

Effectiveness of Digital Storytelling in Teaching Literature

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Abstract— This study determined the effectiveness of the Digital Storytelling (DST) in teaching literature to grade 11 students of Cantapoy National High School, Malimono, Surigao del Norte. Specifically, the level of literary competence of students during the pre-test and posttest in terms of literary comprehension and literary appreciation of three (3) different genres was assessed to determine the educational value of DST. Furthermore, it also determined the significant difference of students' literary competence between the pretest and posttest and the significant difference in the mean gains of students' literary competence among three (3) genres - poetry, fiction, and drama. A quasi-experimental research design in One-Shot mode was used in this study. The study utilized a researcher-made questionnaire and an adopted evaluation rubric in gathering the data. The findings of the study revealed that the literary competence of the students raised from "Low" to "High" after the intervention was implemented. DST was rated "Valuable". Based on the general results, considering the variation of genres, the literary competence of the students of all genres significantly differs between the pre-test and the post-test, and there exists no significant difference in the mean gains of students' literary competence in three genres. Concluded that the improvement in students' literary competence stemmed from the integration of digital storytelling; the felt educational value of digital story telling becomes manifest and tangible through the production of students' literary output; Poetry needs deeper analysis; and across genres, the students' literary competence using digital storytelling manifest same evidence of improvement.

Keywords— Digital Storytelling, Teaching Literature, Effectiveness, Quasi-Experimental, Literary Competence

Introduction

Teaching Literature is getting more demanding in the 21st century. The birth of the current technology-driven world twinned with challenges in the teaching and learning process of traditional classrooms (Chai & Kong, 2017). Behind this emergence, technology integration in education is pushed to intensify the interests of students to learn.

Technology is used in teaching and learning process not because it is new and trendy, but a driver of change in education to meet the learning outcomes for the 21st century (Hannaway & Steyn, 2017). Moreover, Bray & Tangney (2016) claimed that the use of mobile technology gives transformative impact on task design as the learners are engaging themselves in exciting collaborative learning. Nowadays, the most common technology-based or media instruction in teaching Literature are movies and films which had been a great substitute of verbal discussion in teaching literary genre. Schools in remote areas like Cantapoy National High School in Cantapoy, Malimono, Surigao del Norte, though classified by DepEd as a "medium" school, it is equipped with technological devices like projectors and computers to provide students with quality education.

The study of Küçükoğlu (2019) on the Advantages and Disadvantages of Using Films in Teaching/Classrooms found that films are effective tool for enhancing social studies curriculum when used effectively. However, he also stressed that movies and films does not merely guarantee the authentic learning of the students as they tend to be receptive like how the students of Cantapoy National High School responded to the approach. Thus, Küçükoğlu recommended that transforming conceptual learning to actual or concrete

learning makes the approach more effective. This somehow led to the emergence of another technology-based instruction – Digital Storytelling (DST).

Digital storytelling (DST) combines the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music and video. These multimedia elements are blended together using computer software, to tell a story that usually revolves around a specific theme or topic and often contains a particular point of view (Robin, 2016). Digital storytelling is pedagogically viewed as an opportunity to engage reluctant students in knowledge/skill development allowing students to create narrative and illustrate course content, showcase autobiographical learning, share a person's or communities point of view, as well as promote social justice (Grant and Bolin, 2016).

Hence, the researchers were prompted to undertake this study to find out and evaluate the effectiveness of the newly introduced strategy, digital storytelling, in teaching literature among Senior High School students in the K-12 Curriculum.

Review of Related Literature

A. Role of Literature Subject in Philippine Education

Boris Pasternak once quoted that “Literature is the art of discovering something extraordinary about ordinary people and saying with ordinary words something extraordinary.” This emphasizes the great contribution of Literature in opening and changing one's point of view. Studying Philippine literature as part of the English subject is a way that bridges us to the forgotten history. A literary piece reflects the past. This will open the minds of the young readers to the important events in the history. Literature had a high functional element; most students commented on its role in the improvement in English Language. There was consensus among students and teachers that the study of Literature in English contributed greatly to increasing students' proficiency in English Language (Dass, 2014).

B. Traditional Approaches in Teaching Literature

Teaching of literature has been mainly in traditional forms that include lecture/discussion and printed media such as book materials or projected text. When teaching literary pieces, such as poetry and prose, oral storytelling is mainly used. It is labelled as multi-dimensional learning as it involves speaking, listening, and understanding and a way of passing down beliefs, traditions, and historical culture to future generations (Hibbin, 2016). Moreover, Literature teachers utilized lecture-based with teacher-centred approach in which the main source of knowledge could be the content of the reference book or the teacher himself. This could mean that teaching is a transposition of the teacher's opinion on a literary piece. What the teacher will say will be the essence of the literature.

However, traditional teacher-centred approach contradicted the objectives of 21st century learning in which the latter emphasizes the role played by the students in the learning process. Parojenog (2020) claimed that teaching literature is effective when students learn how to appreciate it as they think critically. This can be concurred to Confucius's famous statement: “I hear, and I forget, I see, and I remember, I do, and I understand”. Thus, new approaches should be used to do so.

C. 21st Century Strategies in Teaching

21st century is widely known as the “Computer Age”. This gave birth to the use of Information, Communication, and Technology (ICT) in Education. ICT integration generally means technology-based teaching and learning process with the use of technologies like computer. Computers and technology do not act as a replacing tools for quality teachers but instead they are considered as an add-on supplements needed for the better teaching and learning (Ghavifekr & Rosdy, 2015). This is how educational video presentations like films in teaching Literature boomed in the 21st century teaching strategies.

However, in the sense of the 21st century learning, as to authentic and active learning is concern, film viewing does not develop the critical thinking of the students and other 21st century skills which requires students' participation in the teaching and learning process. Küçükoğlu (2019) claimed that films can make students passive and content may not be appropriate.

To achieve authentic learning, new pedagogies, and strategies in teaching the Literature are introduced. One of these is Digital storytelling (DST). DST are video presentations or short movies produced by combining computer-based images, text, recorded audio narration, video clips and music to present information on various topics (Robin, 2016). Digital storytelling does not just expose us to the high-tech world but also motivates

students to learn through the creation of personal stories (Chan, Churchill & Chui, 2017). Moreover, digital storytelling has also become a powerful instructional tool today to support education as technology being integrated in the classroom to assist language learning and facilitate discussion (Robin, 2016).

Thus, these sums up that 21st century learners can attain authentic learning through their immersion and involvement to solve the problems with the use of critical thinking and application of unique instructional materials that is to cope with the advancement of teaching and learning process.

D. Challenges Encountered by Teachers in Teaching Literature Subject

Literature has seen to be a mere written works to be read by students. But Literature subject is more than that of a piece of poem or story as it challenges one's ability on literary reading, literary understanding, and literary appreciation. And so, teaching literature is not just as easy as letting them know what the literary piece is all about.

Dongre (2014) posted that teaching is getting more and more complex and challenging these days. One of the challenges is to help students to relate what they have learnt in the humanities to current issues of the 21st century and looking at them with new perspectives (Dass, 2014). While this all does well to emphasize the work that real literacy requires, there's little wonder why students are increasingly seeking briefer, more visual, social, and dynamic media. Because not only are these media forms effortlessly entertaining, but they also rarely require meaningful investment of themselves (Heick, 2019).

Finding practical ideas about learning strategy programs that have been drawn from theory and research is difficult for most veteran instructors but is even more difficult for those instructors new to the field. And even putting new pedagogies in action is also challenging and could be subjected to a revise or failure. Presently, teachers attend to seminars on new teaching pedagogies to cope with the 21st century demands on teaching and learning process.

E. Students' Problems in Learning Literature

The teaching of literature gives students the opportunity to understand and reflect on scenarios, with consideration of the set moral standards, and exposes students to the language and the culture which the literary material portrays (Rahman & Manaf, 2017). However, the nuance, structure and complexity of literature is its magic. Heick (2019) stressed that students nowadays dislike reading, specially raised in data-loud, image-based, and form-full texts.

With the use of technologies like films, teachers generally thought that students appreciate watching films since it is something they are used to doing. However, as it has been said, students have become passive and, thus, must be exposed to approaches that will help them to develop their 21st century skills as authentic learning is concern.

Methodology

A. Research Design

This study utilized a Quasi-Experimental research design in One-Shot mode to determine the effectiveness of a strategy like Digital Storytelling in teaching Literature. In One-Shot design, a single group of test units is exposed to an experimental treatment and a single measurement is taken afterwards. It only measures the post-test results and does not use a control group (www.insightsassociation.org/issues-policies/glossary/one-shot-case-study).

B. Participants

The respondents of the study were the Grade 11 students of Cantapoy National High School particularly the 40 students of Grade 11, Section Volta. The chosen respondents were believed to be the most suitable for the study since they took the 21st Century Literature subject (which will focus on literary comprehension and appreciation) during the second semester of academic year 2019-2020.

C. Research Instruments

Instrument 1. The first instrument was the learning guide for the three (3) literary genres. It was accorded and based on the 21st Century Literature teacher's reference book, 21st Century Literature from the Philippines and the World by Marikit Tara A. Uychoco. The researcher used 3 different genres in order to assess the literary

competence of the respondents. Each learning guide entailed a five-session lecture covering the following topics listed as shown in table 1.

Table 1
Topic Coverage of the Study

Lessons	Time Frame
POETRY- “Justice” by Ralph Semino Galan	5 Sessions
FICTION- “Preludes” by Daryll Delgado	5 Sessions
DRAMA- “Waiting” by Ron Darvin	5 Sessions

Instrument 2. The most important instrument that determined the significance of the study was the researcher-made Digital Stories as instructional materials (IMs). The materials were projected via video presentation thoroughly made with the use of extracted google images and videos and recorded narrations of the researcher. This helped the researcher in achieving the aim of the study.

Instrument 3. A researcher-made questionnaire determined the level of students’ literary competence in the 3 representative genres based on parameters.

D. Data Gathering and Analysis

The researcher produced three Digital Stories of different genres and crafted three 20-item questionnaires on each genre to assess the literary comprehension and literary appreciation of the students in the pre-test and post-test. The said digital stories and questionnaires gone through review and validation process with the researcher’s adviser and panel members. The researcher also surfed and downloaded from the internet a copy of an evaluation rubric to determine the educational value of Digital Storytelling through assessing the students’ DST project. The printed rubric was spared from validation as it is an adopted rubric.

To analyse the data gathered from the study, the following statistical tools were all applied:

Mean and Standard Deviation. This tool was used to determine the level of literary competence of the Grade 11 students in the pre-test and post-test as well as the educational value of DST based on parameters.

Paired Samples T-Test. This was used to determine the significant difference in the extent of students’ literary competence between the pre-test and post-test as to the application of the newly introduced strategy – Digital Storytelling.

Independent Samples T-Test. This tool was used to answer Problem 3 on determining the significant difference in the mean gains of students’ literary competence among poetry, fiction, and drama.

Results and Discussion

The table 2 presents the grade 11 students’ level of literary competence in pre-test and post-test.

Table 2
Level of Literary Competence of the Grade 11 Students in the Pre-test and Post-test

Literary Competence	Genre	Pre-test			Post-test		
		Mean	SD	QD	Mean	SD	QD
Literary Comprehension	Poetry	3.95	1.81	Low	5.83	1.48	High
	Fiction	4.58	1.87	Low	5.88	1.30	High
	Drama	5.88	1.65	High	7.23	1.37	High
	Overall	4.80	1.94	Low	6.31	1.52	High
Literary Appreciation	Poetry	4.00	1.91	Low	4.55	1.87	Low
	Fiction	4.10	1.60	Low	4.85	1.99	Low
	Drama	4.08	1.59	Low	4.75	2.05	Low
	Overall	4.06	1.69	Low	4.72	1.96	Low

As shown in Table 2, there had been inconsistency in the results of students' competency level between pre-test and post-test of the two competencies – Literary Comprehension and Literary Appreciation. The students' competency level in Literary Comprehension gradually changed in general. The overall competency level of the students for Literary Comprehension in the pre-test is "Low" (SD=1.94) but went "High" in the post-test (SD=1.52). It can be deduced from the result that the intervention, Digital Storytelling, as implemented before the post-test had been conducive to elevate the student's competence in literary comprehension.

On the other hand, the competency level of students in Literary Appreciation gained consistent result of "Low" competency level in the pre-test and post-test. Generally, the competency level of the students for Literary Appreciation in the pre-test is "Low" (SD=1.69) and it never changed after the post-test was given ("Low", SD=1.96). The consistency on students' competency level in Literary Appreciation can be inferred that students' moral values and cultural milieu is consistent and firm, or the students has fixed values and, thus, their perception, attitude towards the text before and after the intervention is the same.

As depicted in Table 3, the Educational Value of Digital Storytelling (DST) is generally rated "Valuable" (SD=0.13). Among the set criteria, 4 were rated "Highly Valuable", 3 were rated "Valuable", and only 2 were rated "Less Valuable". This means that the students' creative outputs or Digital stories using DST helped to increase their understanding of course content, willingness to explore, and ability to think critically. Moreover, it can be also deduced that students' engagement, as they create digital stories, is an important attribute in teaching literature that gained positive educational outcomes.

Table 3
Educational Value of Digital Storytelling (DST)

Educational Value (Criteria)	Mean	SD	VI	QD
Purpose	3.38	0.52	Excellent	Highly Valuable
Plot	3.13	0.64	Very Good	Valuable
Pacing of Narrative	3.75	0.46	Excellent	Highly Valuable
Dramatic Question	2.5	0.53	Good	Less Valuable
Story Content	3.5	0.53	Excellent	Highly Valuable
Grammar and Language Usage	3.13	0.83	Very Good	Valuable
Technological Competence	3.88	0.35	Excellent	Highly Valuable
Emotional Content	2.5	0.53	Good	Less Valuable
Economy of Content	2.75	0.46	Very Good	Valuable
OVERALL	3.17	0.13	Very Good	Valuable

In Poetry, as presented in Table 4, there was statistically significant difference in the students' level of competence in literary comprehension between the pre-test and the post-test, $t = -4.879$ at $p < 0.05$ level. As depicted by the mean scores, the students' level of competence is higher in the post-test on literary comprehension than in the pre-test. With regards to literary appreciation, there was no statistically significant difference in the level of competence of the students between the pre-test and the post-test, $t = -1.439$ at $p > 0.05$ level. It suggests that the competence of the students in literary appreciation before and after introducing the intervention were just the same.

In Fiction, the level of competence of the students both in literary comprehension ($t = -3.54$, $p < 0.05$) and literary appreciation ($t = -1.981$, $p < 0.05$) significantly vary between the pre-test and the post-test. In the same way, the mean scores indicate that the students' level of competence in the after implementing the intervention were significantly higher than in the before the implementation.

And in Drama, the level of competence of the students both in literary comprehension ($t = -4.254$, $p < 0.05$) and literary appreciation ($t = -1.697$, $p < 0.05$) were significantly different between the pre-test and the post-test. Moreover, the mean scores in the pre-tests and post-tests reflect that the students have higher level of competence after the intervention was implemented than before.

Table 4
Significant Difference in the Extent of Students' Literary Competence between the Pre-test and Post-test per Genre

Genre	Literary Competence	Test	Mean	t(df=39)	p-value	Remark
Poetry	Literary Comprehension	Pre-test	3.95	-4.879	0	Significant
		Post-test	5.82			
	Literary Appreciation	Pre-test	4	-1.439	0.158	Not Significant
		Post-test	4.55			
Fiction	Literary Comprehension	Pre-test	4.58	-3.54	0.001	Significant
		Post-test	5.88			
	Literary Appreciation	Pre-test	4.1	-1.981	0.045	Significant
		Post-test	4.85			
Drama	Literary Comprehension	Pre-test	5.88	-4.254	0	Significant
		Post-test	7.22			
	Literary Appreciation	Pre-test	4.08	-1.697	0.048	Significant
		Post-test	4.75			

In general, the literary competence of the students in literary comprehension ($t=-7.32$, $p < 0.05$) and literary appreciation ($t=-2.98$, $p < 0.05$) of all genres, between the pre-test and the post-test, were both significantly different. As depicted by the mean scores in the pre-tests and post-tests, they have higher level of competence in literary comprehension and literary appreciation after the intervention (Digital Storytelling) was implemented than before. This implies that the students' literary competence in terms of comprehension is improved. However, in terms of appreciation, since the gained difference between the pre-test and post-test is relatively small, the improvement is only minimal. Table 5 shows the overall significant difference in the extent of students' literary competence between the pre-test and post-test.

Table 5 Overall Significant Difference in the Extent of Students' Literary Competence between the Pre-test and Post-test

Performance	Test	Mean	t (df=119)	P-value	Remark
Literary Comprehension	Pre-test	4.80	-7.32	0	Significant
	Post-test	6.31			
Literary Appreciation	Pre-test	4.06	-2.98	0.004	Significant
	Post-test	4.72			

It can be gleaned in Table 6 that there was no statistically significant difference in the mean gains of students' literary competence in literary comprehension among poetry, fiction and drama, $F=0.794$, $p > 0.05$ level. This means that the improvement obtained in the literary competence of the students in literary comprehension on poetry with the aid of Digital Storytelling is likely to have the same improvement in fiction and drama.

On the other hand, the mean gains of students' literary competence in literary appreciation among poetry, fiction and drama did not statistically significantly differ, $F=0.068$, $p > 0.05$ level. This means that the improvement obtained in the literary competence of the students in literary appreciation with the aid of Digital Storytelling is likely to have the same across all the genre considered: poetry, fiction, and drama. Table 6 displays the significant difference in the mean gains of students' literary competence among the 3 genres, poetry, fiction, and drama.

Table 6

Significant Difference in the Mean Gains of Students’ Literary Competence among Poetry, Fiction, and Drama

Literary Competence	Genre	Mean Gain	F (df=2)	p-value	Remarks
Literary Comprehension	Poetry	1.875	0.794	0.454	Not Significant
	Fiction	1.3			
	Drama	1.35			
Literary Appreciation	Poetry	0.55	0.068	0.934	Not Significant
	Fiction	0.75			
	Drama	0.675			

Summary, Conclusions and Recommendations

This study aimed to assess the effectiveness of Digital Storytelling (DST) in teaching Literature. Specifically, the level of literary competence of Grade 11 students during the pre-test and posttest in terms of literary comprehension (includes literary analysis, vocabulary, and literary devices) and literary appreciation (involves moral values and cultural milieu) of three (3) different genres was assessed to determine the educational value of Digital Storytelling. Furthermore, it also determined the significant difference in the extent of students’ literary competence between the pretest and posttest as to the application of the newly introduced strategy– Digital Storytelling. The study also determined the significant difference in the mean gains of students’ literary competence among three (3) genres - poetry, fiction, and drama.

A quasi-experimental research design in One-Shot mode was used in this study. Data were gathered using a researcher-made questionnaire from 40 Grade 11 student-respondents of Cantapoy National High School with the help of researcher made instructional materials and learning guides for the application of the intervention. The Educational Value of DST was also rated using an adopted evaluation rubric by Houston University. The analysis of data was done using mean and standard deviation, paired samples t-test, and independent samples t-test.

A. Findings

The findings of the study were revealed as follows:

1. The competency level of the Grade 11 students in Literary Comprehension between the pre-test and post-test generally raised from “Low” to “High” respectively. While their competency level in Literary Appreciation did not change between the pre-test and post-test with “Low” level.
2. Digital Storytelling, the newly introduced strategies in teaching literature, is rated “Valuable” and, thus, is an important attribute/s to gain positive educational outcomes on the demands of the 21st century learning.
3. There is a significant difference in the students’ level of competence in literary comprehension between the pre-test and the post-test of three genres, and level of competence in literary appreciation between the pre-test and the post-test of two genres, Fiction and Drama. However, there is no significant difference in the students’ level of competence in literary appreciation between the pre-test and the post-test of Poetry.
4. Generally, the literary competence of the students in literary comprehension and literary appreciation of all genres significantly differs between the pre-test and the post-test.
5. There is no significant difference in the mean gains of students’ literary competence in both literary comprehension and literary appreciation among three genres (poetry, fiction and drama).

B. Conclusions

Based on the findings, the following conclusions were drawn:

1. The improvement in students’ literary competence stemmed from the integration of digital storytelling while the consistent or stable status in literary appreciation resulted from their established background knowledge.
2. The felt educational value of digital storytelling becomes manifest and tangible through the production of students literary output or digital stories.

3. Fiction and drama genres using digital storytelling are instrumental in honing students' literary comprehension however; on literary appreciation poetry becomes relative due to its poetical structure that needs deeper analysis.

4. Across genres, the students' literary competence using digital storytelling manifest same evidence of improvement.

C. Recommendations

In the light of the foregoing findings and conclusions drawn from the study, the following recommendations are suggested:

Administrators/School Heads are encouraged to implement digital storytelling through institutional workshops for the teachers to further enhance their creativity and innovativeness in teaching Literature and other subjects. English and Literature teachers are motivated to integrate Digital Storytelling as one of their strategies in teaching literature to boost students' interests in learning and to enhance their literary competence as well as educational technology skills. Future researchers are prompted to do offshoot studies about other befitting strategy in teaching literature.

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