

Learning Literature through Vlogging by Grade 11 Students

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Abstract: *This study determined the effects of vlogging in learning literature among the Grade 11 students of Suyangan National High School for the school year 2021-2022. It sought answers to the following questions: (a) What is the academic performance of the Grade 11 in literature before and after the instruction; (b) significant difference on the academic performance before and after instruction in each group, and (c) Is learning literature through Vlogging more effective than without Vlogging?*

Data were gathered from Grade 11 students of Suyangan National High School who were enrolled for SY 2021-2022 utilizing the researcher-made questionnaire. The analysis of the data was obtained using the Weighted Mean and Standard Deviation, T-test for paired samples, and Analysis of Covariance.

Results revealed that the level of performances of students in literature before and after instruction for some experimental group was from fairly satisfactory to very satisfactory; and for the control group- from fairly satisfactory to Satisfactory; learning literature through vlogging increased the level of performance in Literature of the Grade 11 students; and learning literature through vlogging was effective.

From the foregoing results, the following recommendations are offered:

Because the students' transmuted scores improved significantly after learning literature through vlogging, curriculum administrators and developers may adjust their policy and curriculum formulation by adding new literary text media such as vlogging. They can create standardized vlogs with various literary selections and add them;

With the significant increase in the performances of the students after using vlogging, teachers may adapt the vlog-type literary texts used in this research to strengthen their students' communicative skills, especially in speaking. Using vlogging, the students would be able to not only enhance their speaking ability but also heighten their interest in understanding different literary texts; and

Even though the result indicates vlogging is a more effective pedagogical tool than using video clips, this pedagogical tool displays a positive response toward the improvement of the learning literature ability of the students. It could be employed a digital platform in providing literary texts. However, since not all students have access using internet. As students are media savvies, they can also create their own literary pieces through crafting vlogs. In this way, they can build up their interest to learn and to apply what they learn in understanding literary, or even non-literary, texts.

Keywords: Vlogging

I. INTRODUCTION

Literature is important in the lives of readers since one of its primary functions is to teach morals (Mills, 2014). Through reading literature, you can express your creativity, curiosity, emotional intelligence, personality development, history, and cultural awareness. The development of responsible, successful, and loving persons is aided by high-quality literature that encourages students to study and reflect (Crippen, 2012). Poetry, essays, novels, and short stories all contribute to our understanding of human nature and the conditions that influence everyone. These could include the desire for personal development, uncertainties and concerns of success and failure, the need for friends and family, the goodness of compassion and empathy, trust, or the acceptance of imperfection. We discover that normalcy isn't always dull and that imperfection isn't always terrible. We learn that life should be enjoyed to the utmost extent possible. Everyone requires literature to connect with their humanity.

Students, on the other hand, do not have time to read because they have so many seatworks and assignments to complete, according to Yeo (201). Cell phone texting, computer gaming, the internet, television, DVDs, and other comparable media are all causes of distraction. Lopez (2008) writes, "Radio and television manifest instant gratification." Because today's youth are born digital and media-rich of networked endless options, their inability to read books and the invasion of technology causes them to lose their enthusiasm for reading. Apart from the decline in students' reading habits, the current generation's morale is also deteriorating.

As a result, the Department of Education is upgrading its curriculum to match students' requirements, with values weaved throughout all academic subjects. (DepEd Order 41, S. 2003.) Values education teachers should help subject area teachers in bringing values development into their lessons.

While audio diaries for second language (SL) / foreign language (FL) oral communication students have been in use for decades, recent advances in computer technology have enabled students to replace audiocassette tapes with audio stored on the Internet. Additionally, the rise of Internet video hosting sites presents both learners and teachers with free virtual space where spoken recordings can be hosted. This paper details how vlogs—a portmanteau of the words video and blog—can be used in an oral communication classroom. By vlogging, students can practice English speaking skills outside the classroom, give oral feedback on other students' vlogs, and receive teacher feedback through the teacher's vlog posting. In addition to describing the software and hardware needed for both teachers and students, this paper proposes a loose framework along which such a course could be structured.

"Across the past two decades, globalization has altered the face of social, cultural, and linguistic variety in societies all over the world," Blommaert and Rampton (2019) write (p. 1). Migration and multiculturalism have been steadily supplanted with what Vertovec (2017) refers to as superdiversity. In this environment, the advent of new communication platforms and technology is accelerating globalization and challenging the concept of superdiversity. Combe (2014) highlights the growth of the vlog genre, a specific type of vlogging, as a means of practicing languages while learning online. Vlogging, he claims, is the act of publishing vlogs, which are interactive videos that vloggers post about whatever they choose. Vlogging can be done for a variety of purposes.

In the Philippines, DepEd Secretary Leonor Briones (2016) stated that Filipino students' performance on a large assessment, the National Achievement Test (NAT), tended to gravitate toward low proficiency levels in Science, Mathematics, and English, with an average grade of 44.1 percent, slightly lower than the previous year.

As a result, the goal of this paper is to increase students' enthusiasm for literature by using vlogging. The researcher's perspective on teaching literature among Suyangan National High School Grade 11 students is challenged by the sources given.

II. REVIEW OF LITERATURE

Literature is defined as writings of exceptional quality in form or expression that articulate ideas of lasting or universal interest (Merriam Webster, 2020). Pater refers to "the content or aesthetic literature" as a "transcript, not of ordinary truth, but of fact in its infinitely various forms," according to Rexroth (2019), a 19th-century critic.

According to Encyclopedia Britannica, literature is also defined as "the arranging of words to produce pleasure" (2013). Literature, on the other hand, enriches and changes experience in ways that go beyond "mere" pleasure. Newspapers and other nonfiction books provide facts and information, whereas literature is used to express feelings and thoughts about societal concerns. It examines how people adapt to and combat societal influences. It can also be used to communicate with others. People who appreciate writing use it to communicate and artistically express themselves.

Literature is a reflection of society, a catalyst for change, and a transmitter of national values, according to Canares (2002). She considers literature to be crucial in developing morals in readers. She also admires Abad's viewpoint on literature's role in one's life, which she views to be the most progressive of all the humanizing forces because it fosters a life of feeling.

2.1 Learning Literature

Learning literature helps a person to go through time and learn about life on the planet from those who have gone before us. We can gain a better grasp of culture and a stronger appreciation for it (find courses.co.uk 2021). Reading

literature can help relieve stress by slowing down a quick heartbeat, which is a frequent indicator of worry, and diverting the reader's attention away from racing thoughts (data.conferenceworld.in 2021).

Learning literature is significant and necessary, according to Barnum (2019). It fosters growth, strengthens our thoughts, and allows us to think outside the box. He went on to say that literature may help people learn about the past and broaden their knowledge and comprehension of the world. People who are exposed to literature at an early age have great communication skills right away. Reading literature promotes critical thinking by allowing people to solve problems and determine what is true. It also provides the ideal environment for developing critical thinking skills, as readers must pick up on details, make connections, and form their own opinions about what is happening in the book. Teachers regularly employ literature to assist pupils in developing strong critical thinking skills.

Nobody can deny that literature and language are inextricably linked. Language is the foundation of literature, and it is one of the most common uses of language. Language and linguistic analysis can also be used to gain access to literature via the eyes of the learner. Cristopher and Ronald (2021) have earlier stressed the importance of literature as a "language ally." This method is not new, as literature has always been a popular teaching tool in various language instruction methods. However, the perspective shifts here, emphasizing the literary text's importance as a work of art.

To Irene (2015) Reading literature is, without a doubt, a communication activity, and literary texts are, as no one can deny anymore, legitimate examples of language use. Many authors, including Brumfit and Carter, deny the existence of a distinct literary language, claiming that literary texts are written in common language with a high concentration of linguistic features such as metaphors, similes, poetic lexis, unusual syntactic patterns, and so on. These characteristics are not unique to literature; they can be found in everyday speech, nursery songs, proverbs, and advertising slogans, to name a few examples; yet, they are more prevalent in literature. As a result, we're talking about a literary use of language.

The use of literature as a second language teaching instrument is justified by three basic criteria Collie and S. Slate (2017). To begin with, the linguistic criterion argues that literature should be included in language training because it gives genuine, authentic examples of language as well as real samples of a wide range of styles, text kinds, and registers. It is critical for foreign language learners to be schooled in a range of registers, styles, and genres, as well as the ability to distinguish between them. These various forms of language are not only linguistically unique, but also socially, as they all have a social communication role. This has to deal with the concept of sufficiency. It refers to the fact that a communication has been received (Collie and Slater, 2017).

The second criterion is methodological, and it refers to the fact that a literary text can be interpreted in numerous ways, resulting in differing viewpoints among students and resulting in genuine, motivated interaction with the text, other students, and teacher. Interaction is one of the pillars of the communicative approach, which asserts that language is learned through interaction, or communication. The active involvement of the learner and the literary text as the dominant focus of attention are two more methodological elements that support the use of literature in the language classroom. Learners become more engaged, independent, and central to the learning process. The concept of literature is an important part of the communicative method.

Finally, the motivational criterion is important since the literary work reflects the writer's true feelings, which causes strong motivation in the learner. The student can access this personal experience through the literary text; if the theme touches her and provokes her, she will be able to tie what she is reading to her world, to what she knows and feels. The greatest issue for language teachers is creating interesting activities that engage students, and literature has a high motivational effect since it draws on personal experience.

2.2 Use of Media in Teaching Literature

The proliferation of new technologies and internet tools is fundamentally changing the way we live and work. The lifelong learning sector is no exception with technology having a major impact on teaching and learning. This in turn is affecting the skills needs of the learning delivery workforce (Gordonas, 2021).

According to Judson (2010), 21st-century learners have become digital natives, and they regard traditional learning as ineffective. As a result, teachers must be knowledgeable about the benefits of technology in motivating children to read and speak in the target language during literacy education.

Gillen and Barton (2016) look at how students' perception of digital literacies has evolved from a focus on skills needed in the ICT industry to 'softer' skills like judgment and critical thinking. "As digital technologies have matured, more people are participating in the creation and cooperation that have become trademarks of the Web 4.0 wave," they add. Digital literacy approaches have progressed in lockstep with technology improvements."

Many experts and teachers in this country prefer to see literary texts in media teaching materials (Huda 2014, p.131). They believe that literary texts in media teaching materials give learners a new flavor, and their beliefs align with those of Short and Candlin (2016) who believe that many students enjoy literature and that literature can be potentially useful for language teaching and learning. If the resources they utilize are merely language-based, devoid of any type of artistic value, English language learning is generally a tedious prosaic and monotonous work for pupils in this country. As a result, including some literary works in materials will add variety to the resources, making them more interesting for pupils.

2.3 Video Vlog/Blog

(Video-Blogging) or vidblogging (pronounced Vlogging, not V-logging) is a type of blogging that prioritizes video over text or audio as a primary media source. Traditional blogs provide text, but video blogs include stories and/or information about the authors. They are public forums for self-expression in which authors have complete discretion over what is published. (<https://wearethecity.com/vlogging-power>).

According to David Sifry (2007), roughly 120,000 new blogs are published every day, or about "1.4 blogs created every second of every day." Blogs and their descendants — podcasts and vlogs — are distinctive in the way their authors create them and the way viewers interact with them. Vlogs don't need teams of editors because the authors are in charge of the content and release schedule. Audiences interact with these sites by reading, viewing, and directly commenting on the information.

To N.S. Bolotnova (2012), video blog can be placed among both monological and dialogical genres by types of linguistic realization, and only among dialogical ones due to its address to collective audience. Vlogs are valuable because they tell us about ourselves as well as represent a new form of self-expression, rooted in our today's communication environment. Changes in communication technology affect societies on multiple levels.

According to Pradana (2017), image media has evolved into moving films that are based on content, storyline, and the compatibility of the two. The film and sound that were created could be used as educational media. As a consequence of the research, numerous criteria of YouTube vlogs that might be used as learning material were discovered. The vlog must adhere to the content, have an appropriate storyline, video, and sound, contain a message or meaning derived from social values and conventions, and its time should be taken into account. Values in society and the film focused on norms since some pupils lacked respect for others and engaged in deviant behavior in the classroom. As a result, building values and norms in every classroom is essential. The video duration should be considered, especially for history videos, because students are often tired and sleepy when learning about history; so, the video should run 10-20 minutes. Students could use this time to debate the video content and share it to the rest of their group

2.4 Vlogging

Vlogging allows you to communicate with individuals all around the world. The creator's videos reach a global audience, allowing individuals to communicate with one another. It also assists in garnering visibility and distinguishes the producers in the community.

In 2016, an estimated 700 million people watched digital video globally; in 2019, that number has climbed to 2.6 billion. By 2022, there will be 248 million digital video viewers in the United States alone. Time spent watching digital video has climbed by 120 percent, from 26 minutes to almost an hour every day (fueled largely by mobile which has overtaken desktop viewing). As people's viewing habits change increasingly toward internet video, certain types of video content have shown to be in demand and popular. Vlogs, or "video blogs," have become one of the most popular types of digital video content, with vloggers ("video bloggers") candidly filming and sharing their lives (Resse, 2015). Using the study *Improving Students' Speaking Skills by Using Vlogging Strategy* by Syafii, Sugianto, and Cendriono (2019), it was found that vlogging is big help in improving students' speaking skills. This research determined how multimedia tools can help enhance the speaking ability of Grade 11 students. The respondents

underwent an oral speaking test to evaluate their speaking development. Also, the researchers used observation checklist and field notes to discern the students' interest in multimedia presentations. 100% of the respondents showed great improvement with their speaking skills after the posttest while 94.57% uttered their interest in continuing the use of this strategy.

In addition, Ratnawati and Faridah (2017) investigated the effects of using multimedia in the teaching and learning process among Grade 2 students at Galuh University. As a result, they discovered that students become bored during typical speaking classes, which has an impact on their motivation and efficacy in the classroom. In addition, integrating multimedia in the speaking class increased students' classroom engagement and achievement since they were more enthusiastic and active participants after using the teacher's multimedia tools. Sundari's study (2018) showed similar results regarding the utilization of multimedia presentations and its impact on students' speaking abilities improvement. Grade 11 students at SMA N1 Air Joman in North Sumatera were polled, and it was revealed that 83.33 percent of the students agreed.

Multimedia displays are required in a classroom argument for five reasons, according to Denby (2016). Multimedia presentations, for starters, assist students acquire confidence in their capacity to speak in English. Students' fear of making a mistake when speaking can be alleviated by using apps like iMovie and Voice Thread, which allow them to record as many times as they like. He goes on to suggest that process-driven presentations encourage emotional reactions. Teachers can use digital platforms to effortlessly monitor their students' development and make instructional advice both inside and outside the classroom. Third, scriptwriting can assist pupils improve their English language abilities.

Students could bolster their writing ideas with the help of photos, audio snippets, or videos. As a result, they can improve their information literacy skills, such as browsing databases and writing citations. It can then help to foster creativity. Teachers might urge students to record audio or video or produce PowerPoint presentations to build their performance projects. They can significantly raise their intellectual ante through their visual and symbolic expressions. Finally, multimedia presentations provide an opportunity for students to shine. They now have a variety of options for showcasing their talents. This allows classroom teachers to develop the next generation of sought-after speakers in the most engaging ways possible.

Bochina, Ageeva, and Vlasicheva (2014) consider multimedia platforms such as verbal, verbal-pictorial, and graphic accompaniment to be useful in teaching the target language. Even though their visual imagery and aural features are at conflict, the study shows how using presentations in classroom speaking conversations can help students build public speaking skills.

Shis, Ru-Chu (2019) investigated a convenience sample approach that was utilized to choose 15 students from a remote primary school. The research was qualitative, and the participants' vlogs were analyzed thematically. The participants improved their grammar, content, fluency, and vocabulary, according to the data obtained, but pronunciation remained a challenge for them. As a result, it's hoped that this research will pave the way for vlogging to become a viable technique for boosting students' speaking abilities. Finally, this research recommends a fresh strategy to teaching ESL students how to talk in English.

In various learning literature, English has been employed as a lingua franca widely used as a medium of instruction (Wong & Yunus, 2021). In truth, English has evolved beyond its practical uses to include the development of creativity in literature learning (Ismail et al., 2019), which is plagued with challenges such as reader reception (Haja Mohaideen et al., 2020).

The most vital skill is the ability to communicate. Because of the high intensity of interpersonal contacts, it is critical to be able to communicate in a global language such as English. It is more difficult for ESL students whose first language is not English. English proficiency is now required of everyone, including kids. They must learn all aspects of the English language, including speaking. Students have used a variety of tactics in and out of the classroom to learn how to talk. However, due to a variety of factors, those solutions are still challenging to implement. As technology advances, students have access to a wealth of materials for learning English in order to succeed in English classes and even in everyday communication. As a result, through E-Learning media, technology may assist students in improving their speaking skills. The writers of this work attempted to reveal students' technique for improving their speaking skills by using English Vlog.

Students can use a variety of media to learn English, particularly to improve their speaking skills. E-Vlog is one of the media that students use. "Vlog is a sort of blogging in which the main medium is video, short for video blogging," according to Kirchner (2021). Vlogs are becoming increasingly popular as a means of reaching the public. Vlog is well-known because it is simple to evaluate via smartphone, iPad, or tablet.

Mandasari's (2020) research looked whether whether pupils' performance improved after learning English via Vlog. It featured 40 students from the English Education Department at Universitas Teknokrat Indonesia. They enrolled in a Transactional Conversation program where they used vlogs to practice their English. A quantitative study design with a pre- and post-test was adopted by the researcher. The pre- and post-test findings were analyzed using descriptive and inferential statistics (Mann-Whitney U). According to the findings, learning English through Vlog boosts students' performance dramatically.

Hakim, Muhammad Iqbal Ali Akbar (2019, 44-48) discovered that vlog can assist students in improving their English skills. In previous research, vlogs have been proven to improve students' satisfaction with learning English as a second language (Shis, Ru-Chu). According to Aydin, vlog has a positive impact on improving engagement between students and professors utilizing target language (2019, 244-259). Vlogs were established to give individuals the opportunity to convey their personal experiences shared in a website network, according to their development. Similar results are found in the control group who were not exposed to vlogging. There is a significant difference in the academic performance of the students before and after instruction. This is based on the obtained values of $t=-2.64$, $df=19$, and $p=0.02$. Since the p-value is less than 0.05 level of significance, the null hypothesis was rejected.

Vlog helps students to participate in learning process. It also gives chances for students to work in a group. 80% and 10% students agree and strongly agree with the statements. 10% disagree. According to Caze (2017), Using blogs and vlogs in the classroom enhanced students' engagement and their desire to produce writing of a high quality. For some students, the blogging platform linked to their own experience of creating texts and sharing media; for other students, it provided them with the knowledge, understanding and skills to inspire them to be publishers of meaningful text in the future. In addition, Harmer (2001) states that, "video could be supplied simulations, not only because it could give feedback when students could be watched themselves and evaluate their performances, but also because the presence of the video helped to make students feel more realistic". In short, it can be concluded that real activities support students' engagement in learning process.

The goal of Aldukhayel's study is to look into how EFL students and teachers feel about vlogs as a source of aural input for L2 listening practice both within and outside the classroom. This study included 389 EFL university students from 29 listening/speaking classes, as well as their teachers. Perceptions from students and teachers were gathered through surveys, focus group discussions, and interviews after four weeks of using vlogs in the classroom. According to the findings of this study, students found vlogs to be entertaining, fascinating, and up-to-date while also serving as a learning resource. Teachers were equally enthusiastic about using vlogs in their classes to increase students' listening skills and vocabulary learning, among other things.

Mandasari and Aminatun (2021) conducted a poll to examine students' sentiments toward vlogs, and the findings are shown above. It is apparent that 72,5 percent of students believe that vlogs help them attain better academic results. Students get a lot of new vocabulary, cultural knowledge, and better grades. Students can simply talk about the tourist location and traditional culinary talents, as well as their ability to communicate effectively in English using appropriate language. Furthermore, 17.5% of students strongly agree with that statement. In sum, only 9,5 percent of students disagree. Maulidah conducted a study that supports this finding (2017). She discovered that vlogging significantly enhances children's speaking ability. Video blogging, according to Lestari (2019), can supply pupils with a wide range of vocabulary.

2.5 Vlogging and Learning Literature

Vlogging helps students to contribute ideas and demonstrate knowledge without the constraints of text in the classroom. Allowing students to utilize a vlog for a project can provide them the ability to exhibit what they know while also giving them the courage to do so in the way that they feel most comfortable (J Warmbrodth, 2017). When it comes to vlogging, imagination is necessary. It takes a certain amount of originality to find your own voice, style, and even the

type of content you want to create. Regularly forcing yourself to create something fresh keeps you on your creative toes. It allows you to present new thoughts and challenges to yourself, as well as express your message in a unique way. Hung (2017) study was to look at how a video blog (vlog) project was implemented in an English for Specific Purposes (ESP) class to improve students' possibilities to utilize the target language. It looked into students' attitudes toward vlogs, as well as the benefits and drawbacks that they found. Student interviews, written peer comments, video clips in vlogs, and reflective notebooks were among the data sources. First, the students had a positive impression of the vlog project since it allowed them to not only organize and reflect on their learning outcomes, but also to archive their learning activities. Second, they mentioned several benefits of vlogging, including visual depiction and time savings. The study of Niron (2020) explored and identified students' motivation in acquiring project-based learning (PBL) Indonesian language skills through vlogging medium, based on meanings and themes derived from "because motivations" and "in order to motives" related to the phenomenon of classroom learning. In order to determine objectives, this study employs a qualitative research method based on Albert Schutz's phenomenological approach. In order to gather and find data, the researcher becomes the primary tool. Observation, questionnaires, and interviews were all utilized to obtain data. Data is analyzed using the flow model's three stages: reduction, display, and data verification, as well as triangulation. The findings of the study show that using vlogs as a teaching approach can pique students' interest in learning due to their interest in other sectors such as multimedia technology and social media. Using vlogs to acquire PBL-based speaking skills can improve speaking competency and gradually improve students' mental aspects, allowing them to feel more confident speaking and communicating in public. As a result, using vlogs to learn PBL-based speaking skills is a good and unique learning technique for increasing learning motivation and mastery of students' speaking skills.

According to Sri Wahyu Indrawati, Emzir, and Ninuk Lustyantie (2017), learning strategies and self-confidence have a significant impact on speaking skills literature discussions. As a result, speaking abilities necessitate a great deal of language knowledge as well as the use of numerous speaking approaches so that when someone speaks, the message being conveyed is properly absorbed by the listener. Speaking skills are mechanical skills. The more one practices, the better her/his skills will get. Sulistyaningrum (2016) says that mastering speaking skills has an inherent impact on other language skills such as writing, listening, and reading. As a result, to obtain effective speaking abilities in teachers and students, a diversity of approaches to methods and strategies in learning are required.

2.6 Synthesis of the Review

Using Mayer's Cognitive Theory of Multimedia Learning (CTML) published in 2008 and investigates how multimedia presentations become sources of knowledge for students, Paivio's Dual-Coding Theory and Wittrock's Generative Theory were the foundations of this study. CTML, on the other hand, goes beyond these theories to allow the learner to function as an information-constructor, successfully selecting and connecting visual and verbal material.

The aforementioned literature and studies reviewed have shown resemblance to the present study because they all emphasized on effectiveness of Vlogging strategy in all aspect of student's performance especially in literary competence.

2.7 Theoretical Framework

This study was anchored on Mayer's Cognitive Theory of Multimedia Learning (CTML) studies how multimedia presentations become sources of knowledge for students, and was published in 2008. This theory is based on Paivio's Dual-Coding Theory and Wittrock's Generative Theory. CTML, on the other hand, goes beyond these theories to enable the learner to operate as an information-constructor, selecting and connecting bits of visual and verbal material effectively. Students develop meaningful associations between words and visuals and actively process them in long-term memory, according to the hypothesis. The primary difference between CTML and Dual-Coding Theory is that learners in the CTML framework participate more actively in the production of knowledge.

Mayer's CTML aims to define the learning process by assuming three things: 1.) Dual Channels: The auditory/verbal and visual/pictorial channels process information from sensory memory separately, according to Paivio's (1971) Dual-Coding Theory. Spoken words, tale recitations, and other sounds are handled by the auditory/visual region; images, graphs, and tables, movies, animation, and other visual information are handled by the visual/ pictorial area. 2.) Limited

capacity: according to Sweller's (1988) Cognitive Load Theory, the amount of data that learners can maintain in their working memory in each brain area is limited. As a result, cognitive strain occurs when a learning task requires more cognitive processing than a learner's competence. Pictures are stored in a visual mental model, whereas sounds are kept in a verbal mental model.

According to Mayer (2008), the learner can only recall a few images at a time in the visual domain of working memory, mirroring only parts of the content supplied to him. In the verbal channel of working memory, learners can only recall a few words at a time when given a narration. 3.) Processing that is active: Learning, according to CTML, is a dynamic process in which pupils pick and consolidate words and images, then integrate them with previously learned material from their long-term memory and return it to their short-term memory for processing. To integrate new facts into the learner's present knowledge, one or more of the following cognitive processes can be used: (a) choosing words for verbal working memory processing; (b) choosing images for visual working memory processing; (c) organizing specific words into a verbal model; (d) organizing specific images into a pictorial model; (e) combining the verbal and pictorial cues with each other and with related prior information stimulated from long-term memory. Figure 1 depicts how learners in a multimedia environment acquire a second language.

Vlogging effectively captures the attention of internet users; individuals are more likely to become enthused about a video Vlog's dynamic content than a written posting with many long phrases and no graphics. The more excited visitors are on a website (through social networking and other means), the more traffic it will receive. However, Vlogging does not come without its drawbacks. Advantages of Vlogging include the ability to connect with people from all over the world. The creator's videos reach audiences all around the world, which allows individuals to communicate with one another. It also assists in garnering visibility and distinguishes the producers in the community. Apart from that, Vlogging is very popular and current; it has higher discussion rates; it allows for more personal engagement with readers; it is free to create Vlogs; and it encourages more traffic to your website. The following are the disadvantages of Vlogging: server space can be an issue with self-hosted websites; making videos takes time; it can result in poor loading times; and, finally, bandwidth concerns if you have a significant number of Vlog followers. (workformums.co.uk > 2017). Another disadvantage of vlogging is that some vloggers do not handle the concept correctly, making it difficult to attract and sustain a steady audience. There are those who seek to stir strife and put others down. As a result, they will leave harsh and hateful notes, causing the poster's emotional instability.

2.8 Conceptual Framework

The conceptual framework sums up the intended impact of the Research Paradigm. It looks at effects of vlogging in learning literature among Grade 11 students of Suyangan National High School for the School Year 2021-2022.

This study was uncover the significant difference among the scores of the students in control and experimental group in the following areas: This study was uncover the significant difference among the scores of the students in control and experimental group in the following areas: Geographic, linguistic, and ethnic dimensions, Texts and authors among the scores of the students in control and experimental group in the following areas: This study was uncover the significant difference among the scores of the students in control and experimental group in the following areas: Geographic, linguistic, and ethnic dimensions, Texts and authors from each region; 21st Century Literature Genres, Elements, and Structures. Finally, based on the findings of this study, it is aimed at crafting Intervention Materials. The conceptual framework encapsulates the intended impact of the Research Paradigm. It looks at the project, learning literature through vlogging. This study was conduct pretest and posttest for Grade 11 students in Suyangan National High School. Dimensions in learning through literature will be uncovered in terms of the following: the control group without the use of Vlogging and the experimental group using Vlogging.

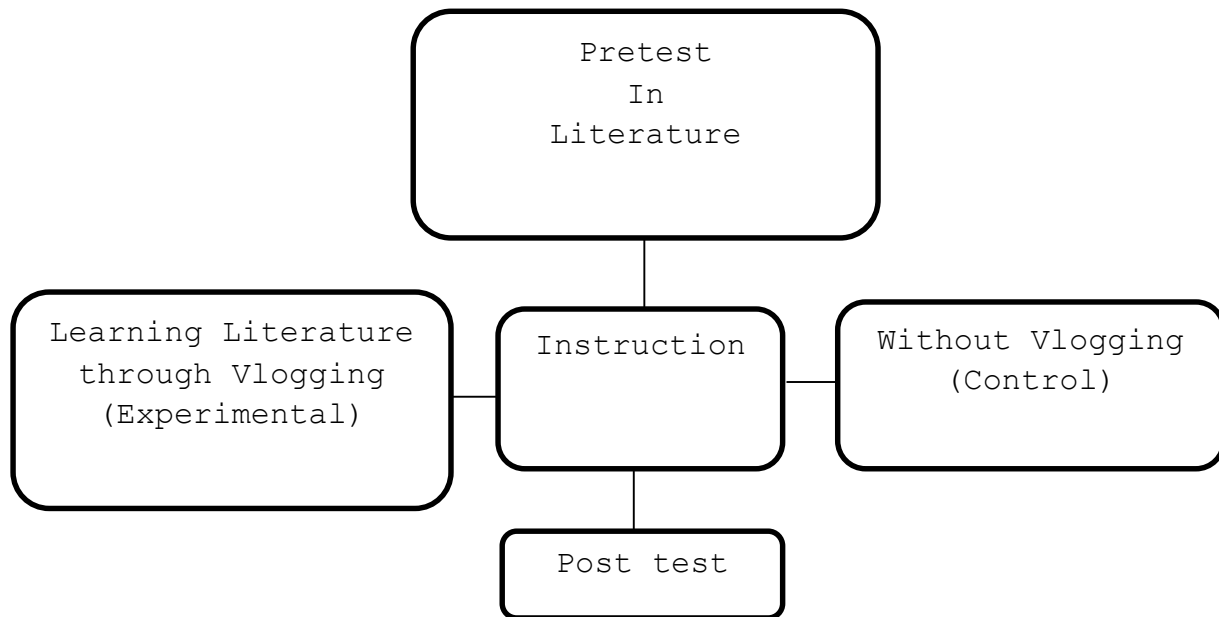


Fig.1 Research Paradigm

2.9 Statement of the Problem

This study determined the effects of vlogging in learning literature among Grade 11 students of Suyangan National High School for the School Year 2021-2022.

Specifically, this study seeks answers to the following questions:

1. What is the level of academic performance of the Grade 11 students in Literature before and after instruction as to:
 - 1.1. control group without Vlogging?
 - 1.2. experimental group with vlogging?
2. Is there a significant difference on the level of academic performance in Literature of the students before and after instruction in each group?
3. Is learning literature through Vlogging more effective than without Vlogging?

2.10 Hypothesis

H₀₁: There is no significant difference on the academic performance before and after instruction in each group.

2.11 Scope and Limitation

This study was limited along the following aspects:

- **Focus.** This study focused on the effects of vlogging in learning literature among Grade 11 students of Suyangan National High School for the school year 2021-2022.
- **Respondents.** The Grade 11 students were the respondents of this study.
- **Source of Data.** The answers from the gathered data were based on the survey questionnaire which served as the primary data considered in the study.
- **Place and Time.** The study was conducted in Suyangan National High School for the school year 2021-2022. It was conducted during the school year 2021-2022 along the scheduled distribution and retrieval of modules in the specified stations.

2.12 Significance of the Study

The following sectors may benefit from this study:

- **Education Department (DepEd).** The result of this study could aid the department in developing policies and strengthening the curriculum in literature with the goal of improving students' macro skills through the use of

various media such as vlogging. In reconstructing learners' material appropriate for grade levels, DepEd might consider a variety of multimedia presentations.

- **Teachers.** The outcome of this study can be used as excellent pedagogical aids in the teaching of speaking by English teachers. This could serve to promote awareness of the importance of ICT-mediated instruction innovation.
- **Students.** The findings of the study may assist individuals enhance their speaking skills through Vlogging particularly in story recounting, and grasp literary works.
- **Future Researchers.** The result of this study will assist students in gaining further insights into the subject at hand as well as developing research skills in order to be more effective in their industries.
- **Vloggers.** The outcome of this study will allow students to share ideas and demonstrate knowledge without the constraint of text. By requiring the students to use a vlog for educational purposes it will enhance student's ability to show and they will do it confidently in a way that they feel the most comfortable.

2.13 Definitions of Terms

The following terms below are hereby conceptually and operationally defined:

Informative Vlogs. This is a form under Video blog that is designed to educate the viewer about a particular subject.

- **Educational Vlogs.** A video vlog that helps you to learn about something or a certain topic is termed an educational vlog. These vlogs can be about any subject, be it a technical or travel vlog for educational purposes.
- **Literature.** It is defined as "not only what is written but what is voiced, what is expressed, what is invented, in whatever form" (Krystal, 2014).
- **Motivational Vlogs.** These refer to vlogs to share daily motivation shared to the viewer to let them feel good.
- **Pedagogical Tools.** System Dynamics Society explained that pedagogical tools are designed to convey important lessons and allow people to improve their understanding of a problem or undertaking.
- **Travel Vlogs.** This is a short and informative video that's published to social media. These short videos act as casual travel video guides and a source of information for different destinations around the world.
- **Tech Vlogs.** These are usually sit-down videos where a YouTube creator discusses a certain product and gives tips and recommendations based on their preferences.
- **Vlogging.** This is the activity of creating and posting short videos or maintaining a vlog. As used in this study.
- **Performance.** This is defined as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. As used in this study, it refers to the execution of students in learning literature through vlogging.

III. METHODS

This chapter presents the research design, research instrument, research respondents, the environment used in gathering the data, ethics, and data gathering procedure and data analysis.

3.1 Research Design

Quasi-experimental research design was used in this study. Moreover, the one-group pretest-posttest design was specifically used for this research as it is considered as "one of the most commonly used experimental designs in educational research" (Gonzales & Torres, 2015). Furthermore, this design features one group of respondents that is part of a single condition, and then, pretested and posttested using independent variable manipulation (Allen, 2017). The control group underwent a Pretest based on Module 1 of the 21st Century Literatures from the Philippines and the World Quarter 3 – Module 1 Understanding the Literary History and Appreciating the 21st Century Literatures of the Philippines. The same process was given to the experimental group. Then, the control group without the use of Vlogging was conducted and the experimental group which employed learning literature. Moreover, pretest-posttest design was specifically used for this research as it was considered as "one of the most commonly used experimental designs in educational research" (Gonzales & Torres, 2015). Furthermore, this design featured two groups of

respondents that is part of a single condition, and then, pretested and post-tested using independent variable manipulation (Allen, 2017).

3.2 Research Environment

This study was conducted at Suyangan National High School, a secondary island school located at Brgy. Suyangan, Municipality of General Luna, Province of Surigao del Norte.

There are four farthest islands separated from the municipality of General Luna, the Surfing Capital of the Philippines and these four island barangays considered as far flung areas due to lack of electricity, limited signal and internet connection. Suyangan belongs to the said barangay and these are the reasons why the government decided to put high school in the island for the islanders not to travel anymore to the municipality just to study high school.

Suyangan National High School is the only island high school in the four islands spearheaded by the Head Teacher IV. This school year 2021-2022 the total population has reach 198

with 9 teachers and 1 volunteer teacher both in Junior High School and Senior High School with 1 administrative assistant.

3.3 Respondents

The respondents comprised of Grade 11 students of Suyangan National High School who were enrolled for S.Y 2021-2022. The Grade-11 students were chosen as the participants because the researcher happened to be one of the teachers who is handling their 21st Century Literature subject and has the first-hand information regarding their performance in the class. Grade 11 has 2 sections comprising 40 students.



Plate 1. Vicinity Map of Suyangan National High School Siargao, Surigao Del Norte



Plate.2 Local Community of Suyangan island, General Luna, Siargao, Surigao del Norte

3.4 Research Instrument

The study utilized an adopted researcher-made questionnaire from Module 1 of the 21st Century Literatures from the Philippines and the World Quarter 3 – Module 1 Understanding the Literary History and Appreciating the 21st Century Literatures of the Philippines. The questionnaire is made up of two parts: the control group without the use of Vlogging and the experimental group using Vlogging.

The Likert scale used is indicated below:

Scale	Description
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

Meanwhile, the scoring rubric for vlogging is indicated below:

Table 1. Rubric for Vlog Presentation

Name of Presenter/s: _____

Criteria	Advanced 10 pts.	Proficient 9-8	Developing 7-5	Beginning 4-2
Content Quality	Appropriate, engaging, and reflective Vlog is in-depth, analytical, makes a point and corrections.	Appropriate and vlog has a purpose or main content and is reflective.	Vlog is done, but lacks engagement. Analysis or substantial reflection, or may be off topic	Vlog is not engaging, or difficult to follow in meaning
Video Quality	Video is well lit and frames subject appropriately. Editing enhances cohesiveness of vlog.	Video is well lit and frames the subject within the frame without excessive movement.	Video is fairly well lit within minimal movement. Subject is usually within the frame.	Camera may be jerky. Making it difficult to view, poorly lit, or subject not clearly in video
Sound Quality	Sound is clear and volume is appropriate.	vlog is understandable and volume is appropriate.	Vlog is somewhat distracted by some noise and volume is a little bit appropriate	Vlog is unclear and did not meet the requirements

The researcher sought experts' help for validation. Hence, a dry run was tested for its validity and reliability.

Validity. The instrument was validated in terms of its content. A draft of the instrument was presented to the panel of researchers and professionals who were experts in constructing the instrument. Their suggestions for improvement were followed and a dry run (Pilot Test) of the instrument was made.

Reliability. The process was done after the content validity was established. In this procedure, the researcher used the Internal Consistency Method by conducting a dry-run where copies of the same instrument were administered to 40 non-respondents outside of Suyangan National High School. Results in Appendix B showed that the Pretest/Posttest got a Cronbach's Alpha value of 0.83 which typified that the test was Reliable.

Ethics and Data Gathering Procedure

To ensure the formality of the conduct of the study, the researcher secured letters asking for permission from the Dean of the Graduate School for the approval of the study.

Another letter of the same nature was sent to the Schools Division Superintendent of the Department of Education, Siargao Division for the authorization to administer the study. Thus, another set of letters was addressed to the principal of Suyangan National High School.

During the pilot testing phase, the researcher-made questionnaire was administered outside the respondent school, from which data were analyzed for reliability. The survey questionnaire was launched to the respondents in Suyangan

National High School with the help of her fellow class advisers in the administration of the surveys, and it was proven to be reliable. During the scheduled weekly distribution in the specified distribution points, they were distributed to and collected from the responders, along with the modules. All of the information was gathered, interpreted, and analyzed. Vlogging was conducted after this process: The experimental group and control groups were given pretest using the same questionnaire to both sections. After the pretest, proper instruction of the tasks was given. Specific topic was set in the modules and they were informed about the mechanics of the vlogging as their guide in accomplishing the tasks to one of the sections as experimental group while the other sections were not be given the tasks since they are the control group.

The respondents in the experimental group were done by pair. The vlog lasted only for 2-3 minutes and they had to finish the tasks within the given number of 5 days to prepare the vlogging and send it via messenger to the research adviser.

Data Analysis

To analyze the data needed, the following were the statistical procedures used in the study:

- **Weighted Mean and Standard Deviation.** These tools were used to determine the academic performance in Literature of the students from the control and experimental group, before and after instruction.
- **T-test for paired samples.** This was used to measure the significant difference between the academic performance of the students before and after instruction.
- **Analysis of Covariance.** This was used to determine the significant difference on the academic performances of the students from the control and experimental groups after instruction with pretest as a covariate

IV. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the gathered data based on the Problems in Chapter 1.

Academic Performance in Literature

Table 2 presents the academic performance in Literature of the students before and after instruction.

Table 2: Academic Performance in Literature Before and After Instruction

Group	Test	Mean	SD	Percent	T	Description
Experimental	Pretest	18.25	5.60	60.83	75.00	Fairly Satisfactory
	Posttest	24.75	3.24	82.50	89.00	Very Satisfactory
Control	Pretest	19.65	4.79	65.50	78.00	Fairly Satisfactory
	Posttest	21.75	3.35	72.50	82.00	Satisfactory

Legend:

<i>Scale</i>	<i>Description</i>
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

Table 2 exemplifies the academic performance in literature experimental and control groups before and after instruction.

For the experimental, the pretest got a mean of 18.25 with 60.83% and transmuted score of 75.00, verbally interpreted as Fairly Satisfactory. Meanwhile, when it comes to Posttest, the mean is 24.75 with 82.50% and transmuted score

of 89.00 or Very Satisfactory. This means that there is improvement when vlogging was introduced by the teacher. The performance of the students had improved. With this result students are now more competent and developed with comes to communicative skills.

According to Barnum (2019) learning literature is important and necessary since it provides growth, strengthens our minds, and gives us the ability to think outside the box. He added that literature serves as a gateway to learning of the past and expanding the knowledge and understanding of the world. Exposure to literature at a young age allows people to develop strong communication skills right off the bat. (enotes.com 2009). Reading literature encourages critical thinking, it allows people to work through problems and determine what's true. It provides the perfect opportunity for building critical thinking skills, because a reader has to pick up on details, make connections and form their own opinions on what's going on in the book. Teachers frequently use literature to help their students develop strong critical thinking. It helps them understand the material better and gives them tools to use in their future careers.

The study of Shis, Ru-Chu (2019) explored on a convenience sample strategy used to choose 15 pupils from a rural primary school. The study was qualitative, and the vlogs of the participants were evaluated thematically. According to the data collected, the participants improved their grammar, content, fluency, and vocabulary, but pronunciation remained a struggle for them. As a result, it is hoped that this study would pave the way for vlogging to be used as a successful tool for improving students' speaking skills. Finally, this study suggests a novel approach to teaching speaking in ESL classes.

On the other hand, for the control, the pretest got a mean of 19.65 or 78.00% and transmuted score of 75.00, verbally interpreted as Fairly Satisfactory. This means that students need to enhance their journey in learning literature.

Learning literature allows a person to step back in time and learn about life on earth from the one who walked before us. We can gather a better understanding of culture and have a greater appreciation of them. (find courses.co.uk 2021) learning literature can relieve powerful stress. Studies shows it can slow down a rapid heartbeat, which is a common sign of anxiety, and take a reader's mind off of racing thoughts. (data.conferenceworld.in 2021).

Meanwhile, when it comes to Posttest, the mean is 21.75 or 82.00% and transmuted score of 82.00 or Satisfactory. This implicates that students need to upraise their skills in learning literature.

English has been used as a lingua franca widely utilized as a form of instruction in various learning literature (Wong & Yunus, 2021). In reality, English has progressed beyond its practical applications to include the development of creativity in learning literature (Ismail et al., 2019), which is fraught with difficulties such as reader reception (Haja Mohaideen et al., 2020). The most vital skill is the ability to communicate. Because of the high intensity of interpersonal contacts, it is critical to be able to communicate in a global language such as English. It is more difficult for ESL students whose first language is not English. English proficiency is now required of everyone, including kids. They must learn all aspects of the English language, including speaking. Students have used a variety of tactics in and out of the classroom to learn how to talk. However, due to a variety of factors, those solutions are still challenging to implement. As technology advances, students have access to a wealth of materials for learning English in order to succeed in English classes and even in everyday communication. As a result, through E-Learning media, technology may assist students in improving their speaking skills. The writers of this work attempted to reveal students' technique for improving their speaking skills by using English Vlog.

Technology provides students with many media to learn English especially for enhancing speaking skill. One media that used by students is E-Vlog. As stated by Kirchner (2021), "Vlog is a form of blogging which the main medium is video, short for video blogging". Nowadays Vlog becomes popular to reach the masses. People are familiar with Vlog because it is easy to assess through Smartphone, iPad or tablet.

Comparison of Academic Performance Before and After Instruction

Table 3 shows the comparative analysis on the pretest and posttest scores of the students in Literature.

Table 3: Significant Difference Between the Academic Performance in Literature Before and After Instruction

Group	t	df	p	Decision	Interpretation
Experimental	6.60	19	2.6E-06	Rejected	Significant
Control	2.64	19	0.02	Rejected	Significant

The academic performance of the students from the experimental group before they were taught Literature through vlogging significantly differ with their academic performance after being taught Literature through vlogging. This is evident based on the values $t=6.60$, $df=19$, and $p=2.6E-06$. The obtained p-value led to the rejection of the null hypothesis since it is less than 0.05 level of significance. It can be gleaned from Table 2 that their academic performance in posttest is better than their academic performance in pretest. This means that teaching literature through vlogging is effective.

The study of Mandasari (2020), determined whether students' performance improves after learning English through Vlog. It included 40 students from the Universitas Teknokrat Indonesia's English Education Department. They joined in a Transactional Conversation class where they practiced English through vlogs. The researcher used a quantitative study design including pre-test and post-test. The results of the pre-test and post-test were evaluated using descriptive and inferential statistics (Mann-Whitney U). According to the findings, pupils' performance improves significantly after learning English through Vlog.

Similarly, Hakim, Muhammad Iqbal Ali Akbar (2019, 44-48) discovered that vlog can help students enhance their English skills. Vlogs have also been shown to boost students' happiness with studying English as a second language in other studies (Shis, Ru-Chu). Vlog has a positive impact on improving contact between students and lecturers using target language, according to Aydin (2019). Vlogs are created to provide experience for users in expressing personal experiences, which are then shared in a website network, according to their development.

Similar results are found in the control group who were not exposed to vlogging. There is a significant difference in the academic performance of the students before and after instruction. This is based on the obtained values of $t=-2.64$, $df=19$, and $p=0.02$. Since the p-value is less than 0.05 level of significance, the null hypothesis was rejected. Table 2 also shows that posttest performance is higher than pretest performance.

Comparison of Effectiveness of the Control and Experimental Groups

Table 4 shows the comparative analysis on the posttest scores of the students in the control and experimental groups after controlling the effect of the pretest.

Table 4: Significant Difference Between the Posttest Scores of the Students in the Control and Experimental Group

F	p	Decision	Interpretation
18.95	1.0E-04	Rejected	Significant

The results in the Table entails that there is a significant difference on the posttest scores of the students in the control and experimental groups. This is based on $F=18.95$ and $p=1.0E-04$ which led to the rejection of the null hypothesis since the p-values is less than 0.05 level of significance. It can also be gleaned from Table 2 that the posttest score of the students from the experimental group which is 82.50 is significantly higher than the posttest score of the control group which is 72.50. This further means that teaching literature through vlogging is more effective than without it.

Vlog helps students to participate in learning process. It also gives chances for students to work in a group. 80% and 10% students agree and strongly agree with the statements. 10% disagree. According to Caze (2017), Using blogs and vlogs in the classroom enhanced students' engagement and their desire to produce writing of a high quality. For some students, the blogging platform linked to their own experience of creating texts and sharing media; for other students, it provided them with the knowledge, understanding and skills to inspire them to be publishers of meaningful text in the future. In addition, Harmer (2001) states that, "video could be supplied simulations, not only because it could give feedback when students could be watched themselves and evaluate their performances, but also because the presence of the video helped to make students feel more realistic". In short, it can be concluded that real activities support students' engagement in learning process. Values must be observed or extracted also by vlogging everyone should see the goodness of each individual and respect is the right word everyone can give. Respect to one's individual differences and abilities is the starting point in helping a person who is trying to develop and learning his/ her hidden ability.

The purpose of Aldukhayel (2021) study is to examine the perceptions of EFL learners and teachers toward vlogs as a source of aural input for L2 listening practice inside and outside of classroom. A total of 389 EFL university students drawn from 29 listening/speaking classes and their teachers participated in this study. After four weeks of exploiting vlogs in the classroom, perceptions from students and teachers were collected through questionnaires, focus group-

based discussion, and interviews. The findings of this study indicate that students found vlogs engaging, interesting, up-to-date while simultaneously being a source that will ensure learning. Teachers also had positive perceptions toward the use of vlogs in their classes to improve students' listening skill and vocabulary learning, as well as other aspects of the L2.

The information above reveals the results of a survey of Mandasari and Aminatun (2021) that determined students' attitudes toward vlogs. It is clear that 72,5 percent of students believe that vlogs improve students' performance in their academic achievement. Students gain many new vocabularies, cultural information, and improved grades. Students can also simply discuss the tourist destination and traditional culinary skills, as well as the ability to communicate effectively in English with appropriate language. In addition, 17,5 percent of students strongly agree with that assertion. Only 9,5 percent of pupils in total disagree. A study conducted by Maulidah also supports this conclusion (2017). She discovered that vlogging improves kids' speaking abilities dramatically. According to Lestari (2019), video blogging can provide students with a diversity of vocabulary, grammar, pronunciation, accent, and cultural information.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study determined the effects of vlogging in learning literature among the Grade 11 students of Suyangan National High School for the school year 2021-2022. It sought answers to the following questions: (a) What is the academic performance of the Grade 11 in literature before and after the instruction; (b) significant difference on the academic performance before and after instruction in each group, and (c) Is learning literature through Vlogging more effective than without Vlogging?

Data were gathered from Grade 11 students of Suyangan National High School who were enrolled for SY 2021-2022 utilizing the researcher-made questionnaire. The analysis of the data was obtained using the Weighted Mean and Standard Deviation, T-test for paired samples, and Analysis of Covariance.

5.2 Findings

Based on the results of the study, the following findings are hereby presented:

1. As to the level of performance of students in Literature, the experimental group's pretest result was, verbally interpreted as *Fairly Satisfactory*. As to Posttest, the transmuted score was verbally interpreted as *Very Satisfactory*. The control group got the pretest and it was transmuted and verbally interpreted as *Fairly Satisfactory*. As to Posttest result was *Satisfactory*.
2. There is a significant difference in the academic performance of the students from the experimental group before they were taught Literature through vlogging and after being taught Literature through vlogging. As to the control group who were not exposed to vlogging, there is a significant difference in the academic performance of the students before and after instruction.
3. Learning literature through vlogging is more effective as based on the posttest score of the students from the experimental group which is significantly higher than the posttest score of the control group.

5.3 Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The level of performance of students in literature before and after instruction for experimental group was from *fairly satisfactory* to *very satisfactory*; and for the control group—from *fairly satisfactory* to *Satisfactory*.
2. Teaching literature through vlogging increases the level of performance in Literature of the Grade 11 students.
3. Teaching literature through vlogging is effective.

5.4 Recommendations

From the foregoing conclusions, the following recommendations are offered:

1. Because the students' transmuted scores improved significantly after learning literature through vlogging, curriculum administrators and developers may adjust their policy and curriculum formulation by adding new literary text media such as vlogging. They can create standardized vlogs with various literary selections and add them.

2. With the significant increase in the performances of the students after using vlogging, teachers may adapt the vlog-type literary texts used in this research to strengthen their students' communicative skills, especially in speaking. Using vlogging, the students would be able to not only enhance their speaking ability but also heighten their interest in understanding different literary texts.

3. Even though the result indicates vlogging is a more effective pedagogical tool than using video clips, this pedagogical tool displays a positive response toward the improvement of the learning literature ability of the students. It could be employed a digital platform in providing literary texts. However, since not all students have access using internet, comic strips can be more advantageous. As students are media savvies, they can also create their own literary pieces through crafting vlogs. In this way, they can build up their interest to learn and to apply what they learn in understanding literary, or even non-literary, texts.

4. School administrators may build strong relationships with stakeholders in order to gain support for the use of media learning materials such as video, audio, and other forms of media. This is one method of preparing students to embrace the culture of digital footprints and nativity in teaching and learning.

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Appendix A

LEARNING LITERATURE THROUGH VLOGGING

Name: (Optional) _____ Grade and Section: _____

The researcher is requesting your valued assistance in connection with the needed data in the study. Rest assured that all information will be treated as highly confidential and used for research purposes only.

Part-I-GRAPHIC, LINGUISTIC, AND ETHNIC ASPECT OF PHILIPPINE LITERARY HISTORY FROM PRE-COLONIAL TO CONTEMPORARY.(Flash back what you learned about the literature of the past).

Instruction: Recall what you learned about the literature of the Philippines in the past. Read and answer the following statements. Write the letter of your answer in your paper.

1. The “putong” is a pre -colonial ornament which may signify that the wearer has Killed someone.
a. True b. False
2. The early Filipinos live in scattered barangay governed by a chieftain which they call rajah or datu.
a. True b. False
3. It is a body of work, either written, oral, or visual, containing imaginative language that realistically portrays thought, emotions, and experiences of the human condition.
a. Pre-colonial Literature b. Philippine Literature
b. Literature d. World Literature
4. The period of time before colonization of a region or territory.
a. Colonial b. Pre-Colonial
c. Pre-history d. Post-Colonial
5. Identify the two classifications of folk literature:
a. Local and Global b. Dynamic and Static
c. Flat and Round d. Floating and Oral
6. Literatures during pre-colonial period were handed down to us through
a. word of mouth b. paper and pen c. multimedia
7. Which of the following is true about Philippine pre-colonial texts?
a. Most of the pre-colonial dramas were held in the sambahan or places of worship.
b. They revolve around the illiteracy of early Filipinos.
c. Only the concept of death is used as a subject for narratives.
d. All of the above
8. It is a rhythmical type of literary composition that usually serves to excite the readers.
a. Poetry b. Prose
9. Which of the following is a theme of pre-colonial texts?
a. Karma b. Reincarnation
c. Ideals d. War
10. It is the ordinary form of spoken or written language, without metrical structure
a. Poetry b. Prose
11. It is a war song which evolved into a love song.
a. Uyayi b. Talindaw c. Hele d. Kumintang

Part-II- TEXTS AND AUTHORS FROM EACH REGION= (Appreciating Literary Pieces of Filipino authors and their contributions on the development of Philippine literature).

“MIDSUMMER”

By: Manuel Arguilla
(American Colonial Literature)

He pulled down his hat until the wide brim touched his shoulders. He crouched lower under the cover of his cart and peered ahead. The road seemed to writhe under the lash of the noon-day heat; it swam from side to side, humped and bent itself like a feeling serpent, and disappeared behind the spur of a low hill on which grew a scrawny thicket of bamboo.

There was not a house in sight. Along the left side of the road ran the deep, dry gorge of a stream, the banks sparsely covered by sun-burned cogon grass. In places, the rocky, waterless bed showed aridly. Farther, beyond the shimmer of quivering heat waves rose ancient hills not less blue than the cloud-palisaded sky. On the right stretched a land waste of low rolling dunes. Scattered clumps of hardy ledda relieved the otherwise barren monotony of the landscape. Far away he could discern a thin indigo line that was the sea.

The grating of the cartwheels on the pebbles of the road and the almost soundless shuffle of the weary bull but emphasized the stillness. Now and then came the dry rustling of falling earth as lumps from the cracked sides of the gorge fell down to the bottom.

He struck at the bull with the slack of the rope. The animal broke into a heavy trot. The dust stirred slumbrously. The bull slowed down, threw up his head, and a glistening thread of saliva spun out into the dry air. The dying rays of the sun were reflected in points of light on the wet, heaving flanks.

The man in the cart did not notice the woman until she had rounded the spur of land and stood unmoving beside the road, watching the cart and its occupant come toward her. She was young, surprisingly sweet and fresh amidst her parched surroundings. A gaily striped kerchief covered her head, the ends tied at the nape of her neck. She wore a homespun bodice of light red cloth with small white checks. Her skirt was also homespun and showed a pattern of white checks with narrow stripes of yellow and red. With both hands she held by the mouth a large, apparently empty, water jug, the cool red of which blended well with her dress. She was barefoot.

She stood straight and still beside the road and regarded him with frank curiosity. Suddenly she turned and disappeared into the dry gorge. Coming to where she had stood a few moments before, he pulled up the bull and got out of the cart. He saw where a narrow path had been cut into the bank and stood a while lost in thought, absently wiping the perspiration from his face. Then he unhitched his bull and for a few moments, with strong brown fingers, kneaded the hot neck of the beast. Driving the animal before him, he followed the path. It led up the dry bed of the stream; the sharp fragments of sun-heated rocks were like burning coals under his feet. There was no sign of the young woman.

He came upon her beyond a bed in the gorge, where a big mango tree, which had partly fallen from the side of the ravine, cast its cool shade over a well.

She had filled her jar and was rolling the kerchief around her hand into a flat coil which she placed on her head. Without glancing at him, where he had stopped some distance off, she sat down on her heels, gathering the fold of her skirt between her wide-spread knees. She tilted the brimful jar to remove part of the water. One hand on the rim, the other supporting the bottom, she began to raise it to her head. She knelt on one knee resting, for a moment, the jar onto her head, getting to her feet at the same time. But she staggered a little and water splashed down on her breast. The single bodice instantly clung to her bosom molding the twin hillocks of her breasts warmly brown through the wet cloth. One arm remained uplifted, holding the jar, while the other shook the clinging cloth free of her drenched flesh. Then not once having raised her eyes, she passed by the young man, who stood mutely gazing beside his bull. The animal had found some grass along the path and was industriously grazing. He turned to watch the graceful figure beneath the jar until it vanished around a bend in the path leading to the road. Then he led the bull to the well, and tethered it to a root of the mango tree.

“The underpart of her arm is white and smooth,” he said to his blurred image on the water of the well, as he leaned over before lowering the bucket made of half a petroleum can. “And her hair is thick and black.” The bucket struck with a rattling impact. It filled with one long gurgle. He threw his hat on the grass and pulled the bucket up with both hands.

The twisted bamboo rope bit into his hardened palms, and he thought how... the same rope must hurt her.

He placed the dripping bucket on a flat stone, and the bull drank. "Son of lightning!" he said, thumping the side of the bull after it had drunk the third bucketful, "you drink like the great Kuantitao!" A low, rich rumbling rolled through the cavernous body of the beast. He tied it again to the root, and the animal idly rubbed its horns against the wood. The sun had fallen from the perpendicular, and noticing that the bull stood partly exposed to the sun, he pushed it farther into shade. He fanned himself with his hat. He whistled to entice the wind from the sea, but not a breeze stirred.

After a while he put on his hat and hurriedly walked the short distance through the gorge up to the road where his cart stood. From inside he took a jute sack which he slung over one shoulder. With the other arm, he gathered part of the hay at the bottom of the cart. He returned to the well, slips of straw falling behind him as he picked his way from one tuft of grass to another, for the broken rocks of the path has grown exceedingly hot.

He gave the hay to the bull, its rump was again in the sun, and he had to push it back. "Fool, do you want to broil yourself alive?" he said good-humoredly, slapping the thick haunches. It switched its long-haired tail and fell to eating. The dry, sweet-smelling hay made harsh gritting sounds in the mouth of the hungry animal. Saliva rolled out from the corners, clung to the stiff hairs that fringed the thick lower lip, fell and gleamed and evaporated in the heated air.

He took out of the jute sack a polished coconut shell. The top had been sawed off and holes bored at opposite sides, through which a string tied to the lower part of the shell passed in a loop. The smaller piece could thus be slipped up and down as a cover. The coconut shell contained cooked rice still a little warm. Buried on the top was an egg now boiled hard. He next brought out a bamboo tube of salt, a cake of brown sugar wrapped in banana leaf, and some dried shrimps. Then he spread the sack in what remained of the shade, placed his simple meal thereon, and prepared to eat his dinner. But first he drew a bucketful of water from the well, setting the bucket on a rock. He seated himself on another rock and ate with his fingers. From time to time he drank from the bucket.

He was half through with his meal when the girl came down the path once more. She had changed the wetted bodice. He watched her with lowered head as she approached, and felt a difficulty in continuing to eat, but went through the motions of filling his mouth nevertheless. He strained his eyes looking at the girl from beneath his eyebrows. How graceful she was! Her hips tapered smoothly down to round thighs and supple legs, showing against her skirt and moving straight and free. Her shoulders, small but firm, bore her shapely neck and head with shy pride.

When she was very near, he ate more hurriedly, so that he almost choked. He did not look at her. She placed the jar between three stones. When she picked up the rope of the bucket, he came to himself. He looked up—straight into her face. He saw her eyes. They were brown and were regarding him gravely, without embarrassment; he forgot his own timidity.

"Won't you join me, Ading?" he said simply. He remained seated.

Her lips parted in a half smile and a little dimple appeared high upon her right cheek. She shook her head and said: "God reward you, Manong."

"Perhaps the poor food I have is not fit for you?"

"No, no. It isn't that. How can you think of it? I should be ashamed. It is that I have must eaten myself. That is why I came to get water in the middle of the day—we ran out of it. I see you have eggs and shrimps and sugar. Why, he had nothing but rice and salt."

"Salt? Surely you joke." "I would be ashamed..."

"But what is the matter with salt?"

"Salt...salt...Makes baby stout," he intoned. "My grandmother used to sing that to me when I complained of our food."

They laughed and felt more at ease and regarded each other more openly. He took a long time fingering his rice before raising it to his mouth, the while he gazed up at her and smiled for no reason. She smiles back in turn and gave the rope which she held an absent-minded tug. The bucket came down from its perch of rock in a miniature flood. He leaped to his feet with a surprised yell, and the next instant the jute sack on which he lay his meal was drenched. Only the rice inside the coconut shell and the bamboo of tube of salt were saved from the water.

She was distressed, but he only laughed.

"It is nothing," he said. "It was time I stopped eating. I have filled up to my neck."

"Forgive me, Manong," she insisted. "It was all my fault. Such a clumsy creature I am."

"It was not your fault," she assured him. "I am to blame for placing the bucket of water where I did."

"I will draw you another bucketful," he said. "I am stronger than you."

“No, you must let me do it.”

But when he caught hold of the bucket and stretched forth a brawny arm for the coil of rope in her hands, she surrendered both to him quickly and drew back a step as though shy of his touch. He lowered the bucket with his back to her, and she had time to take in the tallness of him, the breadth of his shoulders, the sinewy strength of his legs. Down below in the small of his back, two parallel ridges of rope-like muscle stuck out against the wet shirt. As he hauled up the bucket, muscles rippled all over his body. His hair, which was wavy, cut short behind but long in fronts fell in a cluster over his forehead.

“Let me hold the bucket while you drink,” she offered.

He flashed her a smile over his shoulders as he poured the water into her jar, and again lowered the bucket.

“No, no, you must not do that.” She hurried to his side and held one of his arms

“I couldn’t let you, a stranger...”

“Why not?” He smiled down at her, and noticed a slight film of moisture clinging to the down on her upper lip and experienced a sudden desire to wipe it away with his forefinger. He continued to lower the bucket while she had to stand by.

“Hadn’t you better move over to the shade?” he suggested, as the bucket struck the water.

“What shall I do there?” she asked sharply, as though the idea of seeking protection from the heat were contemptible to her.

“You will get roasted standing here in the sun,” he said, and began to haul up the bucket.

But she remained beside him, catching the rope as it fell from his hands, coiling it carefully. The jar was filled, with plenty to drink as she tilted the half-filled can until the water lapped the rim. He gulped a mouthful, gargled noisily, spewed it out, then commenced to drink in earnest. He took long, deep draughts of the sweetish water, for he was more thirsty than he had thought. A chuckling sound persisted in forming inside his throat at every swallow. It made him self-conscious. He was breathless when through, and red in the face.

“I don’t know why it makes that sound,” he said, fingering his throat and laughing shamefacedly.

“Father also makes that sound when he drinks, and mother always laughs at him,” she said. She untied the headkerchief over her hair and started to roll it.

Then sun had descended considerably and there was now hardly any shade under the tree. The bull was gathering with its tongue stray slips of straw. He untied the animal to lead it to the other side of the girl who spoke; “Manong, why don’t you come to our house and bring your animal with you? There is shade and you can sleep, though our house is very poor.”

She had already placed the jar on her head and stood, half-turned to him, waiting for his answer.

“I would be troubling you, Ading.”

“No. You come. I have told mother about you.” She turned and went down the path.

He sent the bull after her with smart slap on its side. Then he quickly gathered the remains of his meal, put them inside the jute sack which had almost dried, and himself followed. Then seeing that the bull had stopped to nibble the tufts of grass that dotted the bottom of the gorge, he picked up the dragging rope and urged the animal on into a trot. They caught up with the girl near the cart. She stopped to wait.

He did not volunteer a word. He walked a step behind, the bull lumbering in front. More than ever he was conscious of her person. She carried the jar on her head without holding it. Her hands swung to her even steps. He drew back his square shoulders, lifted his chin, and sniffed the motionless air. There was a flourish in the way he flicked the rump of the bull with the rope in his hand. He felt strong. He felt very strong. He felt that he could follow the slender, lithe figure to the end of the world.

1. The two contrasting images in the story are __

a. aridity and freshness b. love and hate c. hope and despair

2. Manong came upon Ading beyond a bend in the gorge where a big __ tree cast a cool shade.

a. bamboo b. atis c. mango

3. Ading brought with her a __ when she met Manong.

a. jug b. coconut shell c. pail

4. The story “Midsummer” effectively depicts the ____.

- a. rural setting b. urban setting c. city life
5. The presence of Ading amidst the parch surrounding added the sense of ____.
- a. beauty b. freshness c. hope
6. The man showed his machismo to the woman by ____.
- a. inviting her to eat b. helping her to draw water c. looking at her intently
7. Ading showed that she also liked Manong when she ____
- a. invited him to come to their house to rest
- b. went back to the gorge to fetch water again
- c. gave him water to drink
8. The author of the story was ____.
- a. Aida Rivera-Ford b. Manel Arguilla c. Ivy Alvarez
9. "Son of lightning!" is referred to
- a. pig b. bull c. horse
10. The narrator of the story is ____.
- a. writer himself b. Ading c. Manong

Part-III-21ST CENTURY LITERARY GENRES, ELEMENTS, STRUCTURES AND TRADITIONS.

INSTRUCTION: Read the sentences carefully and choose the correct answer. Write only the letter of your answer in your paper.

1. These are forms of folk lyric that speak volumes of the typical rural lives and reflect people's aspirations and lifestyles.
- a. Proverbs b. Riddles c. Songs d. Epics
2. These are called sawikain or salawikain.
- a. Riddles
- b. Folk Songs
- c. Epics
- d. Proverbs
3. These are long narrative accounts of heroic exploits.
- a. Epics
- b. Legends
- c. Chants
- d. Fables
4. It is a hybrid genre that incorporate elements of fiction and poetry in retelling of a personal experience.
- a. Drama
- b. nonfiction
- c. Fiction
- d. Creative nonfiction
5. Defined as narrative literary works whose content is produced by the imagination.
- a. Drama
- b. nonfiction
- c. Fiction
- d. Creative nonfiction

6. This is a genre which addresses issues of modern womanhood, often humorously and light-heartedly.

- a. Graphic novel
- b. Humor
- c. Chick-lit
- d. Short story

7. It is form od digital poetry that uses links of hypertext mark-up.

- a. Hyperpoetry
- b. Blog
- c. Science Fiction
- d. Graphic Novel

8. This is a type of drama that originated in Spain

- a. Drama
- b. Duplo
- c. Play
- d. Sarswela

9. It is a weblog containing short articles called posts that can be changed regularly.

- a. Blog
- b. Chick-lit
- c. Hyperpoetry
- d. Vlog

10. It is a soothing song often sung to put babies to sleep.

- a. Folk song
- b. Lullaby
- c. Short story
- d. Melodic Song