

# Fading Voices: A Study on the Decline of Local English Literature Appreciation among Senior High School Students across the Philippines

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## ABSTRACT

This study comprehensively examines studies on senior high school students' declining appreciation of Philippine local English literature that were published between 2020 and 2025. It looks at how globalization and digital media impact students' interest in local texts, assesses curriculum approaches and instructional strategies that encourage literary engagement, and identifies the root causes of this decline. Following the PRISMA 2020 protocol, the review examined empirical research on the appreciation, perception, or teaching of Philippine local English literature in senior high schools from ERIC, Google Scholar, ResearchGate, and Academia.edu. The results show that students' declining appreciation is caused by a lack of contextualization of texts, an excessive dependence on Western literature, memorization-based assessment methods, and inadequate teacher preparation. Examples of effective interventions include task-based learning, contextualized learning resources, multiple methods, and new teaching approaches focused on students that connect literature to their real-world experiences. However, there are still insufficient research needs in the areas of readiness development, digital equity, assessment reform, and the creation of repositories for texts written by Filipino authors. The review concludes that reviving literary appreciation needs to include interactive and culturally relevant teaching methods. It also calls for greater access to locally relevant resources. It also emphasizes the necessity of enhancing educators' capacity to sustain students' interest in literature over time. Enhancing learning outcomes, preserving cultural identity, and increasing national awareness depend on these developments in Philippine local English literature.

**Keywords:** Systematic literature review, senior high school, Philippine literature, appreciation, teaching strategies, and research gaps.

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## INTRODUCTION

Appreciating local literature is essential to maintaining cultural identity and fostering patriotism. In addition to artistic expression, the Philippines' history, difficulties, and values are reflected in English-language literature authored by Filipino authors. However, there have been worries in recent years about senior high school students' waning interest in foreign English literature. There are concerns about how well schools foster an appreciation for the country's literary heritage, given that many young students are more drawn to foreign literature or digital media.

Local literature serves as a form of national memory as well as an artistic expression. Filipino literature demonstrates historical awareness, social realities, and cultural values. Recent observations, however, suggest a decline in interest in locally produced English literature among senior high school students in the Philippines. Western texts and digital content are becoming more popular among students (Lumbera, 1997; San Juan, 2016). Several key perspectives help explain the decline in interest in Philippine local English literature. Students are more engaged when learning materials represent their cultural identities, according to the Culturally Relevant Pedagogy theory (Ladson-Billings, 1995). Students' real-life experiences become disconnected from what they read when foreign texts are the primary focus of the classroom, which reduces motivation and cultural relevance. According to Vygotsky (1978), learning is enhanced by interaction, support, and active meaning-making from a constructivist perspective. He contends that students' capacity to appreciate literature truly is constrained by literature education that primarily relies on memorization, rigorous analysis, and teacher-led approaches. Furthermore, connectivism (Siemens, 2005) demonstrates how modern students construct their knowledge within online communities. This suggests that in tech-focused educational environments, students typically use, local literature should be understandable and accessible. All in all, these theories suggest that the decline in appreciation is caused by interrelated structural, teaching, and cultural problems rather than being solely a reading issue. To increase students' interest in Philippine local literature, this review aims to summarize the existing body of research, identify trends in studies, evaluate the effectiveness of ongoing initiatives, and highlight critical gaps that require attention. Pepito, R. D. (n.d.) stated that students cultivate a profound appreciation for literature when teachers, who facilitate their engagement with literary texts, possess an established recognition and appreciation of diverse literary genres.

This review addresses the issue through the lens of Culturally Relevant Pedagogy (Ladson-Billings, 1995). It shows that when texts connect with students' cultural identities, they become more engaged. Students may feel disconnected from their readings if the curriculum is predominantly composed of foreign literature. This perspective aligns with Vygotsky's (1978) Constructivist Theory. His theory stresses the importance of interaction, support, and meaningful learning experiences. These elements, rather than memorization or strict analysis, foster a deeper appreciation for literature. This review examines how senior high school students' appreciation of Philippine local English literature is shaped by cultural relevance and teaching strategies.



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## Purpose of the Review

This review seeks to systematically review studies (2020–2025) regarding the decline in appreciation of English local literature among senior high school students. It aims to pinpoint influencing factors, evaluate teaching strategies and curriculum methodologies, and analyze the effects of technology and globalization. The goal is to put together what we know and do not know so that teachers and policymakers can help students get more interested in reading books by people from their area.

## Research Questions

1. What factors influence the decline of Philippine local English literature appreciation among senior high school students?
2. What teaching strategies or interventions have been explored to enhance literature appreciation?
3. What gaps remain in the current research on local literature engagement in the Philippine education system?

## METHODS

To ensure transparency and thoroughness, this study adhered to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines. The study employed eligibility criteria, identified information sources, formulated search strategies, selected studies, extracted data, and synthesized results during the review process.

### Eligibility Criteria

Studies were included if they were published between 2020 and 2025, focused on the appreciation, perception, or teaching of Philippine local English literature among senior high school students, and were based on empirical research that used qualitative, quantitative, or mixed methods. Only works written in English and published as peer-reviewed journal articles, academic theses or dissertations, and conference proceedings were accepted. Studies also had to ensure that their full texts were easy to access and clearly outline what they discovered about student appreciation, engagement, or teaching strategies in literature.

### Exclusion Criteria

Studies were excluded if they took place outside the Philippines, focused only on elementary or college students, or discussed general reading habits without mentioning local English literature from the Philippines. Editorials, book reviews, opinion pieces, and other non-research-based works were also removed, along with articles in languages other than English. Duplicates, inaccessible articles, and studies that did not specifically address appreciation, perception, or teaching methods in senior high school were also excluded.

### Information Sources

Searches were conducted using trusted academic databases like ERIC, Scopus, and Web of Science. These databases provide curated, peer-reviewed research, ensuring the quality and credibility of the review. To find journal-indexed articles from various publishers, Google Scholar was also used as an additional search tool. Although ResearchGate and Academia.edu were accessed during the search, they served only as sources for obtaining full-text studies that had been previously published in



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reputable journals. These sites were not considered academic databases. Before including any study found on these websites, it was checked for peer-reviewed validity and publication status.

**ERIC.** The ERIC system can be an invaluable tool for teacher education and research. The features of ERIC and the best ways to utilize the system are highlighted in this digest.

**Google Scholar.** Google Scholar is a reliable source for research data and information. Its strong search features, broad indexing of scholarly literature, and large selection of resources make Google Scholar a valuable tool for pursuing innovation.

**ResearchGate.** ResearchGate is becoming more well-known among students and significantly advancing the scholarly community. This platform is an invaluable learning tool that helps students advance their knowledge and proficiency in their subject areas.

**Academia.edu.** Independent researchers can benefit from this database. Since all sources are scholarly and come from competent researchers, the materials are also easily accessible and credible. Additionally, every researcher's work is made possible, which could result in more citations. This would also result in worldwide research collaboration and future innovation.

These databases were chosen because they offer access to peer-reviewed journals, theses, conference proceedings, and literature and education-related research outputs specific to a region. Boolean operators were combined with keywords to capture as many relevant studies as possible, and filters were used to restrict results to English-language publications and 2020–2025.

### Search Strategy

PRISMA 2020 guidelines were followed during the search process. Between October 10 and October 15, 2025, a thorough search was conducted using Google Scholar as an additional search engine, along with the scholarly databases ERIC, Scopus, and Web of Science. Only full-text studies published in English between 2020 and 2025 were included in the searches. To narrow down the results to peer-reviewed journal articles, theses, dissertations, and conference proceedings that included empirical data on senior high school students' appreciation, perception, or learning of Philippine local English literature, specific filters were applied from the databases.

The following search string was used with Boolean operators.

M. Baig and E. Yadegaridehkordi (2023) also said that the search used a wide range of keywords to lower the chance of missing any important documents. In the first step of the search, combinations of ("Philippine literature" OR "local English literature" OR "Philippine English texts" OR "Filipino-authored literature" OR "Philippine literary works") AND ("appreciation" OR "engagement" OR "perception" OR "attitude" OR "interest" OR "motivation" OR "reading habits") AND ("senior high school" OR "SHS" OR "secondary students" OR "Grade 11" OR "Grade 12" OR "K to 12") AND ("teaching strategies" OR "pedagogy" OR "curriculum" OR "instruction" OR "classroom practices").

Only full-text studies that were already located through official databases were obtained using ResearchGate and Academia.edu. They had not been regarded as scholarly databases. To locate more relevant studies, we also manually searched reference lists.

### Selection Process



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In the selection process, studies have been identified, and the searches responded to the studies' research questions. Initial set of studies was gathered from databases like ERIC, Google Scholar, Scopus, ResearchGate, and Philippine E-Journals. The keywords were "Philippine literature," "local English literature," "senior high school," "appreciation," "teaching strategies," and related terms. A PRISMA flow diagram that illustrates the quantity of studies found, screened, rejected, and ultimately included for synthesis will be used to summarize the selection procedure. The initial pool of studies was screened by first removing duplicates. Titles and abstracts were reviewed for relevance. Full-text articles were examined to see if they discussed the teaching or appreciation of Philippine literature in senior high school. Studies that fell outside the scope, lacked an educational focus, or were unrelated to the key terms were excluded.

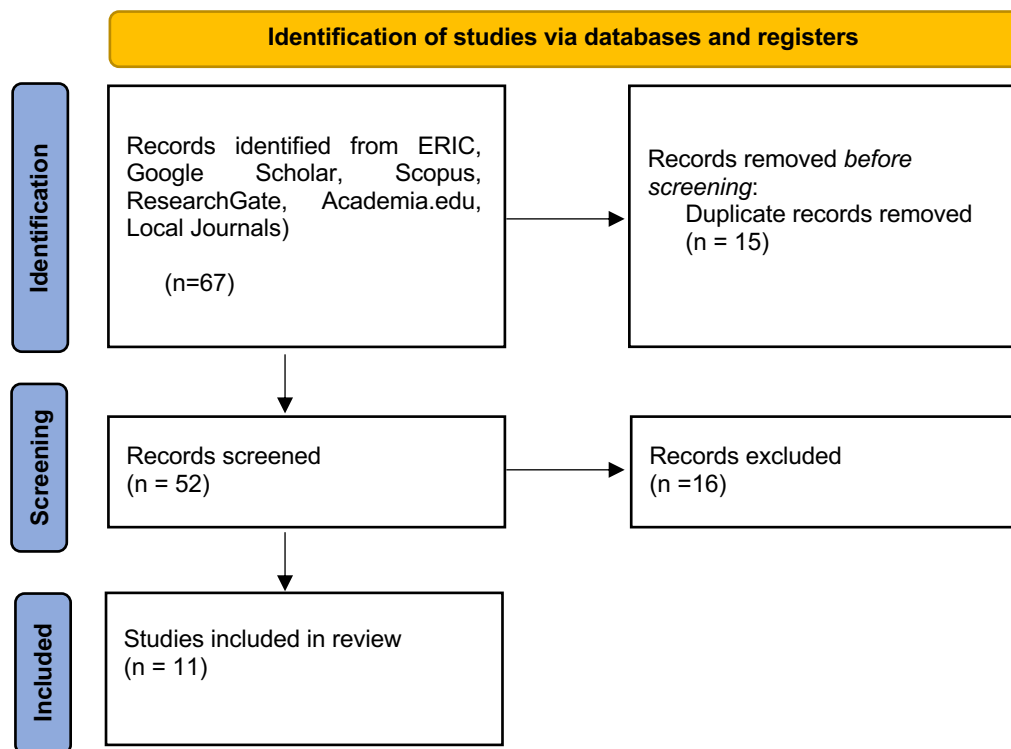
The step-by-step process for finding, reviewing, and including studies about senior high school students' declining interest in Philippine local English literature is shown in this PRISMA 2020 flow diagram. The diagram outlines how records were collected from various databases, assessed for relevance, and filtered based on eligibility criteria. This approach ensures that the selection process is repeatable and precise.

### **Figure 1. PRISMA 2020 Flow Diagram**

This figure shows the process of identifying, screening, and including studies for the review on the declining appreciation of Philippine local English literature among senior high school students. Researchers initially identified 67 records from databases like ERIC, Google Scholar, Scopus, ResearchGate, Academia.edu, and local open-access journals. After removing 15 duplicate records, the team screened 52 studies based on their titles and abstracts. From these, they assessed 28 full-text articles for eligibility. They excluded 16 articles because they did not meet the inclusion criteria. These articles were conducted outside the Philippines, focused on non-SHS levels, or lacked empirical research. In the end, 12 studies met all criteria and were included in the final synthesis. The flow diagram demonstrates transparency and follows PRISMA 2020 guidelines, ensuring the review process is organized, traceable, and reproducible.



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To minimize duplication and improve clarity, all the studies included in the review were compiled into a single table that outlined their key findings. The "Characteristics of Included Studies" table, which displays the author, year, study type, method, participants, primary findings, and quality rating for all included sources, has replaced the previously separate Tables 1–5, which grouped studies by database.

**Table 1.** Characteristics of Included Studies

Authors & Year	Study Type	Method	Participants	Key Focus/Findings	Quality Rating
<b>Parojenog (2020)</b>	Journal Article	Qualitative	SHS Teachers	Approached in teaching literature, need for integrative strategies.	High
<b>Suganob &amp; Oliva (2021)</b>	Qualitative	Qualitative	SHS Students	Limited contextualization; recall-heavy assessments	Low-Moderate
<b>Garil (2021)</b>	Journal Article	Quantitative	SHS Students	Low readiness in reading and critical thinking	Moderate
<b>Ligudon &amp; Idefonso (2022)</b>	Journal Article	Mixed Methods	SHS Students	Wide variety of reading strategies;	High



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<b>Parcon (2022)</b>	Journal Article	Qualitative	SHS Students	uneven application Task-based instruction increases engagement.	High
<b>Hijastro (2023) Master's thesis</b>	Experimental		SHS Students	Local texts used in ADDIE Model improved performance.	Moderate
<b>Largo &amp; Bautista (2024)</b>	Journal Article	Qualitative	SHS Students	Difficulty processing texts; need for stronger scaffolding	High
<b>Abao, et al. (2025)</b>	Journal Article	Multi-case	SHS Teachers	Lack of contextualized texts & digital inequity	High
<b>Sabile (2019)</b>	Descriptive		HUMSS Students	Motivation issues with Philippine literature	Low
<b>Jaca et al. (2019)</b>	Journal Article	Mixed Methods	SHS Teachers	Teacher perspective on reading & writing curriculum	Moderate

### Quality Appraisal

The Mixed Methods Appraisal Tool (MMAT, 2018) was employed to evaluate the quality of the included studies and ensure they met the required methodological standards. This tool was chosen because it enables the evaluation of mixed-methods, qualitative, and quantitative studies within a single review framework. The criteria used to assess each included study included clarity of research questions, appropriateness of study design, adequate sampling, thoroughness of data collection and analysis, and validity of interpretations. Studies from preprints, theses, or abstract-only publications were included only if they provided sufficient relevant information to address the study questions. The table below summarizes the quality assessment results, showing the overall inclusion decisions along with the strengths and weaknesses of each study.

### Data Analysis

A selection of studies that directly addressed the research questions and were published between 2020 and 2025 were included in the systematic review. The data were organized into three main categories based on the research questions: (1) factors influencing the decline of local English literature appreciation, (2) teaching strategies or interventions explored to improve appreciation, and (3) gaps in existing research. Each study's objectives, methods, findings, and implications were analyzed. Key indicators were extracted to highlight important patterns across different contexts.



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**Table 2.** The following are the factors that influence the decline of Philippine local English literature appreciation among senior high school students (RQ1).

<b>Authors</b>	<b>Article Title</b>	<b>Year</b>	<b>Journal/ Publication</b>	<b>Categorization</b>
<b>Garil, R. M.</b>	Readiness of Senior High School Students for the 21st-Century Literature	2021	United International Journal for Research & Technology	<ul style="list-style-type: none"> <li>➤ Low readiness in higher-order skills</li> <li>➤ Weak inferencing</li> <li>➤ Strand differences but widespread skill gaps</li> </ul>
<b>Suganob, M. D., &amp; Oliva, R. V.</b>	Exploring the Students' Experience in Learning Literature in Senior High School in Region XI	2021	Academia.edu Preprint	<ul style="list-style-type: none"> <li>➤ Limited contextualization Dense/abstract texts</li> <li>➤ Assessment focused on recall</li> <li>➤ Students disengage</li> </ul>
<b>Largo, M. C., &amp; Bautista, K. P.</b>	Lived Experiences of Senior High School Students in Processing Literary Texts	2024	Cognizance Journal of Multidisciplinary Studies	<ul style="list-style-type: none"> <li>➤ Difficulty processing texts</li> <li>➤ Lack of scaffolds</li> <li>➤ Foreign-centric texts reduce motivation</li> </ul>
<b>Abao, R. D., Garcia, L. J., &amp; Vacal, N. P.</b>	The Teaching of Language and Literature in Senior High School: A Multi-Case Analysis	2025	International Journal of Multidisciplinary Educational Research	<ul style="list-style-type: none"> <li>➤ Connectivity/digital gaps</li> <li>➤ Lack of contextualized texts</li> <li>➤ Teachers overloaded</li> </ul>

**Table 3.** The following are the teaching strategies or interventions that have been explored to enhance the literature appreciation (RQ2).

<b>Authors</b>	<b>Article Title</b>	<b>Year</b>	<b>Journal/ Publication</b>	<b>Categorization</b>
<b>Parojenog, R. C.</b>	Approaches in Teaching Literature Employed by Senior High School Teachers	2020	IOER International Multidisciplinary Research Journal	<ul style="list-style-type: none"> <li>➤ Use of info-based, constructivist, and integrative approaches</li> <li>➤ Developed a teaching module</li> </ul>



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					➤ Training recommended
<b>Parcon, R. E.</b>	Exploring the Students' Experience in Learning Literature in Senior High School in Region XI	2021	Academia.edu Preprint		<ul style="list-style-type: none"> <li>➤ Students prefer interactive tasks</li> <li>➤ Performance-based outputs</li> <li>➤ Engagement rises with local texts</li> </ul>
<b>Hijastro, K. L. V.</b>	Utilizing Local Literary Texts as Instructional Material for 21st-Century Philippine Literature	2023	Master's Thesis (Bukidnon State University)		<ul style="list-style-type: none"> <li>➤ Contextualized instructional materials</li> <li>➤ ADDIE model used</li> <li>➤ Significant improvement in student performance</li> </ul>
<b>Largo, M. C., &amp; Bautista, K. P.</b>	Lived Experiences of Senior High School Students in Processing Literary Texts	2024	Cognizance Journal of Multidisciplinary Studies		<ul style="list-style-type: none"> <li>➤ Peer collaboration and teacher facilitation helpful</li> <li>➤ Multimodal outputs motivate</li> </ul>

**Table 4.** The following are the gaps remain in the current research on the local engagement in the Philippine education (RQ3).

<b>Authors</b>	<b>Article Title</b>	<b>Year</b>	<b>Journal/ Publication</b>	<b>Categorization</b>
<b>Parojenog, R. C.</b>	Approaches in Teaching Literature Employed by Senior High School Teachers	2020	IOER International Multidisciplinary Research Journal	<ul style="list-style-type: none"> <li>➤ Teachers rely on convenient strategies.</li> <li>➤ Lack of diversity in methods</li> <li>➤ Need for more empirical validation</li> </ul>



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<b>Garil, R. M.</b>	Readiness of Senior High School Students for 21st-Century Literature	2021	United International Journal for Research & Technology	<ul style="list-style-type: none"> <li>➤ Reading readiness issues not fully studied</li> <li>➤ Training matrices underexplored</li> </ul>
<b>Parcon, R. E.</b>	Task-Based Instruction in Teaching 21st-Century Literature: Learners' Views and Reflections	2022	ELT Forum	<ul style="list-style-type: none"> <li>➤ Need for language scaffolds</li> <li>➤ Material mismatch</li> <li>➤ Few longitudinal studies</li> </ul>
<b>Hijastro, K. L. V.</b>	Utilizing Local Literary Texts as Instructional Material for 21st-Century Philippine Literature	2023	Master's Thesis (Bukidnon State University)	<ul style="list-style-type: none"> <li>➤ Limited prescribed materials</li> <li>➤ Few empirical studies testing local text integration</li> </ul>
<b>Abao, R. D., Garcia, L. J., &amp; Vacal, N. P.</b>	The Teaching of Language and Literature in Senior High School: A Multi-Case Analysis	2025	International Journal of Multidisciplinary Educational Research	<ul style="list-style-type: none"> <li>➤ Lack of repositories of local texts</li> <li>➤ Equity issues in access</li> <li>➤ Need for teacher professional development</li> </ul>

## RESULTS

**Table 5.** Quality Appraisal of Included Studies Using MMAT (2018)

Authors & Year	Study Type	MMAT Rating	Strenghts	Weaknesses	Inclusion Decision
<b>Parojenog (2020)</b>	Qualitative	High	Clear methodology; strong data analysis	Limited sample diversity.	Included
<b>Suganob &amp; Oliva (2021)</b>	Qualitative	Low-Moderate	Rich narratives.	Preprint; not peer-reviewed; limited rigor	included with caution
<b>Garil (2021)</b>	Quantitative	Moderate	Clear measures; relevant data	Sampling limitations	Included



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<b>Ligudon &amp; Ildefonso (2022)</b>	Mixed Methods	High	Robust triangulation	Limited generalizability	Included
<b>Parcon (2022)</b>	Quality Appraisal	High	Strong thematic analysis	Localized context only	Included
<b>Hijastro (2023) Master's thesis</b>	Experimental	Moderate	Strong intervention design	Not-peer-reviewed; thesis format	Included with caution
<b>Largo &amp; Bautista (2024)</b>	Qualitative	High	Clear methodology; rich data	Small sample size	Included
<b>Abao, et al. (2025)</b>	Multi-case	High	String cross-case comparison	Limited geographical spread	Included
<b>Sabile (2019)</b>	Descriptive	Low	Relevant topic	Abstract only; insufficient methodological detail	Included with major caution
<b>Jaca et al. (2019)</b>	Mixed Methods	Moderate	Clear structure; relevant insights	Older than target range	Included

The analysis of studies published between 2020 and 2025 indicates that several academic, instructional, and institutional factors may be contributing to the reported decline in students' appreciation of Philippine local English literature. While the findings vary across contexts, a number of recurring patterns were identified, suggesting areas where challenges are more frequently observed.

### 1. Academic readiness and learning gaps.

Across multiple studies, there is a consistent indication that some senior high school students may struggle with reading comprehension and higher-order thinking skills required for engaging with local literature. These skill gaps appear to make it difficult for learners to interpret figurative language, cultural nuances, and thematic elements. As a result, several studies note that students may become less engaged when texts feel linguistically or conceptually demanding. These findings suggest that appreciation of local literature may be shaped not only by exposure to texts but also by students' foundational literacy skills, which influence their ability to construct meaning.

### 2. Curriculum imbalance and lack of contextualization.

The reviewed literature also points to a perceived imbalance in the curriculum, wherein foreign or canonical texts often receive greater emphasis than locally authored works. Some studies suggest that when learners encounter fewer culturally familiar texts, their opportunities to connect personal experiences, values, and linguistic identities to literature may be limited. The absence of contextualized materials, together with an instructional focus that sometimes leans heavily toward testing, memorization, or text-centered analysis may contribute to reduced motivation. Although not all studies agree on the extent of this imbalance, the overall pattern



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indicates that international integration of local literature could encourage stronger cultural relevance and pride.

Although the strength of the evidence varies, poor academic preparation is consistently seen as a barrier to enjoying Philippine local English literature in the included studies. According to more detailed studies (Parojenog, 2020; Largo & Bautista, 2024), students struggle to understand and analyze context. Garil's (2021) quantitative data gives a more substantial base for these findings. However, preprint and thesis sources, such as Sukanob & Oliva (2021) and Hijastro (2023), offer weaker evidence. Their conclusions are less confident due to methodological flaws in their approach. Many studies support the concept of academic readiness as a whole; however, the overall strength of the evidence is only moderate due to a lack of high-quality empirical data.

### **3. Teaching approaches and teaching capacity.**

Findings from several studies show that traditional, lecture-based instruction remains common, even as many teachers attempt to incorporate more interactive or constructivist approaches. While task-based and multimodal strategies have been shown to enhance student appreciation in some cases, their implementation appears inconsistent. Reported challenges include limited time, varying levels of teaching training and heavy workloads. Some evidence suggests that students tend to respond positively to performance tasks, collaborative activities, and the use of locally relevant materials. However, sustained improvements may depend on ongoing professional developments and institutional support for teachers.

Although the quality and consistency of the evidence vary, most studies concur that creative and interactive teaching methods enhance student engagement. Strong evidence for strategy-based and task-based approaches comes from high-quality sources (Ligudon & Ildefonso, 2022; Parcon, 2022). These studies also show clear increases in student motivation. However, some claims, such as "innovative lessons increase appreciation" or "students prefer multimedia-based instruction," are based on perceptions rather than measurable results. Most of these claims are from preprint or lower-quality sources (e.g., Sukanob & Oliva, 2021). Therefore, the lack of experimental or long-term studies weakens this conclusion, despite promising evidence that suggests teaching strategies are important. Future research should focus on measuring gains in appreciation, not just student preferences.

### **4. Influence of technology and globalization.**

The studies reviewed also indicate that digital media and globalization exert mixed influences on literary appreciation. Students' preference for visually rich or easily accessible online content may compete with traditional reading habits, yet some research highlights the potential benefits of integrating technology into literature instruction. Digital platforms, interactive learning tools, and online repositories of Filipino literary works appear to support renewed interest when implemented effectively. These findings imply that schools could benefit from exploring technology not as a distraction but as a complementary resource aligned with students' digital learning behaviors.

Results about technology's impact and cultural significance show both similarities and contradictions. Some studies highlight how digital platforms help maintain interest in local literature (Abao et al., 2025). Other studies warn that relying too heavily on technology can lead to shallow reading habits and reduced engagement with texts (Largo & Bautista, 2024). These mixed findings suggest that teacher supervision and the quality of digital assignments are crucial to the impact of technology on student learning. Notably, only weaker sources discuss barriers created by technology, while well-designed qualitative studies offer the strongest support for cultural relevance (Parojenog, 2020; Parcon, 2022). Therefore,



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cultural relevance is a more solid and consistently supported theme compared to technology integration, which requires more empirical backing.

### 5. Research and institutional gaps.

Lastly, gaps within the existing body of research are notable. Most studies are localized and limited in scope, with few offering nationwide or longitudinal perspectives. Several authors point out the limited availability of repositories containing works by Filipino authors, as well as disparities in access to learning materials and technological resources across schools. These observations suggest a need for more institutional support, including research funding, teacher training, and development of culturally relevant materials. Broader and more systematic investigations may also help clarify long-term trends in students' literary engagement.

Overall, the synthesis shows that the strongest results are linked to teaching methods and cultural relevance, supported by many solid studies. In contrast, themes related to technology, student preferences, or overall motivation generally rely on weaker sources like perception-based surveys, preprints, and theses. The results of this review should be viewed with caution due to these differences in research quality. This highlights areas where current research is still lacking and gives more importance to evidence considered reliable.

## Discussion

The synthesis of the reviewed studies shows deeper structural and cultural tensions in the Philippine educational system. It also highlights a decreasing appreciation for local English literature from the Philippines. This decline reflects a broader struggle to maintain cultural identity in today's globalized and digital world. This challenge goes beyond gaps in skills or issues with the curriculum.

Grounding these findings within Culturally Relevant Pedagogy (Landson-Billings, 1995) clarifies why many students disengage from literature classes. CRP asserts that learning becomes meaningful when texts reflect learner's cultural identities and lived experiences. The dominance of Western literary texts in the reviewed studies creates a cultural distance that weakens student's sense of relevance and belonging in literature classroom. This theoretical lens explains why several studies reported that students show more motivation when local texts are used, they see themselves, their communities, and their histories represented in the material.

The findings also align with Vygotsky's (1978) Constructivist Theory, which emphasizes meaning-making through interaction, scaffolding, and social engagement. Many of the included studies indicate that students struggle when lessons rely on memorization, teacher-centered lectures, and abstract analysis. From a constructivist viewpoint, these practices limit opportunities for collaborative learning and scaffolded support. Studies that used task-based, multimodal, or performance-based approaches reported higher engagement, suggesting that appreciation develops when students actively construct interpretation rather than passively receive information.

Furthermore, the influence of technology and digital behavior observed in several studies resonates with Connectivism (Siemens, 2005). Connectivism posits that learning now occurs within networks across digital platforms, media environments, and information systems. This explains why students tend to prefer accessible, technology-mediated formats over printed texts. When local literature is not digitized or lacks online visibility, it becomes less aligned with the networked learning habits of today's learners. Reviews showing positive engagement with digital tools support the idea that integrating local texts into students' digital ecosystems can strengthen appreciation.



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Taken together, these theoretical perspectives illuminate the deeper mechanisms behind the declining appreciation of Philippine local English literature. The issue is not merely about reading habits; it reflects gaps in cultural alignment, instructional design, and the relevance of materials within students' digital and social contexts. Integrating these theories allows the review to move beyond description and toward a clearer interpretation of why the decline persists and how schools can respond more meaningfully.

## CONCLUSION

This review provides a clearer understanding of the complex and interconnected factors that shape senior high school students' appreciation of Philippine local English literature. Beyond identifying recurring themes, the synthesis highlights how cultural relevance, instructional design, and digital learning habits collectively influence students' engagement. By integrating Culturally Relevant Pedagogy, Constructivism, and Connectivism, this review offers a deeper theoretical explanation for why appreciation declines under certain classroom conditions and improves under others. This strengthens the existing literature by showing that appreciation is not merely a matter of exposure, but of a meaningful alignment between students' identities, learning processes, and digital environments. Several urgent gaps emerge from this review. The most critical is the lack of empirical, outcome-based research; many existing studies rely on perceptions rather than measurable indicators of appreciation or learning gains. Equally pressing is the need for accessible and digitized repositories of locally authored literature, as well as systematic teacher training grounded in culturally responsive and constructivist pedagogy. Future research should move beyond descriptive accounts and employ experimental, longitudinal, or mixed-methods designs to establish more definitive evidence of what practices genuinely enhance appreciation.

At the policy and instructional levels, recommendations must be concrete and actionable. Schools and curriculum developers should require a minimum proportion of local literary works in SHS reading lists, ensure the availability of contextualized teaching materials, and support teachers through targeted professional development on CRP-based and interactive strategies. National and regional education agencies should invest in building digital archives of Philippine literature to align with students' current learning ecosystems. By addressing these needs, the education system can better preserve literary heritage while fostering deeper, more meaningful engagement among learners.

## IMPLICATIONS

### Implications for Teachers

To enhance cultural relevance and identity formation, teachers should incorporate a significant amount of texts written by Filipino authors into their regular lessons. At least 40% of literature classes should specifically use works written by local authors, according to the findings, which highlight students' preference for contextualized learning. To help students create meaning socially and creatively, teachers should also use constructivist and task-based methods, such as performance tasks, collaborative interpretation, and multimodal outputs. Teachers require guided practice in creating scaffolded learning activities that address a range of student literacy levels, as well as structured training in Culturally Relevant Pedagogy (CRP), to facilitate this change.



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## Implications for Curriculum Developers

To ensure a more robust inclusion of Philippine local English literature in the curriculum, curriculum developers should update the literature frameworks for senior high school. Developers should create regionally contextualized teaching guides that represent the diverse linguistic and cultural identities of Filipinos, in addition to implementing general curriculum changes. They should also establish minimum inclusion percentages of local texts across grade levels. The review's conclusions also highlight the need for standardized multimodal assessment formats (such as podcasts, digital storytelling, and dramatization) that support deeper interpretation over memorization and fit in with students' digital learning preferences.

## Implications for School Leaders and Policymakers

The creation of a nationwide digital library of Philippine-authored works should be a top priority for legislators and school administrators to ensure that students have access to local texts in formats compatible with their technological devices. Current local writers, regional literature, and contextualized resources created by teachers should all be included in this repository. Additionally, policymakers should mandate annual professional development that emphasizes constructivist pedagogy, CRP-based literature instruction, and the careful integration of technology. Education agencies should allocate funds for both digital and printed copies of regional literature to address inequalities across schools and ensure fair access nationwide.

## Implications for Future Research

To determine which teaching methods actually increase appreciation, future research should extend beyond perception-based findings and employ experimental, longitudinal, and mixed-method designs. Additionally, studies should investigate the impact of multimodal assessments, teacher CRP training programs, and digitalized local literature on quantifiable learning outcomes. To develop a more comprehensive national understanding of students' engagement with Philippine local literature, larger-scale studies spanning several regions are required.

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