Domain of Context

Context	Pre-test <i>M</i>	Verbal Interpre- tation	Pre- test <i>SD</i>	Post- test <i>M</i>	Verbal Interpre- tation	Post- test <i>SD</i>	p-val- ue	Deci- sion Rule	Co- hen's <i>d</i>	Verbal Interpre- tation
Literature included as reading assignments may be based mainly on prominence of the author.	2.71	Knowl- edgeable	0.72	3.55	Very Knowl- edgeable	0.42	.001	Reject the N_0	1.64	Large Effect
Literature reinforces dominant narratives.	2.64	Knowl- edgeable		3.58	Very Knowl- edgeable					
Literature must interrupt the dominant nar- ratives about issues that are relevant to society.	2.59	Knowl- edgeable		3.70	Very Knowl- edgeable					
Literature must include coun- ter-stories that make dominant ideologies visible.	2.73	Knowl- edgeable		3.82	Very Knowl- edgeable					
Literature must represent individuals from marginalized populations.	2.92	Knowl- edgeable		3.79	Very Knowl- edgeable					
Overall Mean	2.72	Knowl- edgeable		3.69	Very Knowl- edgeable					

Literary Elements

Pre-service English language teachers increased their level of Critical Literature Pedagogy knowledge in terms of Literary Elements with $M = 2.79$ (Knowledgeable) and $SD = 0.74$ prior to the introduction of CLP to $M = 3.72$ (Very Knowledgeable) and $SD = 0.33$ after introduction to CLP. The effect of the intervention is measured using Cohen's $d = 0.715$, interpreted as a moderate effect. The difference is statistically significant with a p -value of .001 at $\alpha = .05$, and the null hypothesis is rejected as shown in Table 3.

Table 3
Level of CLP Knowledge in terms of the Domain of Literary Elements

Literary Elements	Pre-test <i>M</i>	Verbal Interpretation	Pre-test <i>SD</i>	Post-test <i>M</i>	Verbal Interpretation	Post-test <i>SD</i>	p-value	Decision Rule	Cohen's <i>d</i>	Verbal Interpretation
Literature has characters from marginalized populations which play a secondary role in the plot of a novel, in support of a culturally dominant main character and hero.	2.84	Knowledgeable		3.63	Very Knowledgeable					
			0.74			0.33	.001	Reject the H_0	0.715	Moderate Effect
Literature has themes that reinforce dominant ideologies about topics like class, achievement, sexual orientation, etc.	2.95	Knowledgeable		3.79	Very Knowledgeable					
Language choice and literary devices used in literature are not neutral.	2.57	Knowledgeable		3.73	Very Knowledgeable					
Overall Mean	2.79	Knowledgeable		3.72	Very Knowledgeable					

Reader

Participants' level of Critical Literature Pedagogy knowledge in terms of Reader increased dramatically with $M = 2.96$ (Knowledgeable) and $SD = 0.73$ prior to the introduction of CLP to $M = 3.70$ (Very Knowledgeable) and $SD = 0.44$ after introduction to CLP. The effect of the intervention is measured using Cohen's $d = 1.227$, interpreted as a large effect. The difference is statistically significant with a p -value of .001 at $\alpha = .05$, and the null hypothesis is rejected as shown in Table 4.

Table 4*Level of CLP Knowledge in terms of the Reader Domain*

Reader	<i>M</i> _{pre-test}	Verbal Interpretation	<i>SD</i> _{pre-test}	<i>M</i> _{post-test}	Verbal Interpretation	<i>SD</i> _{post-test}	p-value	Decision Rule	Cohen's <i>d</i>	Verbal Interpretation
Literature must go beyond striking a chord and resonating with students' experiences.	3.11	Knowledgeable		3.78	Very Knowledgeable					
Literature must promote students' engagements with power and difference.	3.10	Knowledgeable	0.73	3.78	Very Knowledgeable	0.44	.001	Reject the H_0	1.227	Large Effect
Students from privileged backgrounds may be inhibited in identifying dominant ideologies because they often remain invisible to individuals in privileged positions.	2.75	Knowledgeable		3.51	Very Knowledgeable					
Students from privileged backgrounds may be hindered in questioning dominant ideologies because they often remain invisible to individuals in privileged positions.	2.67	Knowledgeable		3.59	Very Knowledgeable					
Critical understandings of issues enable readers to connect them to similar issues relevant to other contexts.	3.15	Knowledgeable		3.85	Very Knowledgeable					
Overall Mean	2.96	Knowledgeable		3.70	Very Knowledgeable					

Assessment

A sharp increase in Critical Literature Pedagogy knowledge in terms of Assessment is evident among pre-service English language teachers based on their self-evaluation, with $M = 3.01$ (Knowledgeable) and $SD = 0.91$ prior to the introduction of CLP to $M = 3.86$ (Very Knowledgeable) and $SD = 0.37$ after introduction to CLP. The effect of the intervention is measured using Cohen's $d = 1.22$, interpreted as a large effect. The difference is statistically significant with a p -value of .001 at $\alpha = .05$, and the null hypothesis is rejected as shown in Table 5.

Table 5

Level of CLP Knowledge in terms of the Assessment Domain

Assess- ment	Pre- test <i>M</i>	Verbal Interpreta- tion	Pre- test <i>SD</i>	Post- test <i>M</i>	Verbal Interpreta- tion	Post- test <i>SD</i>	p-val- ue	Deci- sion Rule	Co- hen's <i>d</i>	Verbal Interpreta- tion
Literature assess- ment must go beyond the class- room and delve into real-life solutions to prob- lems and issues in society.	3.05	Knowledge- able	0.91	3.88	Very Knowl- edgeable	0.37	.001	Reject the H_0	1.22	Large Effect
Literature influences students to ask how they can affect change based upon their critical learning.	2.97	Knowledge- able		3.84	Very Knowl- edgeable					
Overall Mean	3.01	Knowledge- able		3.86	Very Knowl- edgeable					

Overall, there is an increase in the level of Critical Literature Pedagogy knowledge of Pre-service English Teachers with $M = 2.87$ (Knowledgeable) prior to the introduction of CLP to $M = 3.73$ (Very Knowledgeable) after introduction to CLP. The difference is statistically significant with a p -value of .001 at $\alpha = .05$, and the null hypothesis is rejected as shown in Table 6.

Table 6*Overall Level of CLP Knowledge of pre-service English language teachers*

Samples	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>	95% Confidence Interval of the Difference	
					Lower	Upper
Overall Pre-test	38.379	68	.001	2.870	2.721	3.02
Overall Post-test	85.748	68	.001	3.734	3.647	3.82

The improvement in the level of knowledge of the participants contributed to their knowledge in the teaching and assessment of literature, as shown in the qualitative data collected. More specifically, the succeeding section illustrates the influence of Critical Literature Pedagogy on Content and Pedagogical Knowledge in the teaching and assessment of literature.

Principles for Teaching Literature

Results of principal component analysis and varimax with Kaiser normalization as rotation method rendered four components extracted from the data on pre-service English teachers' knowledge after exposure to CLP. Prior to the implementation of factor analysis, KMO and Bartlett's Test were conducted to check for sampling adequacy. Results indicate a *KMO* of .723 or good (Naseer et al., 2019) and *p*-value of .001 for Bartlett's Test of Sphericity as shown in Table 7.

Table 7*Kaiser-Meyer-Olkin and Bartlett's Test Results*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
	Approx. Chi-square	<i>df</i>	<i>p</i> -value
.723	1.86.630	171	.001

Additionally, Figure 1 shows that there are four components with an eigenvalue that is higher than one, while Table 8 shows the domains of CLP that factor-loaded together into four different components that may serve as guiding principles for delivering literature lessons.

Figure 1
Scree plot of the Results of Principal Component Analysis

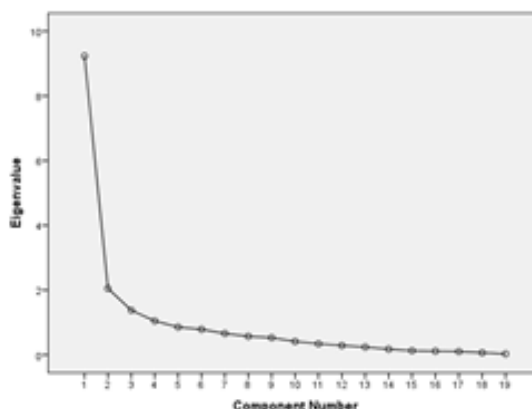


Table 8
Results of Principal Component Analysis – Rotated Component Matrix

Indicators	Communalities		Component			
	Initial	Extraction	1	2	3	4
Canonicity 1	1.000	.757	.200	.156	.140	.820
Canonicity 2	1.000	.717	.728	.091	.359	.224
Canonicity 3	1.000	.684	.495	.009	.496	.439
Canonicity 4	1.000	.815	.274	.015	.169	.843
Context 1	1.000	.667	.017	.521	.592	.210
Context 2	1.000	.631	.098	.649	.256	.368
Context 3	1.000	.745	.217	.198	.709	.395
Context 4	1.000	.619	.562	.261	.470	.117
Context 5	1.000	.663	.435	.048	.628	.278
Literary Element 1	1.000	.643	.265	.307	.680	.123
Literary Element 2	1.000	.639	.650	.284	.367	-.006
Literary Element 3	1.000	.543	.453	.323	.266	.403
Reader Response 1	1.000	.808	.534	.718	.084	-.012
Reader Response 2	1.000	.690	.435	.346	.607	-.110
Reader Response 3	1.000	.845	.090	.846	.347	-.026
Reader Response 4	1.000	.852	.246	.880	.080	.099
Reader Response 5	1.000	.764	.789	.129	.261	.238
Assessment 1	1.000	.866	.856	.184	.152	.274
Assessment 2	1.000	.758	.812	.171	.063	.255

Component 1 includes CLP domains assessment, reader, canonicity, and literary elements. Specifically, *Assessment item 1: Literature assessment must go beyond the classroom and delve into real-life solutions to problems and issues in society*, had the highest factor-loading of 0.856. Other CLP domains which factor-loaded in Component 1 include *Assessment item 2: Literature influences students to ask how they can affect change based upon their critical learning* (0.812),

Reader item 5: Critical understandings of issues enable readers to connect them to similar issues relevant to other contexts (0.789), *Canonicity item 2: Literature reinforces cultural values, dominant ideologies and social norms* (0.728), and *Literary element item 2: Literature has themes that reinforce dominant ideologies about topics like class, achievement, sexual orientation, etc.* (0.65). Based on the features of these domains, the overarching principle for Component 1 that literature teachers must keep in mind is that *Literature is a medium for critical social engagement and ideological reflection*.

Likewise, Component 2 includes the CLP domains reader and context. Specifically, *Reader item 4: Students from privileged backgrounds may be hindered in questioning dominant ideologies because they often remain invisible to individuals in privileged positions*, had the highest factor-loading of 0.880. Other CLP domains which factor-loaded with Component 2 include *Reader item 3: Students from privileged backgrounds may be inhibited in identifying dominant ideologies because they often remain invisible to individuals in privileged positions* (0.846), *Reader item 1: Literature must go beyond striking a chord and resonating with students' experiences* (0.718), and *Context item 2: Literature reinforces dominant narratives* (0.649). Based on the characteristics of the domains which factor-loaded for this component, the overarching principle for Component 2 that may be used to guide the teaching of literature is that *Dominant ideologies embedded in literature must be recognized and challenged*.

Similarly, Component 3 includes CLP domains context, literary elements, and the reader. Specifically, *Context item 3: Literature must interrupt the dominant narratives about issues that are relevant to society* had the highest factor-loading of 0.709. Other CLP domains which factor-loaded with Component 3 include *Literary element item 1: Literature has characters from marginalized populations which play a secondary role in the plot of a novel, in support of a culturally dominant main character and hero* (0.68), *Context item 5: Literature must represent individuals from marginalized populations* (0.628), and *Reader item 2: Literature must promote students' engagements with power and difference* (0.607). The theme drawn from these domains forms the guiding principles for Component 3: *Literature must promote inclusivity and empower students to challenge dominant narratives*.

Finally, Component 4 is made up of the canonicity domain, with *item 4: Literature may privilege some voices and marginalize others*, having the higher factor-loading of 0.843, while *item 1: Literature is not ideologically neutral* has a factor-loading of 0.820. The theme arising from Component 4 is that literature teachers must recognize that *Literature is not neutral and may both privilege and marginalize voices*.

Influence of Critical Literature Pedagogy on Content and Pedagogical Knowledge

The participants evaluated themselves to have had a significant improvement in their content knowledge in teaching and assessment of literature, most evident in two specific themes – Intellectual and Socio-cultural.

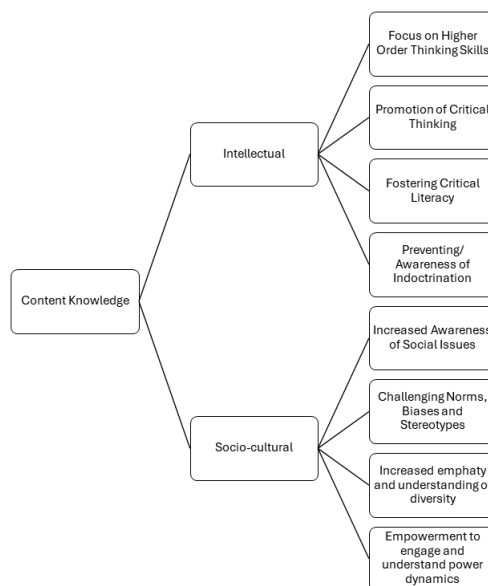
As shown in Figure 2a, under the Intellectual theme, the following sub-themes were captured: (1) Focus on higher order thinking skills, (2) Promotion of Critical Thinking, (3) Building/ Fostering Critical Literacy, and (4) Preventing/ Being aware of Indoctrination. On the other hand, under Socio-cultural theme, four sub-themes were also culled from the participants, and these include: (1) Increased awareness and understanding of social issues, (2) Challenging norms, biases, and stereotypes, (3) Increased empathy and understanding of diversity, and (4) Empowerment to engage and understand power dynamics.

Likewise, in terms of the influence of CLP on the Pedagogical Knowledge of participants in teaching and assessment of literature, as shown in Figure 2b, two major themes were evident. Inside the classroom, participants recognized the significance of using (1) differentiated teaching approaches, the importance of (2) inclusive learning environments, using (3) authentic tasks

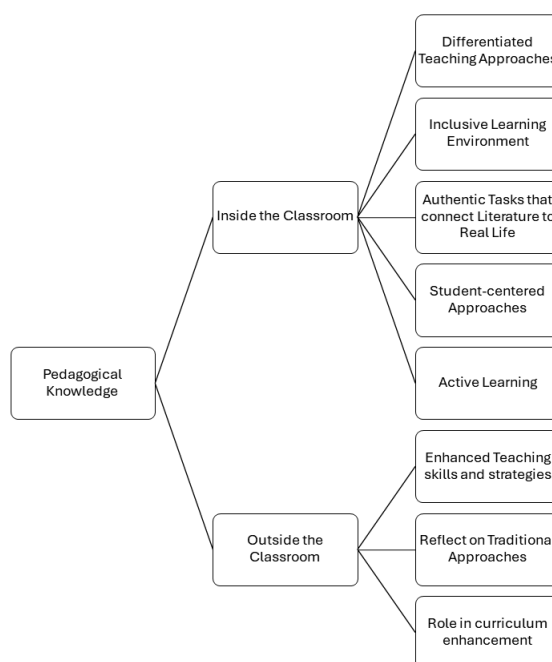
that connect literature to real life, (4) student-centered approaches, and (5) encouraging active learning. Furthermore, outside of the classroom, participants feel that they have (1) enhanced teaching skills and strategies, they can (2) reflect on traditional approaches they use, and their (3) role in curriculum enhancement.

Figure 2

(a) Influence of CLP on Teaching and Assessment of Literature Content Knowledge



(b) Influence of CLP on Teaching and Assessment of Literature Pedagogical Knowledge

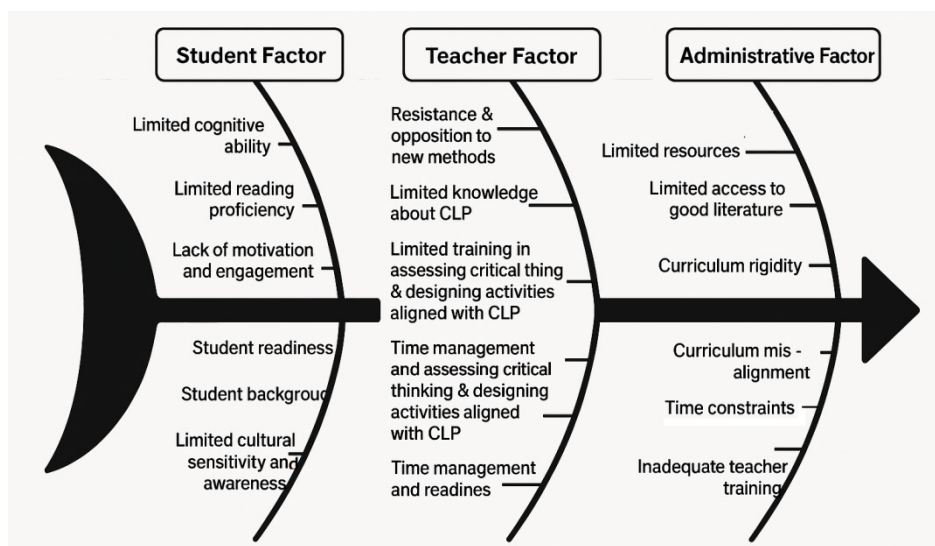


Despite these positive influences, the participants also recognized that there are several challenges in the use of CLP as an approach to teaching and assessment of literature. These challenges and how they may be addressed are tackled in the succeeding sections.

Challenges in the Implementation of CLP in Teaching and Assessment of Literature and Strategies to Address these

Three main themes emerged in terms of the challenges participants encountered in the use of CLP in teaching and assessment of literature, and these involve (1) Student Factor, (2) Teacher Factor, and (3) Administrative Factor, as shown in Figure 3.

Figure 3
Challenges in the Implementation of Critical Literature Pedagogy



More specifically, challenges concerning Student Factor include limited cognitive ability, limited reading proficiency, lack of motivation and engagement, student readiness, student background, and limited cultural sensitivity and awareness. According to *participant 11*:

“Students’ cognitive abilities: When they use CLP to analyze and critique literature, they find it challenging because it calls for them to understand the text in a way that goes beyond its literal meaning and ask questions about why it was chosen for this particular context and how literary elements were used.”

In terms of Teacher Factor, challenges include resistance and opposition to new and unfamiliar methods of teaching and assessment of literature, limited knowledge of CLP, limited training in the art of questioning, limited training in assessing critical thinking and designing activities aligned with CLP, limited cultural sensitivity and awareness and time management and readiness. In fact, *participant 8* indicated that:

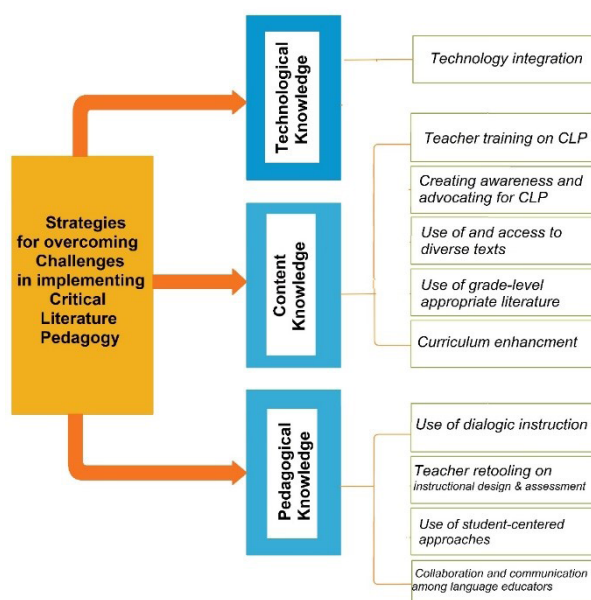
“One of the major problems is that not everyone is ready to bend and break something that they have believed and accepted for years. Many students or even teachers would resist going against literature that they were accustomed to for some reason.”

Lastly, challenges involving the Administrative Factor include limited resources, limited access to good literature, curriculum rigidity, curriculum misalignment, time constraints, and inadequate teacher training. For instance, *participant 6* indicated that:

“Lack of time and resources, in public school nowadays, they allot 50mins in every subject and this short period of time cannot hold a meaningful discussion. Secondly, the materials, we have a lot of good authors but none of their work is included in DEPED material.”

To address the challenges identified, the following strategies may be implemented as shown in Figure 4.

Figure 4
Solution Tree Map for Overcoming Challenges in Implementing CLP



Strategies to overcome the challenges in the implementation of Critical Language Pedagogy in the teaching and assessment of literature involve three themes – Pedagogical Knowledge, Content Knowledge, and Technological Knowledge.

In terms of Pedagogical Knowledge, subthemes involve: (1) use of dialogic instruction, (2) teacher retooling on instructional design and assessment, (3) use of student-centered approaches, and (4) collaboration and communication among language educators. For example, *participant 9* stated that:

“Encouraging students to openly express their ideas and perspectives to provide a safe space for analytical discussion and analysis. This will help to foster an open and diverse learning environment in the classroom.”

Likewise, Content Knowledge was identified as a major theme in addressing the challenges of CLP implementation. Subthemes involve: (1) teacher training on CLP, (2) creating awareness and advocating for CLP, (3) use of and access to diverse text, (4) use of grade-level appropriate text, and (5) curriculum enhancement. According to *participant 7*:

“As future educators, we should be the ones suggesting quality content and realizing that some great materials are not being explored because no one has ever tried them. There exists a diverse literature selection that we could begin exploring if only we were brave enough to challenge the norms. We can collaborate in advocating for curriculum revision.”

Lastly, the third theme deals with Technological Knowledge, iterating the importance of technology integration in using CLP in teaching and assessment of literature. For instance, *participant 26* states that:

“One way to address the problem of lack of learning materials is to embrace technology. The use of online resources such as digital libraries, open-access literary journals, and educational websites that provide a variety of texts and activities aligned with CLP principles.”

Ultimately, the implementation of CLP in teaching and assessment of literature has its challenges, but these do not take away from the effectiveness of the approach in developing critical literacy among students. Literature teachers can utilize strategies to address the challenges identified so that students will not just become knowledgeable but also become active agents of change in society.

Discussion

The results suggest that pre-service English language teachers perceive themselves to already be knowledgeable in terms of recognizing the capacity of *“Literature to reinforce cultural values, dominant ideologies, and social norms”*, as it received the highest self-evaluation mean prior to the introduction of CLP. However, the participants affirmed that they have become more knowledgeable, especially in relation to the idea that *“Literature is not ideologically neutral,”* with a mean increase of 0.92. This means that they have become more aware of the language used in literature that carries with them the belief system and ideologies of the author that may or may not have been intentionally transmitted to the students. Likewise, the idea of *“Literature privileging some voices and marginalizing others”* was also well understood with a mean increase of 0.85, showing that participants have acquired the sensitivity to identify how literature promotes dominant groups and fails to lend a voice for other marginalized sectors. Increasing awareness of this feature can translate to a more ethical and socially responsive selection of literary text to be introduced to the class. This aligns with the works of Agdeppa and Metila (2017), Baladi (2007), and Freire (1970), emphasizing that issues about power and social justice must be addressed in literacy programs and literature. Furthermore, the smaller standard deviation after the intervention illustrates that the group of participants have become more homogeneous in their knowledge of the CLP domain – Canonicity. This is significant as it means that the majority of the pre-service teachers have become Very Knowledgeable, thoughtful, and sensitive in selecting and deciding on the literary text to be tackled in class, through CLP.

The results also illustrate that pre-service English language teachers perceive themselves to already be knowledgeable in terms of recognizing how *“Literature must represent individuals from marginalized groups”* even before introduction to CLP. The feature that participants considered themselves least knowledgeable of involves seeking how *“Literature must be able to interrupt dominant narratives about issues relevant to society.”* This may mean that although the participants were aware of how literature is used to reflect the experiences of the oppressed and marginalized members of the community, they still have limited critical literacy to unpack the dominant and normative ideas intentionally or unintentionally transmitted in the literature. However, this lack of critical literacy was enhanced significantly from $M = 2.59$ to $M = 3.70$,

a mean increase of 1.11. This means that the participants have become more discriminating in winnowing the dominant and normative ideas embedded or even hidden in the literary text, affirming claims that issues of cultural politics evident in literature must be confronted by challenging students' perceptions and experiences (Darder et. al., 2003).

Another salient improvement was the increased knowledge of "*Literature including counter-stories that make dominant ideologies visible.*" This is significant as it encapsulates the capacity to verify ideas, especially from non-fiction literature, counter check the narratives, check the credibility of the source of information, and listen to counter-stories. These literary evaluation skills are themselves 21st century skills that will enable students to be able to grasp the accurateness of information available to them, especially in the ever-busy digital world filled with misinformation, disinformation, and mal-information. The ability to critically analyze literature and recognize the dominant ideologies embedded in them is important because political, cultural, social, and moral ideologies are transmitted through them (Hall, 2005).

Prior to the intervention, the participants considered themselves least knowledgeable about the significance of how "*Language choice and literary devices used in literature are not neutral*", with the mean evaluation of 2.57. However, after introduction to the CLP domain Literary Elements, there was a sharp increase in their level of knowledge with a mean evaluation of 3.73, a 1.16-point difference. It demonstrates that the participants have become more intentional readers, analytic and critical of the language used in the literary text, and the literary devices chosen by the author. Beyond the New Criticism, which only looks at how the literary elements contribute to the interpretation or meaning making of the text, through CLP, an understanding of the ideology behind the language choice is also scrutinized. Students learned to *decode*, that is, they find the actual, hidden meaning of things (Freire, 1970). This is necessary as students must not just tackle the use of literary devices in isolation but instead utilize language to tackle issues in society and eventually participate in efforts to solve these issues (Agdeppa & Metila, 2017).

The most significant improvement in terms of CLP Reader domain was the participants' increased knowledge of how "*Students from privileged backgrounds may be hindered in questioning dominant ideologies because they often remain invisible to individuals in privileged positions*" with a $M = 2.67$ (Knowledgeable) before the intervention to $M = 3.59$ (Very Knowledgeable) after the introduction of CLP. Such awareness shall enable the teacher to utilize strategies that will ensure that students think more critically and develop critical consciousness, which will help them not just improve their own life conditions but take necessary actions to build a more just and equitable society (Aliakbari & Fajari, 2011). Likewise, a marked improvement in the pre-service English language teachers' knowledge about "*Literature promoting students' engagement with power and difference*" was evident, with a $M = 2.75$ (Knowledgeable) before the intervention to $M = 3.51$ (Very Knowledgeable) after the introduction of CLP. This means that the pre-service teachers were aware of the significance of literature in humanizing, empowering, and transforming students from being objects of literary education to subjects with their own autonomy and emancipation (Aliakbari & Fajari, 2011). Prior to the intervention, the participants utilized traditional assessment strategies that only focus on lower order thinking skills, such as memorization and remembering, or analysis and reflection about the literature in class. Although there was knowledge about "*Literature assessment beyond the classroom and delving into real-life solutions to problems and issues in society*" and "*Literature's influence on students' capacity to affect change based on their critical learning,*" such activities were seldom applied as literature assessments in the classroom. The significant increase in the level of knowledge about CLP-based assessment practices shows that the teacher-participants can now challenge their students to not just react to literature but be creators that explore their identity, examine principles of social justice, and promote acceptance of diversity (Giacomelli, 2012). Using CLP-based assessment, students not just interpret or find meanings in literature, but also create a meaning or seek out several alternative meanings (Burbules & Burk, 1999).

Ultimately, based on the results, the study proposes the following principles that may guide teaching and assessment of literature: Principle 1: Literature is a medium for critical social engagement and ideological reflection; Principle 2: Dominant ideologies embedded in literature must be recognized and challenged; Principle 3: Literature must promote inclusivity and empower students to challenge dominant narratives; and Principle 4: Literature is not neutral and may both privilege and marginalize voices. Incorporating these principles into literature teaching and assessment enables educators to more effectively address the challenges of globalization while fostering a more comprehensive approach to learning (Ignacio & Paras, 2025).

Conclusions and Implications

This study emphasizes the transformative potential of implementing Critical Literature Pedagogy (CLP) in literature teaching and assessment to enhance students' critical literacy. By encouraging learners to engage with literature beyond the confines of the classroom and recognize its relevance to their lived realities, CLP fosters deeper, more meaningful learning experiences. Key findings reveal that authentic tasks, collaborative activities, and assessments focused on real-life problem-solving embedded in literature significantly improve students' critical literacy and agency.

To address the identified research gap, this study contributes to the growing body of evidence supporting CLP as an effective methodology for empowering students to critically analyze texts and societal structures. It is recommended that CLP be integrated as a foundational component of pre-service English Language Teaching programs, either as a specialized topic or a dedicated course. Additionally, continuous professional development for educators on CLP methodologies is essential, alongside the creation of learning materials aligned with CLP principles. Training administrative personnel to design schedules conducive to CLP implementation further ensures its success.

The findings also suggest incorporating CLP principles into pre-service teacher observation tools to promote consistent application throughout teacher education programs. Future research should explore the applicability of CLP across other disciplines, such as Filipino pre-service teachers, Early Childhood Education, and Elementary Education, to validate or expand upon these results. By bridging theoretical insights with practical applications, this study underscores CLP's role in fostering critical thinking and social awareness in educational contexts.

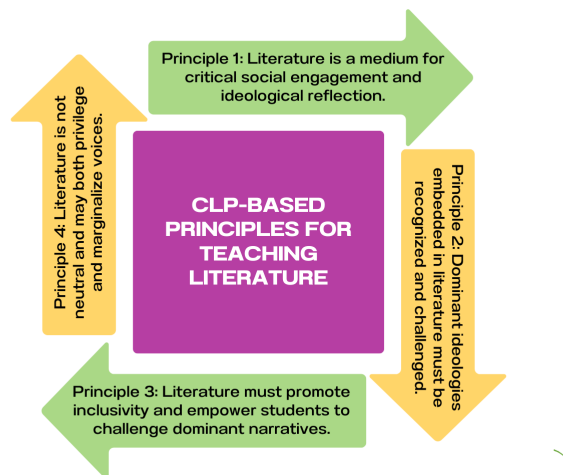
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Appendix A

Proposed Critical Literature Pedagogy-based Principles for Teaching Literature



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