

# ENHANCING STUDENTS' ENJOYMENT OF AFRO-ASIAN LITERATURE THROUGH DIGITAL LEARNING

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A Thesis Presented to the Faculty of the Graduate School of the Bulacan State University

City of Malolos

In Partial Fulfillment of the Requirements for the Degree

Master of Arts in Education Major in

English Language Education

**ABSTRACT:** *The study was conducted to determine the effects of digital learning in enhancing students' enjoyment of Afro-Asian literature. The study utilized mixed methods of research-- a combination and integration of qualitative and quantitative methods. The participants of this study were 50 selected Grade 8 students of Barasoain Memorial High School who experienced digital learning for five weeks. Based on the results of the test questionnaire survey, the student-respondents' level of enjoyment of Afro-Asian literature taught through digital methods was 3.526, interpreted as High Level of Enjoyment. With the overall weighted mean of 91.22 and standard deviation of 3.83, the academic performance of the respondents was Very Satisfactory. The study recommends that students actively participate in their literature class using the various online learning materials regularly provided by their teachers. Accessing these learning tools at home may help students progress in their learning and perform better in a variety of tasks. In striving for understanding and appreciation of any literary work, English teachers may as well use digital learning even when the pandemic situation eases and things go back to normal. The procedure in conducting digital learning and sample matrix of activities offered in this study may aid them in adapting this strategy in their respective classes. To promote an effective learning process in a literature class, they should design interactive, engaging, and meaningful teaching materials and employ online platforms. That way, students will enjoy the learning process which will have a big impact on their comprehension and appreciation of the literary work. School administrators should equip their teachers in utilizing technology in their classes to address the needs of 21<sup>st</sup> century learners by initiating webinars, training, and workshops on the utilization of digital learning approach, and by ensuring positive and enjoyable teaching- learning process. And finally, future researchers are encouraged to do related studies that focus on the effects of digital learning on student performance in literature class. They may concentrate on the development and selection of learning activities that students can access at home.*

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**by**

**KAREN ANNE C. RAMIREZ**

April 2022



## ENDORSEMENT FOR FINAL DEFENSE

This thesis entitled “**ENHANCING STUDENTS' ENJOYMENT OF AFRO-ASIAN LITERATURE THROUGH DIGITAL LEARNING,**” prepared and submitted by **KAREN ANNE C. RAMIREZ** in partial fulfillment of the requirements for the degree Master of Arts in Education Major in English Language Education, is hereby endorsed for final evaluation.

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September 2021



## **APPROVAL SHEET**

This thesis entitled “**ENHANCING STUDENTS' ENJOYMENT OF AFRO-ASIAN LITERATURE THROUGH DIGITAL LEARNING,**” prepared and submitted by **KAREN ANNE C. RAMIREZ**, was finally presented and successfully defended before the hereunder-named panel of examiners on September 14, 2021, and is hereby accepted in partial fulfillment of the requirements for the degree Master of Arts in Education Major in English Language Education.

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**K.A.C.R**

**DEDICATION**

*Above all,*

*my heartfelt gratitude*

*to my loving family*

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*Karla, Renan, Michael, Jhannis*

*and Marjo*

*To my beloved niece Naila*

*And to my guardian angels, Aya and Natnat.*

**K.A.C.R.**

## ABSTRACT

The study was conducted to determine the effects of digital learning in enhancing students' enjoyment of Afro-Asian literature. The study utilized mixed methods of research-- a combination and integration of qualitative and quantitative methods. The participants of this study were 50 selected Grade 8 students of Barasoain Memorial High School who experienced digital learning for five weeks.

Based on the results of the test questionnaire survey, the student-respondents' level of enjoyment of Afro-Asian literature taught through digital methods was 3.526, interpreted as *High Level of Enjoyment*. With the overall weighted mean of 91.22 and standard deviation of 3.83, the academic performance of the respondents was *Very Satisfactory*.

The study recommends that students actively participate in their literature class using the various online learning materials regularly provided by their teachers. Accessing these learning tools at home may help students progress in their learning and perform better in a variety of tasks. In striving for understanding and appreciation of any literary work, English teachers may as well use digital learning even when the pandemic situation eases and things go back to normal. The procedure in conducting digital learning and sample matrix of activities offered in this study may aid them in adapting this strategy in their respective classes. To promote an effective learning process in a literature class, they should design interactive, engaging, and meaningful teaching materials and employ online platforms. That way, students will enjoy the learning process which will have a big impact on their comprehension and appreciation of the literary work. School administrators should equip their teachers in utilizing technology in their classes to address the needs of 21<sup>st</sup>



century learners by initiating webinars, training, and workshops on the utilization of digital learning approach, and by ensuring positive and enjoyable teaching- learning process. And finally, future researchers are encouraged to do related studies that focus on the effects of digital learning on student performance in literature class. They may concentrate on the development and selection of learning activities that students can access at home.

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# CHAPTER I

## THE PROBLEM AND ITS BACKGROUND

### Introduction

English language teachers aim at excellence for their students to endure and face challenges ahead. With this, teachers need to look for innovative strategies and approaches to be utilized in their English classes to ensure that language learning is interesting and enjoyable for 21<sup>st</sup> century learners to achieve the desired learning competencies set by the Department of Education (DepEd).

The present COVID-19 pandemic has brought extraordinary challenges and has affected the education sectors. No one knows when it will end. Every country is at present implementing plans and procedures to contain the virus but the rate of infections continues to rise. To provide and sustain quality education despite lockdown and community quarantine, the New Normal should be taken into consideration, and utilization of digital learning to adapt to it is inevitable.

In the 21<sup>st</sup> century, learning has become increasingly “digital,” combining face-to-face with computer-mediated instruction. Information and Communications Technology (ICT) provides educators and students with various opportunities which are not possible in traditional face-to-face learning situations. These technologies are used as tools to improve the quality of the teaching and learning process as well as to provide alternative delivery of instruction. Software such as productivity programs, educational games, tutorials, simulations, multimedia, and Internet is designed to support the learning process in various

ways. The Internet provides recent and unlimited information and tools that can be used to advance education. Moreover, it provides teachers and students opportunities for independent and individualized learning activities. The use of ICT provides the opportunity for teachers to use technology-mediated instruction such as the digital learning approach.

According to Caduceus International Publishing (2019), digital learning is any type of learning that makes much use of computer technology. In this approach, students receive instruction delivered through various online platforms with the teacher and students. Delivery of content and assessment use digital and online media which students control in terms of time, place, path, and pace. Once used to connect teachers and students who were geographically separated, this includes the use of web applications, multimedia presentations, and video lessons with hands-on activities to improve critical thinking and perceptual abilities of learners who are in one place. Students learn as they are provided with access to information, constructing knowledge innovatively when they create or assimilate information at their own pace. ICT has revolutionized the way people do things especially in the field of education. It transforms students into owners of their learning. It provides educators and students the opportunities which are not possible in a face-to face learning using traditional methodologies.

In learning a language, Shazu (2014) asserted that second language such as English can be learned best through literature. He explained that literature is the medium of teaching and learning authentic language because its language is well-organized and appropriate choice of diction is of utmost importance. Furthermore, literature can be a great potential resource in teaching language; communications skills are acquired most especially speaking skills of language learners.



This study aimed to analyze why language learners specifically Grade 8 students of Barasoain Memorial Integrated School tend to be uninterested in literature. To aid teachers in finding ways to address this unfortunate phenomenon, the researcher focused on a new method: the digital learning approach.

It is but right to employ a new method if the old existing one is not working. At the end of the quarter, English language learners are expected to demonstrate understanding of the different literary forms and genres through the types contributed by Afro-Asian countries to express appreciation for Afro-Asian heritage. This guarantees that through literature the students will be exposed to African-Asian cultures, something rendered unrealistic by the perceived aversion of many students to literature.

As mandated by the K-12 curriculum guide, literature cannot be excluded from any English curriculum. In the said K to 12 curriculum guide in English, the language arts and multiliteracies curriculum aims to help learners acquire highly-developed literacy skills, enough to understand that the English language is the most widely used medium of communication in trade and the arts, sciences, mathematics, and in world economy. Furthermore, the curriculum aims to help learners understand that English language is a dynamic social process which responds to and reflects changing social conditions, and that English is inextricably involved with values, beliefs and ways of thinking about ourselves and the world we dwell in. Through multi-literacy skills, learners will get to appreciate sociocultural diversity, be sensitive to it and understand that the meaning of any form of communication depends on context, purpose and audience.

Unfortunately, the underlying problem in English teaching is that majority of the students lose interest once the lesson is literature. That is why teachers of English language

find teaching literature difficult. Al-Shara (2015) accepted that educators do not expect all of their students to love their classes or have positive attitudes toward them. Be that as it may, school should work hard to make education enjoyable. The student's sense of enjoyment during learning is important to the success of the educational process. Students' enjoyment makes them more motivated to learn. Enjoyment in learning is a vital component that raises students' academic achievement in subject areas (Griffin, 2005; Goetz, et al., 2006). Given the common observation that the traditional way of teaching literature has become boring and not enjoyable for 21<sup>st</sup> century learners regrettably causing poor understanding and appreciation, the researcher utilized technology to promote effective learning.

This is anchored on the K to 12 curriculum which focuses on learners' acquisition of 21<sup>st</sup> century competencies such as learning and innovation skills, media and technology skills, effective communication skills, life and career skills, and information. In relation to information, media, and technology skills, former DepEd Secretary Bro. Armin Luistro emphasized the importance of information and communication technology education in enhancing the K to 12 basic education curriculum. In fact, ICT for education projects is ongoing with the DepEd computerization program, which hopes to install computer packages in public elementary and high schools all over the country to aid the teaching and learning process. (Ronda as cited in Malto 2017). According to Kostaras (2017), technology has become an integral part of the realm of education.

It has to be acknowledged that students today learn differently, and teachers and schools must adapt to the technology-driven society. A more flexible learning environment is needed to make learning personalized and improve students' engagement and

motivation. Hence, this study was conducted to determine the effects of digital learning in enhancing students' enjoyment in learning Afro-Asian literature especially now that face-to-face instruction is ruled out in the face of the pandemic. The researcher strongly affirms that through digital learning, the enjoyment level of the students will be enhanced, resulting in effective teaching and learning of literature.

### **Statement of the Problem**

The general problem of the study was: How does digital learning help Grade 8 students of Barasoain Memorial Integrated School raise their level of enjoyment in literature class?

Specifically, this study sought answers to the following questions:

1. What is the level of enjoyment of students taught with traditional approach as perceived and expressed by English teachers during the focus group discussion?
2. How may digital learning be implemented towards enhanced enjoyment of respondents?
3. What is the level of literature enjoyment of students after exposure to digital learning?
4. What teaching resources may be created to guide digital learning toward enhancing students' enjoyment of Afro-Asian literature?

### **Significance of the Study**

The study aims to assess the effectiveness of digital methods in teaching literature which can be both fun and helpful to students. It is deemed beneficial to the following stakeholders during the pandemic and when it eases and face-to-face teaching is restored:

**Students.** The new approach, which uses multi-media devices, is highly functional. It can elicit higher interest and engagement in learning literature as it will bring forth joy, fun, and adventures and imagination of learners. It will be easy for learners to learn because of added opportunities for language practice serving as platform for interaction and task-based learning activities.

**Teachers.** As key implementers of education, they may be guided to use innovative teaching approaches suitable to learners' abilities and skills. They will harness creativity and innovativeness in promoting quality education through modern technology that can help achieve the desired competencies stipulated in the English 8 curriculum guide.

**Administrators.** Results of the study may help administrators ease difficulties in teaching and learning Afro-Asian literature. This may help upgrade teachers' presentation of lessons and provision of enrichment activities and encourage them to upload PowerPoint presentations in the learning resource portal.

**Curriculum Designers.** The findings may serve as a reference in revisiting the curriculum in English, especially in teaching literature incorporating digital learning.

**Other Academic Researchers.** The findings of this study serve as a guide and provide relevant knowledge if and when they conduct related studies on the topic. The findings of this research may likewise help them design learners' materials that will develop skills among students and help them succeed in school and elsewhere.

### **Scope and Delimitations of the Study**

The researcher focused her research on how digital learning can enhance the enjoyment of Afro-Asian literature. During the third quarter of School Year 2020-2021,

some 50 Grade 8 students participated in the study, chosen based on their ability to use electronic devices and access the Internet. After a five-week program of digital learning, the researcher evaluated if it helped Grade 8 students enjoy literature more. For this, the researcher administered a test questionnaire survey. In digital learning, the researcher used the 5Es model: parts Engage and Explore took place in asynchronous times, while the parts Explain, Elaborate, and Evaluate took place in synchronous time. The researcher utilized different digital tools such as Google meet, Google classroom, Google forms, educational videos, and non-print instructional materials used in implementing digital learning in public high schools. Statistical treatment of data included frequency distribution and percentage score, mean, and grand mean.

### **Definition of Terms**

The following terms used in this study are explained conceptually and operationally to help readers understand it better:

**Afro-Asian Literature.** Togonon (2011) avers that Afro-Asian literature refers to literature written by authors from mixed African-Arab ethnicity or African-Asian ethnicity. It mirrors not only the customs and traditions of African and Asian countries but also their philosophy of life which is deeply and predominantly contemplative and hauntingly sweet. As used in this study, it refers to the general theme of English 8. Only the stories and poems listed in the third grading period were used for the intervention program.

**Digital Learning.** According to Caduceus International Publishing (2019), it is any type of learning that incorporates the use of digital technology. It is used in schools in lieu of face-to-face mode ruled out because of the pandemic.

**Digital Learning Tools.** These are electronic tools, systems, devices ,and resources that generate, store, or process data (Victoria State Government ,2019). In this study, they refer to video clips, Google classroom, Google meet, and non-print learning materials used in the implementation of digital learning in public high schools.

**Enjoyment.** It is a state of emotional or psychological happiness (Kuppens, 2008). As used in this study, enjoyment level was the pleasure the students felt after digital teaching of Afro-Asian literature, revealed and recorded in the research instrument.

**Focus Group Discussion.** Nyumba, Wilson, Derrick, and Mukherjee (2018) defined it as a simple qualitative method to understand social issues deeply. It does not tap a statistically representative sample but aims to obtain data from a purposefully selected group of individuals. In this study, it was used to gather information from selected teachers about the traditional teaching of literature to junior high school students and to assess the students' enjoyment level.

## CHAPTER II

### THEORETICAL FRAMEWORK

This study is anchored on the following relevant theories: cognitive learning theory, self –determination theory, motivation theory, cognitive load theory, networked learning and connectivism theory, constructivist, and social cognitive theory as bases in assessing the value of enjoyment in understanding and appreciating Afro-Asian literature.

#### **Relevant Theories**

This research is based on the following important theories: cognitive, self-determination, motivation theory, cognitive load theory, and constructivist theory.

**Cognitive Learning Theory.** Self-regulated learning has been widely acknowledged to be learners' systematic effort to manage and regulate their learning process in order to achieve particular learning goals (Zimmerman and Schunk, 2011). Cognitive strategies refer to the skills that learners use to process information and knowledge obtained after completing a task. They help students to construct, transform, and apply second language knowledge (Oxford,2013). From being passive recipients of information akin to sponge absorbing information, students are transformed into active learners. They manage their studies, time, and content with sense of responsibility. The digital learning approach is way different from the traditional face-to-face kind of learning, providing autonomy while students study at home using their computers and gadgets. In the digital learning approach, the cognitive development theory applies as students are

committed not only to learn and understand but also enjoy the richness of customs and traditions and the philosophy that Afro-Asian literature has to offer. They are in command in terms of knowledge acquisition which is evident in their ability to understand literature and perform during their online class.

**Self-Determination Theory (SDT).** Ryan and Deci (2008) explained that this theory broadly frames the study of human motivation and personality. It frames motivational studies, a formal theory that defines intrinsic and extrinsic sources of motivation and describes the respective roles of intrinsic and extrinsic motivation in mental and social development and in individual differences. Perhaps more importantly, self-determination theory focuses on how social and cultural factors facilitate or undermine people's sense of volition and initiative, in addition to their well-being and quality of their work. Inarguably, conditions supporting the individual's independence, competence, and relatedness foster strong will and motivations to do well in activities, and this includes enhanced performance, persistence, and creativity. Furthermore, the theory proposes that the degree to which any of these three psychological needs is unsupported or thwarted will adversely affect wellness in that setting. For digital learning approach to succeed, the students must cooperate fully. They must understand that choosing to engage in learning paves the way for the acquisition of knowledge and skills. Eventually, they will perform without the need of pressure or force.

By adopting Self-Determination Theory as a theoretical framework to model students' needs, this work aims to address and investigate the impact of digital learning approach not only on students' cognitive learning outcome, but more importantly on their internal dispositions and needs for competence, autonomy and relatedness.



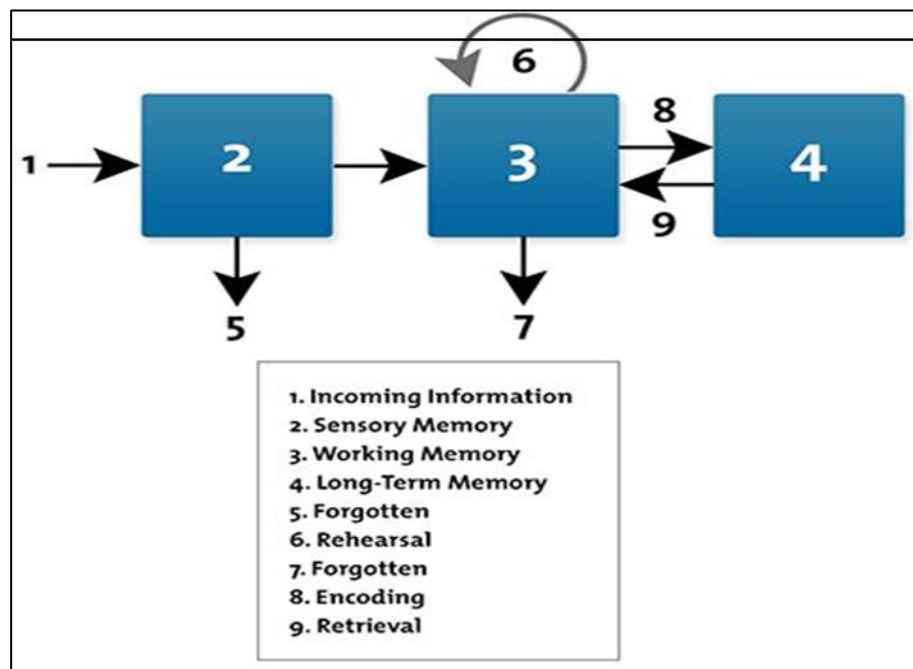
**Motivation Theory.** William (2011) elucidated that there are five key ingredients that influence students' motivation: student, teacher, content, method/ process and environment. Earlier, Olson (1997) stated that the most important factor for learning to take place is motivation. To recall the statement of John Dewey, schools should not be a place of taking personal knowledge where the teacher explains all the time while students sit without interest, unwilling to participate and choosing to be passive throughout the lesson. Taylor (2012) explained that the root word of the term "motivation" is *movere* (to move). According to her, the study of motivation can be broken down into two main categories, i.e. the behavioral and cognitive theories. Behavioral theories describe motivation as changes in rate, frequency of occurrence, or form of behavior as a result of external environment and stimuli. Cognitive theories stress the internal processing of information and beliefs.

Language teaching based on enjoyment through the utilization of multi-media/digital devices in learning Afro-Asian Literature can make the students learn more. They can easily adapt to the use of modern technology. The more motivated they are, the more they enjoy learning. There is a need for a conducive and energized environment where the students are freed from the traditional lecture but instead enjoy the excitement of using computers with their classmates and teachers.

Afro-Asian literature is a story of the hopes and turmoil of developing nations seeking a place under the sun. The Filipino learner must understand this and be aware so he may know how this literature affects the history and culture of Afro-Asian nations. Understanding this, the literature teacher must use an innovative teaching strategy to meet the learning needs of the students; a strategy that they can easily relate with and enjoy. In

digital learning, the students' motivation is high. They are driven to learn and their minds are prepared before the actual class begins. Their desire to learn with the use of technology outside the formal class in school gives them an edge to succeed. The enjoyment factor will have a huge impact to stimulate their desire and interest to learn and it becomes evident as they interact during the performance tasks.

**Cognitive Load Theory.** This theory provides guidelines in presenting information such that the learner is encouraged to participate and harness his mental capacity to understand and absorb information. The human brain is used to design varied instructional procedures based on the assumption that working memory load should be reduced. In other words, memory overload must be avoided. The idea behind digital learning is conditioning the students by supplying the lesson in parcels. It enables them to prepare for the targeted task and activities for the day. In understanding Afro-Asian literature with the help of technology, concepts and information must be precise and meaningful.



**Figure 1. Model of Human Information Processing by Richard Atkinson and Richard Shiffrin (1968).**

It builds upon the widely accepted model of human information processing shown in Figure 1 published by Atkinson and Shiffrin (1968) which holds that information must be presented avoiding overload. Cognitive load could be reduced by looking into the student's ability to work through material at a pace that suits him and it may help learning in a computerized class environment as explained by Abeysekera and Dawson (2015).

**Constructivist Theory.** Constructivism is a theory which posits that learning is in an active state where construction of knowledge takes place. The learner dynamically builds knowledge rather than simply absorbing and digesting it. Driscoll (2000) explained that this construction is based on how one perceives the experiences and interactions with the environment and then continually updates his own concepts to build new information that he will eventually use in making sense of his reality. As stated by Jonassen (1994), constructivism theory holds that the learner has it in him to acquire in-depth understanding and interpretation of the world. Arousal of curiosity and ability to find answers and draw conclusions are tenets under constructivism. Fosnot (2005) explained that in constructivism, the teacher is tasked to facilitate learning development, not merely the teaching, to empower the students to process and understand the learning through various strategies he executes. The theory of Vygotsky suggested that the facilitator incorporate effective scaffolding of lessons to assist learners in obtaining and retaining information as stated by Lave (1998) and Vygotsky (1978).

In digital learning, the content and activities can be delivered in an enjoyable manner where students will be transformed into active learners. The more active they are, the more creative they become. Understanding the lesson in connection with real-life situation is primordial. The students move forward and discover the depth and richness of

Afro-Asian literature and convert learning through performance-based activities rather than the chalk-and-board means of learning. Digital learning provides a platform of further interaction among the students and with the teachers and most especially it aids in discovering strengths and weaknesses.

### **Related Literature**

The following related literature assisted the researcher in bolstering the study's foundation. Teaching literature and digital learning are the focus.

### **Role of Literature in Acquiring Language Skills**

Literature as incorporated in the K to 12 English curriculum aims to hone the communicative competence of students. Integration of literature in an English class helps students acquire necessary language skills. According to Chandran and Raj (2016), an ideal literary work of high quality can encourage language acquisition among readers by evoking a wide range of reactions from learners which are beneficial to language learning. It can stir learners' imaginations and lead them to utilize effective words in their conversations. It encourages personal involvement in the learning process and paints a vivid picture of many cultures and nationalities by familiarizing students with these cultures and nationalities, thereby acquainting them with social norms and behaviors and enriching their own culture. Moreover, it acquaints learners with the socio-political contexts of the target language as well as the dynamics of communication in a certain group thus enabling them understand human nature better. By probing universal themes, literature instills in individuals the belief that they, too, are part of the human race. As tools for language

acquisition, literary texts can teach students about the various structures of language and enable them to communicate in the language. In addition, they promote the positive attitude of employing literature in language learning and demonstrate how literary works, particularly stories, can be utilized to strengthen learners' language abilities. Those are the pivotal roles of literature in students' academic achievement and personal growth.

Elucidating the same theme, Bist (2018) asserted that the role of literature in the ELT classroom has been reevaluated. Literary texts have been found to supply linguistic input and effective stimulus for students to express themselves, and to be as a possible source of learner motivation as English teachers and ELT practitioners attested. After reading literary masterpieces, students can hone their creativity in writing poetry, dialogues, and descriptive writing. Literary texts also teach students how to employ figurative language like metaphor, metonymy, simile, pun, alliteration, assonance, and hyperbole. Learners effectively learn the patterns of sounds in language such as rhyme, rhythm, and repetition through literary texts. Thus, English language teachers can employ literary texts as real sources of language teaching in the classroom for reading, performance, discussion, and creative writing endeavors.

It bears reiterating that teachers play an important role in ensuring that students comprehend and appreciate the literature piece they have studied. By utilizing innovative strategies such as digital learning, teachers can ensure that the learning process is enjoyable for students, which may lead to a deeper understanding and appreciation of content.

### **Enjoyment in the Learning Process**

Rockett (2018) observed that traditionally, students have not always enjoyed their school experiences for one reason or another. It may be because of the environment, the instructional method, or the relationship between the teacher and students themselves. The passion for lifelong learning exists in all of us, and all it takes for the teacher is to find a way to bring it to life. The teacher does not have to model a love for learning in a specific way. All he has to do is teach with enthusiasm, joy and energy, and learners will definitely feel the same way.

Davies (2018) asserted a self-evident truth: that an unmotivated student will not be willing to learn as much as a motivated student. Learning how to motivate students will make one's teaching job easier. To help students, adolescents, and adult learners learn better, the teacher must create fun and creative activities, which will help students relax, break down the emotional filter, and focus on the class activities. Additionally, the integration of technology can help students to learn. Digital photography, video recordings, and internet games and quizzes provide practical learning experiences delivered in a fun and engaging platform. According to Cox (2019), there are numerous strategies to make ESL class more enjoyable and engaging. Two of the best strategies to employ in an ESL class are the use of technology and flipping the lessons. Technology is a great way to keep the lessons engaging and enjoyable for students for they are fascinated with it. Therefore, educators should incorporate it into their overall teaching strategy. Instead of standing in front of the room lecturing and reading stories, teachers may well use a Smartboard interactive display or lead the students to use their smartphones.

Uson (2009) avers that task enjoyment is essential to the theory of socio-cognitive: achievement and intrinsic motivation. These theories combine for the classic achievement theory which holds that enjoyment in a given task is connected to achievement motive as learners anticipate forthcoming competency feedback. Intrinsically motivating activities that are both enjoyable and educational will help students learn and perform better. Children enjoying their task while learning is evident during early years of schooling. Enthusiastic teachers usually provide the greatest involvement and enjoyment in their classrooms; they are always picked out by students as top favorites.

To set up a classroom where students want to get involved and enjoy getting involved, it is important to gauge the interest of students accurately. Once their interest is thus determined, the teacher will know exactly what keeps them interested and energized.

### **Digital Learning and Technology in Education**

According to Yoon et al., as cited in Lin, M. H., Chen, H. C., and Liu, K. S. (2017), Jay Cross proposed digital learning (E-Learning) in 1999. Different explanations and terminology came up as technology tools advanced and developed such as Internet-based training, web-based training, or on-line learning, network learning, and distance learning.

Digital learning can be broken down into four categories: (1) Digital teaching materials: This emphasizes that learners can learn by extracting some of the content from digital teaching materials. The term "digital teaching material contents" refers to e-books, digitalized data, and other digitally presented content. (2) Digital tools: These emphasize learners' use of digital tools such as desktop computers, notebook computers, tablet computers, and smart phones in their learning activities. (3) Digital delivery: It emphasizes

that learners' learning activities can be delivered via the Internet such as intranets, the internet, or satellite broadcasting. (4) Autonomous learning: This type of learning involves learners who engage in online or offline learning activities on their own. Learners are expected to participate in self- learning before engaging in formal learning in school. (Keane, as cited in Lin et al., 2017).

Using technology in teaching literature benefits students and teachers because it broadens their perspectives. Students understand the human condition, improve their writing skills, appreciate diverse faiths and cultures, and develop critical thinking skills. According to Kaba (2017), it is true that in today's technology-driven world, teaching literature is getting increasingly difficult. However, information and communication technology sources may solve this problem and aid teachers in motivating students to study literature. Technology helps teachers and students identify and locate the best research methods and approaches, share materials, enhance research know-how and aid the teacher in executing new approaches. Technology spurs students to learn and experiment because new teaching methods pique their interest in the subject. Meanwhile, Gilakjani (2017) discussed how technological advancements have dramatically altered the ways people gather information, conduct research, and communicate with others around the world. Technology has reduced distance barriers, allowing higher education to effectively teach anyone. In order to improve teaching and learning, technology integration is becoming more common in classrooms. This rapid advancement in technological integration made it possible to identify and employ new instructional approaches.

Indeed, technology is incredibly important to 21<sup>st</sup> century students. Because of this, schools must train teachers to incorporate technology in instruction particularly now that



face-to-face learning is restricted owing to the Covid-19 pandemic. Many schools now use online distance learning as one of their preferred learning methods, pointing to the need for research in order to contribute to the field of knowledge regarding its effectiveness in teaching Afro-Asian literature. This has led the researcher to incorporate technology into the teaching of Afro-Asian literature with online platforms such as Google forms and Google classroom. Hopefully, these technological advancements may aid students in developing a positive attitude toward literature and in understanding it better.

### **Related Studies**

Various studies related to the enjoyment factor, literature, and digital learning have been conducted. The researcher sums up the salient points of these studies and discusses them below:

According to the findings of Lin, Chen, and Liu (2017), digital learning has a greater positive effect on learning motivation than traditional teaching, and motivation has a remarkably positive effect on learning outcome. When combined with current teaching trends, the benefits of digital learning will accrue, and this can only enhance teaching effectiveness. Similarly, Ghavifekr and Rosdy (2015) found that technology-based teaching and learning is more effective than traditional teaching and learning. This is because utilizing ICT tools and equipment creates a more engaging and effective learning environment for both teachers and students. Furthermore, this research found that students learn more effectively when ICT is used because the lessons are more engaging and interesting. Thus, the participants agreed that incorporating ICT can help students learn more effectively.

Because of the known positive results of digital learning, the present researcher decided to use it in teaching literature even before the pandemic. When the pandemic hit, it became the only option as face-to-face classes were suspended indefinitely. In the past, the traditional approaches received negative feedback from students because they found literature to be boring and difficult to study. By using various digital platforms and tools, students may be motivated to read short stories. Once students are motivated, they comprehend and appreciate literary works, enhancing and reinforcing their cultural, linguistic, and personal development.

Meanwhile, Magulod (2018) conducted a study about the impact of innovative learning tasks in enhancing the literary appreciation skills of college students. He strongly affirmed that literature assists teachers in harnessing the country's literary resources and improves their classroom teaching practices when a variety of interactive and innovative methods are employed. His study revealed that the participants have a fair level of literary appreciation skills as evidenced by the grand mean of 2.67, signifying that as yet, they have not developed a high level of literary competence to enable them to identify with the text and visualize the images in the literary works. Thus, in nurturing the literary appreciation skills of students, teachers are called upon to design effective learning tasks to help them appreciate literature in the most salient ways.

Relatedly, Shazu (2014) affirmed that literature is a new avenue in teaching and acquiring communicative competence. In the literature-based classroom, literature can serve as the main tool of teaching the target language because it provides authentic contexts of communication. It also affords the pleasure of learning a new language through the pleasure of reading interesting stories. Moreover, students can extend their knowledge and

experience of the world by reading literature and find new ways of viewing the world. The language teacher should thus encourage students to read literature and derive their own meanings and interpretations instead of being forced to swallow the teacher's perception of the text.

In the same light, Al-Shara (2015) conducted a study about enjoyment and boredom from students' perspective. To determine the level of enjoyment and boredom of the respondents, he used a checklist, which affirmed that the respect and love of students toward their teacher would be reflected on their involvement in learning and teaching activities. In addition, offering exciting learning opportunities in which students are likely to be engaged would increase their enjoyment of learning. To achieve this, teachers should provide learning opportunities and design appropriate educational activities that will attract and sustain students' interest.

Convinced that literature greatly promotes the holistic development and cultural appreciation of students, the present researcher focused her study on the teaching of literature specifically Afro-Asian literature. Moreover, the researcher realized the urgent need to innovate teaching of literature. Through creativity, ingenuity, and innovativeness, teachers will develop literary appreciation skills of their students. For this purpose, teachers must be able to design effective learning tasks using innovative and modern ways that cater to students' technological inclination. But it is not enough to ensure effective teaching learning; teachers must transform the regrettable impression of students that literature is a boring and dreary lesson in English class. It definitely is not. It can be made enjoyable. Students should enjoy the learning process for them to understand the lesson.

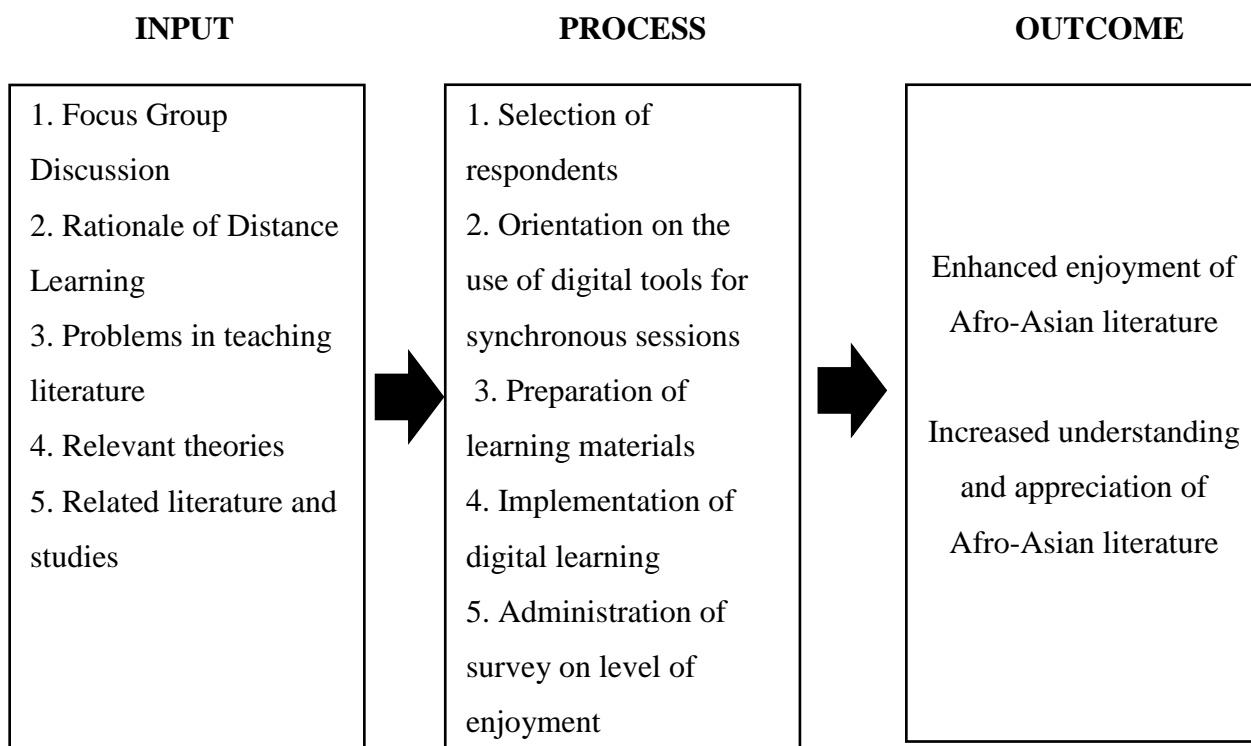
In the study conducted by Hyndman and Lester (2015), they explained enjoyment as stemming from kinesthetic experiences and the achievement of personal goals. It is defined as a positive affective response to an experience that reflects generalized feelings such as pleasure, liking, and fun. If a student enjoys participating in a particular activity, this increases the likelihood of his wanting to continue participation in the activity. Relative to this, Lucardie (2014) found that both adult learners and their teachers strongly believe that fun and enjoyment impact adult learning. They articulated the role that fun and enjoyment play in adult learning programs. Firstly, having fun and experiencing enjoyment were perceived by both learners and teachers as a motivator to attend classes and acquire knowledge and skills. Secondly, fun and enjoyment encourage learners to concentrate on absorbing knowledge. The research indicates that greater focus on the affective domain of adults' learning experience, in particular, fun and enjoyment could prove to be as beneficial and important as in children's learning. A different approach to adult learning experiences and methods that incorporates greater use of fun may mean that more adults are encouraged and motivated to participate in learning as they are enthusiastic about the journey and optimistic about outcomes.

The foregoing studies revealed that students' enjoyment has a significant impact on their understanding of academic material. Furthermore, students' engagement and academic performance may improve as a result of their enjoyment. Given this input, the researcher decided to find how much fun students in a literature class can have. It has been affirmed that pleasurable learning experiences create a socially connected and engaging learning environment. The researcher was inspired to use digital methods in teaching literature to increase the enjoyment factor as indicated by the positive results of digital

learning in other learning areas. Students stand to benefit from digital learning as they turn into motivated learners who can interact in an environment where expression, happiness, and pleasure reign. Energized by all this input, the researcher looked into the role of digital learning in making Afro-Asian literature pleasurable. Corollary to this, digital learning may support DepEd's vision of equipping every Filipino learner with technology and media skills.

### Conceptual Framework

The diagram below depicts a graphic representation of digital learning concepts and how they affect Grade 8 students' levels of enjoyment of Afro-Asian literature. Furthermore, the implementation of digital learning is thoroughly presented.



**Figure 1. Paradigm of the Study**

The first frame conveys the input, basis for the concept of the research. Due to the COVID-19 pandemic, the Department of Education proposed different learning modalities that the school may select, and one of them is distance learning, which the input sufficiently explained. The input covers the problems and issues that teachers face in teaching literature, foremost of which is the students' difficulty in understanding and appreciating it, perceiving it as boring. The researcher used focus group discussion to establish the status of literature teaching using the traditional approach. The teachers shared their experiences and problems in teaching literature to unresponsive students. The input includes relevant theories, related literature, and related studies.

The second frame conveys the process that presents in detail the selection of students who would serve as study participants in the implementation of digital learning. Before and after the synchronous class, the researcher prepared various PowerPoint and video presentations which the students accessed. The researcher then administered a survey questionnaire to assess the level of enjoyment of students in Afro-Asian Literature after they had been exposed to digital learning.

Finally, the outcome is the students' enhanced level of enjoyment and literary understanding and appreciation as a result of their exposure to digital learning, manifested by the positive results of the survey.

### **Assumption of the Study**

As a new learning modality in school, digital learning has the potential to deliver high-quality instruction in Afro-Asian literature through enhancing students' enjoyment resulting in a better understanding and appreciation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research methods and techniques used in the study, the population and sample, research instrument, data-collection procedure, data processing, and statistical treatment.

#### **Methods and Techniques of the Study**

To address the study's central problem, the researcher used the mixed methods research. According to Azorin (2016), mixed methods research is the combination and integration of qualitative and quantitative methods in the same study. The qualitative analysis was carried out using a focus group discussion in which the researcher invited fellow English teachers to discuss the problems and issues they faced in teaching junior high school literature. They candidly discussed their observations of students' half-hearted participation in the teaching-learning process. These observations propelled the researcher to find new ways to teach literature, particularly in the New Normal. Meanwhile, the quantitative data were obtained from the survey questionnaire. The combined data established the salient points in utilizing digital learning in teaching literature and in enhancing students' enjoyment.

#### **Population and Sample of the Study**

The respondents of the study consisted of Grade 8 students of Barasoain Memorial Integrated School during School Year 2020-2021 selected through purposive sampling.

Foley (2018) defined purposive sampling as a form of non-probability sampling in which the researcher relies on her own judgment when choosing members of the population to participate in her study. It enables the researcher to squeeze a lot of information from the data collected. Only the students who selected online distance as their mode of learning were involved in the study. They have the required technology gadgets like laptop, smartphone, tablet, and computer. In addition, they have a stable internet connection, which allows them to access the varied online learning resources provided by the teacher-researcher.

With these qualifications, only 50 student-respondents participated in digital learning of Afro-Asian literature. They accessed the learning resources prepared by the teacher-researcher such as PowerPoint presentations, video clips, handouts, and recorded videos. They attended virtual classes through Google Meet.

### **Research Instruments**

The researcher used a survey to determine the level of enjoyment of the research participants in reading literature. The researcher modified the research instrument of Al Shara (2015) in his study titled “Learning and Teaching between Enjoyment and Boredom as Realized by the Students: A Survey from the Educational Field.” The survey consisted of two parts: Part 1 elicited the respondents’ profile-- name, school, and section and Part II quantified their level of enjoyment of literature. To ensure that the modified questionnaire is still valid and reliable, validity and reliability evaluation were performed. In terms of content validity, all items in the questionnaire, as well as the subtests obtained a validity index of 1.00 which means that the questionnaire has excellent content validity. In terms



of reliability, internal consistency reliability coefficients for the three subtests were 0.875, 0.862, and 0.875 respectively, which indicate good internal consistency reliability. Overall, the questionnaire is a valid and reliable instrument to measure the level of enjoyment, teaching and learning, and appreciation of Afro-Asian Literature.

The researcher prepared meaningful and engaging activities and tasks indicated by the curriculum guide. In teaching through the digital mode, the researcher selected and prepared different activities that the respondents should accomplish during synchronous and asynchronous classes. The respondents took quizzes through Google Forms and submitted their outputs in the Google classroom monitored by the teacher-researcher.

### **Data-Gathering Procedure**

The researcher personally delivered a letter to the schools division superintendent of Malolos requesting permission to conduct a study on digital learning. After this, the researcher filed a request letter to the school principal for information on the school's learning modality and total population of Grade 8 students, which were vital in preparing for digital learning.

After obtaining the approval of the superintendent of schools and the school principal, the researcher led a focus group discussion that addressed the issues and concerns of teachers and students in teaching and learning Afro-Asian literature in the traditional mode. It lasted about 20 to 40 minutes and was supervised by the OIC department head in English.

Thereafter, an informed consent form was presented to the selected participants and their parents. The latter received the consent form when they visited the school to get the

modules of their children. Students who opted for online distance learning were requested to participate in the study. The researcher identified the respondents based on the survey conducted by the school on the preferred learning modality of students.

The letter of consent sent to the parents informed them of the rationale of the study and the procedures in the five-week digital learning program. Then, after the parents and students returned the consent letter properly signed, a virtual orientation was held where the objectives, purposes, benefits, and processes of implementing digital learning were explained.

Then, the researcher prepared instructional materials such as non-print materials, videos, and PowerPoint presentations, which were uploaded to the Google classroom so that the students could access them. Each story carried with it formative and summative assessments that would measure the learning progress of the students. Then, the teacher-researcher introduced the different online platforms and applications that would be used in the digital learning program.

The five-week implementation program was held through Google Meet, which was agreed to by students for every synchronous session. Then, the researcher prepared a survey that would assess the level of respondents' enjoyment of Afro-Asian literature after exposure to the five-week intervention program in digital learning. Selected specialists in English language teaching were requested to validate the questionnaire survey. After the five-week digital learning program, and with the consent forms of parents, the survey was administered to the respondents through Google Form.

### **Data Processing and Statistical Treatment**

To determine the level of enjoyment of the students in literature class, the researcher adapted the scale below used by Al-Shara (2015) in his study titled “Learning and Teaching between Enjoyment and Boredom as Realized by the Students: A Survey from the Educational Field.”

<b>Range</b>	<b>Scale</b>	<b>Level of Interpretation</b>
4.50-5.00	5	Very High Level of Enjoyment
3.50-4.49	4	High Level of Enjoyment
2.50-3.49	3	Moderate Level of Enjoyment
1.50-2.49	2	Fair Level of Enjoyment
1.00-1.49	1	Low Level of Enjoyment

## **CHAPTER IV**

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents, analyzes, and interprets the data gathered through focus group discussion (FGD) and a questionnaire survey in response to the overall problem and specific questions posed in Chapter I. This chapter is organized in the same order as the specific questions in Chapter 1. Part 1 discusses the students' level of enjoyment of literature taught with the traditional approach as perceived by English teachers and gleaned from the focus group discussion. Part 2 covers the steps and procedures in implementing digital learning on selected Grade 8 students and demonstrates the proper incorporation of digital tools and platforms. Lastly, Part 3 shows the level of respondents' enjoyment of literature after their exposure to digital learning as revealed by responses to a questionnaire survey.

#### **Part I. Level of Enjoyment with Traditional Approach in Teaching Literature**

The researcher conducted a focus group discussion as a qualitative strategy to determine the level of enjoyment of the Grade 8 students in Afro-Asian Literature when the traditional approach is applied. All English teachers of Barasoain Memorial Integrated School were requested to participate in the FGD under the supervision of the OIC-department head. The researcher started the FGD by asking the teachers about the challenges and problems they faced in teaching literature to junior high school students. Their answers centered on the idea that students view literature as a boring subject, boring

because they needed to read long stories and interpret the message of poems. They were uninterested and passive during the discussion and as a result, got low scores in formative and summative assessments. Evidently, students' enjoyment of literature using a traditional approach was low as revealed by their academic performance.

Then, the researcher asked the teachers to list the strategies and activities they employ in teaching literature and the effects on students' enjoyment. Their common strategy in teaching literature is reading aloud. Students read a portion of the story and the teacher explains it. After the reading proper, the teacher gives comprehension questions. These conventional approaches might have contributed to the disturbing view that literature is not an enjoyable component of the English curriculum.

The subjective need analyses aided the researcher in conceptualizing her study and it led to the use of digital learning. This is an innovative strategy in teaching literature through technological devices acknowledging and accepting the fact that modern-day students are into technology.

#### 1. Nature of Focus Group Discussion

The researcher used a focus group discussion as a qualitative strategy in determining the level of enjoyment of Grade 8 students in Afro-Asian literature taught with traditional approach.

#### 2. Purpose

All English teachers of Barasoain Memorial Integrated School were requested to participate in the FGD to get their feedback regarding the difficulties in teaching literature.

### 3. Format

The researcher started the FGD by asking the teachers about the challenges and problems they face in teaching literature to junior high school students.

*Question 1: Does literature bar active enjoyment?*

Participant 1: “Since the start, my students view literature as a boring subject. They are uninterested to read and discuss stories and poems.”

Participant 2: “Majority of my students are struggling readers. That is why, they have less appreciation for literature.”

Participant 3: “Most of my students fail to answer the comprehension questions correctly because they do not spend time to read.”

Participant 4: “I can see on the faces of my students that they do not enjoy the class once the topic is literature.”

Their answers center on the idea that students view literature as a boring subject. They find it boring because they do not like to read stories and interpret the message of the poems. As a result, they are uninterested and passive during the discussion and get low scores in the formative and summative assessments. It is evident that the enjoyment level of the students using a traditional approach is low, as revealed by their academic performance.

For Question 2, the researcher asked the teachers to list the different strategies and activities they employ in teaching literature and their effects on students’ enjoyment.

*Question no. 2: What are your strategiesAAAAA in teaching literature?*

Participant 1: “Mainly, I use handouts in teaching literature. Ahead of time, I give them copies of the story so that at home they can read it.”

Participant 2: “Aside from giving advance copy of the story or the summary, I ask students to read a portion of the story. I use read-aloud strategy and then I give questions.”

Participant 3: “In teaching literature, I ask the independent readers to read the story. Then, the rest follow the reading activity.”-

Participant 4: “I allow them to do group reading and afterwards present the tasks in the class.”

The common strategy they use in teaching literature is reading aloud. They ask their students to read a portion of the story and the teacher explains it. After the reading proper, the teacher gives comprehension questions. These conventional approaches may contribute to the view of students that literature is not an enjoyable part of the English curriculum.

## **Part II. Implementation of Digital Learning**

Digital learning asks of teachers to utilize technology to facilitate an active and very engaging teaching-learning process. Given that face-to-face learning is prohibited due to the threat of the Covid-19 virus, digital learning as part of distance learning may serve as a truly appropriate learning modality.

To implement digital learning as conceptualized and envisioned, the researcher diligently followed the following steps: 1. The researcher prepared different learning resources that the students may access through Google classroom where learning materials are uploaded and stored. The PowerPoint presentations, videos and non-print copies of the stories were uploaded. The researcher made sure that the learning resources would excite learners as they engaged in synchronous learning. 2. The researcher used Google Meet as learning platform where she met and interacted with students virtually. She presented the

lessons virtually. Performance tasks were uploaded to the Google Classroom. 3. The researcher sent the link to the Google Form for comprehension check. Digital learning was smoothly implemented.

### Part III. Level of Enjoyment Using Digital Learning

The mean and standard deviation were used to illustrate the Grade 8 students' level of enjoyment of Afro-Asian Literature after a five-week program of digital learning. Table 1 shows that the respondents' level of enjoyment is 3.526, which translates to *High Level of Enjoyment*. It indicates that digital learning is a successful strategy for teaching short stories online as employed during the pandemic.

**Table 1**

#### Enjoyment Level of Student-Respondents Using Digital Learning

	<b>A. Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1	I enjoy my learning experiences in literature class.	3.5400	.61312	High Level of Enjoyment
2	I work independently in individualized learning.	3.4600	.57888	Moderate Level of Enjoyment
3	I am encouraged to become more involved in the learning process.	3.5400	.57888	High Level of Enjoyment
4	I experience dynamic, flexible, and interactive environment for teaching - learning process.	3.4400	.67491	Moderate Level of Enjoyment
5	I engage in various learning activities provided by teacher.	3.4200	.57463	Moderate Level of Enjoyment
6	I find Afro-Asian literature very interesting and enjoyable.	3.7400	.48697	High Level of Enjoyment
7	I develop my Information and Communication Technology (ICT) skills in accessing information.	3.5000	.61445	High Level of Enjoyment
8	I create information at my own pace and time.	3.5000	.73540	High Level of Enjoyment
9	I think critically about Afro-Asian literature.	3.4800	.57994	Moderate Level of Enjoyment



10	I present my outputs creatively.	3.6400	.48487	High Level of Enjoyment
	<b>Over-all Mean</b>	<b>3.5260</b>	<b>.40899</b>	<b>High Level of Enjoyment</b>
	<b>B. Teaching and Understanding Afro-Asian Literature</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1	I am happy when the teacher uses digital learning to discuss Afro-Asian literature.	3.6000	.57143	High Level of Enjoyment
2	I enjoy the class when the teacher uses humor in delivering the lessons in literature.	3.8000	.40406	High Level of Enjoyment
3	I am excited when the teacher gives me opportunities to discuss ideas with my classmates.	3.5400	.57888	High Level of Enjoyment
4	I am challenged when our lessons deal with issues that can develop my critical thinking skills	3.5000	.58029	High Level of Enjoyment
5	I am comfortable when the teacher laughs with us in the class.	3.9200	.27405	High Level of Enjoyment
6	I understand the lesson better when using available instructional videos related to our lesson.	3.6600	.55733	High Level of Enjoyment
7	I am motivated to study Afro-Asian literature with digital learning.	3.4800	.67733	Moderate Level of Enjoyment
8	I deepen my knowledge on the use of Information and Computer Technology (ICT) resource	3.3400	.59281	Moderate Level of Enjoyment
9	I achieve more in terms of academics with the use of digital learning.	3.3800	.60238	Moderate Level of Enjoyment
10	I target the desirable goals of the lesson with the use of digital learning	3.4400	.57711	Moderate Level of Enjoyment
	<b>Over-all Mean</b>	<b>3.5660</b>	<b>.36901</b>	<b>Moderate Level of Enjoyment</b>

	<b>C. Appreciating Afro-Asian Literature</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1	I appreciate Afro-Asian literature after engaging in digital learning.	3.6800	.58693	High Level of Enjoyment
2	I perceive/see the beauty of the message of the story with the use of digital learning.	3.6200	.63535	High Level of Enjoyment
3	I love studying Afro-Asian literature.	3.6400	.48487	High Level of Enjoyment
4	I relate the message of the story to my life.	3.5000	.50508	High Level of Enjoyment

5	I understand the author's purpose in writing the story.	3.6400	.48487	High Level of Enjoyment
6	I read the story with appreciation at my own pace through digital learning.	3.5600	.57711	High Level of Enjoyment
7	I gain a more positive outlook in life after studying Afro-Asian literature.	3.6200	.63535	High Level of Enjoyment
	<b>Over-all Mean</b>	3.6088	.42505	<b>High Level of Enjoyment</b>

As shown in the Table, Indicator 6- *Through digital learning, I find Afro-Asian literature very interesting and enjoyable* got the highest mean of 3.740, interpreted as *High Level of Enjoyment*. Students exhibited a positive attitude as a consequence of their exposure to digital learning approach, which also resulted in better academic performance. Indicator 10- *Present my outputs creatively* got the second highest mean. The students presented creative outputs in their performance tasks where various methods were applied. Indicators 1 and 3- *I enjoy my learning experiences in a literature class* and, *I am encouraged to become more involved in the learning process* both had 3.540 as their means. Indicator no 7- *Through digital learning, I develop my Information and Communication Technology (ICT) skills in accessing information* and Indicator no 8- *I create information at my own pace and time*, both with means of 3.500. All indicators above were interpreted as *High Level of Enjoyment*. However, the following indicators were interpreted as *Moderate Level of Enjoyment*. Indicator 9- *I can think critically about Afro-Asian literature* got 3.480. Indicator 2, *I work independently in individualized learning* obtained a mean of 3.460. Indicators 4 and 5-, *I experience dynamic, flexible, and interactive environment for teaching - learning process through digital learning, I engage in various learning activities provided by teachers* got means of 3.440 and 3.420.

According to Jaworska (2018), enjoyment is a positive impression resulting from pleasant stimuli or a feeling of contentment, a vital component of a well-ordered life. This state of being in harmony implies feeling secure, respected, and valued as a member of a group such as a learning community. Enjoyment not only builds a community, but it also rekindles and strengthens happy memories and experiences. Enjoyment is a vital ingredient in effective and meaningful teaching- learning process. In the context of the present study, it helps the students understand, appreciate, and remember a literary piece.

The total mean of the level of enjoyment in regard to teaching and understanding Afro-Asian Literature utilizing a digital approach was 3.566, interpreted as *Moderate Level of Enjoyment*. It shows that when students love and enjoy what they are doing, learning becomes more relevant and effective. Moreover, they can easily understand the message of the literary piece and can do performance tasks in better ways.

As shown in the table, all indicators and their means mentioned below were interpreted as *High Level of Enjoyment*. Indicator 5- *I feel comfortable when the teacher laughs with us in the class* got the highest mean of 3.920. It shows that students can perform when they are at ease. A relaxing and conducive environment provided by the teacher plays a vital role for them to understand the lesson. Indicator 2- *I enjoy the class when the teacher uses humor in delivering the lessons in literature* got 3.800. Indicator 6- *I understand the lesson better when using available instructional videos related to our lesson* got the mean 3.660. Indicator 1- *I feel happy when the teacher uses blended learning to discuss Afro-Asian literature* got the mean of 3.600. Indicator 3- *I feel excited when the teacher gives me opportunities to discuss ideas with my classmates* got the mean 3.540. Indicator 4- *I am challenged when our lessons deal with issues that can develop my critical thinking skills*

got 3.500. The means of the four remaining indicators were interpreted as *Moderate Level of Enjoyment*. Indicator 7- *I am motivated to study Afro-Asian literature with digital learning* got 3.480. Majority of the respondents found digital learning approach an effective way to explore and discover Afro-Asian literary pieces. Indicator 10- *I can target the desirable goals of the lesson with the use of digital learning* got 3.440. Indicator 9- *I achieve more in terms of academics with the use of digital learning* got 3.380 and Indicator 8- *I continuously deepen my knowledge of Information and Computer Technology (ICT) resource* got 3.340.

As cited by (Good & Lavigne, 2018; Lalley & Miller, 2007), the teacher's role in the learning process is to be a collaborator, advisor, and educator, creating and facilitating a collaborative problem-solving environment in which students become active participants in their own learning. The teacher's role in exposing the students to digital learning paved the way to the acquisition of learning thus empowering them. According to (Sharples et al., 2016), from this perspective, the teacher coordinates the educational process to support students and makes use of a variety of teaching methods, guiding students to meet learning objectives through exposure to digital learning. Therefore, the students are provided with unbounded and limitless opportunities, as they find enjoyment in discovering the Afro-Asian literature. As a result, learning arises and desirable outcomes are obtained.

Data in Table 3 present the level of enjoyment of students in studying Afro-Asian Literature, which gained the overall mean of 3.608, interpreted as *High Level of Enjoyment*. The data confirm that through digital approach, students grasp the message of a literary piece, which helps them appreciate it. Indeed, students will not appreciate the message of the short story if they fail to understand it. However, enough exposure to digital learning

positively affects the learning process and engagement of the students with the text. Their appreciation of the short stories is reflected in the quality of their written and performance tasks.

All of the student-respondents' mean scores on each indicator in appreciating Afro-Asian Literature as shown in Table 3 are interpreted as *High Level of Enjoyment*. Indicator 1- *I really appreciate the Afro-Asian literature after engaging in digital leaning* got the highest mean. The students' exposure to digital learning paved the way to appreciate Afro-Asian literature. Indicator 3- *I love studying Afro-Asian literature* and Indicator 5- *I can understand the author's purpose in writing the story* both got 3.640. Indicator 2- *I can see the beauty of the message of the story with the use of digital learning* and Indicator 7- *I gain a more positive outlook in life with lessons from Afro-Asian literature*. Indicator 6- *I can read the story with appreciation at my own pace through digital learning*. Lastly, Indicator 4- *I can relate the message of the story to my life*. The high level of enjoyment of Afro-Asian literature using digital learning approach gives a lot of promise in the learning engagement of students.

As stated by (Mac Intyre and Gregersen, 2012; Lake, 2013), positive emotions such as enjoyment, pride, and love are regarded as efficient in facilitating learning. To obtain a satisfactory outcome, there must be a motivating factor for the students to perform at their best. As shown in the table, majority of the respondents have a *High Level of Enjoyment* with the use of digital learning in Afro-Asian literature. It is a new-found approach where technology and literature are combined to make active learning happen.

According to (Ainley and Hidi, 2014), enjoyment is a sense of satisfaction and reward generated from activities or accomplishment of activities. In teaching, enjoyment is associated with academic achievement by promoting psychological resiliency, relieving negative stimulation, and broadening learners' instant thought-action repertoires. It is manifested from the way students respond not only in their written and performance tasks but in how they promptly express themselves throughout the discussion. There is a sense of enjoyment not only when they accomplish a task but when they are able to do it with flying colors. In the literature of educational psychology, enjoyment is often defined as a positive psychological state coming from efforts of the person who stretches himself to accomplish something challenging or difficult (Csikszentmihalyi,1990).

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of findings, conclusion, and recommendations.

#### **Summary of Findings**

Analysis of the data collected reveals the following findings that answer the specific problems raised in Chapter I.

#### **1. What is the level of enjoyment of students' enjoyment of Afro-Asian literature using traditional approach as perceived by English teachers and revealed in the focus group discussion?**

During the focus group discussion, English teachers revealed that the level of students' enjoyment of Afro-Asian literature taught the traditional way is low. Taught with conventional strategies and activities, students are passive and bored, unable to see the vast richness of mind and feeling that literature brings.

#### **2. How may digital learning be implemented towards enhanced enjoyment of students?**

A five-week program was implemented to expose students to digital learning using online platforms, forms, and tools that presented literature as a colorful, delightful, and enriching experience.

### **3. What is the level of enjoyment of respondents as a result of their exposure to digital learning?**

The student-respondents' level of enjoyment after implementing digital learning had a mean of 3.526 interpreted as *High Level of Enjoyment*. It indicates that digital learning is a successful strategy in teaching literature that makes students enjoy learning it.

#### **Conclusion**

Based on the findings of the study, the following conclusion was drawn:

The digital learning approach plays a pivotal role in boosting students' enjoyment of Afro-Asian literature, which leads to a deeper understanding and appreciation of the genre. Students used at home the learning resources that the teacher prepared and stored in digital format.

#### **Recommendations**

Based on the findings of the study, the following recommendations are humbly and respectfully offered:

1. Students may be influenced to actively participate in their literature class by using various online learning materials provided by their teachers on a regular basis. Having access to those technological learning tools at home may help students perform better in a variety of tasks because the enjoyment factor is there.
2. School administrators should equip their teachers with skills in utilizing technology in their classes to cater to the predisposition of 21<sup>st</sup> century learners to technology. They can offer webinars, trainings, and workshops on the utilization of digital learning approach,



focusing on ways to ensure positive and enjoyable teaching-learning process during the implementation of distance learning.

3. Even when face-to-face instruction is restored, English teachers should use digital learning, which gained exemplary remarks in this study. The procedure in conducting digital learning and sample matrix of activities offered in this study may aid them in adapting this strategy in their respective classes. To promote effective learning in a literature class, they should design interactive, engaging, and meaningful teaching materials and employ online platforms. That way, students will enjoy the learning process, which will have a big impact on their comprehension and appreciation of the literary work.
4. Future researchers are encouraged to do related studies on the effects of digital learning on student performance. They may concentrate on the selection and development of learning materials and activities suitable for online set up.

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**APPENDIX A****Letter to the Schools Division Superintendent**

**BULACAN STATE UNIVERSITY**  
**GRADUATE SCHOOL**  
Master in Arts Education Program  
Major in English Language Education



October 27, 2020

**NORMA P. ESTEBAN, Ed. D., CESO V**  
Schools Division Superintendent  
SDO-City of Malolos  
Bulihan, City of Malolos, Bulacan

Dear Ma'am:


Warm Greetings of Peace!

I am in the process of writing my research study titled "Enhancing Students' Enjoyment of Afro-Asian Literature through Digital Learning" a partial fulfillment of the requirement for the degree in Master of Arts in Education major in English Language Education at Bulacan State University- Malolos City Campus.

In this regard, I am asking approval from your good office to conduct the data gathering through sets of class sessions after their regular class hours to select Grade 8 learners from February- March, 2020.

Thank you very much for your favorable response and approval.

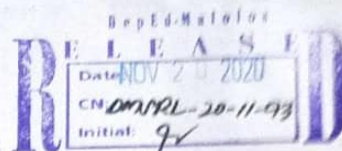
Sincerely yours,

  
**KAREN ANNE C. RAMIREZ**  
Researcher

## APPENDIX B

## Letter of Endorsement

Republic of the Philippines  
**Department of Education**  
 REGION III  
**DIVISION OF CITY SCHOOLS OF MALOLOS**



**1<sup>st</sup> INDORSEMENT**  
 November 9, 2020

Respectfully returned to Ms. Karen Anne C. Ramirez, Researcher, Bulacan State University, the herein request to conduct study and gather information for the study entitled **“Enhancing the Enjoyment of Afro-Asian Literature Through Blended Learning: Aid to Understanding and Appreciation”**, to safeguard ethical principles in research such as respect for persons and their welfare the following should be attached to the letter of request prior to the APPROVAL:

1. Endorsement from the College/University
2. Copy of Approval of the College /University Research Ethics Review Committee
3. Copy of Data Collection, Security, Storage, Transfer, Destruction Procedures (details on how participants will be made aware of the survey online, measures to safeguard data at the site of data collection, measures to protect the privacy and confidentiality of participants, duration/period data will be stored online, measures on how the data will be transferred and destroyed after the study has been completed, measures on how to rectify and contain potential damage from breaches of confidentiality/security).
4. Informed Consent Form

Further, stipulations in Republic Act No. 10173, known as the “Data Privacy Act of 2012”, shall be strictly adhered to.

For guidance and compliance.

  
**DR. NORMA P. ESTEBAN, CESO V**  
 Schools Division Superintendent

SGOD/PRS/loha  
 C.N.: 2020 - 035



Tel./Fax No. (044) 812-2006 / 812-2007  
 Email Address:  
 malolos.city@deped.gov.ph  
 Website: depedmalolos.com



ISO 9001:2015 CERTIFIED  
 Registration No. 50500909 QM15



Republic of the Philippines  
Department of Education  
REGION III  
DIVISION OF CITY SCHOOLS OF MALOLOS

DepEd-Malolos  
**RELEASED**  
Date: JAN 27 2021  
CN: RL 21-01-84  
Initial: *[Signature]*

2<sup>nd</sup> Indorsement  
January 26, 2021

Respectfully returned to **Ms. Karen Anne C. Ramirez**, Researcher, Bulacan State University, the herein approved request to conduct study and gather information for the study entitled "**Enhancing the Enjoyment of Afro-Asian Literature Through Blended Learning: Aid to Understanding and Appreciation**", subject to the following conditions:

1. proper coordination with the concerned school heads shall be made;
2. teacher-student contact hours shall not be affected;
3. no government fund shall be used for the said activity;
4. data gathered shall be used solely for research purposes;
5. ethical considerations shall be adhered to.

Further, stipulations in Republic Act No. 10173, known as the "Data Privacy Act of 2012", shall be strictly adhered to.

For guidance and compliance.

*[Signature]*  
**DR. NORMA P. ESTEBAN, CESO V**  
Schools Division Superintendent

SGOD/PRS/loha  
C.N.: 2021 - 001



Tel./Fax No. (044) 812-2006 / 812-2007  
Email Address: [malolos.city@depd.gov.ph](mailto:malolos.city@depd.gov.ph)  
Website: [depdmalolos.com](http://depdmalolos.com)



ISO 9001:2015 CERTIFIED  
Registration No. 50500909 QM15





## APPENDIX C

### Letter to the School Principal

**BULACAN STATE UNIVERSITY  
GRADUATE SCHOOL**

Master in Arts Education Program  
Major in English Language Education



October 28, 2020

REYNALDO M. DIAZ  
Principal IV  
Barasoain Memorial Integrated School

Sir:

Greetings of good faith and will!

I am in the process of writing my research study titled “Enhancing Students’ Enjoyment of Afro-Asian Literature through Digital Learning” a partial fulfillment of the requirement for the degree in Master of Arts in Education major in English Language Education at Bulacan State University- Malolos City Campus.

In this regard, I am asking approval from your good office to conduct the distribution of test questionnaire checklist that will assess the enjoyment level of the respondents after exposing to the digital learning to select Grade 8 learners from March to April.

Thank you very much for your favorable response and approval.

Respectfully yours,

  
**KAREN ANNE C. RAMIREZ**  
Researcher

## APPENDIX D

### Letter of Consent

Department of Education

Region III

Schools Division Office - City of Malolos

District 1

### **BARASOAIN MEMORIAL INTEGRATED SCHOOL**

Mojon, City of Malolos, Bulacan

*School I.D 501231/Tel. No. (044)791-6318*

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Dear Parents,

To serve the purpose of the study, your son/ daughter, student of \_\_\_\_\_ has been chosen as one of the respondents on the study entitled **“Enhancing Students’ Enjoyment of Afro-Asian Literature through Digital Learning”**.

This is to seek your consent for the conduct of this study that will be done through online platform due to restrictions of face-to-face class. Rest assured all his/ her answers would be treated with utmost confidentiality.

Thank you for your unfaltering support!

Please put a checkmark (/) in the box of your response:

( ) I allow my son/daughter to be part of the said study

( ) I did not allow my son/ daughter to be part of the said study.

\_\_\_\_\_  
Parent’s Signature Over Printed Name

Date : \_\_\_\_\_

  
**KAREN ANNE C. RAMIREZ**

Researcher

  
**REYNALDO M. DIAZ**

Principal IV

## APPENDIX E

### LETTER TO VALIDATORS



**BULACAN STATE UNIVERSITY**  
**GRADUATE SCHOOL**  
 Master in Arts Education Program  
 Major in English Language Education



October 20, 2020

**DANILOVA A. LORENZO**

Associate Professor  
 Polytechnic University of the Philippines  
 Santa Mesa Campus

Dear Madam:

Greetings!

I am in the process of writing my research study titled “Enhancing Students’ Enjoyment of Afro-Asian Literature through Digital Learning” a partial fulfillment of the requirement for the degree in Master of Arts in Education major in English Language Education at Bulacan State University- Malolos City Campus.

With this, I am pleased to inform you that you have opted as one of language experts to evaluate the instrument to be utilized in the said study.

Knowing your field of specialization, your capability and expertise, please spare me some of your precious time to evaluate the instrument.

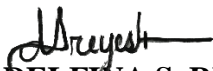
Your approval to evaluate the instrument will be deeply appreciated. I hope and pray for your favorable response to this request.

Thank you for your kind attention.

Very truly yours,

**KAREN ANNE C. RAMIREZ**  
 Researcher

Noted:

  
**DINIA DELFINA S. REYES, Ph. D.**  
 Thesis Adviser





**BULACAN STATE UNIVERSITY**  
**GRADUATE SCHOOL**  
Master in Arts Education Program  
Major in English Language Education



October 20, 2020

**MARILYN R. ROXAS**  
Master Teacher Ii-English  
Pangasinan National High School  
Lingayen, Pangasinan

Dear Madam:

Greetings!

I am in the process of writing my research study titled “Enhancing Students’ Enjoyment of Afro-Asian Literature through Digital Learning” a partial fulfillment of the requirement for the degree in Master of Arts in Education major in English Language Education at Bulacan State University- Malolos City Campus.

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Your approval to evaluate the instrument will be deeply appreciated. I hope and pray for your favorable response to this request.

Thank you for your kind attention.

Very truly yours,

  
**KAREN ANNE C. RAMIREZ**  
Researcher

Noted:

  
**DINIA DELFINA S. REYES, Ph. D.**  
Thesis Adviser





**BULACAN STATE UNIVERSITY**  
**GRADUATE SCHOOL**  
 Master in Arts Education Program  
 Major in English Language Education



October 20,2020

**MICHAEL GLENN SANTOS**  
 Master Teacher I-English  
 Bajet Castillo High School  
 Longos, Pulilan, Bulacan

Dear Sir:

Greetings!

I am in the process of writing my research study titled “Enhancing Students’ Enjoyment of Afro-Asian Literature through Digital Learning” a partial fulfillment of the requirement for the degree in Master of Arts in Education major in English Language Education at Bulacan State University- Malolos City Campus.

With this, I am pleased to inform you that you have opted as one of language experts to evaluate the instrument to be utilized in the said study.

Knowing your field of specialization, your capability and expertise, please spare me some of your precious time to evaluate the instrument.

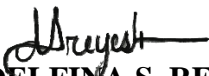
Your approval to evaluate the instrument will be deeply appreciated. I hope and pray for your favorable response to this request.

Thank you for your kind attention.

Very truly yours,

  
**KAREN ANNE C. RAMIREZ**  
 Researcher

Noted:

  
**DINIA DELFINA S. REYES, Ph. D.**  
 Thesis Adviser



**BULACAN STATE UNIVERSITY**  
**GRADUATE SCHOOL**  
 Master in Arts Education Program  
 Major in English Language Education



October 20, 2020

**MARK NATHANIEL G. PASCUAL**

Teacher III

Parada National High School

Parada, Sta. Maria, Bulacan

Dear Sir:

Greetings!

I am in the process of writing my research study titled “Enhancing Students’ Enjoyment of Afro-Asian Literature through Digital Learning” a partial fulfillment of the requirement for the degree in Master of Arts in Education major in English Language Education at Bulacan State University- Malolos City Campus.

With this, I am pleased to inform you that you have opted as one of language experts to evaluate the instrument to be utilized in the said study.

Knowing your field of specialization, your capability and expertise, please spare me some of your precious time to evaluate the instrument.

Your approval to evaluate the instrument will be deeply appreciated. I hope and pray for your favorable response to this request.

Thank you for your kind attention.

Very truly yours,

  
**KAREN ANNE C. RAMIREZ**

Researcher

Noted:

  
**DINIA DELFINA S. REYES, Ph. D.**

Thesis Adviser



**BULACAN STATE UNIVERSITY**  
**GRADUATE SCHOOL**  
Master in Arts Education Program  
Major in English Language Education



October 20, 2020

**REYLINA MENDOZA**  
Teacher III  
Parada National High School  
Parada, Sta. Maria, Bulacan

Dear Ma'am:

Greetings!

I am in the process of writing my research study titled "Enhancing Students' Enjoyment of Afro-Asian Literature through Digital Learning" a partial fulfillment of the requirement for the degree in Master of Arts in Education major in English Language Education at Bulacan State University- Malolos City Campus.

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Very truly yours,

  
**KAREN ANNE C. RAMIREZ**  
Researcher

Noted:

  
**DINIA DELFINA S. REYES, Ph. D.**  
Thesis Adviser

## APPENDIX F

## MATRIX OF ESSENTIALS

**“Enhancing Students’ Enjoyment of Afro-Asian Literature Through Digital Learning”**

<b>Matrix of Essentials</b>	
<b>Reading/ Literary Text</b>	<b>Enabling Task</b>
Makato and the Cowrie Shell	The Character Map
<b>Instructional/ Learning Plan</b>	
<b>Phase of the Lesson</b>	<b>Activities/ Task</b>
1. Motivation	The Balloon Game
2. Unlocking	Fill in the boxes with the missing letters to complete the words described by the given phrases below.
3. Engaging with the text	Watch the video presentation about the story “Makato and the Cowrie Shell.”
4. Comprehension Questions	Answer the following questions in complete sentences.
5. Final Activity	Fill out the story mountain with details on the story “Makato and the Cowrie Shell.”

**Reflection**

**Name:** \_\_\_\_\_

**Grade and Section:** \_\_\_\_\_

**Title of the Story:** \_\_\_\_\_

Let us sum up what you have learned in this lesson through a journal.

I have learned that...

---



---



---

I enjoyed studying the lesson because...

---



---



---

<b>Matrix of Essentials</b>	
<b>Reading/ Literary Text</b>	<b>Enabling Task</b>
Soul of the Great Bell	Differentiated Activities
<b>Instructional/ Learning Plan</b>	
<b>Phase of the Lesson</b>	<b>Activities/ Task</b>
1. Motivation	What Do I Value the Most
2. Unlocking	Arrange the pictures to determine the sequence of the story
3. Engaging with the text	Watch the video presentation about the story "Soul of the Great Bell."
4. Comprehension Questions	Answer the following questions in complete sentences.
5. Final Activity	Fill out the story mountain with details on the story "The Soul of the Great Bell."

### Reflection

**Name:** \_\_\_\_\_

**Grade and Section:** \_\_\_\_\_

**Title of the Story:** \_\_\_\_\_

Let us sum up what you have learned in this lesson through a journal.

I have learned that...

---



---



---

I enjoyed studying the lesson because...

---



---



---

<b>Matrix of Essentials</b>	
<b>Reading/ Literary Text</b>	<b>Enabling Task</b>
Ali Baba and the Forty Thieves	Character Map
<b>Instructional/ Learning Plan</b>	
<b>Phase of the Lesson</b>	<b>Activities/ Task</b>
1. Motivation	Who Wants to be a Millionaire?
2. Unlocking	Synonyms and Antonyms
3. Engaging with the text	Watch the video presentation about the story “Ali Baba and the Forty Thieves.”
4. Comprehension Questions	Answer the following questions in complete sentences.
5. Final Activity	On the lines near the picture, write the main character in the story. On the lines beneath the picture, write a sentence that tells what kind of person the character is.

### Reflection

**Name:** \_\_\_\_\_

**Grade and Section:** \_\_\_\_\_

**Title of the Story:** \_\_\_\_\_

Let us sum up what you have learned in this lesson through a journal.

I have learned that...

---



---



---

I enjoyed studying the lesson because...

---



---



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<b>Matrix of Essentials</b>	
<b>Reading/ Literary Text</b>	<b>Enabling Task</b>
The Story of Two Pebbles	Story Map
<b>Instructional/ Learning Plan</b>	
<b>Phase of the Lesson</b>	<b>Activities/ Task</b>
1. Motivation	Wheel of Fortune
2. Unlocking	Vocabulary Improvement
3. Engaging with the text	Let us explore China as we read the story “The Two Pebbles”. Be guided with the text on each slide.
4. Comprehension Questions	Answer the following questions in complete sentences.
5. Final Activity	Give the visual representation of the story structure through the story map outline.

### Reflection

**Name:** \_\_\_\_\_

**Grade and Section:** \_\_\_\_\_

**Title of the Story:** \_\_\_\_\_

Let us sum up what you have learned in this lesson through a journal.

I have learned that...

---



---



---

I enjoyed studying the lesson because...

---



---



---

<b>Matrix of Essentials</b>	
<b>Reading/ Literary Text</b>	<b>Enabling Task</b>
Shakuntala and the Lost Ring	Movie Poster
<b>Instructional/ Learning Plan</b>	
<b>Phase of the Lesson</b>	<b>Activities/ Task</b>
1. Motivation	Are you Smarter than a 5 <sup>th</sup> Grader?
2. Unlocking	Vocabulary Development
3. Engaging with the text	Watch the video presentation about the story “Shakuntala and the Lost Ring.”
4. Comprehension Questions	Answer the following questions in complete sentences.
5. Final Activity	.Describe at least two main characters through the character map.

### Reflection

**Name:** \_\_\_\_\_

**Grade and Section:** \_\_\_\_\_

**Title of the Story:** \_\_\_\_\_

Let us sum up what you have learned in this lesson through a journal.

I have learned that...

---



---



---

I enjoyed studying the lesson because...

---



---



---



## APPENDIX G

### Checklist for Level of Enjoyment

#### Part I. Profile of the Student

Directions. Below are questions concerning your personal information. Kindly fill out the following with the truthful details about yourself. Please do not leave any item unanswered. Rest assured that any information you will provide will be kept confidential.

Name: \_\_\_\_\_

School: \_\_\_\_\_

Section: \_\_\_\_\_

#### Part II. Level of Enjoyment

Directions. Listed below are three main factors that reflect the level of your enjoyment in a literature class. Kindly rate them using the scale below. Check the appropriate box for your response.

Scale	Level of Enjoyment
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

A.	Digital Learning	4	3	2	1
1	I enjoy my learning experiences in a literature class.				
2	I work independently in individualized learning.				
3	I am encouraged to become more involved in the learning process.				
4	I experience dynamic, flexible, and interactive environment for teaching - learning process.				
5	I engage in various learning activities provided by teacher.				
6	I find Afro-Asian literature very interesting and enjoyable.				
7	I develop my Information and Communication Technology (ICT) skills in accessing information.				
8	I can create information at my own pace and time.				
9	I think critically about Afro-Asian Literature.				
10	I present my outputs creatively.				
Total					

<b>B.</b>	<b>Teaching and Understanding Afro-Asian Literature</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1</b>	I am happy when the teacher uses digital approach to discuss Afro-Asian Literature.				
<b>2</b>	I enjoy the class when the teacher uses humor in delivering the lessons in literature.				
<b>3</b>	I am excited when the teacher gives me opportunities to discuss ideas with my classmates.				
<b>4</b>	I am challenged when our lessons dwell on issues that can develop my critical thinking skills				
<b>5</b>	I am comfortable when the teacher laughs with us in class.				
<b>6.</b>	I understand the lesson better when the teacher uses available instructional videos related to our lesson.				
<b>7</b>	I am more motivated to study Afro-Asian literature with digital learning.				
<b>8</b>	I deepen my knowledge on the use of Information and Computer Technology (ICT) resource				
<b>9</b>	I achieve more in terms of academics with the use of digital learning.				
<b>10</b>	I target the desirable goals of the lesson with the use of digital learning				
<b>Total</b>					
<b>C.</b>	<b>Appreciating Afro-Asian Literature</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1</b>	I appreciate Afro-Asian Literature after engaging with digital leaning.				
<b>2</b>	I perceive/see the beauty of the message of the story with the use of digital learning.				
<b>3</b>	I love studying Afro-Asian literature.				
<b>4</b>	I relate the message of the story to my life.				
<b>5</b>	I understand the author's purpose in writing the story.				
<b>6</b>	I read the story with appreciation at my own pace through digital learning.				
<b>7</b>	I gain a more positive outlook in my life with lessons from Afro-Asian Literature.				
<b>Total</b>					



	N	Minimum	Maximum	Mean	Std. Deviation
A1	50	2.00	4.00	3.5400	.61312
A2	50	2.00	4.00	3.4600	.57888
A3	50	2.00	4.00	3.5400	.57888
A4	50	2.00	4.00	3.4400	.67491
A5	50	2.00	4.00	3.4200	.57463
A6	50	2.00	4.00	3.7400	.48697
A7	50	2.00	4.00	3.5000	.61445
A8	50	1.00	4.00	3.5000	.73540
A9	50	2.00	4.00	3.4800	.57994
A10	50	3.00	4.00	3.6400	.48487
A_MEAN	50	2.50	4.00	3.5260	.40899
Valid N (listwise)	50				

DESCRIPTIVES VARIABLES=B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B\_MEAN  
/STATISTICS=MEAN STDDEV MIN MAX.

## Descriptives

### Notes

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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.

Syntax		DESCRIPTIVES VARIABLES=B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B_MEAN
Resources	Processor Time Elapsed Time	/STATISTICS=MEAN STDDEV MIN MAX. 00:00:00.00 00:00:00.01

[DataSet1] C:\Users\Arman\Documents\K RAMIREZ DATA.sav

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
B1	50	2.00	4.00	3.6000	.57143
B2	50	3.00	4.00	3.8000	.40406
B3	50	2.00	4.00	3.5400	.57888
B4	50	2.00	4.00	3.5000	.58029
B5	50	3.00	4.00	3.9200	.27405
B6	50	2.00	4.00	3.6600	.55733
B7	50	1.00	4.00	3.4800	.67733
B8	50	2.00	4.00	3.3400	.59281
B9	50	2.00	4.00	3.3800	.60238
B10	50	2.00	4.00	3.4400	.57711
B_MEAN	50	2.40	4.00	3.5660	.36901
Valid N (listwise)	50				

DESCRIPTIVES VARIABLES=C1 C2 C3 C4 C5 C6 C7 C\_MEAN  
/STATISTICS=MEAN STDDEV MIN MAX.

### Descriptives

#### Notes

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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=C1 C2 C3 C4 C5 C6 C7 C_MEAN  /STATISTICS=MEAN STDDEV MIN MAX.
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	Elapsed Time	00:00:00.01

[DataSet1] C:\Users\Arman\Documents\K RAMIREZ DATA.sav

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
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C2	50	2.00	4.00	3.6200	.63535
C3	50	3.00	4.00	3.6400	.48487
C4	50	3.00	4.00	3.5000	.50508
C5	50	3.00	4.00	3.6400	.48487
C6	50	2.00	4.00	3.5600	.57711
C7	50	2.00	4.00	3.6200	.63535
C_MEAN	50	2.43	4.00	3.6088	.42505
Valid N (listwise)	50				

DESCRIPTIVES VARIABLES=A\_MEAN B\_MEAN C\_MEAN  
OVERALL\_ENJOYMENT  
/STATISTICS=MEAN STDDEV MIN MAX.

## Descriptives

### Notes

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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=A_MEAN B_MEAN C_MEAN OVERALL_ENJOYMENT  /STATISTICS=MEAN STDDEV MIN MAX.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

[DataSet1] C:\Users\Arman\Documents\K RAMIREZ DATA.sav

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
A_MEAN	50	2.50	4.00	3.5260	.40899
B_MEAN	50	2.40	4.00	3.5660	.36901

C_MEAN	50	2.43	4.00	3.6088	.42505
OVERALL_ENJOY MENT	50	2.48	4.00	3.5674	.38654
Valid N (listwise)	50				

```
FREQUENCIES VARIABLES=QUIZ PER.TASK OVERALL_GRADE
/STATISTICS=STDDEV MEAN
/ORDER=ANALYSI
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## Frequencies

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	N of Rows in Working Data File	50
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=QUIZ PER.TASK OVERALL_GRADE  /STATISTICS=STDD EV MEAN  /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.01

[DataSet1] C:\Users\Arman\Documents\K RAMIREZ DATA.sav



**Statistics**

		QUIZ	PER.TASK	OVERALL_GRADE
N	Valid	50	50	50
	Missing	0	0	0
Mean		79.2600	91.4802	91.2200
Std. Deviation		10.42135	4.13155	3.82948

**Frequency Table****QUIZ**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51.00	1	2.0	2.0	2.0
	54.00	1	2.0	2.0	4.0
	61.00	1	2.0	2.0	6.0
	62.00	2	4.0	4.0	10.0
	65.00	1	2.0	2.0	12.0
	66.00	1	2.0	2.0	14.0
	67.00	1	2.0	2.0	16.0
	68.00	1	2.0	2.0	18.0
	71.00	2	4.0	4.0	22.0
	72.00	2	4.0	4.0	26.0
	75.00	1	2.0	2.0	28.0
	76.00	2	4.0	4.0	32.0
	77.00	1	2.0	2.0	34.0
	78.00	2	4.0	4.0	38.0
	80.00	4	8.0	8.0	46.0
	81.00	4	8.0	8.0	54.0
	82.00	2	4.0	4.0	58.0
	83.00	1	2.0	2.0	60.0
	84.00	1	2.0	2.0	62.0
	85.00	5	10.0	10.0	72.0
	86.00	3	6.0	6.0	78.0
	87.00	1	2.0	2.0	80.0
	88.00	1	2.0	2.0	82.0
89.00	2	4.0	4.0	86.0	
91.00	2	4.0	4.0	90.0	
92.00	2	4.0	4.0	94.0	

93.00	1	2.0	2.0	96.0
95.00	1	2.0	2.0	98.0
96.00	1	2.0	2.0	100.0
Total	50	100.0	100.0	

**PER.TASK**

	Frequency	Percent	Valid Percent	Cumulative Percent
82.67	1	2.0	2.0	2.0
84.67	2	4.0	4.0	6.0
85.33	1	2.0	2.0	8.0
86.67	3	6.0	6.0	14.0
87.33	2	4.0	4.0	18.0
88.67	5	10.0	10.0	28.0
89.33	3	6.0	6.0	34.0
90.00	4	8.0	8.0	42.0
90.67	4	8.0	8.0	50.0
91.33	5	10.0	10.0	60.0
Valid 92.00	2	4.0	4.0	64.0
92.67	2	4.0	4.0	68.0
93.33	2	4.0	4.0	72.0
94.00	2	4.0	4.0	76.0
94.67	1	2.0	2.0	78.0
95.33	2	4.0	4.0	82.0
96.00	1	2.0	2.0	84.0
96.67	2	4.0	4.0	88.0
97.33	1	2.0	2.0	90.0
98.67	2	4.0	4.0	94.0
99.33	3	6.0	6.0	100.0
Total	50	100.0	100.0	

**OVERALL\_GRADE**

	Frequency	Percent	Valid Percent	Cumulative Percent
82.00	2	4.0	4.0	4.0
Valid 84.00	1	2.0	2.0	6.0
85.00	2	4.0	4.0	10.0

86.00	2	4.0	4.0	14.0
87.00	1	2.0	2.0	16.0
88.00	2	4.0	4.0	20.0
89.00	5	10.0	10.0	30.0
90.00	2	4.0	4.0	34.0
91.00	7	14.0	14.0	48.0
92.00	7	14.0	14.0	62.0
93.00	4	8.0	8.0	70.0
94.00	6	12.0	12.0	82.0
95.00	3	6.0	6.0	88.0
96.00	2	4.0	4.0	92.0
97.00	3	6.0	6.0	98.0
98.00	1	2.0	2.0	100.0
Total	50	100.0	100.0	

## CORRELATIONS

```

/VARIABLES=A_MEAN B_MEAN C_MEAN QUIZ PER.TASK
OVERALL_GRADE
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
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**Correlations****Notes**

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	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.

Syntax	CORRELATIONS	
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	/MISSING=PAIRWISE.	
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### Descriptive Statistics

	Mean	Std. Deviation	N
A_MEAN	3.5260	.40899	50
B_MEAN	3.5660	.36901	50
C_MEAN	3.6088	.42505	50
QUIZ	79.2600	10.42135	50
PER.TASK	91.4802	4.13155	50
OVERALL_GRADE	91.2200	3.82948	50

### Correlations

		A_MEAN	B_MEAN	C_MEAN	QUIZ	PER.TASK
		N	N	N		
A_MEAN	Pearson Correlation	1	.898**	.906**	.293*	.297*
	Sig. (2-tailed)		.000	.000	.039	.036
	N	50	50	50	50	50
B_MEAN	Pearson Correlation	.898**	1	.875**	.280*	.307*
	Sig. (2-tailed)	.000		.000	.049	.030
	N	50	50	50	50	50

C_MEAN	N	50	50	50	50	50
	Pearson Correlation	.906**	.875**	1	.242	.307*
	Sig. (2-tailed)	.000	.000		.090	.030
QUIZ	N	50	50	50	50	50
	Pearson Correlation	.293*	.280*	.242	1	.701**
	Sig. (2-tailed)	.039	.049	.090		.000
PER.TASK	N	50	50	50	50	50
	Pearson Correlation	.297*	.307*	.307*	.701**	1
	Sig. (2-tailed)	.036	.030	.030	.000	
OVERALL_GR ADE	N	50	50	50	50	50
	Pearson Correlation	.330*	.335*	.300*	.956**	.874**
	Sig. (2-tailed)	.019	.018	.034	.000	.000

### Correlations

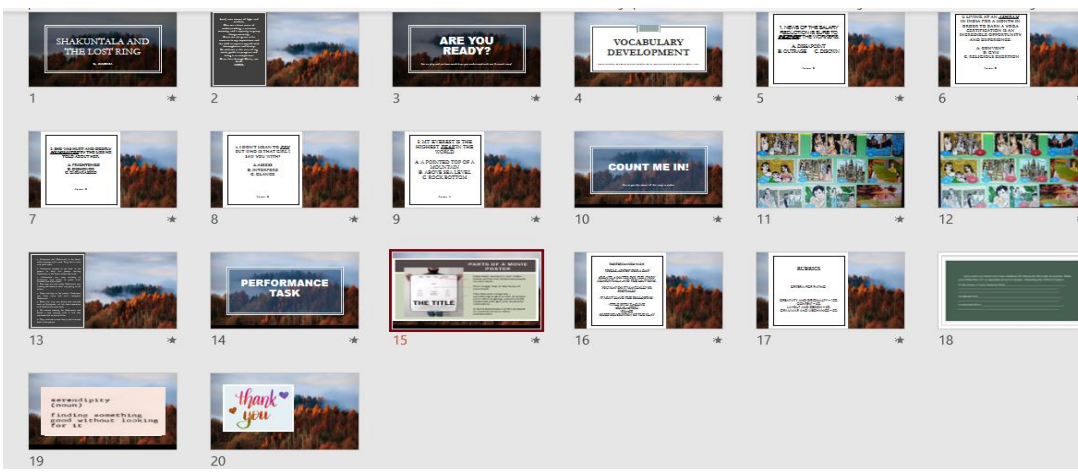
		OVERALL_GRADE
A_MEAN	Pearson Correlation	.330
	Sig. (2-tailed)	.019
	N	50
B_MEAN	Pearson Correlation	.335**
	Sig. (2-tailed)	.018
	N	50
C_MEAN	Pearson Correlation	.300**
	Sig. (2-tailed)	.034
	N	50
QUIZ	Pearson Correlation	.956*
	Sig. (2-tailed)	.000
	N	50
PER.TASK	Pearson Correlation	.874*
	Sig. (2-tailed)	.000
	N	50
OVERALL_GRADE	Pearson Correlation	1*
	Sig. (2-tailed)	
	N	50

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

# APPENDIX I

## Implementation of Digital Learning Power Point Presentation

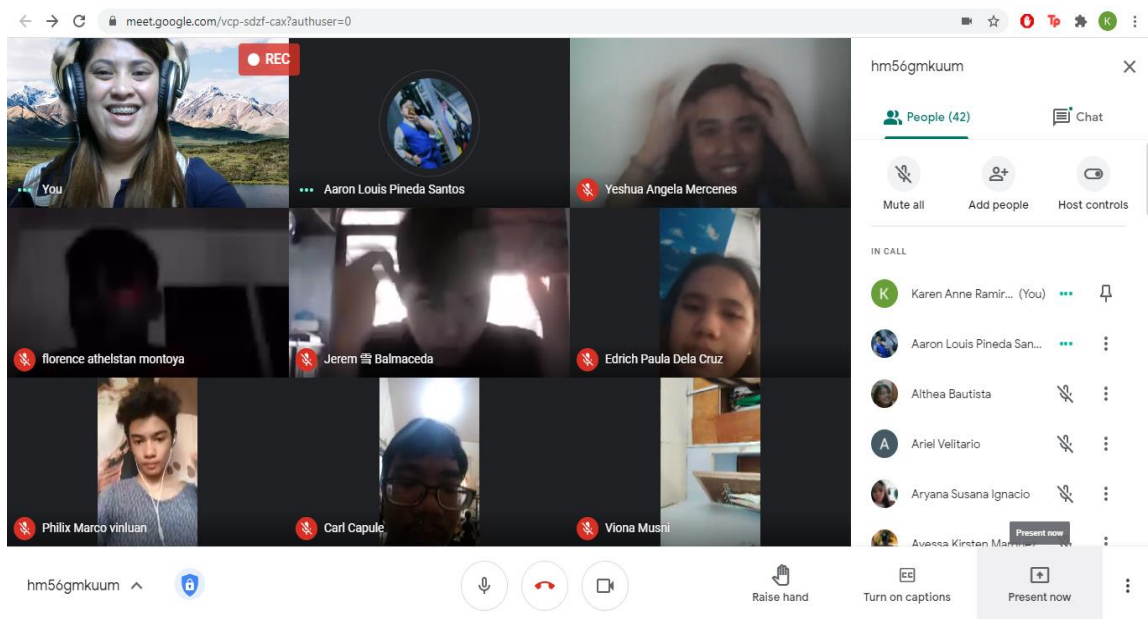
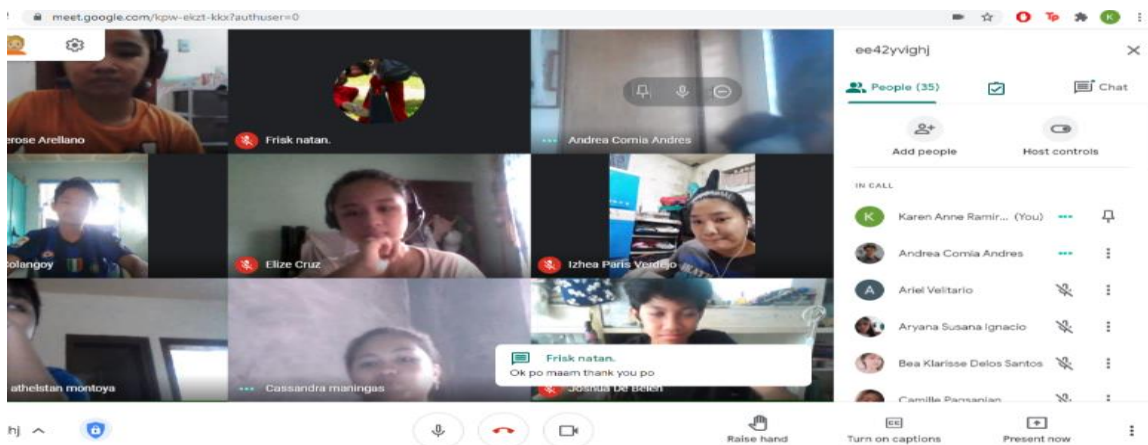


1 *	2 *	3 *	4 *	5 *	6 *	7 *	8 *	9 *
10 *	11 *	12 *	13 *	14 *	15 *	16 *	17 *	18 *
19 *	20 *	21 *	22 *	23 *	24 *	25 *	26 *	27 *
28 *	29 *	30 *	31 *	32 *				

1 *	2 *	3 *	4 *	5 *	6 *	7 *	8 *	9 *
10 *	11 *	12 *	13 *	14 *	15 *	16 *	17 *	18 *
19 *	20 *	21 *	22 *	23 *	24 *	25 *	26 *	27 *
28 *	29 *	30 *	31 *	32 *	33 *	34 *	35 *	36 *
37 *	38 *	39 *	40 *	41 *	42 *	43 *	44 *	45 *

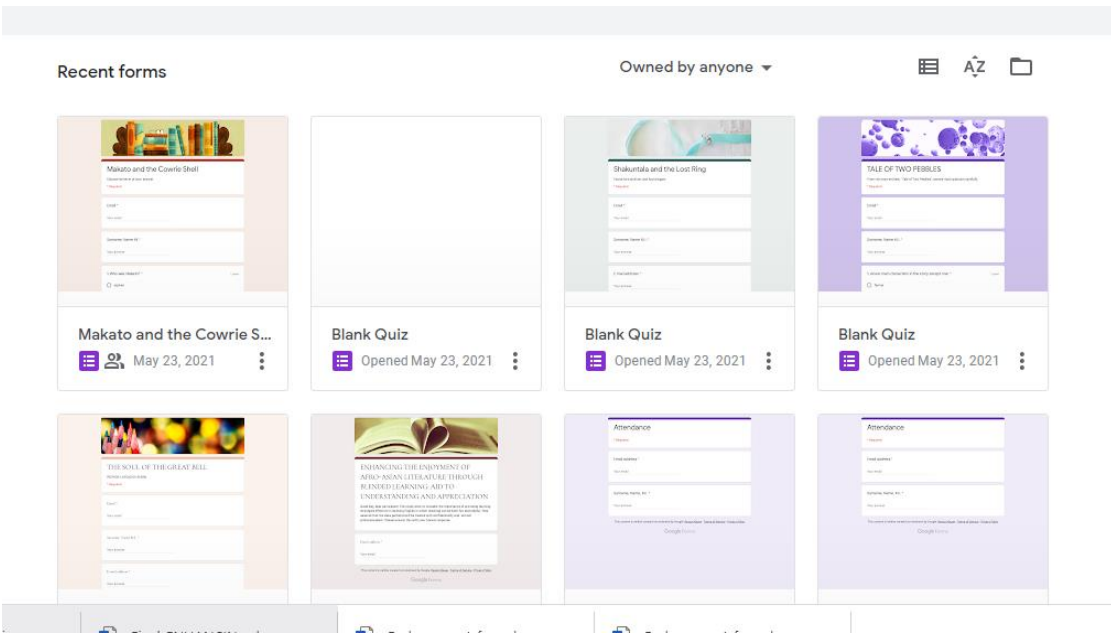


# Online Classes





# PERFORMANCE TASK AND WRITTEN TASK



## APPENDIX J

## PLAGIARISM FREE CERTIFICATE



Republic of the Philippines  
**BULACAN STATE UNIVERSITY**  
Guinhawa, City of Malolos, Bulacan 3000

## PLAGIARISM CERTIFICATION

This is to certify that the research paper detailed below has been evaluated by online anti-plagiarism software. The contents and material was found **very satisfactory** and below the permissible limit of content copied.

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Document type : Book/ Article/ Project/Thesis/Dissertation

Name of Researcher/s : Karen Anne C. Ramirez

Date : February 17, 2022

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**MICAH MAY V. NALUZ**  
Document Examiner  
CIT Librarian

Attested by:

*Maria Pretty Lay Abdala*  
**MARIA PRETTY LAY ABDALA**  
University Librarian

**APPENDIX K**  
**CERTIFICATION**

**CERTIFICATION**

This is to certify that the thesis entitled “ **ENHANCING STUDENTS’ ENJOYMENT OF AFRO-ASIAN LITERATURE THROUGH DIGITAL LEARNING**, conducted by **KAREN ANNE C. RAMIREZ** in partial fulfillment of the requirements for the degree Master of Arts in Education major in English Language Education at Bulacan State University Graduate School, has been checked and edited for grammatical and syntactical usage and organization.

  
**CHITA G. GLORIOSO, MAT**

Grammarian

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**Licensure Examination for Teachers**

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