VIEWING TEACHING TECHNIQUES IN ENHANCING VIEWING COMPREHENSION SKILLS OF UNDERGRADUATE STUDENTS IN LITERATURE

Maria Diana S. GUIEB [1] & Ruth A. ORTEGA-DELA CRUZ [2]

ABSTRACT

In today's generation of digital natives, students find it unexciting to sit down and read literary texts in its entirety. Thus, students nowadays hardly understand and appreciate literature as a subject. This calls for additional challenge to teachers who had been used to deliver their lessons or any subject matter in traditional ways. This study used descriptive-correlational research design to unveil the most effective viewing teaching techniques that will help develop the viewing comprehension skills of literature students in a tertiary level. Findings reveal how literature students perceive the use of movies or videos as a powerful viewing teaching technique. Result of chi-square test of independence indicates the viewing teaching techniques are not significantly related to students' viewing comprehension. This suggests that no single teaching technique suits the learners' interest and ability to learn. Therefore, teachers can make use of technology combined with other viewing techniques to ensure that students will find a love for literature that will help establish their academic success in the future.

Key Words: College students, comprehension skills, literature, viewing teaching techniques, Philippines.

1. Introduction

Literature is often perceived as one of the most uninteresting subjects in college. Probably the main reason why literature has been considered as such is because of the traditional ways on how it is being taught in class. Typically, a teacher would just stand in front of all the students and start narrating all the details of the literary pieces- from the basic elements down through the minute details of all those dates, places, and names of prominent people and events that appear to be very difficult to digest. The monotonous and seemingly non-participative ways of teaching combined with all the information to keep in mind are probably what make students think that literature is an incomprehensible and difficult subject matter. However, this impression can be transformed into something favorable to literature students nowadays. It basically depends on how the information being taught is being packaged. This just implies that similarly, the process of packaging or wrapping the information taught in literature is what determines whether or not students will find it dull and unintelligible. For one, professors can create inventive ways of discussing the subject matters either by making it interactive so that students will get to take part of the discussion and not just stay as passive listeners- which makes the discussion boring. Thus, changing this impression about literature is basically on the hands of the teachers. Because on their choice of presentation depends whether or not students will be able to understand and appreciate the literature subjects and the learning experience as a whole.

---

[1] Instructor of Laguna State Polytechnic University Los Baños, Laguna, Philippines.

[2] Assistant Professor of Institute for Governance and Rural Development, College of Public Affairs and Development, University of the Philippines Los Baños.

Given that literature if filled with all the interesting revelations and discoveries about the world and the human race, it can be said students indeed deserve to learn such relevant information in the most interesting and motivating manner of teaching.

But first thing first is to know who are our students, what kind of learners are they, what are their characteristics, their interests among others. These are some of the most important questions that a teacher should address first before designing an effective learning experience to specific students.

It is assumed that today's students are particularly visually literate because they are "digital natives" or "millennial learners" (Brumberger, 2011). Digital natives are defined as students who have grown up surrounded by new technologies such as computers, video games, and cell phones (Brumberger, 2011). According to Prensky (2007 in Brumberger, 2011), the repeated exposure to these technologies has resulted in "enhanced thinking skills in several areas; many of which are visually oriented" therefore having implicit visual literacy skills. Oblinger (2005 in Brumberger, 2011) suggested that "digital natives have an inherent ability to read images; that [they] are 'intuitive visual communicators' who are 'able to weave together text, images and sound in a natural way". They further insinuate that the digital native generation is more visually literate than any other generation that precedes it (Brumberger, 2011).

In the study of Mehrabian (1968 in Johnson and McDonald, 2007), he asserted that students take in information 55 percent in visual and only seven percent in text. Just as listening, reading, writing and speaking, viewing as the fifth macro skill in language communication, entails giving attention to facts and relationships, inferences, and to critical analysis (Johnson and McDonald, 2007). According to Woottipong (2014), viewing enhances listening skills when students attend to nonverbal communication and visual elements of performance, video, television, film, and multimedia presentations. It enhances reading when students attend to visuals accompanying print, specific textual techniques, and the assumptions, perspectives, and quality of a variety of media.

To a great extent, today's literature no longer relies on print alone; instead it has expanded to films/movies and other multimedia presentations. In fact, the need to teach literature using viewing teaching techniques becomes more urgent since today's learners increasingly shift their attention away from the written word. For these reasons, this study contends that viewing teaching techniques in literature subjects enhances the student's viewing comprehension. In this case, literary genres such as plays, poems and stories can be presented in visual images focusing on the elements of written literature to provide effective viewing comprehension. To clarify, viewing comprehension refers to the ability of the learners to understand what they are viewing. It involves interpreting, analyzing and evaluating the significance of visual images- the messages and meanings (visual representation).

The purpose of this study is to uncover the most effective viewing teaching techniques that will help develop the viewing comprehension of literature students in a tertiary level.

Specifically, the study addressed the following research questions:
1. What is the profile of the student-respondents in terms of their age, college, sex, literature subject enrolled as well as their preferred learning style?
2. What is their perception in the use of viewing teaching techniques in literature classes?

3.   What is the viewing comprehension level of the student-respondents?
4.   Is viewing comprehension related to viewing teaching techniques, and the learning styles of literature students?

The following null hypotheses guided the study and were tested at 0.05 level of significance:

Ho1: There is no relationship between viewing teaching techniques and viewing comprehension of literature students; and
Ho2: There is no relationship between learning styles and viewing comprehension of literature students.

2. Method

This section presents the respondents, data gathering instrument, research design, and the statistical treatment of data.

2.1 Respondents of the Study
The study used purposing sampling of undergraduate students enrolled in literature classes during the academic year 2015-2016. The sample is composed of 57 students from two Colleges namely the College of Teacher Education (CTE) and the College of Hotel Management and Tourism (CHMT) in a state university in Laguna, Philippines.

2.2 Data Gathering Instrument and Procedures

The study used survey questionnaire consisting of four parts. The first part describes the profile of the literature students in terms of age, sex, literature subject enrolled as well as their preferred learning style using the learning style inventory. This was modified and adopted from the study of Zoghi, Brown, Williams, Roller, Jaberzadeh, Palermo, and Hewitt (2010). It consists of 30 items, 10 for each of the different learning styles (visual, auditory and kinesthetic) in a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The scores of the student-respondents in this part were added and the highest accumulated score confirms their preferred learning style. The second part determines the perception of the student-respondents in the use of viewing techniques including film showing, role playing and multimedia presentation/power point. Each of the techniques consists of five (5) indicators which were assessed using four-point scale ranging from strongly disagree (1) to strongly agree (4). It further meant to assess which among the three techniques they preferred most. The third part assesses the viewing comprehension level of the student-respondents. It comprises a series of questions about a literary piece (i.e., Romeo and Juliet) which was divided into five levels of comprehension namely: literal, reorganization, inferential, evaluation and appreciation. Each level is worth five (5) points. The first two levels were assessed objectively, i.e. one point was given for every correct answer. To fairly score the last three levels, the researcher adopted the Barrett's Ordered Interval Scales. This part of the instrument uses five-point rating scale ranging from very low (1) to very high (5) to measure students' viewing comprehension level in terms of inferential, evaluation and appreciation.

2.3 Research Design

The study used the descriptive-correlational research design to determine how viewing teaching techniques relate to comprehension skills of undergraduate students in literature.

2.4 Tools used for Data Analysis

The quantitative data gathered were analyzed using the following statistical tools: (i) descriptive statistics such as frequencies, percentages, weighted means and standard deviations were used in presenting and analyzing the profile of the respondents, in determining the perception of the student-respondents in the use of viewing teaching techniques, as well as in assessing the viewing comprehension level of the literature students; and (ii) chi square test of independence (X2) was employed in determining the significant relationship among the variables.

3. Findings

This section presents the major findings of the study.

Table 1 shows the profile of the undergraduate students of literature classes.

Table 1 Profile of Literature Students

Age	f	%
17	7	12
18	16	28
19	22	39
20	10	18
21>	2	3
n	57	100
College		
Teacher Education	25	44
Hotel Management and Tourism	32	56
n	57	100
Sex		
Male	9	16
Female	48	84
n	57	100
Literature Class		
English and American Literature	14	25
Teaching of Literature	11	19
Philippine and World Literature	32	56
n	57	100
Learning Styles		
Visual	33	58
Auditory	17	30
Kinesthetic	5	9
Multiple	2	3
n	57	100

Table 1 presents the profile of literature students. Data shows that the majority of the student-respondents are 19 years of age, about 39 percent of the total research respondents. This indicates that

the students are in their third year of taking bachelor's degree. Most of them are female students pursuing bachelor's degree in teacher education and hospitality management and tourism. This further implies that these degree programs are more appealing to female than male students given the fact that the respondents had an equal chance of being selected in the study. Fifty-six percent (56%) of the literature students or 32 undergraduate students were enrolled in the Philippine and World Literature as one of the subjects being taught across disciplines.

Majority of the student-respondents (both male and female) preferred visual learning style (33 or 57.89%). This is especially true given the fact that they are sample taken from the so-called iGeneration or digital natives who are "intuitive visual communicators". As Brumberger (2011) defined them, they prefer to learn by seeing and watching demonstrations. Thus, observations, examinations, and reviews are their favorite learning approaches (Haggart, 2003 in Zoghi, et. al., 2010). By using these strategies in a literature setting, students can connect prior knowledge and past personal experience to the artifact and formulate their own questions and express their thoughts.

This approach to questioning and learning is called "Visual Thinking Strategies" (VTS), which is a learner-based method that helps to build fundamental visual literacy abilities and sets a foundation upon which to build more complex critical thinking and reasoning skills (Rawlinson et al., 2007 in Tillman, 2012).

Table 2 Perception of Literature Students on Viewing Teaching Techniques

Viewing Technique	Mean	SD
Film Showing		
1. Movies/Videos are valuable teaching tools in understanding changing and dynamic events in the story.	3.75	0.43
2. Movies/Videos help the learners build interest in literature.	3.65	0.52
3. Use of movies/videos in literature lessons cater the three learning styles: visual, auditory and kinesthetic.	3.65	0.48
4. Movies/videos can extend learning beyond textbooks.	3.44	0.57
5. Movies/videos help students get a feel for an era or an event in literature.	3.49	0.54
Overall	3.60	0.52
Role Playing		
6. Role playing is a reliable type of active learning.	3.46	0.60
7. I believe role-playing makes learning more meaningful.	3.35	0.58
8. Role-playing helps me remember information better than the traditional reading.	3.44	0.57
9. I enjoy working with the series of events during the role playing.	3.44	0.50
10. Role playing helps me better analyze the characters' feelings.	3.42	0.53
Overall	3.42	0.55

Multimedia/Power-point presentation

11. Multi-media presentation brings literary pieces to life.	3.33	0.74
12. Use of multi–media presentation engages students in literature.	3.33	0.64
13. Literary appreciation is best achieved in multi-media presentation.	3.25	0.63
14. Multi-media presentation empowers student in analysis of literature.	3.25	0.63
15. Use of multi-media presentation in literature makes the students imaginative.	3.33	0.64
Overall	3.30	0.65

Range: 3.51–4.00 (Strongly Agree); 2.51–3.50 (Agree); 1.51–2.50 (Disagree); 1.00–1.50 (Strongly Disagree)

Based on the findings of the study, results reveal how literature students perceive the use of movies or videos as a powerful viewing teaching technique. In particular they strongly believe that movies/videos are valuable teaching tools in understanding changing and dynamic events in the story ($\overline{x}$ = 3.75); help them build interest in literature ($\overline{x}$ = 3.65); and cater the three learning styles (visual, auditory and kinesthetic) with $\overline{x}$ = 3.65. This firm assertion contributed to the overall mean perception of 3.60 which suggests they strongly agreed that film showing is an effective viewing technique in teaching and learning literature. This affirms the study of Ismaili, (2013) who found movies help improve students' understanding and learning skills in English classes. Furthermore, using movies in the classroom is a very pleasant experience for the students who claim that they enjoyed the assigned activities in the classroom. Students were more motivated to see and hear real-life situations than to follow the activities in the graded book. Their impression is that movies also provide a relaxed atmosphere for them (Ismaili, 2013). Truly, movies catch the learners' interest and it can positively affect their motivation to learn (Kusumarasdyati, 2004; Luo, 2004 in Ismaili, 2013).

In addition to use of movies and videos, the student-respondents also believe in the importance of role playing as a viewing technique in presenting various literary genres. They agreed with the items which assert that role playing is a reliable type of active learning ($\overline{x}$ = 3.46); makes learning more meaningful ($\overline{x}$ = 3.35); helps to remember information better than the traditional reading ($\overline{x}$ =3.44); motivates students working with series of events ($\overline{x}$ = 3.44) and helps better analyze the characters' feelings ($\overline{x}$ =3.42). Student-respondents' overall mean perception of 3.42 indicates that they are in favor of role playing as a viewing technique in literature considering all the benefits they can derive out of this learning activity. Moreover, role plays, as well as skits, or talk shows are a great way to engage students and motivate them to find a love for literature. These are some of the important viewing techniques that a literature teacher could explore. By bringing a literary story, event to life by having students act out a particular scene in literature; having them produce an event and assign each student a specific role to present to the class and have them discuss what they learned will give students a firsthand look at what they are studying in literature by having them experience it for themselves. Thus, by recreating the experience, students will understand the topic on a deeper level and in turn be motivated to learn more.

In the same manner of using multimedia presentation which the literature students found to be equally important; the student-respondents agreed that multimedia presentation brings literary pieces to life, engages students in literature and makes the students imaginative with equal mean perception of 3.33. They also believe that literary appreciation was best achieved in multimedia presentation and it empowers student in analysis of Literature with similar mean perception of 3.25. The overall mean perception of 3.30 suggests that student-respondents appreciate the teaching and learning of literature using multimedia/power point presentation. Undeniably, technology has a way to motivate students and keep them engaged. It has a way to draw (and keep) students attention by simply creating a power point presentation.

This positive note is parallel to the study of Susskind (2004) which posited that one of the main features of power point is that it provides structure to a presentation. This aids in the order and pacing of the lecture and makes it easier for lecturers to present clear summaries. This may affect how much students learn from the lectures as the organizational structure of instructional material is related to students' understanding and their retention of the material. Further, perceptions of teacher organization are related to the amount students learn and to their general cognitive development. In addition, accompanying lectures with power point is a more efficient time management strategy than writing on a whiteboard or using transparencies (Mantei, 2000; Susskind, 2004). As less class time is spent writing or changing transparencies, each lecture may flow better.

Multimedia presentation in a form of music can be a great way to captivate students into loving literature subjects. It offers students a glimpse into whatever time period they are studying by discussing and listening to the music, or viewing texts from any literary genre.

Comparing the results presented in Tables 4 – 6, it is noticeable that film showing registered the highest mean perception of student-respondents. With this finding, the study assumes that although role playing and multimedia/power point presentation are acceptable viewing strategies in literature, film showing remained the most interesting technique for the student-respondents.

Table 3 Viewing Comprehension Level of Literature Students

Viewing Comprehension Skills		Mean	SD
Literal		4.98	0.13
Reorganization		4.68	0.74
Inferential		4.28	0.90
Evaluation		4.44	0.91
Application		4.70	0.65
	Overall	4.62	0.76

Range: *4.51–5.00 (Very High); 3.51–4.50 (High); 2.51–3.50 (Average); 1.51–2.50 (Low); 1.00–2.50 (Very Low)*

It can be gleaned from Table 3 that the student-respondents recorded a very high level in literal, reorganization and application components of viewing comprehension skills with mean scores of 4.98, 4.68 and 4.70 respectively. These findings suggest that the student-respondents are very proficient in recalling the characters and events in the literary material (Romeo and Juliet) taught to them. They are also very proficient in reorganizing the sequence of events in the story. Furthermore, they are very

proficient in expressing an emotional and personal response to understand the received information completely on the said literary material.

The student-respondents have high level in inferential and evaluation as indicated by obtained mean scores of 4.28 and 4.44 respectively. These results imply that the student-respondents are proficient in focusing the ideas behind the information of the literary material and using one's personal experience as a basis for probable inferences. Likewise, they are proficient in understanding the ideas of the literary material and making judgment about the received information.

Overall result reveals that the comprehension level of the student-respondents is very high ($\bar{x}$ = 4.62). This finding denotes that they are very proficient in grasping the details of a literary material taught to them using the three viewing techniques. Their well-noted affirmations in each of these techniques which were presented earlier spell their very high comprehension level. The results generally infer that once the students received meaningful, varied and innovative instruction, better learning in a form of viewing comprehension is guaranteed.

Table 4 Relationship between Viewing Techniques and Level of Comprehension Skills

Variables	X^2-value	p – value	Remarks	Decision
Viewing Techniques and Comprehension Skills Level	28.170$_{(df=21)}$	.135	Not Significant	Fail to Reject H_0
Learning Style and Comprehension Level	15.733$_{(df=6)}$	.015	Significant	Reject Ho

Result of chi-square test of independence indicates that viewing teaching techniques are not significantly related to their viewing comprehension level (X^2= 28.170, p > .05). This means that regardless of the viewing teaching techniques employed to the student-respondents, they can comparably comprehend the literary material taught to them. It further suggests that no single teaching technique suits the learners' interest and ability to learn. This supports the result of chi-square test which determines the significant relationship between the learning style and viewing comprehension of the literature students (X^2 = 15.733, p < .015). This result implies that the preferred learning style of the students has something to do with their comprehension level. With the use of film showing, role playing and multimedia/power point presentation, the varied learning preferences of the student-respondents were addressed hence, resulted to an increased level of comprehension.

4. Conclusion

The study unfolds the important viewing techniques that teachers can use to facilitate a holistic approach in literature classes. While the findings of the study contextualize some issues concerning the teaching-learning process in college level, educators at all levels can make use of these viewing techniques to bridge the increasing gap between the traditional teaching and digital learning. As we are approaching the 21st century pedagogy, educators need to keep up with the fast-changing demands of these so-called iGeneration learners.

As John Dewey once said, "If we teach today as we taught yesterday, we rob our children of tomorrow." This calls for a challenging role for every educator in becoming the 21st century teacher who will take risks and experiment with transforming one's teaching for students.

Such way of transforming the dynamics and teaching methodology means to clearly define the learning objectives of teaching literature. When defining these learning objectives, the focus should not be on what knowledge or what content the student should know. But the question to be solved is: what skills, abilities, and talents can my student develop through the contents of the subject? Thereby giving emphasis on the development of specific competencies, that is comprehension skills. For this reason, we should tap into the students' interests by providing them with choice and allow them to create, collaborate, and communicate with others beyond the four walls of the classroom. This helps students see that literature is not just in a textbook, but it is happening all around them.

Truly, we can develop student interest and motivation in literature by relating relevant content and current events into their daily lives. Technology has also been a teacher's saving grace in holding the interest of all students. As we are now living in a visual world, something as small as conveying a photograph or seeing a literary genre captured in a movie/film, skit, talk show or play may just be the piece that captivates a student and keeps them engaged.

By combining these viewing techniques we can help them improve their viewing comprehension skills and ensure that students will find a love for literature that will lead towards their academic success in the future.

References

Brumberger, E. (2011). Visual Literacy and the Digital Native: An Examination of the Millennial Learner. Journal of Visual Literacy, 30(1), 19-47.

Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom–A study conducted at South East European University. Academic Journal of Interdisciplinary Studies, 2(4), 121.

Johnson, K. and McDonald, (2007).Visual Literacy: Background, theory and practice. PLET, 15(4), 291-297

Johnson, K. and McDonald, C.(2007). Visual Literacy Viewing Skills & Methods of Visually Representing.Virginia State Reading Association

Tillmann, A. (2012). What we see and why it matters: How competency in visual literacy can enhance student learning.

Woottipong, K. (2014). Effect of using video materials in the teaching of listening skills for university students. International Journal of Linguistics, 6(4), 200.

Zoghi, M., Brown, T., Williams, B., Roller, L., Jaberzadeh, S., Palermo, C., and Hewitt, L. (2010). Learning style preferences of Australian health science students. Journal of allied health, 39(2), 95-103.