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13th International Conference on TESOL
Breakthroughs in English Language Teaching
in the Post-Pandemic

SEAMEO RETRAC, November 17-18, 2022

The Effects of Digital Storytelling in Teaching 21st Century Literature to Enhance ESL Learners' 3Cs—Comprehension, Communication, and Creativity



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Many learners in the Philippines especially in the secondary levels are lacking essential skills in learning.

This issue has led both educators and researchers to conduct various interventions in the teaching and learning process.



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Technology-aided interventions are becoming popular, the use of flipped classrooms, for instance, shows great success in enhancing students' reading comprehension and critical thinking levels (Fulgueras & Bautista, 2019).

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One of the problems raised is students' comprehension, many affirmed that students, especially those in secondary education tend to have poor comprehension which causes a domino effect on other essential learning skills, they further stated that during the lesson discussion, students became pretentious that they have understood the lesson, results of their assessment had proven such claims (DepEd Order No. 35, s. 2016).





Digital storytelling as an intervention to enhance students' essential skills has gained the interest of educators. Many educators across the world have been trying the intervention.



Digital storytelling is one of the popular methods in teaching students. Studies have proved that it can be used in attaining optimum learning. It can also be used as a tool to validate what students have understood in the lessons discussed. (Robin, 2016).



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Digital storytelling is continuously making its name in the academic field. It is an intervention that encourages students to bring their acquired learning to life. It is in a form of an audio-visual presentation produced by students to share their learning takeaways, opinion, and arguments on the lesson.

It is a great way to validate what students have learned, more so, an avenue to help students develop their comprehension, communication, and other essential learning skills (Robin, 2016).



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The conduct of the study would greatly benefit the respondents for there is a high hope that their comprehension, communication, and creativity levels will be enhanced.

Curriculum developers would also have an opportunity to modify and integrate digital storytelling into the current curriculum.





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RESEARCH QUESTIONS:

1. What is the level of ESL learners' 3Cs prior to the utilization of digital storytelling?
2. What is the level of ESL learners' 3Cs after the utilization of digital storytelling?
3. Is there a significant difference between the levels of ESL learners' 3Cs prior to and after the utilization of digital storytelling?



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Methods

A total of 312 randomly selected senior high school learners

1st Quarter of the 2nd Semester of the Academic Year 2021-2022

A total of eight (8) weeks

Experimental pre-test and post-test research design



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ORIENTATION

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The Use of Digital Storytelling in Teaching 21 Century Literature to Enhance SHS Students 3Cs— Comprehension, Communication, and Creativity
Participants: Orientation
March 30-31, 2022 via Google Meet

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9:53 AM | tcz-bvrh-igb

33 others

You

10:08 AM | tcz-bvrh-igb

41

33 others

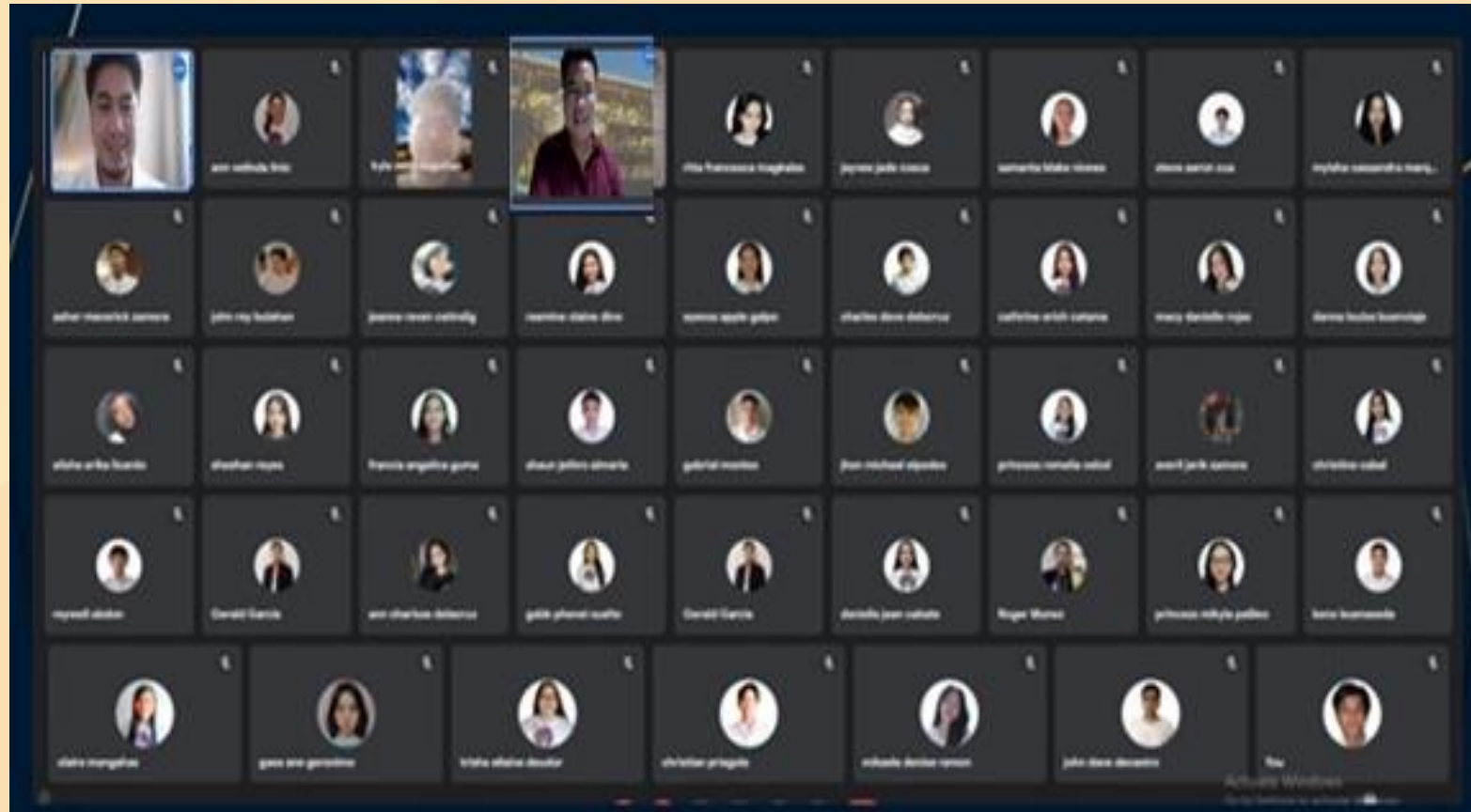
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PRETEST





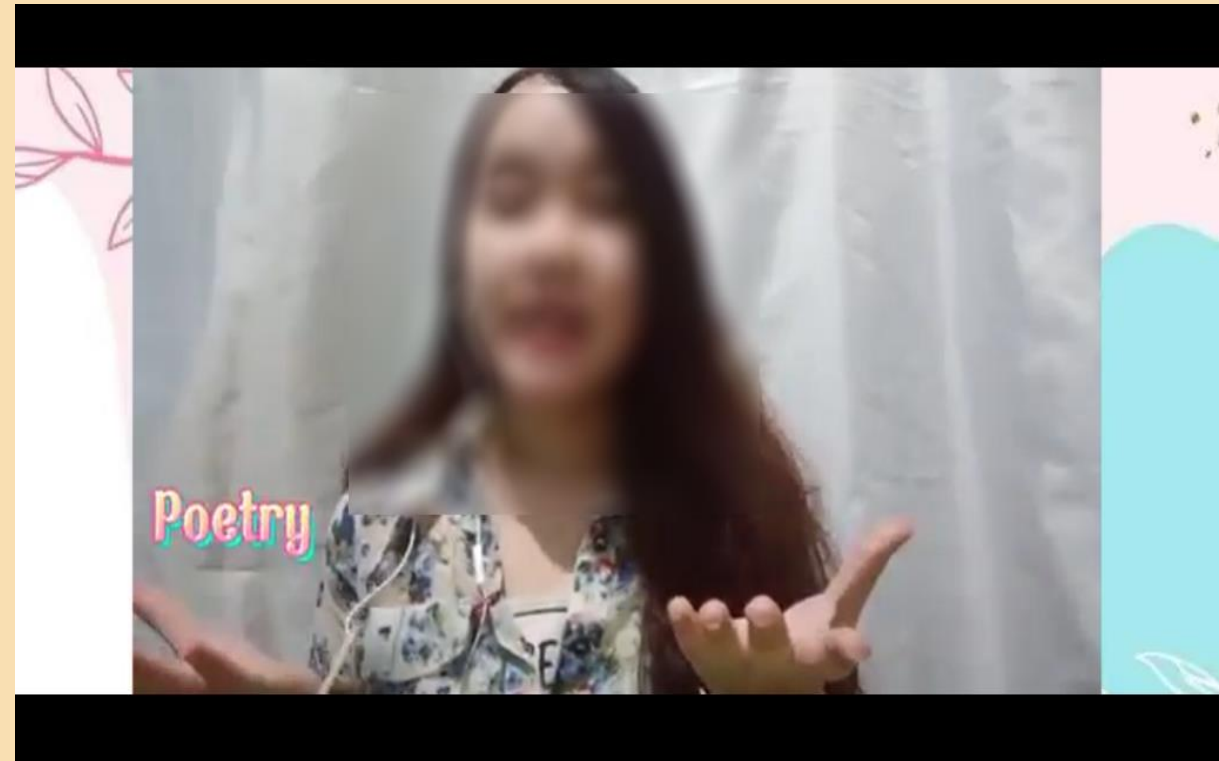
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DIGITAL STORYTELLING





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POSTTEST





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The researchers used Dreyfus's Five Stages of Skill Acquisition as level descriptors.

	Level	Scale
1	Novice	1.00-1.99
2	Advanced Beginner	2.00-2.99
3	Competent	3.00-3.99
4	Proficient	4.00-4.99
5	Expert	5



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Pre-Test Results			
	Comprehension	Communication	Creativity
	3.0	2.69	2.55
	2.68	2.67	2.63
	2.62	2.59	2.50
	2.65	2.64	2.73
	2.54	2.80	2.69
	2.59	2.51	2.62
	2.29	2.44	2.29
	2.71	2.41	2.51
Mean	2.64	2.59	2.57
Mean of 3Cs	2.60 (Advance Beginner)		

Level of ESL Learners' 3Cs **prior** to the utilization of Digital Storytelling (N312)



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Post-Test Results			
	Comprehension	Communication	Creativity
	4.61	4.64	4.59
	4.68	4.78	4.66
	4.66	4.56	4.73
	4.76	4.83	4.69
	4.57	4.59	4.63
	4.78	4.66	4.66
	4.60	4.67	4.66
	4.65	4.69	4.68
Mean	4.66	4.68	4.66
Mean of 3Cs	4.67		

Level of ESL Learners' 3Cs **after** the utilization of Digital Storytelling (N312)



Significant Difference between the levels of ESL Learners' 3Cs prior to and after the utilization of Digital Storytelling: **COMPREHENSION**

	Pre-Test	Post Test
Mean	2.64	4.66
Standard Deviation	0.197	0.105
t-value	-21.26062322	
p-value (Two-Tailed)	4.68831E-12	



Significant Difference between the levels of ESL Learners' 3Cs prior to and after the utilization of Digital Storytelling: **COMMUNICATION**

	Pre-Test	Post Test
Mean	2.59	4.68
Standard Deviation	0.133	0.164
t-value	-23.77021853	
p-value (Two-Tailed)	1.02281E-12	



Significant Difference between the levels of ESL Learners' 3Cs prior to and after the utilization of Digital Storytelling: **CREATIVITY**

	Pre-Test	Post Test
Mean	2.57	4.66
Standard Deviation	0.138	0.120
t-value	-21.55267252	
p-value (Two-Tailed)	3.89377E-12	



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