

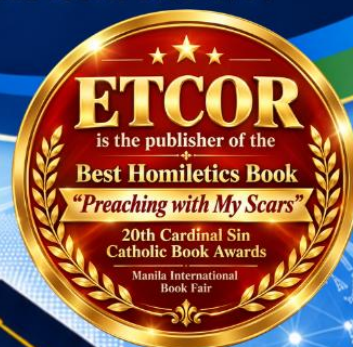
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Effectiveness of digital storytelling as an instructional strategy in enhancing the literary analysis skills of Grade 7 learners: Basis for lesson exemplars in English 7

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Abstract

Aim: This study aimed to determine the effectiveness of digital storytelling as an instructional strategy in enhancing the literary analysis skills of Grade 7 learners.

Methodology: The study employed a quasi-experimental research design, specifically a non-equivalent pretest-posttest control group design, to determine the effectiveness of digital storytelling in enhancing the literary analysis skills of Grade 7 learners. Fifty Grade 7 learners participated in the study, with 25 assigned to the experimental group and 25 to the control group. A validated 40-item test was administered before and after the intervention. Data were analyzed using descriptive statistics, independent-samples t-tests, and Cohen's d effect size. Learning gain and N-Gain were also computed and interpreted descriptively.

Results: Both groups demonstrated improvement from the pretest to the posttest. The overall pretest comparison showed no statistically significant difference between the Experimental and Control Groups, whereas the posttest comparison showed a statistically significant difference, with the Experimental Group obtaining a higher mean score and a very large effect size. The Experimental Group also obtained a higher learning gain and N-Gain than the Control Group; however, these results were interpreted descriptively because no separate inferential test was conducted for the learning gains.

Conclusion: The findings suggest that digital storytelling may contribute to the development of literary analysis skills among Grade 7 learners within the context of the present study. The higher posttest performance, learning gain, and N-Gain of the Experimental Group provide descriptive support for its use as a supplementary approach in English 7 instruction. However, because the study employed intact, non-equivalent groups and no statistical adjustment was used for the observed baseline difference in the Structural Context, the findings should not be interpreted as definitive causal evidence. The developed lesson exemplars offer a practical resource for technology-integrated literature teaching.

Keywords: Digital Storytelling, literary analysis skills, Grade 7 learners, English 7, lesson exemplars, quasi-experimental design

INTRODUCTION

In response to the rapid growth and diverse needs of 21st-century learners, educational practices have undergone significant changes. Notable developments have emerged in pedagogical approaches, instructional strategies, and the integration of technology into teaching and learning. Whereas teachers traditionally relied on basic visual aids and conventional instructional methods, contemporary classrooms increasingly incorporate digital technologies and advanced communication tools to support learning. These developments have created opportunities for teachers to design more engaging, interactive, and learner-centered learning experiences.

The digital era has transformed how students access, process, and interact with information, particularly as learners increasingly encounter multimedia-rich environments. Traditional lecture-based methods remain valuable; however, when used exclusively, they may provide limited opportunities for learners to actively engage with texts and develop higher-order language and literacy skills. Supporting the potential of digital storytelling as an instructional strategy, Aljaraideh (2020) conducted a quasi-experimental study involving sixth-grade students in Jordan and found statistically significant differences in English-language academic achievement and motivation between students taught through digital storytelling and those taught through traditional instruction, with the digital storytelling group obtaining



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higher results. These findings suggest that digital storytelling may provide an alternative instructional approach for supporting English-language learning and learner motivation.

The 21st century is often characterized as the digital age, marked by the widespread use of digital media in everyday life and education (Organisation for Economic Co-operation and Development [OECD], 2023a). Since the 1990s, the integration of digital technologies into classrooms has expanded considerably, increasing the use of digital media in educational settings. Research has shown that digital technologies can support teaching and learning by providing learners with diverse ways of accessing, processing, and presenting information (Monroy García et al., 2020; Zhurakovskaya et al., 2020). These developments highlight the importance of instructional approaches that meaningfully integrate technology while maintaining clear connections to curriculum competencies.

Despite the increasing emphasis on technology integration, junior high school learners, particularly Grade 7 students, continue to experience difficulties in literary analysis. Learners may experience difficulty developing deeper understanding and meaningful connections with literary texts when instruction relies heavily on textbook-based activities, teacher-centered discussions, and rote learning. Such approaches may provide limited opportunities for learners to actively interpret, analyze, and engage with literary texts. This situation highlights the need for instructional strategies that promote active engagement, interpretation, and critical interaction with literature.

The results of the Programme for International Student Assessment (PISA) further illustrate the reading challenges faced by Filipino learners. According to the Organisation for Economic Co-operation and Development (OECD, 2023b), approximately 76% of Filipino 15-year-old students performed below Level 2 in reading, the baseline proficiency level in PISA, while only about 24% attained Level 2 or higher. These findings underscore the continuing need to strengthen learners' reading comprehension and higher-order literacy skills, particularly their ability to interpret, analyze, and evaluate texts.

Moreover, the Philippine Informal Reading Inventory (Phil-IRI) Key Stage 3 (KS3) National Dashboard for School Year (S.Y.) 2025–2026 revealed persistent gaps in reading performance among learners in Grades 7–10. In English, frustration-level readers remained above 40%, while independent readers accounted for only 18.1% (Cabural & Cabural, 2026). These findings emphasize the continuing need for instructional approaches that support deeper comprehension, interpretation, and analysis of texts.

In the context of Morong National High School, the rank list of skills in English among Grade 7 learners during the second-quarter examination for S.Y. 2024–2025 showed low performance in several competencies. In particular, the competency on analyzing literary texts as expressions of individual or communal values within biographical and historical contexts obtained a performance rate of 40.02%, which fell under the least-mastered skills. Structural context, with 55.84%, and sociocultural context, with 56.69%, fell under the nearly mastered category. These results suggest that learners experienced difficulties in analyzing literary texts and provide a contextual basis for examining an instructional intervention designed to strengthen literary analysis skills.

Previous studies have examined digital storytelling as an instructional strategy, particularly in relation to writing instruction, identity formation, creative expression, and language learning. However, comparatively limited attention has been given to its use for strengthening literary analysis, particularly among Grade 7 learners. Existing literature has also tended to emphasize specific literary elements, such as characterization, conflict, and sequencing of events, rather than examining literary analysis across structural, biographical, historical, and sociocultural contexts. Furthermore, there is a need for instructional materials that translate the potential of digital storytelling into curriculum-aligned lesson exemplars for English 7.

Recognizing these needs, the present study examined digital storytelling as an innovative instructional strategy for enhancing the literary analysis skills of Grade 7 learners. digital storytelling combines multimedia elements such as text, images, audio, and video to provide learners with interactive ways of engaging with narratives and literary texts. Through these multimodal experiences, learners can explore literary meaning, connect texts with personal and cultural experiences, and communicate their interpretations creatively.

The study addresses a specific gap in existing literature by examining the effectiveness of digital storytelling in developing Grade 7 learners' literary analysis skills across structural, biographical, historical, and sociocultural contexts. It further contributes to instructional practice through the development of lesson exemplars aligned with the English 7 curriculum and responsive to the learning context of learners under the Special Program in Journalism. Thus, the study seeks not only to provide empirical evidence on the effectiveness of digital storytelling but also to translate the findings into practical and contextually relevant instructional resources for literature instruction.



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Review of Related Literature and Studies

Digital Storytelling as a Pedagogical Innovation

Digital storytelling (DST) has emerged as an instructional approach that combines multimedia technology with traditional storytelling and classroom instruction. It utilizes digital components such as text, video, audio, graphics, and images to present and communicate narratives and educational content (Wu & Chen, 2020). Unlike traditional storytelling, which primarily relies on oral and written forms, digital storytelling integrates multiple modes of representation to create a more interactive and engaging narrative experience.

The integration of multisensory elements in DST provides learners with opportunities to communicate ideas and interpret narratives through various forms of expression. Such an approach is particularly relevant in contemporary classrooms, where learners increasingly encounter information through visual, auditory, textual, and interactive media. Lucena Rodríguez et al. (2021) emphasized the value of multimedia elements in supporting learners' engagement with digital forms of information.

Recent studies further support the potential use of digital storytelling in English language education. Miao and Li (2024), in their review of digital storytelling in EFL education, identified varied learning outcomes and methodological approaches and noted areas requiring further investigation.

In literature instruction, this pedagogical approach provides opportunities for learners to move beyond passive reception of literary content. Instead, learners may interpret, reconstruct, and communicate their understanding of literary texts using multiple modes. This characteristic makes digital storytelling relevant to the development of literary analysis skills because learners can examine textual meaning while representing their interpretations through images, narration, audio, and other multimedia elements.

Integration of Technology in Literature Instruction

The integration of technology into literature classrooms has become an important component of contemporary pedagogy, particularly as educational systems continue to respond to the increasing use of digital learning modalities. Technology can provide teachers and learners with diverse educational resources that support multimodal expression, engagement, interpretation, and critical analysis of texts.

The integration of technology into literature classrooms has become an important component of contemporary pedagogy, particularly as educational systems continue to respond to the increasing use of digital learning modalities. Technology can provide teachers and learners with diverse educational resources that support multimodal expression, engagement, interpretation, and critical analysis of texts. The importance of providing varied and engaging instructional resources is likewise reflected in Ansagay (2026), whose study examined students' assessment of engaging books and learning resources and emphasized their relevance to learner-centered instruction and instructional resource development. Gallardo and Guevara (2024) emphasized the shift from traditional instruction toward more learner-centered learning environments and highlighted how technology integration in literature instruction can facilitate learners' engagement with textual references, cultural contexts, and interpretive perspectives. Such approaches may promote deeper understanding by allowing learners to explore literary texts beyond the limitations of printed materials.

Similarly, Ademokoya (2025) explained that digital storytelling integrating images, text, and narration can support learner engagement and comprehension, particularly in remote learning contexts. Digital technologies can support learner-centered and interactive learning environments by providing learners with opportunities to engage with content through multiple forms of media and representation (Monroy García et al., 2020; Wu & Chen, 2020). Such findings suggest that digital technologies can serve not merely as supplementary classroom tools but as instructional resources that facilitate meaningful interaction with learning content and support varied approaches to teaching and learning.

In addition, Jarudilokkul and Songkram (2023) found that a literature-teaching model incorporating digital storytelling improved students' literary criticism ability. This finding demonstrates that digital storytelling can be used beyond general language instruction to support learners' interpretation, analysis, and evaluation of literary texts. It further reinforces the potential of technology-supported storytelling as an instructional approach for developing higher-order literary skills.

In literature education, the use of technology may provide opportunities for learners to examine texts from multiple perspectives, connect literary works with cultural and historical contexts, and communicate their interpretations through multimodal forms. Related evidence from Balancio and Accad (2026) likewise demonstrates that technology-supported instructional modalities can contribute to learning when they are deliberately integrated with appropriate pedagogical activities. Their study found that virtual simulation supported conceptual understanding through interactive exploration, while physical learning resources strengthened practical competence, suggesting that the educational value of technology depends partly on how digital and instructional resources are structured within the learning process. However, the potential benefits of technology integration depend on how digital tools are deliberately connected to learning competencies and instructional objectives. Digital storytelling may therefore be more meaningful when used



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as a structured pedagogical strategy rather than simply as a technological novelty.

Local and Cultural Relevance

The Philippine educational context continues to experience challenges in fully integrating digital technologies into classroom instruction. Although efforts have been made to maximize available technological resources, limitations in infrastructure, access, and instructional materials may affect the implementation of digital approaches. Recent Philippine evidence also highlights the importance of instructional resources, differentiated instruction, and implementation support in literacy-oriented educational programs. Villamor (2026), in evaluating an Early Literacy, Language, and Numeracy program in public elementary schools, identified instructional resource availability and differentiated instruction as important considerations in sustaining effective literacy-related practices. Although the study focused on younger learners, its findings reinforce the broader importance of ensuring that instructional innovations are supported by appropriate resources and responsive pedagogical practices. Despite these challenges, local and cultural relevance remains an important consideration in educational innovation.

Storytelling is deeply rooted in Filipino traditions, including oral folktales, community narratives, and stories that preserve cultural memory, values, and identity. Integrating storytelling with digital technologies may provide an opportunity to connect contemporary instructional practices with familiar cultural forms. Such integration may make literature instruction more meaningful by allowing learners to examine texts through contexts that are relevant to their experiences.

Abelon (2023) found that the use of digital storytelling in teaching Filipino to Grade 7 learners can support engagement with literary content while providing opportunities to connect learning with Philippine cultural contexts. This finding highlights the potential value of culturally responsive and locally situated literature instruction. Integrating digital tools with local narratives and classroom contexts may help learners establish stronger connections between literary texts, their cultural experiences, and the concepts being studied. However, while existing studies have demonstrated the potential of digital storytelling to support engagement, motivation, communication, and other learning outcomes, limited research has examined its effectiveness in developing the literary analysis skills of Grade 7 learners in the Philippine English classroom. The need to develop instructional responses from identified learner difficulties is also supported by Zipagan and Dumalig (2026), who examined learning challenges among secondary learners and used the findings as a basis for developing enhanced instructional strategies. Their findings underscore the value of responsive, learner-centered, and differentiated instructional approaches in addressing identified learning gaps. This gap provides a basis for examining digital storytelling as an instructional strategy for enhancing learners' ability to analyze literary texts across structural, biographical, historical, and sociocultural contexts.

Synthesis and Research Gap

The reviewed literature suggests that digital storytelling has potential to support learning in reading, writing, speaking, comprehension, creativity, and literary engagement. Recent instructional research published in INJELPS likewise demonstrates the continuing interest in intervention-based approaches for strengthening language-related competencies. For example, Salvatera et al. (2026) examined the use of Vocab Voyage in relation to students' vocabulary mastery and writing skills, providing further evidence of the relevance of structured and engaging instructional interventions in language learning. Existing studies also indicate that multimedia-based approaches may encourage learner participation and provide opportunities for learners to communicate ideas through multiple modes. Furthermore, digital storytelling may complement culturally responsive instruction by connecting digital forms of communication with familiar narratives and cultural experiences.

However, several gaps remain. First, much of the existing literature has focused on digital storytelling in writing instruction, creative expression, identity formation, language learning, or general comprehension, while comparatively limited attention has been given to its potential role in developing literary analysis skills. Second, existing studies have often examined individual literary elements rather than a broader framework involving structural, biographical, historical, and sociocultural contexts. Third, limited attention has been given to the development of curriculum-aligned lesson exemplars that translate evidence on digital storytelling into practical classroom resources for English 7. Finally, there remains a need for instructional approaches that are technologically enhanced and responsive to the local Philippine educational context.

The present study addresses these gaps by examining the potential of digital storytelling to support the literary analysis skills of Grade 7 learners under the Special Program in Journalism. Specifically, it examines learners' performance in structural, biographical, historical, and sociocultural literary analysis. It further uses the findings as a basis for developing four curriculum-aligned lesson exemplars for English 7. Through the integration of multimedia instruction, literary analysis, curriculum alignment, and instructional-material development, the study adds to the literature on technology-enhanced literature instruction and provides practical resources that may support teachers in implementing Digital Storytelling.



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Theoretical Framework

This study is anchored on four interrelated theories that collectively support the use of digital storytelling as an instructional strategy for enhancing the literary analysis skills of Grade 7 learners under the Special Program in Journalism. These theories include Constructivist Learning Theory associated with Jean Piaget (1952) and Jerome Bruner (1966), Multiliteracies Theory proposed by the New London Group (1996), Reader-Response Theory by Louise Rosenblatt (1978), and the Cognitive Theory of Multimedia Learning by Richard E. Mayer (2001). Together, these theoretical perspectives provide a foundation for understanding how digital storytelling can promote active learning, multimodal meaning-making, personal engagement with literary texts, and meaningful processing of multimedia information.

Constructivist Learning Theory emphasizes that learners actively construct knowledge through experience, interaction, and reflection. In the context of this study, digital storytelling provides learners with opportunities to construct and communicate knowledge by creating narratives, interpreting literary texts, and connecting new information with their prior experiences. Rather than passively receiving information from the teacher, learners actively engage with literary content, generate interpretations, and communicate their understanding through various activities. Through digital storytelling, learners can connect their existing knowledge with new concepts in literature while reflecting on their interpretations and taking greater responsibility for their learning. Thus, Constructivist Learning Theory provides a theoretical basis for using digital storytelling as an active and learner-centered approach to literature instruction.

The Multiliteracies Theory, advanced by the New London Group (1996), expands the traditional concept of literacy to include multiple modes of communication, such as linguistic, visual, audio, spatial, and digital forms. In today's digital learning environment, students' ability to understand and interpret meaning extends beyond reading and analyzing written words alone. Digital storytelling reflects this expanded understanding of literacy because it combines multiple modes, including text, images, audio, narration, video, and other digital media. Through these multimodal elements, learners are provided with opportunities to analyze how meaning is created and communicated in different forms. This theoretical perspective supports the use of digital storytelling in developing literary and multimodal literacy skills, as learners engage with literary texts through various modes of representation and expression.

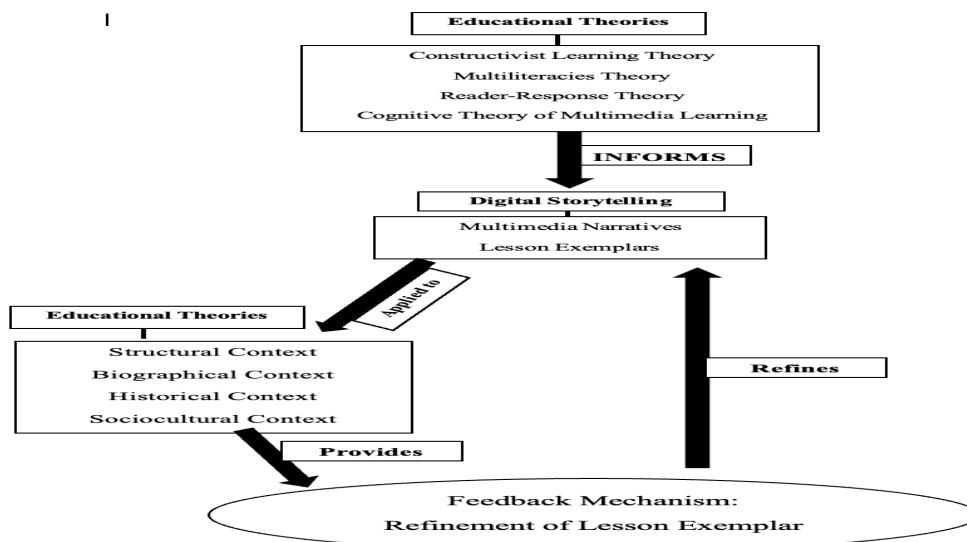
Reader-Response Theory by Louise Rosenblatt (1978) provides another important foundation for this study. The theory proposes that meaning emerges through the interaction between the reader and the text. Readers bring their personal experiences, perspectives, emotions, and prior knowledge to their interpretation of literary works. In this study, digital storytelling provides opportunities for learners to interpret literature based on their personal experiences and backgrounds and to express their interpretations through digital technologies. By engaging emotionally and cognitively with literary texts, learners can establish meaningful connections between their experiences and the texts they read. Such engagement may deepen their understanding and analysis of literary works as they actively construct meaning rather than simply receive predetermined interpretations.

The Cognitive Theory of Multimedia Learning by Richard E. Mayer (2001) further provides a cognitive foundation for the use of digital storytelling. The theory proposes that learners can learn more deeply from appropriately designed combinations of words and pictures than from words alone. It recognizes the roles of separate but limited-capacity auditory and visual processing channels in learning. Digital storytelling reflects these principles by combining text, images, audio, narration, and other multimedia elements in presenting information. When appropriately designed and integrated with learning objectives, these multimedia elements can help learners process, organize, and understand complex literary concepts. In this study, the use of multimedia elements in digital storytelling provides learners with varied ways of accessing and processing information while engaging with literary texts and their different contexts.

Taken together, these four theories provide a strong theoretical foundation for the use of digital storytelling in literature instruction. Constructivist Learning Theory emphasizes active knowledge construction; Multiliteracies Theory recognizes multiple modes of meaning-making; Reader-Response Theory highlights the interaction between learners and literary texts; and the Cognitive Theory of Multimedia Learning explains how appropriately integrated words, images, and auditory information can support learning. These theoretical perspectives collectively support the use of digital storytelling as an instructional strategy for enhancing the literary analysis skills of Grade 7 learners. They also provide a theoretical basis for the development of lesson exemplars in English 7 that integrate multimedia elements with structured literary analysis activities and curriculum-aligned learning competencies.

Conceptual Framework

Figure 1
Research Paradigm



The conceptual framework of this study illustrates how educational theories informed the use of Digital Storytelling (DST) as an instructional strategy, which, in turn, was applied through structured and curriculum-aligned lesson exemplars to enhance learners' literary analysis skills. The framework also incorporates a feedback mechanism to support the continuous refinement of the developed lesson exemplars based on learners' needs and learning outcomes.

The Cognitive Theory of Multimedia Learning, together with the other theoretical foundations of the study, provides a basis for integrating multimedia-based narratives into instructional practice. These theories support the use of words, images, audio, and other multimedia elements to facilitate learners' understanding, engagement, and construction of meaning from literary texts.

The developed lesson exemplars translated these theoretical principles into practice through structured lessons that integrated digital multimedia to strengthen learners' understanding and analysis of literary texts. Thus, the lesson exemplars were guided by the identified theoretical principles in implementing digital storytelling as the primary instructional strategy rather than using multimedia merely as a supplementary or creative feature.

Additionally, the lesson exemplars addressed four key areas of literary analysis aligned with the English curriculum: structural context, which focuses on the analysis of plot, character, setting, conflict, and theme; biographical context, which connects the author's life and experiences to the literary work; historical context, which situates the text within the events, conditions, and ideas of its time; and sociocultural context, which examines how literary texts reflect cultural values, traditions, beliefs, and social issues. By incorporating these contexts, the lesson exemplars ensured that digital storytelling served as a deliberate, standards-based instructional approach rather than merely a creative novelty.

A feedback mechanism was incorporated into the framework to represent the continuous refinement of the lesson exemplars. Learners' performance, responses, and learning needs provide critical insights that may be used to improve the instructional resources and pedagogical approaches. This mechanism supports the development of flexible and responsive lesson exemplars that can be adapted to learners' varying needs and levels of literary analysis.

The feedback mechanism also reinforces the importance of effective and equitable pedagogical practices, reflecting the ethical and professional commitment of the study to provide instruction that is appropriate, accessible, and responsive to learners.

Ultimately, the conceptual framework illustrates a systematic progression: educational theories inform the use of digital storytelling; digital storytelling is integrated into curriculum-aligned lesson exemplars; the lesson exemplars are used to develop learners' literary analysis skills across four literary contexts; and learner performance and feedback provide a basis for refining the exemplars. This process leads to the development of theory-informed, curriculum-aligned, and contextually relevant lesson exemplars designed to support the literary analysis skills of Grade 7 learners



under the Special Program in Journalism.

Statement of the Problem

Literary analysis skills are fundamental to developing learners' critical thinking, reading comprehension, and appreciation of literature. These competencies enable learners to interpret literary texts through structural, biographical, historical, and sociocultural perspectives. However, many Grade 7 learners continue to experience difficulty moving beyond literal comprehension toward deeper literary interpretation and critical analysis.

This instructional challenge remains evident in English classrooms where conventional teaching approaches often provide limited opportunities for learners to actively engage with literary texts and develop higher-order thinking skills. Although curriculum-prescribed learning materials are available, traditional instructional practices may not sufficiently address the diverse learning needs of today's digitally oriented learners.

Digital storytelling has emerged as an innovative instructional strategy that integrates multimedia, technology, and narrative to promote learner engagement and deeper literary understanding. While previous studies have demonstrated the effectiveness of digital storytelling in enhancing various language skills, limited experimental research has specifically examined its effectiveness in improving the literary analysis skills of Grade 7 learners within the Philippine secondary school context, particularly among learners enrolled in the Special Program in Journalism.

Given these educational concerns and research gaps, this study investigated the effectiveness of digital storytelling in enhancing the literary analysis skills of Grade 7 learners at Morong National High School. The findings were intended to provide empirical evidence supporting technology-enhanced literature instruction and to serve as the basis for developing lesson exemplars in English 7 that may assist teachers, curriculum developers, and school administrators in improving literature instruction.

General Objective

The study aimed to determine the effectiveness of digital storytelling as an instructional strategy in enhancing the literary analysis skills of Grade 7 learners and to use the findings as a basis for developing lesson exemplars in English 7.

Specific Objectives

The study specifically aimed to:

1. Determine the level of literary analysis skills of Grade 7 learners in the control and experimental groups before and after the instructional interventions in terms of structural, biographical, historical, and sociocultural contexts.
2. Determine whether a significant difference exists between the pretest scores of learners in the control and experimental groups in terms of their literary analysis skills.
3. Determine whether a significant difference exists between the posttest scores of learners in the control and experimental groups after the instructional interventions.
4. Determine the learning gains of Grade 7 learners based on the differences between their pretest and posttest scores.
5. Develop lesson exemplars in English 7 based on the findings of the study.

Research Questions

This study sought to determine the effectiveness of digital storytelling as an instructional strategy in enhancing the literary analysis skills of Grade 7 learners. Specifically, it sought to answer the following questions:

1. What is the level of literary analysis skills of Grade 7 learners in the control and experimental groups before and after the instructional interventions in terms of structural, biographical, historical, and sociocultural contexts?
2. Is there a significant difference between the pretest scores of learners in the control and experimental groups in terms of their literary analysis skills?
3. Is there a significant difference between the posttest scores of learners in the control and experimental groups after the instructional interventions?
4. What are the learning gains of Grade 7 learners based on the differences between their pretest and posttest scores?
5. What lesson exemplars in English 7 may be developed based on the findings of the study?

Hypotheses

The following null hypotheses were formulated based on the evaluator's recommendation and were tested at the 0.05 level of significance:

H₀₁: There is no significant difference between the pretest scores of learners in the control and experimental groups in terms of their literary analysis skills.

H₀₂: There is no significant difference between the posttest scores of learners in the control and experimental groups after the instructional interventions.

METHODOLOGY

Research Design

The study examined the use of digital storytelling in relation to the literary analysis skills of Grade 7 learners under Special Program in Journalism (SPJ) at Morong National High School, Morong, Rizal. The study employed a quasi-experimental design, specifically a non-equivalent pretest-posttest control group design, to investigate the effectiveness of digital storytelling in enhancing the literary analysis skills of Grade 7 learners under the Special Program in Journalism (SPJ) at Morong National High School. This design was appropriate as it allowed comparison between two existing intact classes, an experimental group and a control group without random assignment, which is often not feasible in educational settings.

Two intact classes were selected as the experimental and control groups, with 25 learners in each group. Both groups took the pretest using a researcher-made test designed to measure their literary analysis skills across four literary contexts: structural, biographical, historical, and sociocultural, based on the targeted learning competency of the MATATAG Curriculum: English Grades 4 & 7 (Department of Education [DepEd], 2023). The intervention was anchored on the Grade 7 competency EN7LIT-II-1: "Analyze literary texts as expressions of individual or communal values within structural, biographical, historical, and sociocultural contexts." This competency provided the curriculum-aligned basis for the Digital Storytelling intervention by guiding learners in analyzing and interpreting literary texts through multiple literary contexts. The Experimental Group was exposed to the Digital Storytelling intervention, while the Control Group received traditional instruction. After the intervention period, a posttest of the same structure was administered to both groups to determine changes in their literary analysis skills.

Population and Sampling

The population of the study consisted of all Grade 7 learners enrolled at Morong National High School during the School Year 2024-2025. This group was identified as the most appropriate population because literature is a core component of their curriculum, and they are at the developmental stage where digital storytelling can be effectively integrated into instruction.

From this population, a sample of 50 learners was selected using purposive sampling. The participants were learners enrolled in the Special Program in Journalism (SPJ), a specialized program in Philippine secondary schools that provides enhanced instruction in journalism and communication. This non-probability technique was employed since only learners who met specific criteria were included as respondents. The criteria were: (1) officially enrolled in Grade 7, (2) currently taking English classes, and (3) able to participate in both the pretest and posttest required in the study. The participants were divided into two groups, 25 learners each: an experimental group that used digital storytelling, and a control group that used traditional teaching methods. The use of two existing intact classes was consistent with the non-equivalent quasi-experimental design.

Research Instruments

The primary data-gathering instrument was a researcher-made 40-item test designed to measure learners' literary analysis skills across four literary contexts: Structural Context, Biographical Context, Historical Context, and Sociocultural Context. The test was developed based on a Table of Specifications (TOS) to ensure alignment with the targeted learning competencies and cognitive levels.

The final 40-item test consisted of 10 items for each literary context: Items 1–10 for the Structural Context, Items 11–20 for the Biographical Context, Items 21–30 for the Historical Context, and Items 31–40 for the Sociocultural Context. The items represented the targeted cognitive levels identified in the TOS, including understanding, applying, and analyzing.

Each item was scored one (1) point for a correct answer and zero (0) for an incorrect answer. Thus, each domain had a maximum score of 10 points, while the overall test had a maximum score of 40 points.



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Content Validation

The instrument underwent content validation by three subject-matter experts, consisting of:

- a Teacher (English);
- a Master Teacher (English); and
- an Education Program Supervisor (English).

The content validity results were derived from the validators' ratings, yielding a CVI of 1.00, indicating that the items fell within the acceptable range and suggesting that the test was appropriate for measuring the intended competencies. A 4-point Likert scale was used, wherein ratings of 3 and 4 were considered relevant, while ratings of 1 and 2 were considered not relevant. The CVI was computed based on the proportion of validators who rated each item as relevant. The CVI of 1.00 specifically represents the content validity of the instrument and is distinct from the reliability coefficient obtained through reliability testing.

Reliability Testing

Reliability testing was conducted through a pilot administration involving 25 Grade 7 learners who were not included in the actual study sample. The initial 80-item instrument was subjected to item analysis and reliability testing using Cronbach's alpha. Prior to the analysis, the pilot-test responses were carefully reviewed to ensure accurate data entry and scoring, with correct responses coded as 1 and incorrect responses coded as 0. The data were also rechecked to verify the accuracy of the computation and to identify any possible encoding errors or duplicated response patterns. Based on the pilot-test data, the 80-item instrument obtained a Cronbach's alpha coefficient of 0.543, indicating moderate internal consistency among the items. This reliability coefficient pertains specifically to the original 80-item instrument and should not be interpreted as the reliability coefficient of the final 40-item instrument.

Following the item analysis, 10 items were retained, 35 items were identified for revision, and 35 items were rejected. The 35 revised items were subsequently improved based on the results of the item analysis and, together with the 10 retained items, formed the final 40-item instrument. The final instrument was designed to maintain appropriate representation of the intended literary analysis competencies across the four contexts covered by the study.

A separate reliability analysis was not conducted for the final 40-item instrument prior to its administration. Therefore, the study does not report a Cronbach's alpha coefficient as evidence of the internal consistency of the final 40-item version. The absence of a separate reliability coefficient for the final 40-item instrument is acknowledged as a methodological limitation of the study. Nevertheless, the final instrument underwent content validation and item analysis to establish its alignment and appropriateness with the intended literary analysis competencies. Future studies may conduct a separate reliability analysis of the final 40-item instrument using an appropriate pilot sample before its wider application.

Data Collection Procedure

Data collection was conducted during the second grading period of School Year 2024–2025 in the regular classroom setting. Initially, a pretest was administered simultaneously to both the experimental and control groups to determine their baseline literary analysis skills.

Following the pretest, the experimental group was exposed to the digital storytelling approach for four weeks, consisting of 16 instructional sessions of one hour per session, while the control group received instruction using the traditional teaching method. The researcher served as the instructor for both the experimental and control groups. Both groups covered the same targeted learning competencies and were given comparable instructional time. The same assessments and classroom conditions were maintained for both groups, with the instructional strategy being the primary difference. Treatment fidelity was maintained by following the prepared lesson plans and prescribed instructional procedures throughout the intervention. At the end of the intervention, a posttest, using the same validated test, was administered to both groups to determine changes in students' literary analysis skills.

Treatment of Data

The data gathered from the study were analyzed using appropriate descriptive and inferential statistical tools. The mean and standard deviation were used to describe the literary analysis skills of the control and experimental groups in the pretest and posttest across the structural, biographical, historical, and sociocultural contexts. The independent-samples t-test was employed to determine whether significant differences existed between the mean pretest scores of the control and experimental groups and between their mean posttest scores. The Cohen's d effect size was computed to determine the magnitude of the differences between the two groups.

The learning gain was computed by subtracting the pretest mean from the posttest mean to describe the amount of improvement demonstrated by each group. The normalized gain (N-Gain) was also computed to describe

the proportion of possible improvement achieved from pretest to posttest. Learning gain and N-Gain were interpreted descriptively and were not subjected to a separate inferential statistical test.

Because the study employed a non-equivalent pretest-posttest control group design using intact, non-randomized classes, baseline differences between the groups were considered when interpreting the posttest findings. Although the overall pretest comparison showed no statistically significant difference ($p = .451$), the domain-level analysis revealed a statistically significant difference in the Structural Context ($p = .029$), with the Experimental Group obtaining a higher mean score than the Control Group. This baseline difference was considered in interpreting the corresponding posttest findings.

No statistical adjustment procedure was employed to control for the observed baseline difference, as the study was designed as a quasi-experimental comparison of intact classes and the analysis plan specified independent-samples t-tests for comparing the groups. Thus, the posttest comparison was used to describe the observed difference in performance between the groups, while recognizing that the pre-existing difference in the Structural Context may have contributed to the posttest result. Consequently, the findings, particularly those concerning the Structural Context, were interpreted cautiously. The results indicate an observed association between the instructional strategy and learner performance but do not establish definitive causal effects because the participants were not randomly assigned to the groups.

All inferential statistical tests were evaluated at the 0.05 level of significance. Microsoft Excel was used to organize the data and perform the statistical analyses.

Ethical Considerations

Ethical standards were strictly observed throughout the conduct of the study. Approval to conduct the research was obtained from the Schools Division Office (SDO), the local administrative office of the Philippine Department of Education (DepEd) responsible for overseeing public schools in the division, and the school administration. Since the participants were minors, written informed consent was secured from both the students and their parents or legal guardians prior to data collection.

Participation in the study was voluntary, and participants were informed of their right to withdraw at any time without penalty. Codes were used instead of participants' names to protect their identities. Confidentiality of respondents' identities and data was maintained, and all information collected was used solely for academic and research purposes.

RESULTS and DISCUSSION

This section presents and discusses the results of the study based on the research questions. Findings are interpreted in relation to learning theory and relevant empirical studies to explain observed outcomes.

Table 1

Pretest Level of Literary Analysis Skills of the Control and Experimental Groups

Content	Control Group Mean	Experimental Group Mean	p	Interpretation
Structural Context	2.64	3.76	.029	Significant
Biographical Context	3.24	3.52	.612	Not Significant
Historical Context	2.52	2.32	.662	Not Significant
Sociocultural Context	1.96	1.92	.922	Not Significant

Note: Significant if $p < 0.05$

Table 1 presents the pretest performance of the Grade 7 learners in the Control and Experimental Groups across the four literary contexts. The results show no statistically significant differences between the groups in the Biographical Context ($p = .612$), Historical Context ($p = .662$), and Sociocultural Context ($p = .922$). These findings indicate that the groups had comparable pretest performance in these three contexts.

However, a statistically significant difference was observed in the Structural Context ($p = .029$), with the Experimental Group obtaining a higher mean score (3.76) than the Control Group (2.64). Since the p-value is below the 0.05 level of significance, the null hypothesis of no difference for this comparison is rejected. This result indicates that the groups were not fully equivalent at baseline in the Structural Context.

The significant difference in the Structural Context indicates that the Experimental Group demonstrated higher initial performance in this area than the Control Group. This baseline difference should be considered when interpreting subsequent findings related to the learners' performance in this context.

Overall, the results indicate that the groups demonstrated comparable pretest performance in three of the four literary contexts, while a significant difference was observed in the Structural Context. These findings provide important baseline information for interpreting the learners' performance following the instructional intervention.

Table 2
Posttest Level of Literary Analysis Skills of the Control and Experimental Groups

Content	Control Group Mean	Experimental Group Mean	<i>p</i>	Interpretation
Structural Context	5.88	8.08	< .001	Significant
Biographical Context	8.36	9.52	< .001	Significant
Historical Context	6.84	9.12	< .001	Significant
Sociocultural Context	6.68	9.80	< .001	Significant

Note: Significant if $p < 0.05$

Table 2 presents the posttest performance of the Control and Experimental Groups across the four literary contexts. The results show statistically significant differences between the groups in all four contexts: Structural ($p < .001$), Biographical ($p < .001$), Historical ($p < .001$), and Sociocultural ($p < .001$). In each context, the Experimental Group obtained a higher posttest mean than the Control Group.

The largest observed difference in mean scores was in the Sociocultural Context, where the Experimental Group obtained a mean of 9.80 compared with 6.68 for the Control Group. The Experimental Group also obtained higher mean scores in the Structural Context (8.08), Biographical Context (9.52), and Historical Context (9.12).

These results indicate that, following the instructional period, learners in the Experimental Group demonstrated higher posttest performance than those in the Control Group across all four literary contexts. The statistically significant differences suggest that the Experimental Group performed better than the Control Group in the four areas of literary analysis measured in the study.

The findings are consistent with Jarudilokkul and Songkram (2023), who reported improved literary criticism ability following the implementation of a literature-teaching model incorporating digital storytelling. Similarly, the present findings indicate that digital storytelling may support learners in analyzing and interpreting literary texts through multiple modes of engagement. This suggests that integrating digital storytelling into literature instruction may provide opportunities for learners to examine literary elements and contexts through varied forms of presentation and interpretation.

The higher posttest performance of the Experimental Group across the four contexts may be associated with the multimedia and narrative features of digital storytelling, which provided opportunities for learners to engage with literary texts through visual, auditory, textual, and contextual representations. Nevertheless, because the study employed intact, non-randomized groups, the findings should be interpreted as evidence of an observed association rather than definitive proof that digital storytelling alone caused the differences in posttest performance.

Table 3
Significant Difference Between the Control and Experimental Groups in Terms of Pretest and Posttest Results

Test	Control Group Mean	Experimental Group Mean	<i>p</i>	Cohen's <i>d</i>	Interpretation
Pretest	2.59	2.88	.451	0.18	Not significant; small/negligible effect
Posttest	6.94	9.13	.000001	2.84	Significant; very large effect

Note: Significant if $p < 0.05$

Table 3 presents the comparison of the overall pretest and posttest mean scores of the Control and Experimental Groups. The pretest results revealed no statistically significant difference between the two groups ($p = .451$), with a Cohen's *d* of 0.18, indicating a small effect size. This finding suggests that there was no statistically significant difference in the groups' overall pretest performance before the instructional period.

The posttest results revealed a statistically significant difference between the Control and Experimental Groups ($p < .001$). The Experimental Group obtained a higher posttest mean score (9.13) than the Control Group (6.94). The corresponding Cohen's *d* of 2.84 indicates a very large effect size, reflecting a substantial observed difference in overall posttest performance between the two groups.



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These findings indicate that the Control and Experimental Groups differed significantly in their overall posttest performance following the instructional period. However, because the study employed intact, non-randomized groups and no statistical adjustment was made for the baseline difference observed in the Structural Context, the posttest difference should be interpreted as an observed group difference rather than definitive evidence of a causal effect of digital storytelling.

Table 4
Learning Gains of Students Based on Pretest and Posttest Results

Group	Pretest Mean	Posttest Mean	Learning Gain	Mean N-Gain
Control Group	2.59	6.94	4.35	0.59
Experimental Group	2.88	9.13	6.25	0.88

Table 4 presents the learning gains of the Control and Experimental Groups based on their pretest and posttest mean scores. The Control Group increased from a pretest mean of 2.59 to a posttest mean of 6.94, resulting in a learning gain of 4.35 points. Similarly, the Experimental Group increased from a pretest mean of 2.88 to a posttest mean of 9.13, resulting in a learning gain of 6.25 points. Thus, both groups demonstrated improvement following the instructional period, with the Experimental Group showing a greater observed increase in overall test performance.

The mean N-Gain was 0.59 for the Control Group and 0.88 for the Experimental Group. Descriptively, the Experimental Group demonstrated a greater learning gain and a higher proportion of possible improvement than the Control Group. However, the differences in learning gain and N-Gain were not subjected to a separate inferential statistical test. Therefore, these results should be interpreted as descriptive findings and should not be described as statistically significant differences.

The greater observed improvement in the Experimental Group is consistent with Setiawan et al. (2023), who reported that storytelling tasks can enhance learners' overall performance through both traditional and digital modes. In the present study, the higher posttest performance and greater observed learning gain of the Experimental Group suggest an association between exposure to digital storytelling and improved overall literary analysis performance. Through the integration of visuals, narrative text, sounds, and other multimedia elements, digital storytelling may support learners' development of literary analysis skills across structural, biographical, historical, and sociocultural contexts.

Nevertheless, the findings should be interpreted with caution. The study employed intact, non-randomized groups; therefore, the greater observed learning gain cannot be attributed solely to the digital storytelling intervention. The results provide descriptive evidence of greater improvement in the Experimental Group within the context and conditions of the study rather than definitive causal evidence that digital storytelling alone produced the observed improvement.

Proposed Lesson Exemplars

Based on the findings of the study, a set of four digital storytelling-based lesson exemplars was developed to enhance the literary analysis skills of Grade 7 learners across the structural, biographical, historical, and sociocultural contexts. The lesson exemplars use two literary selections: *How My Brother Leon Brought Home a Wife* by Manuel E. Arguilla (1940) and *My Father Goes to Court* by Carlos Bulosan (1944). Each exemplar contains the learning competency and objectives, content, learning resources, digital storytelling component, instructional procedures, teacher and learner activities, literary-analysis tasks, and assessment.

Digital storytelling is integrated through visuals, narration, music, and other multimedia elements. The teacher facilitates the presentation and discussion, while learners interact with the digital materials through guided analysis, collaborative activities, and individual or group tasks. Learners demonstrate their literary analysis through written and performance-based outputs. The activities and assessments are aligned with the applicable English 7 curriculum competencies, including the competency to "Analyze a literary text as an expression of individual or communal values within a structural context."

Table 5

Overview of the Developed Lesson Exemplars

Lesson Exemplar	Literary Selection/ Content	Literary Analysis Context	Digital Storytelling Focus
Lesson Exemplar 1	"How My Brother Leon Brought Home a Wife" by Manuel E. Arguilla, from <i>How My Brother Leon Brought Home a Wife, and Other Stories</i> (Philippine Book Guild, 1940)	Structural	Analysis of literary elements through multimedia storytelling
Lesson Exemplar 2	"How My Brother Leon Brought Home a Wife" by Manuel E. Arguilla, from <i>How My Brother Leon Brought Home a Wife, and Other Stories</i> (Philippine Book Guild, 1940)	Biographical	Connecting the author's background with the literary text
Lesson Exemplar 3	"My Father Goes to Court" by Carlos Bulosan, from <i>The Laughter of My Father</i> (Harcourt, Brace, 1944)	Historical	Examining the text in relation to its historical context
Lesson Exemplar 4	"My Father Goes to Court" by Carlos Bulosan, from <i>The Laughter of My Father</i> (Harcourt, Brace, 1944)	Sociocultural	Analyzing Filipino values, beliefs, and social practices

The lesson exemplars were validated by six experts. A representative complete lesson exemplar is provided in Appendix 1 to illustrate the instructional product developed from the study findings.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

The Grade 7 learners in both the Control and Experimental Groups demonstrated limited initial literary analysis skills across the structural, biographical, historical, and sociocultural contexts. This indicates a need for instructional approaches that can provide learners with meaningful opportunities to examine and interpret literary texts through multiple contexts.

Following the intervention, the Experimental Group demonstrated higher posttest performance and greater descriptive improvement in literary analysis than the Control Group. Within the context of the study, this suggests that digital storytelling may support learners' engagement with literary texts by combining multimedia elements with contextual analysis activities. However, the observed differences should be interpreted cautiously because the groups were intact and non-equivalent, and a significant baseline difference was observed in the Structural Context.

The findings suggest that digital storytelling can be integrated into English 7 instruction as a supplementary approach to traditional literature teaching. Its use may help teachers present literary texts and their contexts in a more interactive manner while maintaining alignment with the intended literary competencies.

The Lesson Exemplar developed in the study provides a structured resource for integrating digital storytelling into literary analysis instruction. It may guide teachers in connecting multimedia materials, learner activities, contextual literary analysis, and assessment with the applicable English 7 competencies.

Overall, the study indicates that digital storytelling has potential as a technology-integrated approach for supporting the literary analysis skills of Grade 7 learners under the Special Program in Journalism. However, the findings should be interpreted within the limitations of the study, which involved 50 learners from a single school using intact, non-randomized groups, with a significant baseline difference observed in the Structural Context. Because no statistical adjustment was employed for the baseline difference, particularly in the Structural Context, the corresponding posttest difference may partly reflect pre-existing group differences. Since learning gains were interpreted descriptively, the observed differences cannot be attributed exclusively to digital storytelling. Thus, the findings should not be generalized to all Grade 7 learners or schools. Further studies involving larger and more diverse samples and stronger research designs are needed to further examine the effectiveness of digital storytelling in English 7 literature instruction.

Educational Implications

The findings of the study may have implications for teachers, schools, curriculum developers, and education policymakers. For education policymakers, the findings may provide context-specific evidence that can be considered in developing or strengthening programs and initiatives that support technology-integrated and curriculum-aligned

approaches to literature instruction. The higher posttest performance and greater descriptive improvement observed in the Experimental Group suggest that Digital Storytelling may be a promising supplementary approach for supporting learners' literary analysis skills. Policymakers may consider providing appropriate guidance, professional development, and access to digital resources to support teachers in integrating multimedia-based approaches into English and literature instruction. However, these implications should be interpreted cautiously, as the present study did not directly investigate policy-level outcomes or the effectiveness of educational policies.

Recommendations

Based on the conclusions of the study, the following recommendations are offered:

1. Teachers may consider incorporating digital storytelling into the teaching of literature, particularly in Grade 7, as a supplementary approach to support learners' literary analysis skills. digital storytelling may be integrated with traditional teaching strategies through the use of multimedia in presenting literary texts and analyzing them through structural, biographical, historical, and sociocultural contexts.
2. Schools may consider providing training and seminars on the appropriate integration of digital storytelling and multimedia resources in teaching and learning. Access to relevant digital resources, software, and technological infrastructure may also be provided to support its implementation in English and literature classes.
3. Curriculum developers may consider integrating digital storytelling as a technology-supported instructional approach within appropriate English 7 competencies. The developed Lesson Exemplar may also serve as a reference for designing multimedia-based activities that support learners' literary analysis skills.
4. Future researchers may examine digital storytelling in literature and other subject areas using larger and more diverse samples, different grade levels, and varied educational settings. Future studies may also investigate other digital technologies not examined in the present study and examine digital storytelling over longer intervention periods. Future research may also employ randomized designs or appropriate statistical adjustment procedures to address baseline differences and provide stronger evidence regarding its effectiveness.

These recommendations recognize the potential value of digital storytelling as a supplementary approach to English and literature instruction while considering the scope and methodological limitations of the present study.

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Appendix 1

Representative Lesson Exemplar Developed Based on the Findings of the Study

LESSON EXEMPLAR IN ENGLISH 7

Name	YNAH ISABEL S. RESURRECCION	Grade Level	Grade 7
Position	Teacher III	Learning Area	English
Teaching Date and Time		Quarter	2

I. OBJECTIVES

Content Standard	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.
Performance Standard	The learners analyze the style, form, and features of Philippine prose (short story and novel); evaluate prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short story) that represents their meaning, purpose, and target audience and reflects their local and national identity.
Learning Competencies/Objectives Write the LC Code for each	Learning Competency Code: EN7LIT-II-1 Learning Competency: Analyze literary texts as expressions of individual or communal values within a structural context. (DepEd, 2023) Objectives: 1. identify the structural elements of a short story, particularly conflict, character, characterization, and plot; 2. differentiate types of conflict and distinguish between linear and flashback plot structures; 3. explain how characters and conflicts reflect individual or communal values; and 4. Analyze <i>How My Brother Leon Brought Home a Wife</i> to explain how its structural elements express individual or communal values.

II. CONTENT

How My Brother Leon Brought Home a Wife by Manuel E. Arguilla

Literary Context: Structural Context

Focus: Conflict, Character, Characterization, and Plot

III. LEARNING RESOURCES

A. References	Arguilla, M. E. (1940). <i>How My Brother Leon Brought Home a Wife, and Other Stories</i> . Philippine Book Guild.
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1. Teacher's Guide pages	N/A
2. Learner's Materials pages	N/A
3. Textbook pages	"How My Brother Leon Brought Home a Wife" by Manuel E. Arguilla, from <i>How My Brother Leon Brought Home a Wife, and Other Stories</i> (Philippine Book Guild, 1940).
4. Additional Materials from Learning Resource (LR) portal	
B. Other learning Resources	☐ Digital story/video of <i>How My Brother Leon Brought Home a Wife</i> ☐ Laptop and projector ☐ Activity Sheet for Structural Literary Analysis ☐ Digital Storytelling Rubric ☐ Short story text/excerpt ☐ Presentation slides or other multimedia materials

IV. PROCEDURES

A. Reviewing previous lesson or Presenting the new lesson	Activity Title: Stories as Mirrors of Values Teacher Activity: The teacher asks the learners to form pairs and discuss the following question: "Why do people tell stories? Do stories only entertain, or do they also teach values?" The teacher instructs each pair to write one short response on a ¼ sheet of paper. The teacher then presents the following situation: "A character gives up something important to help a friend." The teacher asks the learners to identify the value shown in the situation, such as sacrifice, friendship, or kindness. After three minutes, selected pairs share their responses with the class. Learner Activity: The learners discuss the questions with their partners, identify the value reflected in the situation, write their responses, and share their ideas with the class. Teacher's Processing/Transition:
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	The teacher explains: "Short stories are not only about characters and events. Their structural elements can also help us understand the values expressed by individuals and communities. Today, we will examine how characters, characterization, conflict, and plot contribute to the expression of values in a literary text."
B. Establishing a purpose for the lesson	Motive Question The teacher asks: "Have you ever introduced a friend or someone important to your family for the first time?" Guide Questions • What were you worried about? • What qualities did you want your family to see in that person? • How should a person act when meeting a family with strong traditions? Learner Activity: Learners briefly share their experiences and ideas with a seatmate. Each pair identifies one value reflected in their discussion, such as respect, patience, humility, or acceptance. Teacher's Transition: "The values you mentioned are also reflected in today's literary text. As we watch the digital story of <i>How My Brother Leon Brought Home a Wife</i>, we will examine how the characters, characterization, conflict, and plot express individual and communal values."
C. Presenting examples/instances of the lesson	Digital Story Viewing: Understanding the Story Multimedia/Digital Storytelling Component Text: <i>How My Brother Leon Brought Home a Wife</i> by Manuel E. Arguilla Focus: Structural Literary Analysis

	Instructions for Learners 1. Watch the digital story/video of <i>How My Brother Leon Brought Home a Wife</i>. 2. While viewing, take notes using the Structural Literary Analysis Activity Sheet. 3. Complete the following tasks: A. Characters and Characterization • Identify the main characters: Maria, Leon, Baldo, and Father. • Describe the characters' traits based on their actions, dialogue, and interactions. • Identify examples of direct or indirect characterization when applicable. B. Conflict • Identify the major conflict experienced by the characters. • Classify the conflict as character vs. character, character vs. society, or character vs. nature/environment. • Cite an event from the story that supports your answer. C. Plot • Arrange the major events according to their sequence. • Identify the beginning, rising action, climax, falling action, and resolution. • Determine whether the story follows a linear sequence or uses flashback. • Provide evidence from the story to support your answer. D. Values Expressed • Identify two or three individual or communal values expressed in the story. • Explain how the characters, conflict, or plot reveal these values. • Relate at least one of the values to family, school, or community life. 4. Be prepared to share and explain your answers during the class discussion.
D. Discussing new concepts and Practicing new skills #1	Contextual Literary Analysis After viewing the digital story, the teacher facilitates a discussion of the learners' responses.

1. Characters and Characterization

Learners identify specific actions and dialogue that reveal the traits and values of Maria, Leon, Baldo, and Father.

Example:

Maria's respectful and courteous behavior toward Leon's family may be interpreted as reflecting respect and humility.

2. Conflict

Learners identify and classify the conflict using evidence from the story.

Example:

The tension surrounding Maria's adjustment to Leon's family and rural way of life may be examined as **character vs. society**, particularly in relation to expectations and traditions.

3. Plot

Learners arrange the major events of the story according to their sequence and determine whether the narrative is primarily linear or uses flashback.

The teacher emphasizes that learners should support their identification of plot stages with specific events from the literary text rather than relying only on general descriptions.

4. Values Expressed

Learners explain how structural elements contribute to the expression of values.

Examples:

- Maria's respectful behavior may reflect respect and humility.
- Leon's actions toward Maria and his family may reflect love, care, and responsibility.
- The family's interactions may reveal ideas about acceptance, family relationships, and communal expectations.

The teacher emphasizes that literary analysis requires learners to connect **specific textual details** with broader interpretations of values.



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E .Discussing New Concepts and Practicing New Skills #2

Create Your Own Digital Story

Create Your Own Digital Story

Collaborative Learning and Digital Storytelling Application

Instructions:

1. Review your notes on characters, characterization, conflict, plot, and values.
2. Work in groups of three to four members.
3. Create a one- to two-minute digital story that presents a situation reflecting an individual or communal value.
4. Your digital story must include:
 - o identifiable characters and characterization;
 - o a clear conflict;
 - o a beginning, middle, and ending; and
 - o a clearly expressed individual or communal value.
5. Use an available digital tool such as PowerPoint, Canva, or a mobile video-recording application.
6. Present your digital story to the class.
7. Explain how the characters, conflict, and plot of your digital story work together to express the selected value.

Digital Storytelling Rubric

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement
Story Structure	Characters, conflict, and plot are clear and complete.	Most elements are clear.	Some structural elements are unclear.	Structural elements are not clearly presented.
Values Presented	The value is clearly and meaningfully expressed through the story.	The value is clearly expressed.	The value is somewhat expressed.	The value is unclear or not expressed.
Creativity	The digital story is highly creative and engaging.	The digital story demonstrates creativity.	The digital story shows limited creativity.	The digital story demonstrates little creativity.
Presentation	The presentation is clear, organized, and engaging.	The presentation is clear and organized.	Some parts of the presentation are unclear.	The presentation is difficult to understand.

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F. Developing Mastery (Leads to Formative Assessment)

Sharing and Reflecting on Digital Stories

1. **Present:** Each group presents its digital story to the class.
2. **Analyze:** Explain how the characters, conflict, and plot express the value presented in the story.
3. **Compare:** Identify similarities and differences between the values presented by the groups.
4. **Reflect:** Write two to three sentences explaining what you learned about how structural elements can communicate individual or communal values.

G. Finding Practical applications of Concepts and skills in daily living

The teacher asks learners to:

- identify the value expressed in their digital story;
- explain how the value can be practiced in the family, school, and community; and
- provide one or two concrete examples of applying the value in real-life situations.

H. Making generalizations and Abstractions about the lesson

Directions: Based on your analysis of *How My Brother Leon Brought Home a Wife*, complete the table below. Identify how each structural element contributes to the expression of individual or communal values.

Structural Element	Connection to the Story	Generalization
Characters/Characterization	The characters' actions, dialogue, and behavior reveal traits and values such as respect, humility, love, and responsibility.	Characters and characterization help reveal individual and communal values in literary texts.
Conflict	The characters' struggles and responses to family or social expectations reveal values and beliefs.	Conflict can reveal the values, expectations, and beliefs of individuals and communities.
Plot	The sequence of events shows how characters respond to situations and how relationships and understanding develop.	Plot organizes events in ways that help communicate meaning and values in a literary text.

Generalization:

Structural elements such as character, characterization, conflict, and plot work together to communicate the meaning and individual or communal values expressed in a literary text.



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I. Evaluating learning	Title: "Unpacking the Story's Values" Directions: Answer the following questions in complete sentences. Support your answers with specific details from <i>How My Brother Leon Brought Home a Wife</i>. Character and Characterization: Describe Maria and Leon. How does the author reveal their personalities through their actions, dialogue, and interactions? Conflict: Identify one significant conflict in the story. Classify it as character vs. character, character vs. society, or character vs. nature/environment. Explain your answer using a specific detail from the story. Plot: Is the story primarily presented in a linear sequence, or does it use flashback? Cite a specific event or detail to support your answer. Values: What individual or communal values are highlighted in the story? Provide at least two examples from the text. Analysis: How do the characters, characterization, conflict, and plot work together to express the individual or communal values presented in the story? Explain your answer using specific details from the text. ○
J. Additional activities for application or remediation	For Application Learners write a short paragraph describing a situation in their family, school, or community that reflects a value shown in the story. They identify the character, conflict, and plot that could be used to present the situation as a short digital story. For Remediation Learners who need additional support complete a guided structural analysis worksheet containing selected events, characters, conflicts, and values from the story. The teacher provides prompts and examples to help learners connect each structural element with the values expressed in the text.
IV. TEACHER'S REMARKS AND REFLECTION	
Teacher's Remarks	
Teacher's Reflections	

Prepared by:

YNAH ISABEL S. RESURRECCION
Teacher III