

## THE EFFECTS OF DIGITAL STORYTELLING IN TEACHING 21ST CENTURY LITERATURE TO ENHANCE ESL LEARNERS' 3CS-COMPREHENSION, COMMUNICATION, AND CREATIVITY

**Mr. Michael Jordan Vicencio Fulgueras & Mr. Gerald Samson Garcia**  
*Eulogio Rodriguez Jr. High School, the Philippines*

### ABSTRACT

Digital Storytelling is continuously making its name in English Language Teaching; hence, this study was conducted to affirm its claims and to encourage educators to utilize it. The study investigated the effects of Digital Storytelling as a teaching intervention to enhance ESL Learners' 3Cs-Comprehension, Communication, and Creativity. The study utilized an experimental research design. The respondents of the study consisted of 312 Grade 11 Learners who took up 21 st Century Literature as one of their English Subjects in the Second Semester of the School Year 2021-2022. The study was conducted from February to April 2022. A total of 8 weeks was allotted for the study. Pre- and post-tests were used to acquire the needed data. Paired t-Test was performed to determine if there is a significant difference between the test results of the students prior to and after the utilization of Digital Storytelling. Results revealed that before the integration of Digital Storytelling, ESL Learners' had a mean score of 2.60 which fell under the Advance Beginner Level, thus, asserting the use of the intervention. Remarkably, after the utilization of Digital Storytelling, ESL Learners acquired a mean score of 4.67 which signifies Proficiency Level. In conclusion, there is a significant difference between the results of the pre- and post-tests at a 0.05 level of significance which confirms that Digital Storytelling is effective in enhancing ESL Learners' 3Cs.



Michael Jordan Vicencio Fulgueras, MAEd, is a full-time English language teacher at a public secondary school in Quezon City, Philippines. He is a graduate of Master of Arts in English Language Teaching at the Philippine Normal University, Manila. Currently, he is taking his second graduate course in Speech Communication at the University of the Philippines, Quezon City. His research interests include language and technology, language teaching and learning, discourse analysis, and teaching English as a second language acquisition.

Gerald Samson Garcia, Eulogio Rodriguez Jr. High School

Gerald Samson Garcia, MAEd, is a full-time English language teacher in one of the top performing public secondary schools in Quezon City, Philippines and he is a recent graduate of Master of Arts in Education major in English at the University of Luzon, Pangasinan. His research interests are technology-based language teaching methodologies, second language acquisition, and discourse analysis.

