

Research Paper

Improving Understanding of Philippine Literature among Grade 7 Students: A Study on the Effectiveness of Storyboards

Mary Ann D. Barlis^{1*}, Maher Shalal Hash Buz Marcelo², Albert C. Bulawat³

¹Irenea Integrated School, Schools Division of Nueva Ecija, Philippines

^{2,3}Nueva Ecija University of Science and Technology – Off-Campus Program – General Tinio

*Corresponding Authors: vertcadiz@gmail.com

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Abstract— This study aimed to investigate the effectiveness of storyboards in improving the understanding of Philippine literature among 7th-grade students. The quantitative-descriptive design was employed, and the study was conducted at Irenea Integrated School with a class of Grade 7 students consisting of 10 girls and 11 boys. The data were collected through a pretest and a posttest, with the proposed strategy being the use of storyboards. The results were analyzed using a one-tailed t-test. The findings revealed a significant increase in the average posttest score (6.83) compared to the average pretest score (2.94), indicating the success of the storyboard approach in enhancing the understanding of Philippine literature among Grade 7 students at Irenea Integrated School.

Keywords— Storyboards, Philippine Literature, Teaching Literature, Teaching Strategies, Comprehension

1. Introduction

Literature plays a significant role in shaping any society's cultural and educational landscape. It reflects community values, traditions, and experiences, offering a window into diverse perspectives and deepening our understanding of the human experience. In the Philippines, Philippine literature encompasses a rich collection of literary works that embody the country's history, culture, and identity. However, students, particularly at the Grade 7 level, often face challenges in comprehending and appreciating Philippine literature. Therefore, there is a need to explore practical strategies to enhance students' understanding of this important literary tradition, and one potential approach is the use of storyboards.

Storyboards are a form of hierarchically structured graphs that serve as a visual representation of a narrative [1]. The use of storyboards can be traced back to the 20th century, when they were initially developed as a tool for pre-visualization in the film industry. They served as a means of conveying graphic storytelling and visual narratives. Over time, storyboarding has become a popular technique in the visual arts and has been adapted for other purposes, such as indigenous research focused on community development and participatory research [2].

The effectiveness of storyboards in improving literature comprehension has been recognized in educational research. Storyboards provide visual representations of narratives,

allowing students to engage with the text more interactive and immersively. Previous studies have shown positive outcomes when using storyboards as instructional tools in literature education. They have been found to significantly enhance students' comprehension and analysis of literary texts and facilitate the interpretation of complex narratives. These findings highlight the potential of storyboards as an effective strategy for improving students' understanding of literature. In the specific context of Grade 7 students, there is limited research on practical instructional approaches for enhancing their understanding of literature. While various teaching methods and materials are employed in literature education, knowledge regarding the effectiveness of specific strategies tailored to Grade 7 students is lacking. This study aims to address this gap by investigating the effectiveness of storyboards in improving the understanding of Philippine literature among Grade 7 students.

The study was conducted at Irenea Integrated School, with a diverse class of Grade 7 students participating. The class consisted of 10 girls and 11 boys, representing a varied group of learners. A quantitative-descriptive design was utilized to collect and analyze data. The data collection process involved administering a pretest and a posttest to assess students' understanding of Philippine literature before and after implementing the storyboard approach.

A one-tailed t-test was employed to assess the storyboard approach's effectiveness. This statistical analysis aimed to determine whether there was a significant difference between

the average pretest and posttest scores. The expected outcome was that the average posttest score would be significantly higher than the average pretest score, indicating the success of the storyboard approach in improving students' understanding of Philippine literature.

By investigating the effectiveness of storyboards in enhancing the understanding of Philippine literature among Grade 7 students, this study aims to contribute to the existing literature on literature education strategies. The findings of this research will provide valuable insights for educators and curriculum developers, enabling them to design more effective instructional approaches and materials that foster students' appreciation and understanding of Philippine literature.

1.1 Justification for the Conduct of the Study

The conduct of this study on improving the understanding of Philippine literature among Grade 7 students is justified for several reasons. Firstly, literature plays a significant role in shaping cultural identity and fostering critical thinking skills. By studying Philippine literature, students gain insights into their cultural heritage and develop a deeper appreciation for their country's literary traditions.

Secondly, Grade 7 is a crucial stage in a student's academic journey, where they are transitioning to a higher level of learning and comprehension. However, literature can sometimes be challenging for students to understand due to its complexity and unfamiliar cultural contexts. Therefore, it is essential to explore effective instructional approaches that can enhance students' understanding and engagement with Philippine literature during this formative stage.

Thirdly, storyboards have emerged as a promising instructional tool in literature education. Storyboards provide a visual representation of the narrative structure, characters, and themes, making complex literary concepts more accessible to students. Previous studies have shown the potential of storyboards to improve students' comprehension and analysis of literary texts in various educational settings. However, the effectiveness of storyboards in the context of Philippine literature among Grade 7 students remains underexplored. Thus, this study seeks to bridge this research gap and contribute empirical evidence on the effectiveness of storyboards as a pedagogical approach to enhance students' understanding of Philippine literature.

By conducting this study, educators, curriculum developers, and policymakers will gain valuable insights into the effectiveness of storyboards in literature education. The findings will inform instructional practices, curriculum design, and the selection of appropriate teaching materials. Ultimately, this study aims to empower Grade 7 students to develop a deeper understanding and appreciation of Philippine literature, positively impacting their cultural literacy and critical thinking skills.

1.2 Research Objectives

The research objectives for the study titled "Effectiveness of Storyboard in Understanding Philippine Literature among

Grade 7 students in Irenea Integrated School" were as follows:

- a. To describe the pretest performance of the respondents before using the Storyboard in understanding Philippine literature among Grade 7 students.
- b. To describe the posttest performance of the respondents after using the Storyboard to understand Philippine literature among Grade 7 students.
- c. To determine if there is a significant difference in the respondents' performance before and after using the Storyboard in understanding Philippine literature among Grade 7 students.

2. Related Work

This study aimed to explore the effectiveness of storyboards in enhancing the understanding of Philippine literature among Grade 7 students. Existing literature on literature education strategies and instructional approaches offers valuable insights into improving students' comprehension and appreciation of literature.

Literature education is vital in developing students' language proficiency, critical thinking skills, cultural understanding, and empathy. It enables a deeper understanding of societal values, traditions, and historical contexts.

Teaching Philippine literature to Grade 7 students can present challenges due to the complex nature of the subject matter, students' diverse cultural backgrounds, and varying reading abilities. Students often struggle to engage with the texts, resulting in limited comprehension and appreciation of Philippine literature.

As a visual representation of narratives, the storyboard approach has effectively enhanced students' comprehension and analysis of literary texts. Storyboards provide a structured framework for students to organize their thoughts, identify critical elements, and analyze literary devices within a narrative.

Storyboarding is valuable for visually representing data structure, organization, content, and connections, providing a conceptual understanding of knowledge, place, context, and appearance. This technique serves as a post-reading activity that offers numerous benefits to students. One key advantage is that storyboards enhance students' organizational skills, time management, and planning abilities by enabling them to organize and visualize their ideas before expressing them in written form [3].

Furthermore, storyboards facilitate the application of various reading techniques, such as previewing, visualizing, illustrating, summarizing, understanding sequence, identifying key ideas, and describing information. By engaging in these activities, students develop a deeper understanding of the text and can effectively identify and analyze its essential elements. Moreover, storyboarding promotes the integration of reading and writing during

classroom instruction. Students are encouraged to describe their illustrations in detail, fostering the development of their descriptive writing skills and enhancing their ability to articulate their thoughts effectively.

Previous studies have demonstrated the positive impact of storyboards on students' comprehension of literature. They promote active reading and critical thinking by helping students visualize storylines, characters, and settings. Storyboards encourage students to connect, infer meanings, and interpret text symbolism. For instance, [4] found that using the storyboard method positively improves the reading skill of third-grade students with reading disabilities in Jordan. The findings revealed that the students taught using the storyboard method improved their ability to distinguish between visually similar Arabic letters with different pronunciations compared to those taught through the traditional method. This suggests that the storyboard method effectively supports learning this particular skill.

In the realm of language acquisition, the use of storyboards has shown promising results. They contribute to vocabulary development, improve grammar usage, and enhance language fluency. Storyboards provide a multisensory learning experience that engages students in linguistic analysis and expression.

Reference [5] introduced a novel method called the emotion storyboard to investigate social judgments of emotion. The emotion storyboard is a graphic novel-like approach that aims to enhance the understanding and efficiency of research in this area. The efficacy of the emotion storyboard was compared to traditional written vignettes across two studies.

This new method of using emotion storyboards offers a promising approach to examining the social aspects of emotion. It enhances comprehension, maximizes experimental efficiency, and yields valuable insights into social judgments. The findings suggest that emotion storyboards can be a valuable tool in future research exploring social judgments of emotion.

While storyboards have been widely employed in literature education, there is limited research specifically focused on their effectiveness in the context of Philippine literature. This study seeks to bridge this gap by examining the impact of storyboards on Grade 7 students' understanding of Philippine literary texts.

The literature review underscores the significance of literature education, the challenges associated with teaching Philippine literature, and the potential of storyboards as an instructional approach. Previous research has highlighted the positive effects of storyboards on comprehension and language acquisition. However, further investigation is required to assess their effectiveness, specifically in Philippine literature among Grade 7 students. Conducting this study will provide valuable insights to inform instructional practices and enhance students' understanding and appreciation of Philippine literature.

3. Conceptual Framework

This research on improving the understanding of Philippine literature among Grade 7 students through storyboards was guided by a conceptual framework rooted in the literature related to literature education strategies, instructional approaches, and the effects of visual aids on comprehension. Literature education strategies encompass a range of approaches to teaching literature, including the utilization of visual aids. Previous studies have demonstrated that visual aids, such as storyboards, positively impact students' comprehension and analysis of literary texts. These visual aids provide students with a structured framework to organize their thoughts, identify critical elements, and analyze literary devices within a narrative. According to [3], implementing the storyboard technique positively influenced students' reading comprehension. This implies that utilizing storyboards as a teaching method can enhance students' understanding and interpretation of narrative texts.

Research has also indicated that visual aids, including storyboards, promote active reading, critical thinking, and visualization of storylines, characters, and settings. They also encourage students to establish connections, infer meanings, and interpret text symbolism, improving comprehension. By utilizing illustrations, learners can visually map out their ideas and concepts, enhancing their understanding and ability to structure their compositions effectively [6].

Building upon this conceptual framework, the study aimed to investigate the effectiveness of storyboards in enhancing the understanding of Philippine literature among Grade 7 students. Through the implementation of the storyboard approach, it was anticipated that students would exhibit improved comprehension, critical thinking skills, and a deeper appreciation for Philippine literary texts.

4. Experimental Method/Procedure/Design

The research methodology for this study utilized a quantitative-descriptive design complemented by a Quasi-Experimental Research Design. A quasi-experimental design allowed the researcher to explore cause-and-effect relationships by modifying independent variables and observing their impact on the dependent variable. In this study, the independent variable was the implementation of storyboards as a teaching strategy, while the dependent variable was understanding Philippine literature among Grade 7 students. Volunteers were not randomly assigned, as the study was conducted with the Grade 7 class at Irene Integrated School, which consisted of 21 students, including ten girls and 11 boys.

Data collection was conducted using a pretest and a posttest. The pretest was administered before the actual implementation of the storyboard strategy, while the posttest was administered after ten days of implementing the strategy. The purpose of the pretest was to establish a baseline of students' initial understanding of Philippine literature, while

the posttest assessed the impact of the storyboard approach on their comprehension.

Consent was obtained from various stakeholders involved in the study, including the principal, adviser, parents, and students. The ethical and legal considerations of data collection were ensured to maintain the accuracy and integrity of the data gathered.

The study duration was ten days or two weeks, during which the storyboard strategy was implemented. A storyboard was created to represent the literary work being studied visually and was presented by the teacher as a teaching tool to aid students in understanding the selection better.

The study's results were analyzed using a one-tailed t-test, which assessed the significance of the difference between the pretest and posttest scores. This statistical analysis provided insights into the effectiveness of the storyboard strategy in improving students' understanding of Philippine literature.

5. Results and Discussion

Table 1. Pretest Performance in English

Scores	Frequency	Percent	Verbal Description
0 to 2	6	33.3	Did Not Meet Expectations
3 to 4	10	55.5	Poor
5 to 6	1	5.6	Satisfactory
7 to 8	1	5.6	Very Good
9 to 10	0	0.0	Outstanding
Total	18	100.0	

The results presented in Table 1 illustrate the pretest performance of the respondents in using storyboards as a teaching strategy. The distribution of scores indicates varying levels of achievement among the participants. A significant proportion of the respondents, precisely 33.3 percent, received scores ranging from 0 to 2, which suggests that they did not meet the expectations for the pretest. Additionally, 55.5 percent of the sample obtained scores between 3 and 4, categorized as "Poor." These findings indicate a significant number of students who struggled to demonstrate an understanding of the subject matter before implementing the storyboard approach.

Interestingly, the verbal descriptions of "Satisfactory" and "Very Good" only apply to a small percentage of the respondents. Specifically, 5.6 percent of the participants fell within the 5–6 range, while another 5.6 percent fell within the 7–8 range. However, it is worth noting that no scores were displayed for the supposed "Outstanding" category, which encompassed the 9–10 range. This absence of scores in the highest range may suggest that none of the students achieved outstanding performance on the pretest.

Based on these results, it can be inferred that most of the pupils encountered difficulties performing well on the pretest. The pretest scores indicate a need for improvement in students' understanding of the subject matter, as reflected in their utilization of storyboards. These findings underscore the importance of implementing the storyboard approach to

enhance students' comprehension and engagement with Philippine literature. By addressing the identified weaknesses and providing targeted instruction using storyboards, it is anticipated that the subsequent posttest scores will exhibit improvement and reflect a more favorable outcome.

Table 2. Posttest Performance in English

Scores	Frequency	Percent	Verbal Description
0 to 2	0	0.0	Did Not Meet Expectations
3 to 4	2	11.1	Poor
5 to 6	5	27.8	Satisfactory
7 to 8	8	44.4	Very Good
9 to 10	3	16.7	Outstanding
Total	18	100.0	

The results presented in Table 2 demonstrate the posttest performance of the respondents in utilizing storyboards as a teaching strategy. The distribution of scores provides insights into the level of achievement attained by the participants. Notably, no scores were observed in the 1–2 range, indicating that none of the respondents performed below expectations. This is an improvement compared to the pretest results, where some students struggled to meet the expected standards.

Regarding the "Poor" category, 11.1 percent of the respondents received scores between 3 and 4, indicating a minimal number of participants who still exhibited difficulties in understanding the subject matter even after implementing the storyboard approach. However, a substantial improvement was observed in the "Satisfactory" category, with 27.8 percent of the respondents achieving scores between 5 and 6. This suggests that a significant portion of the students demonstrated a satisfactory level of understanding, indicating the effectiveness of the storyboard approach in enhancing their comprehension of Philippine literature.

The highest scores were obtained in the 7–8 range, with 44.4 percent of the respondents achieving these scores. This indicates a notable improvement in performance, further supporting the effectiveness of the storyboard approach in facilitating a deeper understanding of the subject matter. Moreover, 16.7 percent of the respondents received scores between 9 and 10, classified as "Outstanding." This suggests that many students excelled in their posttest performance, demonstrating a high level of understanding and mastery of the concepts taught through storyboards.

Overall, the results indicate a significant improvement in the posttest performance compared to the pretest. Most of the students showed progress in their understanding of Philippine literature after implementing the storyboard approach. These findings suggest that the storyboard approach successfully facilitated comprehension and engagement among the respondents. The positive outcomes highlight the potential of storyboards as an effective teaching strategy for enhancing students' understanding of complex literary concepts.

Table 3. Significant Difference between the Pretest and Posttest Performance of the Respondents

Difference	Pretest	Posttest
Mean	2.94	6.83
Std. Deviation	1.70	1.54
p-value	0.000**	

The results presented in Table 3 indicate a significant difference in the respondents' pretest and posttest performance, demonstrating the storyboard approach's effectiveness in enhancing the understanding of Philippine literature among Grade 7 students. The mean score of the posttest ($M = 6.83$) is substantially higher than the mean score of the pretest ($M = 2.94$). This significant difference suggests that the implementation of storyboards has significantly improved students' performance and comprehension of the subject matter.

The findings of this study align with previous research that has investigated the effectiveness of incorporating visual aids, such as storyboards, to enhance students' comprehension and engagement in literature education. Prior studies have consistently demonstrated that storyboards significantly improve students' understanding and analysis of literary texts. Visual aids, including storyboards, have been shown to impact students' comprehension and interpretation of literature positively [7][8][9]–[11]

The observed significant difference between the pretest and posttest scores further supports the notion that storyboards are an effective teaching strategy. Storyboards, as visual aids, provide a graphical representation of the narrative, aiding students in organizing their thoughts, identifying key elements, and analyzing literary devices within the text. Using storyboards encourages students to actively read, think critically, and visualize storylines, characters, and settings, leading to enhanced comprehension. Using storyboards in literature education is beneficial in facilitating students' engagement and understanding of the subject matter.

In conclusion, this study's results and previous research confirm the effectiveness of the storyboard approach in improving the understanding of Philippine literature among Grade 7 students. The significant difference in the pretest and posttest scores indicates a substantial improvement in student performance after implementing storyboards. These findings highlight the value of utilizing visual aids, such as storyboards, in literature education to enhance students' comprehension, critical thinking skills, and overall engagement with the subject matter.

6. Conclusion and Future Scope

The findings of this study highlight the significant impact of using storyboards in enhancing the understanding of Philippine literature among Grade 7 students at Irene Integrated School. Most students struggled to perform well on the pretest, indicating a need for intervention and instructional support. However, after implementing the storyboard approach, a remarkable improvement was

observed, with most students performing well on both the pretest and posttest assessments.

These results suggest that the storyboard approach effectively aids Grade 7 students in comprehending and engaging with Philippine literature. The substantial increase in the average posttest score compared to the pretest score demonstrates the success of the storyboard method in facilitating students' understanding and application of literary concepts. Using visual representations, organization of ideas, and analysis of literary devices through storyboards contribute to improved comprehension and critical thinking skills among students.

Based on the positive outcomes of this study, it is recommended that educators and curriculum developers consider integrating storyboards as a regular instructional tool in the teaching of Philippine literature. Storyboards provide visual support and a structured framework for students to analyze and interpret literary texts. Educators can foster students' comprehension, critical thinking, and appreciation of Philippine literature by incorporating storyboards into lesson plans and activities.

To further enhance the effectiveness of the storyboard approach, teacher training programs and professional development workshops should be conducted to equip educators with the necessary skills and knowledge. Educators should be trained in effectively utilizing storyboards, guiding students in storyboard creation, and incorporating interactive discussions and activities around the storyboarded texts. Ongoing support and collaboration among educators can promote best practices in implementing the storyboard approach.

Moreover, future research should explore the long-term impact of the storyboard approach on students' overall academic performance and engagement in the literature study. Longitudinal studies can provide insights into the sustained benefits of using storyboards and their influence on students' continued interest and achievement in the subject. Additionally, comparative studies can be conducted to examine the effectiveness of storyboards in different educational contexts and with diverse student populations.

Lastly, it is essential to conduct regular assessments and evaluations to monitor the effectiveness and adaptability of the storyboard approach. Feedback from students, teachers, and other stakeholders should be gathered to identify improvement areas and refine the implementation of the storyboard method. This iterative process can help educators refine their instructional strategies and ensure the continuous enhancement of students' understanding and appreciation of Philippine literature.

Scope and Delimitations

The scope of this research, "Improved Understanding of Philippine Literature among Grade 7 Students: A Study on the Effectiveness of Storyboards," focused specifically on Grade 7 students at a selected school, Irene Integrated School. The study aimed to investigate the effectiveness of

storyboards as a teaching approach to enhancing students' understanding of Philippine literature. The research was conducted within a specific timeframe, and the data collection involved administering a pretest and a posttest to assess students' performance.

However, it is essential to acknowledge certain delimitations in this study. Firstly, the research was limited to Grade 7 students only, and the findings may not be generalizable to other grade levels or educational settings. Additionally, the study was conducted in a single school, which may have limited the diversity and representation of the sample. The specific characteristics, resources, and teaching approaches employed in Irenea Integrated School may have influenced the results.

Furthermore, the research focused on the effectiveness of storyboards as a teaching strategy for improving students' understanding of Philippine literature. Other factors that may have contributed to students' comprehension, such as prior knowledge, teaching methods, and individual learning styles, were outside the scope of this study. The study also did not explore the long-term impact of the storyboard approach or compare it with alternative teaching methods.

In conclusion, this research aimed to provide insights into the effectiveness of storyboards in enhancing the understanding of Philippine literature among Grade 7 students. While the study was limited to a specific grade level and school, the findings will contribute to the existing literature on literature education strategies. It is essential to acknowledge the scope and delimitations of this research to understand the context and limitations of the study's findings.

Conflict of Interest

The researchers conducting this research on "Improving Understanding of Philippine Literature among Grade 7 Students: A Study on the Effectiveness of Storyboards" declares that no personal, professional, or financial interests could potentially influence the objectivity and integrity of the research findings. The study has been conducted to contribute to the education field and enhance the understanding of Philippine literature among Grade 7 students. The researchers affirm that all procedures and data analysis has been carried out unbiasedly, adhering to ethical guidelines and research standards.

Funding Source

The research conducted for this study was self-funded and not supported by any external organization. The researchers took full responsibility for all expenses and had no financial conflicts of interest. The study's findings are the sole result of the researchers' independent work, and they followed ethical guidelines to maintain the study's integrity and independence.

Authors' Contributions

The contributions of the authors in the conducted research are as follows:

Mrs. Mary Ann D. Barlis was crucial in overseeing and adequately implementing the study's procedures and

protocols. She ensured the approved lesson plan was effectively executed and aligned with the research objectives. Additionally, she actively observed the class sessions throughout the study, ensuring adherence to the established guidelines and monitoring the progress of the student's engagement with the storyboard strategy.

Maher Shalal Hush Buz Marcelo was responsible for He executed the storyboard strategy as the primary means of data gathering, administering both the pretests and posttests to the Grade 7 students. Furthermore, he meticulously recorded and tallied the results from the administered tests, ensuring accurate and reliable data collection.

Dr. Albert C. Bulawat played a crucial role in the research's data analysis and interpretation phase. He meticulously examined the collected data, employed appropriate statistical methods, and drew insightful conclusions. Dr. Bulawat initiated meaningful discussions based on the findings, exploring the implications and significance of the research outcomes. Furthermore, he took the lead in formulating possible recommendations based on the results obtained, providing valuable insights for future research and educational practice.

Each author's contribution played a significant role in the successful execution and completion of the research. Their collective efforts ensured the integrity, accuracy, and validity of the study's findings, contributing to the overall understanding of the effectiveness of storyboards in enhancing the understanding of Philippine literature among Grade 7 students.

Acknowledgments

Completing this research would not have been possible without the contributions and support of numerous individuals and organizations. We want to express our deepest gratitude to all those who have played a significant role in making this study a reality.

First and foremost, we would like to extend our heartfelt appreciation to the parents of the Grade 7 students at Irenea Integrated School. Their unwavering support, consent, and cooperation in allowing their children to participate in this research were instrumental in its successful execution. Their trust in the study and willingness to engage in the process is deeply appreciated.

We would also like to extend our gratitude to the dedicated teachers at Irenea Integrated School for their valuable technical assistance in conceptualizing the lesson plans used in implementing the storyboard strategy. Their expertise, guidance, and willingness to share their knowledge played a crucial role in shaping the direction of this research.

Our heartfelt thanks also go to the students, who willingly assented and actively participated in the study. Their enthusiasm, engagement, and valuable feedback contributed immensely to the quality of the data collected. Their openness

to new learning experiences and commitment to the study is commendable.

We would also like to acknowledge and express our gratitude to all the authorities concerned who granted us the necessary permissions and approvals to conduct this research. Their cooperation and support were vital in ensuring the smooth progression of the study.

Lastly, we would like to thank all the individuals who have offered their support, guidance, and encouragement throughout this research journey—your contributions, whether big or small, have significantly impacted the successful completion of this study.

Once again, we sincerely appreciate everyone involved in making this research possible. Your invaluable contributions have shaped the outcomes of this study and have helped advance our understanding of improving understanding of Philippine literature among Grade 7 students.

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AUTHORS PROFILE

Mrs. Mary Ann D. Barlis is an esteemed educator and Head Teacher III of Irene Integrated School. She holds a bachelor's degree in teaching mathematics, which has provided her with a strong foundation in education. Additionally, she has completed units toward a Master of Arts in Education, majoring in Educational Management and Mathematics Teaching. Her academic background and expertise have equipped her with the necessary knowledge and skills to contribute effectively to improving educational practices.

In recognition of her exemplary dedication and commitment to education, Mrs. Barlis has been appointed the district research coordinator in the District of General Tinio, Division of Nueva Ecija. In this role, she is pivotal in promoting research initiatives and facilitating the development of research skills among teachers and students. Her passion for advancing educational research has positively influenced the teaching and learning practices within the district.

Mahe Shalal Hash Buz Marcelo is a highly motivated individual with a bachelor's degree in secondary education, specializing in English. Mahe has consistently demonstrated a strong work ethic and a thirst for knowledge throughout his academic journey. His exceptional academic performance has earned him scholarships that have supported his studies, highlighting his dedication to academic excellence.

With a keen interest in education, Mahe actively seeks opportunities to contribute to enhancing teaching and learning. His passion for English education and desire to make a meaningful impact on student's lives have shaped his dedication to research and innovation in the classroom. Through his commitment to scholarship and academic achievement, Mahe has positioned himself as a valuable asset in education.

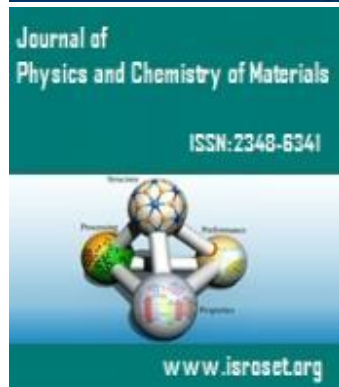
Dr. Albert C. Bulawat is an accomplished educator with a strong background in the field of education. He holds a Bachelor's degree in Secondary Education, majoring in English, a Master of Arts in Education majoring in English, and a Doctor of Education in Educational Management.

Dr. Bulawat began his career in education as a Basic Education Teacher at the Department of Education, where he dedicated five years to shaping young minds and fostering a love for learning. With his passion for education and leadership skills, he eventually transitioned to become the College Department Head of Nueva Ecija University of Science and Technology Off-Campus Program in General Tinio.

Currently, Dr. Bulawat holds multiple roles at the same institution. He serves as the concurrent Program Head of the BSED (Bachelor of Secondary Education) Program, overseeing the development and implementation of the program's curriculum. Additionally, he is an esteemed lecturer, imparting his knowledge and expertise to aspiring teachers.

Beyond his commitments at Nueva Ecija University of Science and Technology, Dr. Bulawat also contributes to the field of education as a Graduate School Professor at Wesleyan University Philippines. In this role, he instructs graduate students, sharing his wealth of knowledge and experience in educational management.

Dr. Albert C. Bulawat's dedication to education, his diverse academic background, and his commitment to professional development make him a respected figure in the field. His contributions to both basic and higher education institutions have positively impacted the lives of countless students and educators.

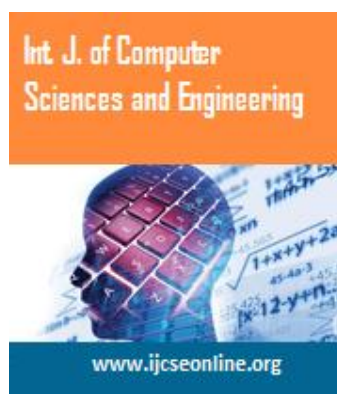
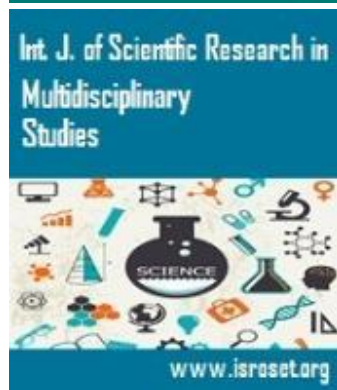
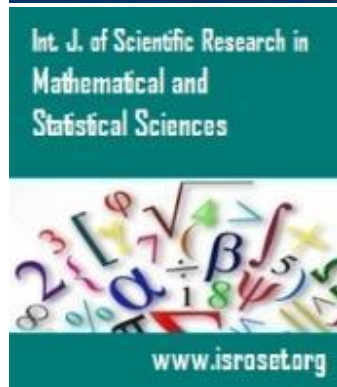


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