# INTEGRATING POPULAR CULTURE IN THE LITERATURE CLASSROOM: BASIS FOR A TEACHING MODEL

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## A R T I C L E   I N F O

## A B S T R A C T

*Popular culture's integration with language lessons, particularly in literature lessons, is a practice already being employed by teachers. Earlier studies, both local and international, were already conducted, integrating pop culture references and materials in the literature classroom: memes, shows, music, games, among others, and groundworks about the approaches in teaching literature and different models in teaching exist but no studies have suggested a teaching model based on the integration of said variables. The current study tried to formulate a basis for a teaching model based on the integration of popular culture and literature lessons. English teachers at the secondary level, especially those who worked in public or private schools in Malolos, Bulacan, were asked how they incorporate pop culture into their literature classes, what challenges they face, and how they deal with them. The study utilized a qualitative ethnographic approach based on the etic perspective. For the investigation, a triangulation method was used. This includes evaluating the teacher-informants' responses to the provided structured essay questions, conducting a focus group discussion, and comparing literature and studies on popular culture and literature instruction. The discussion sharing and the replies to the essay questions were compared to Weil and Joyce's (1973) guidelines for a teaching model. The findings produced a model of teaching based on the specifications of environment, operation, procedure, and learning outcomes.*

## INTRODUCTION

Popular culture or pop culture is present in most topics that one can think of: religion, sex and gender, virtual and physical games, media, social media, podcasts, food, sports and a lot more (Nielsen, 2019; Ibe, 2019; Dickie & Shucker, 2014; and Baxter, 2019). In the depths of history, popular culture is being discussed and analyzed "for the sole purpose of post-industrial commercial phenomena" (Pugliatti, 2013). However, popular culture can be utilized in a manner in which pedagogy itself is concerned. In present times, teachers, globally, have found their use of popular culture in their classroom. Steinberg (2009) as cited by Maudlin and Sadlin (2015), said that in general, it is the responsibility of educators to make use of pop culture and make the students obtain a "personal power over it." Steinberg added that "Empowerment comes when we are able to read media and make informed decisions about what we have read." With that being said, many linguists and educators agree that pop culture has played a ubiquitous and extremely relevant role in the teaching and learning process particularly in a classroom of adolescent students (Rothoni, 2017). Considering this ideology, some, like Werner (2018), observed that the integration of pop culture in language classroom is "undertheorized and underresearched."

Language classes are always incorporated with literary content here in the Philippines. In fact, the literature components of the junior high school curriculum for each grade level are distinct in terms of their literary component: Philippine Literature, Afro-Asian Literature, Anglo-American Literature, and World Literature. From Manuel Arguilla to Confucius to Shakespeare then to Homer; with this variety of possible literary pieces that students will encounter, teachers really do need to think of ways on how they can make the learnings meaningful to engage the students to the discussion and to retain information and knowledge. The use of popular culture in these situations has been proven to have positive results. Teachers like Clapton (2015) had already used the integration of popular culture in literary lessons. He had used popular culture in teaching in two different ways: as medium in classroom instructions and through assessment and evaluation.

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According to him, the goal is for the discussions to be more interactive, to avoid being not passive or boring, and to encourage student engagement, instead of seeing them as acquiescent individuals. Moreover, Johnson (2012) added that pop culture is integrated by teachers in canonical literature, and this helps with the teachers being updated and at the same time the learners being engaged in the lesson.

Rosenblatt (1978) claims that " the benefits of literature can emerge only from creative activity on the part of the reader himself." The reader "transacts" with the text to amplify its meaning through this "creative activity." To put it another way, the reader must actively engage with the text rather than passively consuming it for this transaction to take place. The text "brings into the reader's mind certain concepts, certain sensual experiences, and certain images of objects, people, acts, and scenes," continued Rosenblatt. What the work communicates to the individual reader will be in great part determined by the unique meanings and, in particular, the hidden connotations that these words hold for them. In enhancing language proficiency more effectively, to interact with the text and benefit from the experience both as a person and as a reader, the reader must actively participate in the reading process by coming up with interpretations to bear their feelings, experiences, and what they "see." By focusing more on how readers interact with texts and the kinds of creative activities they could engage in to support this interaction, other academics have expanded on Rosenblatt's theory as well. One is the study of Hartman et al. (2021), whose study focused on the use pop culture and memes in enhancing the literature study of students. Hartman et al.'s study served as the basis and foundation of this study for the reason that their study focused on the use of instructional tools and materials integrated with pop culture, particularly, pop culture and memes. They have developed activities and class instructions by integrating literature lessons with multiple pop culture materials and references. In their study, they found out that upon the integration of the two variables, when students think about people and events from many points of view, they can develop skills like empathy in addition to improving their ability to understand texts and apply them to their own life. To fill the gap of this study, this research will try to formulate a basis or a guide in the form of a teaching model for teachers to gain knowledge on how they can integrate pop culture in literature lessons and what specifications they need to consider.

Teachers, not only in the field of language, are always being challenged by the constant influence of online media. They, whether they like it or not, need to be updated not only for the sole purpose of being "cultured" but also due to the fact that language itself is affected by this constant development. As far as popular culture is concerned, there are already those who have, either consciously or unconsciously, let their students experience the assimilation of the said variables. The objective of this paper is to develop a new model of teaching literature based on the integration of popular culture. There are different approaches in teaching literature and a plethora of activities under them. The goal is to identify which are commonly used by junior high school teachers in teaching literature under the English language subject and to analyse whether this study can come up with a basis for a new approach or a pedagogical framework in which pop culture will be utilized the most. With that, the remaining component of the paper is as follows: the literature review will give a brief background of the status quo of teaching literature and pop culture in the classroom. Afterwards, the material and methods will provide information about the techniques employed in gathering the data needed to come up with a teaching model. Further the results of the study will discuss the framework of the teaching model as well as the basis for a teaching model formulated based on the responses of the informants. Lastly, the discussions and conclusions will: provide comparison of the findings of the paper and other research and supply the possible directions of future studies.

**Foreshadowed Problems**

The purpose of this research is to formulate a new type of teaching model based on the integration of popular culture in teaching literature at the junior high school level. This will be done by answering the following questions:

- How do teachers integrate popular culture in literature instruction?
  - What popular culture materials and/or references do the teachers use in their integration?
  - Which part of the literature lesson do teachers incorporate pop culture with?
- What challenges and problems do language teachers experience in using pop culture?
- What possible teaching model can be recommended based on the integration of popular culture in literature instructions?

## LITERATURE REVIEW

Carter and Long (1991) introduced the three main models of teaching literature namely: The Cultural Model, The Language Model, and The Personal Growth Model. Cultural Model generally makes the instructor the main source of information. They are the ones who disseminate information to the students. Further, the sole objective of learning, according to this model, is to gain knowledge from the literature that is being read or studied. The language model speaks for its name. The role of literature is for the students to enhance their language proficiency. On a different scale, the personal growth model is leaning towards subjectivity, as it makes the learners relate more to the text that they are studying. This means that the theme, the moral or value, and other elements of the literary piece will be stimulated by the learners. These three models of teaching literature are either inspired by earlier developed strategies from other formulated model or are the ones who inspired and gave birth to new ones. From the study of Hwang and Embi (2007) as cited by Mustakim et al. (2019), a total of six approaches in teaching literature were mentioned that were being utilized by language teachers. These approaches were Information-Based Approach (literature offers information to students), Personal-Response Approach (students make connection to the literary piece), Language-Based Approach (focused on how a language was used on the text), Paraphrastic Approach (deals with the surface meaning of the text (Carter & Long, 1991)), Moral-Philosophical Approach (probes rhetoric and philosophy as well as teaches values and morality), and Stylistics Approach (helps students to understand and

appreciate the text using linguistic and literary analysis). At least a combination of two or more of the discussed approaches and methodologies, a modification, a variant, or a sub-variant can be expected to be the new teaching and assessment model in the integration of popular culture in teaching literature.

When it comes to language, particularly L2 or second language teaching and learning. Plethora of studies have been done about the integration of pop culture and the subject in the basic education level. In order to capitalize on learners' interests while providing grammatically sound and genuine materials to strengthen English communicative competence, early studies concentrated on how to leverage popular cultural resources to facilitate L2 understanding, enjoyment, and learning. The focus of research studies in this tradition has primarily been on illuminating the effective uses of popular culture resources in language classrooms by language teachers. Particularly, it was found that the pop culture subgenre with the most educational potentials was songs. TV dramas have been shown to be effective teaching tools for vocabulary, pronunciation, and listening skills in English. For instance, Richards (1969) contended that songs' enjoyable character may assist teach learners new sounds, rhythm and meter, polite forms, and vocabulary. In light of this, current research indicate that students are using popular cultural resources for language teaching and learning more actively. For instance, Murphy (2014) advises EFL/ESL teachers to choose meaningful, understandable, and understandable non-native English speech examples from YouTube videos and Ted Talks as resources from which to teach pronunciation. In order to overcome the effects of native speakerism and appreciate the grammatical, paralinguistic, and rhetorical strengths of clear and understandable non-native English speeches, learners are expected to engage in extensive examination and imitation of the non-native English speech samples. A side note: In a time of "superdiversity" (Blommaert, 2013), when learners' attitudes and understanding of a popular culture text can vary greatly even within the same classroom, quantitative evaluation of popular culture's pedagogical potential tends to overlook the effects of learner identities on learning and seems to regard learners as homogeneous. This makes research findings in this tradition questionable. There are a few issues and challenges with employing popular culture in language instruction, despite the fact that it is praised as an engaging, accessible resource for language and content acquisition. According to Lo (2013), educators face a challenge when it comes to fulfilling formal English teaching requirements. Hence, a focus on how educators can confront and manage these institutional tensions should be given, as well as how to develop potential instructional designs that allow students and teachers to fulfill institutional expectations while still pursuing their own personal interests in popular culture. Hence, while using popular cultural resources, English-language teachers should be cautious of assuming that exposure to L2 English popular culture is always advantageous for students' linguistic development and teach with more register awareness.

In a more interesting case, Navera et al. (2019) studied how a reference of popular culture can be utilized in teaching ESL in the Philippine setup, particularly lessons about politics, argumentation, and engagement. As mentioned in their study published in The Journal of Asia TEFL, learners nowadays are extremely active in social media, and platforms there can easily influence them. Materials that can be viewed from the World Wide Web are categorized as multimodal, meaning they can come from different forms: video clips, images, articles, sounds, or a combination of two or more. Although the internet was first created for the purpose of global communication and transmission of messages, people find ways on how they can maximize its use. For instance, internet is used as a form of entertainment, and if one is familiar enough with what the youth found amusing these days is, the answer might lead to "memes". Navera et al. studied what the results of using memes in teaching argumentations will be. The process of their data gathering was parallel with New London Group's (2000), as cited by Mills (2009), 4 components of the multiliteracies pedagogy: overt instruction, situated practice, transformed practice, and critical framing. "Given that memes are often sourced from pop culture references, this provides a fertile ground for students to engage with relevant social issues through changing meanings of familiar material in varying contexts," (Navera et al.). Similar to the framework of this study, the schema of the students can be maximized on order to relate more to the lessons and at the same time, be engaged with the instructions of the instructor. Based on the findings of their study, the students were able to manifest "awareness of socio-political issues, dialogic argumentation, and engagement through multiliteracies in their outputs."

On the first hand, this can be seen as something beneficial to both the students and their instructors. In response to the information that they get from the multimodal sources from the internet, they can create materials that other students can relate to; a factor that can also lead to brainstorming, interaction, and discussion among the class. On the other hand, although memes can be humorous and amusing and can be informative at the same time, the satirical element can be sometimes present. Moreover, stereotyping, hasty generalization, and other logical fallacies might offend a person whose views or ideology of the topic is not the same with the person who created the meme. This is another instance where teachers need to have elaborate feedback with regards to the output that their students submit. Regardless, incorporating memes in teaching topics under ESL, without a doubt, allowed students to be engaged in argumentations and provide their takes about the issues related to their lessons.

These examples prove that popular culture does affect the instruction of the teachers. Lessons under language studies can find help through the incorporation of popular culture. Among the many areas of this subject, grammar or syntax, word formation, and writing, are the most prevalent. Very few examples are related to literature. Learning proses and poetry is very crucial particularly in the junior high school level here in the Philippines as we are following a curriculum under spiral progression. Studying proses can be both objective and subjective at the same time because topics can be bibliographical and/or fictional, while learning poetry can also be tricky, as it involves qualitative characteristics of poems (poetic license) and objective ones (types, rhythm, and meter). With this vast selection of topics, teachers might have taken a leaf out of the books of those who incorporated popular culture in their lessons, and now we analyze the results of their actions by formulating a new model of teaching literature. Neologisms, coinage, and other forms of word formation represent how language evolves and how it reciprocates the never-ending needs of people to express their selves in all forms of communication. Consequently, if seen through the perspective of students and educators who integrate popular culture in

language teaching, this can be a double-edged sword. On the first hand, a wide vocabulary can be reflected in both writing and speaking. If a student needs to formulate a literary criticism, construct a speech, or write a literary piece, they will be able to utilize these words based on their necessity. On the other hand, language educators should not forget the fact that this is "language" that we are talking about. What may seem relevant today might not stay relevant for too long, what more, although pop culture refers to "culture that is popular among the mass" (Ibe, 2019) regardless of when that culture is popular, there should always be a consideration of its relevance and timeliness. Therefore, lessons, teaching materials, and assessment and evaluation methods with popular culture integration should always be up to date. In relation to this, as previously stated, the drawbacks of popular culture reference are either they mostly are the references from the Westerns or they might not be appropriate for teaching instructions purposes and in the Philippines, the curriculum for each subject is filtered to age-appropriate content and is almost always values-oriented. Westerns references with violence, profanity, and other immoral activities will surely not find its way in the classroom, limiting the teachers' options and the students' chance to enhance their socio-cultural and socio-linguistic awareness.

## MATERIALS AND METHODS

### Methods and Techniques of the Study

This paper utilized the ethnographic qualitative method. Under ethnographic study are the emic (studied culture) and etic (observer) perspectives. Etic perspective is the point of view of this paper, which is when an outside observer explains an action in a way that is significant to the observer. Conversations between the ethnographer and the anthropological group frequently result in etic descriptions. By such, the teaching strategies are pedagogies and principles that are observable through the execution of the teachers. The researcher interacted with the teacher-informants by conducting interviews and focus group discussion for them to share their experiences of integrating popular culture in teaching literature in the junior high school setup. Consequently, the researcher employed triangulation in gathering, analyzing, and presenting the data. The three processes under triangulation are: providing essay questions for the teacher-informants, focus group discussion with the teacher-informants, and synthesis and analysis of a basis for teaching model based on the results of first 2 stages of the triangulation.

### Population of the Study

The population of the study came from the public and private schools in the City of Malolos, Bulacan. Sex, age, and other categorical variables will not be necessary; however, there were required qualifications as the sampling method that was utilized is purposive sampling, particularly convenient sampling. The number of teacher-participants depended on who were available and who possessed the qualities required. The qualities needed were: a.) currently teaching or have experiences in teaching Junior High School English Subject; b.) have post graduate units or degree (Master of Arts or Doctors) on or related to language/literature teaching; and c.) already had experiences in incorporating popular culture in teaching literature. The researcher was able to gather 10 participants based on the qualifications set. They were referred to as Teacher-informant A-J.

### Research Instruments

The first part of the triangulation required the informants to answer structured essay questions. These questions were formulated by the researcher and were validated by experts in the academe. The said instrument was validated by three research consultants with a Doctor's Degree in their respective fields of specialization. They came from Higher Education Institutions around the province of Bulacan and are teaching both in the baccalaureate and post-graduate education. The validating method employed was peer debriefing; those who are familiar with the methodology utilized in the study. In line with what Lincoln and Guba (1985), cited by Creswell and Miller (2002), had said, this form of instrument validation had helped the researcher since the validators provided feedback and served as sounding boards of ideas. Further, all three validators are research consultants of their respective institutions, adding credibility to the study's gathering of data. The questions from the instruments are in parallel with the problem that the paper needs to address. There are 3 questions contained on the form and these questions asked about the pop culture materials and/or references the teacher-participants integrate with their lessons, ways of integrating pop culture in lessons, encountered problems, and solution to these problems.

### Data Gathering Procedure

The data gathering procedure was accomplished using the following platforms: Google forms and Microsoft forms for the structured essay questions and Google Meet, Zoom, and Microsoft Teams for the focus group discussion, with the consideration of the safety guidelines for the COVID-19 pandemic. The instructions for the structured essay questions asked them to elaborate their response because this was extremely crucial for the next part of the triangulation. The researcher analyzed and summarized the answers of the informants once they have returned the online forms. These analyses were presented to the same informants during the scheduled focus group discussion to know whether they agree or disagree with each other's responses. The focus group discussion also served the purpose of letting the informants share their insights about the integration of popular culture in teaching literature. The second stage was only an analysis or synthesis of the answers of the participants which was accomplished by the researcher. Consequently, the first part of the data processing, which is composed of essay questions, will be sent through an online form. Personal information was not required. Moreover, during the focus group discussion, the medium that was used was online meetings as well.

**RESULTS**

**Structured Essay Questions**

The literature teachers answered 4 essay questions for the first part of the triangulation process. The questions required them to discuss what form of pop culture references they incorporate in their lessons and how they incorporate them. They were also asked to attach documentation to prove that they really are incorporating or had incorporated pop culture in their literature lessons. Further, they were also asked about the problems they are encountering or had encountered and how they address the said problems.
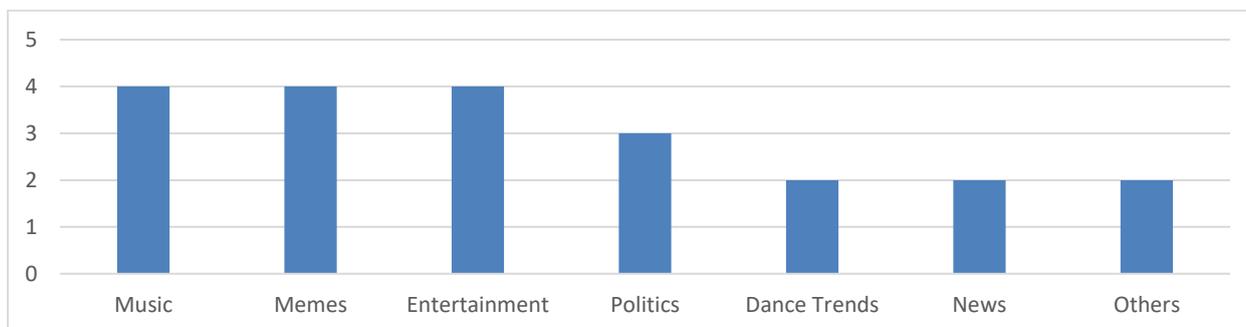
**Pop Culture Categories**



Figure 1. Category of Pop Culture

Four of the ten informants answered music, memes, and entertainment (movies and/or TV shows) as the category of pop culture that they integrate the most in their literature class, making these categories the most used ones when it comes to lesson integration. Next to this three is politics, in which three out of ten informants agreed that it is relevant to include the governments, particularly our country's, status quo. Moreover, dance trends and news were mentioned as other source of pop culture references. Lastly, other categories worthy of being mentioned are video games, books, K-Drama or Korean Drama, sports, and sociology.

**How Literature Teachers Integrate Pop Culture**

The second question from the structured essay question asked the informants about their way of integrating the popular culture references, materials, and ideas to their literature lessons. Please see the list below:

Table 1. Part/s of the lesson where teachers incorporate pop culture

| Preparatory Activity/ies | Language Skill Practices | Lesson Content |
|---|---|---|
| * Lesson Springboard<br>* Ice Breaker<br>* Grouped/Paired Activities (Think-Pair-Share) | * Communication Skill Practices<br>  - Debate<br>  - Recitation<br>  - Presentation<br>* Reading Skill Practices<br>  - Vocabulary enhancement<br>  - Text/Elements Analysis | * Classical Literature Allusion (English and Filipino)<br>* Contemporary Literature Allusion (English and Filipino)<br>* Figurative Language |

There are various ways in which the informants integrate pop culture in their literature lessons. Their answers are grouped into 3 clusters: through preparatory activities, language skill practices, and lesson content.

**Problems Encountered and Solutions Provided in the Integration**

Meanwhile, these were the problems encountered by the teacher-informants in the integration of pop culture to their literature lessons and how they addressed them:

Table 2. Problems and solutions in the integration of literature and pop culture

| Problems Encountered | Solutions Provided |
|---|---|
| 1. students getting used to starting the lesson with something that they can relate to; | skipping the motivation or springboard part of the lesson or preparing more than one reference of pop culture |
| 2. lessons will not become time-bounded; | - asking the students to view the materials at home<br>- using video editing tools to clip the (video) materials<br>- only mentioning the references, presenting screen capture from the shows, or asking the students themselves what pop culture reference they can relate to the lessons |
| 3. not all students are familiar with the pop culture material or reference used; | - selecting a reference that almost everyone is familiar with |
| 4. students being more focused with the pop culture material or reference; | - applying proper classroom management and teaching strategy/ies |

| | |
|---|---|
| 5. materials can be inappropriate for the learners; | - editing the clips to filter if there is anything that is needed to be filtered or choosing an already edited or filtered (news) material |
| 6. timeliness of the materials; | - familiarizing the students who are not familiar with reference |
| 7. students might get confused about the pop culture reference and the literature itself ; | - letting the students know which references are not accurate |
| 8. students tend to get distracted as they often make distracting noises while the music is being played especially when they are familiar with the song; | - imposing rules in the class and applying appropriate teaching strategies |
| 9. when comparing popular culture's version of a classic story, some students still stick with the popular culture version of a specific story; and | thoroughly discussing the lesson and making them remember that this particular popular culture version is just an inspired story by the classics |
| 10. some serious students might not like it but the compose of minor percentage of the class. It also requires much effort in research and thinking how and what examples to use. | - still continuing and pursuing the lesson since the incorporation of pop culture has provided favorable results so far. |

## Focus Group Discussion

The focus group discussion was conducted on October 21, 2022, 9:00 PM. Among the 10 teacher informants who were able to answer the structured essay questions, only 9 were able to attend. The agenda of the discussion was clearly given to the informants beforehand, which is about the teacher-informants' integration of popular culture to their literature lessons. The discussion was conducted remotely, and the platform utilized was Microsoft Teams. The researcher was the one who facilitated the flow of the discussion and it adjourned at 9:48 PM after all the questions related to the paper were addressed.

## Thematic Analysis of the FGD

Table 3. Thematic Analysis of FGD

| Meaning Unit | Condensed Meaning Unit | Code | Theme |
|---|---|---|---|
| "Drama, specially K-Dramas." "Memes, are they considered, if they are, yes." "[I] also incorporate music in teaching literature." "[I] incorporate TV shows and movies." "Instead of asking them for examples, I use [game shows], for example Celebrity Bluff." "Incorporating cultural references (slangs) particularly those that are contemporary." | K-Drama, Memes, Music, TV Shows, Movies, Game Shows, Slangs | Multimedia from social media platforms | Category of Pop Culture Reference and |
| "Used to introduce students to new phrases and new words." | Introduction of new words and phrases | Lesson Prerequisites | Strategies employed by Informants |
| "…used as a refresher, during the start of the lesson…to also motivate, or used as a motivation for the students…" | Lesson springboard | | |
| "I use pop culture in order to compare classical stories with the pop culture [equivalent]." | Allegorical comparisons | Discussion Proper | |
| "We use popular culture to lower down the words being used on these statements and of course to provide the sense of novelty." | Adjusting lesson difficulty | | |
| "I also use pop culture to somewhat motivate my students like when we are about to start the class and somewhat to wake [students] up." | To motivate students | Engagement Purposes | |
| "I can use pop culture references related to the lessons that I am about to discuss though somewhat it can help start the conversation and gear the conversation towards the topic that we are about to discuss." "Giving connections to what happened in the past and what's happening in the present… this, I think, is how they learn best." | To increase participation | | |
| "Not all (materials) that are funny are appropriate." "The worst problem I encountered was when the reference was mixed with green jokes." | The needs to filter the materials | Choosing Materials | Problems Encountered |
| "The problem is, for example, it's (the material) is ok, engaging, relatable to the generation you are discussing with…the thing that is possibly engaging today, if you discuss it in the next term, it will no longer work." | Relatability of materials | | |
| "…students are shouting and, yes, they will lose attention to the lesson." "Sometimes, they (students) get out of control." "They create loud noises, say for instance, they are singing alongside the song...if it's really a popular one and that creates noise…" | Creates noise during discussion | Cause of Distraction | |
| "…you (the teachers) need to know the demands during that time…" "Using this particular practice is that students tend to get used to starting the lesson with something they can relate to…" | Too much reliance on pop culture | | |
| "Choosing (appropriate) materials…" | Filtering materials | In choosing materials | Solutions to problems |
| "Give new examples that are less difficult than the ones you gave…that will serve as a remedy…" | Making the integration more relatable | | |
| "What I normally do is I stop the video or stop the music and I think it's kinda like a signal for them to stop singing and to stop making noises." | Employing classroom management strategies | In distractions caused | |

| | | | |
|---|---|---|---|
| "(The lesson) goes back to serious mode, and I go back to the original discussion…" | | | |
| "Make sure that when you open a door in terms of popular culture, the students will be able to provide a lot of examples." "Do not let students [expect] to be entertained all the time…" | Imposing prerequisites before the integration | | |
| "The use of pop culture is possible if your and your students' ages are not that far in terms of range…it is time consuming and sometimes students get lost. If you are a new teacher, it will be difficult…" | Recommends with reservations | Recommendations | Reflections of the Informants in the integration of pop culture in their |
| "We know that students get excited in these integrations…but remember that pop culture is not entertainment, pop culture is also news, economics…music, TV shows. For me, it is still something to be recommended." | | | |
| "I still recommend the use [of pop culture] but in a case-to-case basis…it depends on the teacher; it depends on our context. Our age, how long we are teaching. Some people might say that older teachers might find it difficult to use the integration; but I've seen people of older age, they are flexible enough in establishing the core. No matter what your age is." | | | |

Videos, pictures, memes, riddles, and songs were some of the materials and references that the informants mentioned as their go-to sources when it comes to preparatory activities. In games and ice breakers, students were interested, and their attention will be gathered by the teachers because of their familiarity with them. Additionally, these materials were said to not only be well with classes' prerequisite activities, but also for language practices. As per the literature teachers, literary classes do not only revolve around the literature content per se but also with their language content. This integration was seen by the literature teachers as an opportunity to enhance both the communication skills and the reading skills of the students with the help of pop culture materials and references. This is done through debating, reciting, or participating in class, presenting of outputs, enhancing vocabulary, and analyzing the elements of the text or literature read. Lastly, teachers directly utilized pop culture materials in replacement for the actual literary text that their students were to learn.

## Teaching Models

Carter and Long (1991) formulated the Cultural, Language, and Personal Growth models of teaching literature. From the answers of the informants in the structured essay questions and the themes emerged from the focus group discussion, The integration of pop culture and literature lessons is most related to the Personal Growth model. On the first hand, the Cultural Model, being focused on the instructions about the historical background, cultural trends, author's information, makes the learning teacher-centered which opposes the goal of the teachers of increasing class participation and motivating students to active during classes. On the other hand, the Language Model is linked to language-based techniques in which enforced and reinforced language structures are used. Also, it provides an opportunity for the development of independent-learning skills like reading, writing, speaking, and listening. Although the informants practice the language or literacy skills of the students through pop culture, it should be noted that the lessons are centered on the literary piece being discussed and mentioned in the target competencies of their learning plans, lesson logs, or lesson exemplars, making language as only the second priority in literature lessons. That is why the Personal Growth model, a model that includes the combination of the previous two, is related to the integration. This model aims to develop their creativity, imagination, critical thinking, and aesthetic taste, all of which are crucial for their future growth. However, Carter and McRae (1996), Long (2000), and Littlewood (2000) further discussed what should be included in creating a model of teaching literature. According to Carter and McRae, integrating language into the teaching of literature is the first step in the process, which can be used with both advanced and less-advanced students. They list its traits as being activity-based, student-centered, and process-oriented. Long used the term "text-as-object" to describe language-based approaches to teaching literature because it contains language components that need to be learned. Students learn vocabulary and grammar; therefore, the text is helpful since it helps kids learn and reinforce specific language structures. The first and most important stage in any literary analysis is to comprehend the language of the work in question. Lastly, Littlewood discussed language-based approaches to teaching literature emphasizing the language also plays a big role in teaching the literary lessons. These variations make the integration of pop culture and literature distinct to the previously discussed models since, not only it includes multidisciplinary integration, it also is an application of multiple approaches in teaching literature. Further, the said integration is flexible. As shared by the informants of the study, there is no fixed part of the lesson in which the integration happens (lesson prerequisites, discussion proper, or language practices), unlike the teaching models with absolute purposes and objectives. These make the integration distinct and different and the more reason not to rely on a single approach or model in teaching literature with pop culture. With that, a new model of teaching will be created based on a different set of specifications.

## The Basis for a Teaching Model

Based on the results of the structured essay questions and the focus group discussion, the integration of popular culture and literature lessons can be a basis for future models of teaching particularly a model of teaching literature. Maheshwari (2013) wrote that the Models of Teaching require students to participate in specific cognitive and social tasks in order to achieve certain goals, such as teaching information concepts, cognitive styles, the study of social values, etc. Some models focus on the instructor's delivery, while others grow as the students respond to activities and are seen as partners in the educational venture. Weil and Joyce (1978) indicated the specifications of teaching model namely: specification of environment,

specification of operation, specification of criterion of performance, specification of procedure, and specification of learning outcomes.
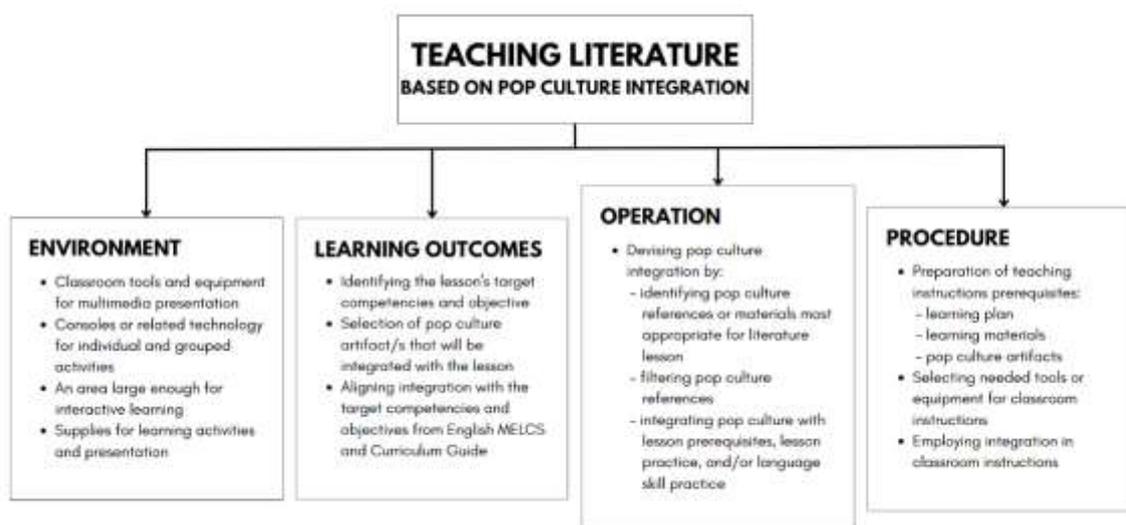


Figure 2. Basis for the Model of Teaching Literature with the Integration of Pop Culture

*Specification of Environment*

The environmental circumstances in which a student's response should be observed are described in precise terms. The integration of popular culture requires an environment conducive for learning. Audio-visual materials are needed to be played during classroom discussions; hence it is important for the classroom to have equipment that will allow the teacher to deliver their lesson accordingly. Moreover, some pop culture references require the use of other tools or equipment such as those that involve games, activities, and other ice breakers. Additionally, a classroom large enough for interactive activities for the learners is also needed. Informants' answers from both the structured essay questions and the focus group discussion proved that teachers incorporate pop culture in different and multiple parts of the lessons, and they apply different strategies. That is why it is relevant to consider the necessary equipment, tools, materials, and artifacts in the integration of pop culture and literature. With the goal of increasing the participation of the students and motivating them to be part of the classroom discussion, the integration of pop culture through various tools, particularly technology, the lessons become less teacher focused and more student focused as mentioned by Bingham (2009). Lastly, the informants suggested that teachers should familiarize themselves with how to navigate these materials to maximize the integration of the variables. As shared by Shriner et al. (2010), an effective teacher knows how to combine their lessons and the learning materials for students to better absorb the information and with the help of these materials, highlighted by Fallon and Forrest (2011), positive outcomes are expected: mastering the target competencies mentioned in the learning plans, lessons exemplars, or learning logs of the teachers who integrate pop culture in their literature lessons.

*Specification of Learning Outcomes*

Establishing lesson objectives is the first stage of creating a lesson. Instruction and assessment must be based on the objectives, or the learning outcomes set by the teacher. In the integration of popular culture with literature lessons, teachers may or may not mention a certain pop culture piece or reference in the expected learning outcomes depending on how they want the discussion to progress as long as it will not affect the target competency of the lesson. As Weil and Joyce (1978) wrote, all teaching models must specify what the students should accomplish once they complete all the instructional sequences within a lesson. As for the creation of learning plans, lesson logs, or lesson exemplars, the learning outcomes must be based on the English subject's Most Essential Learning Competencies (MELCS) which is also patterned on the English Subject Curriculum guide.

*Specification of Operation*

The mechanism that is going to be the catalyst to get the expected reaction from the student in relation to the environment. This is the very use of the most important variable in the integration: popular culture. The integration of popular culture will lead to all the expected outcomes of the teacher such as the reaction of the students to the various parts of the lessons. However, based from the experiences of the informants in their integration of the variables, including the problems they encountered and the solutions they provided, devising the pop culture integration needs to include: identifying pop culture references or materials most appropriate for literature lessons, filtering pop culture references, and choosing which part of the lesson (prerequisites, lesson proper, and/or language skill practice) should pop culture be integrated. Overall, the common problems they had were the relatability and inappropriateness of materials and the integration causing problems in terms of lesson instructions, leading to countermeasures in anticipation of these problems. Firstly, in the issue of relatability, in which not all students will be familiar with the pop culture that will be used, the teacher must plan if they will provide a context for the students. Secondly, filtering the materials comes in two stages. Initially, teachers must filter if the pop culture

is appropriate for the literature lesson. Is it relevant for the lesson? Will it function as the teacher expects it to? Visco (2021) made it clear that making "authentic connections" will lead to positive outcomes when it comes to pop culture and literature integration. Next is filtering the explicitness of the integration. Is the language appropriate for the learners? Are violence, hate crime, gender misconceptions, and other related issues present? In the study of Hartman et al. (2021), pop culture may sometimes lead to misconceptions especially with the differences when it comes to the exposure of the learners.

### *Specification of Criterion of Performance*
The criterion of performance is the set of rubrics set by the teachers in assessing their students, formally and informally. Since the study focused on the integration of pop culture to the lessons of the teacher-informants and not to the assessment of learning, no specification of criterion of performance can be concluded.

### *Specification of Procedure*
The teaching model should be based on procedure that is grounded on being systematic. The said procedure must also have the goal of changing or modifying the behavior of the students. As per the shared information by the informants, popular culture can be integrated to any parts of the lesson, be it in the enabling activities, discussion, or engaging activities, as highlighted from the previous specification of the model. The teachers may be guided by the following processes:
- Preparation of teaching instructions prerequisites:
    - Learning plan/learning log/lesson exemplar
    - Learning materials
    - Pop culture artifacts
- Selecting needed location and tools or equipment for classroom instructions
- Employing integration in classroom instructions

The Models of Teaching literature that Carter and Long (1991) and the Approaches in Teaching Literature developed by Hwang and Embi (2007) suggested the methodologies to employ a specific model or approach.

## DISCUSSIONS

The most frequently used categories of pop culture reference being incorporated by the informants in their literature lessons are music, memes, forms of media entertainment such as movies and series, politics, dance trends, and news among others. Moreover, the informants integrated these categories to either the preparatory activities, language skill practices, or lesson content. The problems encountered by the teacher-informants involved: too much reliance to popular culture references, familiarity of students, appropriateness of materials, and timeliness of materials to name a few. To be able to cope with these problems, the informants also provided solutions to effectively discuss the lessons. These solutions involved their effective application of classroom management and proper filter of pop culture reference materials. As for the focus group discussion, the informants' responses are connected with each other's utilization of pop culture references and even how they integrate them. Further, they specified the techniques they employ to make the discussions fruitful and at the same time effective. Comparing and contrasting classical stories and their pop culture equivalent, using pop culture allusions to enhance the interaction with the students, and toning down the level of difficulty of classic literature through the integration of pop culture are some of the shared practices of the informants. Similar with what was shared through the essay questions, there are common problems among the encounters of the teacher-informants. For instance, language used in pop culture materials can be problematic and might cause problems in relation to the instructions. The overall content together with how the students react negatively to the materials were mentioned by the informants. The best way to address these problems according to the informants is for the instructors to have a proper preparation in selecting and filtering the materials they are to integrate.

Additionally, correlating with the answer from the essay questions, right classroom management techniques and strategies are keys to unlocking the better potential of popular culture in literature lessons. Lastly, to come up with a basis for a teaching model, Weil and Joyce (1978)'s specifications for teaching model highlighted the areas in which pop culture's features can be utilized most. Pop culture requires a learning environment with access to multiple sources and equipment to present these sources. Also, integrating it to literature lessons will require the teachers to establish measurable learning objectives for the discussion to be fruitful and effective. This will be important when the procedure and the operation based on the integration are built as well.

## CONCLUSIONS

In the integration of popular culture in teaching literature, the first question that was addressed was the category of materials and references that the informants had utilized in their lessons. The selection depends on the approach they utilize in classroom discussion. Pop culture references, though with a large variety of options, help provide assistance to the students and the teachers. The teachers took into consideration what their students can relate to in order for them to maximize the integration of pop culture to their literature lessons. The English subject in the junior high school level is a combination of language lessons and literary lessons but leaning more towards the latter, basing it on the subject code per level; hence, making the instructions geared on analyzing both proses and poetry. The purpose of being able to make the relate to the lesson to increase their engagement was highlighted by their own responses. With pop culture as a catalyst of interaction, teachers provide more opportunities for the learners to use the knowledge of their own interests and relate these to the elements of literature they discuss. With this, springboards, activities, recitation, discussion, and the other parts of the learning process are being integrated with the said variable. With all said and done, nothing can be overused, and pop culture

is no exemption. Teachers also experience problems in the integration of pop culture and literature lessons. In teaching figurative languages, classical stories, and poetry, there are a lot references and resources that teachers can utilize but that does not mean that all of these are appropriate for a classroom setup. The integration of pop culture and literature lesson is not a strategy or technique that has a special pass on having a perfect delivery of lesson. Teachers may still encounter problems that might affect the overall outcome of the lesson. There should be compensations in using the said integration, just like what the informants had done in the examples they provided, for the students to still be able to master the competencies that correspond with their lesson.

## Recommendations

In the light of the limitations mentioned, it is recommended to further pursue the study with the objective of formulating a teaching model based on the findings of this paper and other future studies. Firstly, it focused on the categories and techniques employed by the teachers and did not identify the particular approach of teaching literature. A teaching model requires the utilization and analysis of the assessment and evaluation method that will be conducted by the teachers. Even with the specifications given by Weil and Joyce (1978), the criterion of performance is a necessity and should not be separated in any teaching model. Secondly, it is important as well to focus on the problems encountered by the informants and how they address these problems. Popular culture integration even in non-literature classes may or may not result to some drawbacks (e.g., the answers provided by the informants); hence, the needs to know how these affect the expected learning outcome of the lessons. Moreover, it is recommended to enlarge the sample size to gather more information about the experiences, opinions, and recommendations of the teacher-informants. Consequently, it is also important to look at the quantitative angle of the variables' integration. For instance, knowing the percentage of the lessons, the number of hours or minutes spent during the discussion, and the percentage of assessment or evaluation tool integrated with popular culture. In relation to this, a teaching model should not only be based on the teachers' point of view per se, but also from how students perceive the integration. Future studies may also ask the opinions and sentiments of students in the integration of popular culture in their lessons. How they evaluate the teachers' approaches and strategies in teaching and assessing, even the choice of pop culture materials they incorporate in literature lessons. And last but most importantly, it is recommended that the teaching model formulated by this study will be assessed in terms of its efficiency and effectivity. This is to give the future researchers and educator who will utilize the model an idea about both the strengths and the weaknesses of said model.

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