

ANGLO LITERATURE-BASED MOVIE WORKSHEETS FOR THE ENHANCEMENT OF VIEWING SKILLS

Mark Ray P. Sioson

College of Social Sciences, University of Rizal System Pililla

markraysioson@gmail.com

Abstract: This study was designed to assess the level of performance of the Grade 9 students after utilizing the Anglo Literature-based Movie Worksheets through the use of one group pretest-posttest type of research design and to determine the level of acceptability of the said worksheets among the Teachers of English at Bayugo National High School, School Year 2017-2018. As to the findings of this study, it was found out that the developed Anglo literature-based worksheets with respect to Clarity of Explanation, Design Characteristics, Aid to Instructions and Learning Activities are Highly Acceptable. As to the level of performance of the Grade 9 students before and after exposure to developed materials in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing and Evaluating, the student-respondents showed a *Fairly Satisfactory* performance before exposing to Anglo Literature-based Movie Worksheets but after utilizing the developed materials the performance of the Grade 9 students became *Very Satisfactory*. With regard to appreciation, the student-respondents perceived that the activities in the worksheets helped them easily by getting the message and moral of both movies and understanding some parts of the movies and stories that they find unclear. Regarding the teacher-respondents' recommendation, it was recommended to add more challenging activities and add more graphic organizers. Consideration on the binding of the worksheets was also insisted.

Keywords: Anglo Literature, movie worksheets, enhancement, viewing skills

Introduction

There are four macro skills used in communication, namely speaking, listening, reading and writing. These are divided into two skills, the input skills in which reading and writing belong and the output skills wherein speaking and writing are part of.

As time changes, viewing as a skill is added for the experts proved that viewing must also be part of the said skills for learning some lessons took place easily through watching or viewing.

Barrot (2014) emphasized that the supremacy of visual media in the lives of people today has led to the inclusion of viewing in the macro skills. It pertains to perceiving, examining, interpreting, and meaning-making from visual images and it is also very crucial to boosting comprehension of print and non-print materials.

Among the five macro skills, viewing skill is less likely to have given much interest and consideration. In most of the learning materials provided by the Department of Education, there's a vast number of exercises allotted for reading, listening, speaking and writing but few for viewing skill. It is not that it is hard to teach viewing or viewing has less impact on learning but teachers are not giving much emphasis on it because there are no appropriate existing learning materials for it, it would be another burden for them if they will make

their own activity sheets for all the expected skills in viewing.

Mirvan (2013) asserted that employing video materials in a classroom can enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real-life.

Moreover, the study of Afolabi and Akerele (2012) revealed that when video is used in teaching, it enhances learners' positive attitude towards the course. Also, it affects their performances positively

Integration of films in teaching lessons in English can also provide reflections of what is really happening in reality, it's just like learning and mastering the competencies while understanding the different real life scenarios that could help them to be a better citizen of this nation.

As part of teaching the competencies in viewing stipulated in the curriculum guide, teachers expose their students to some of the movies or videos related to the lesson or topic. Still, sometimes the ending of the film viewed is also the ending of learning.

The study focused on the development and experimentation of Anglo Literature-based Movie Worksheets for the enhancement of viewing skills. It was conducted at Bayugo National High School, District of Jalajala of the Division of Rizal, school year 2017-2018.

For the acceptability, teachers at Bayugo National High School was used, and the subjects for the one-shot experiment were the 100 % total population of one section in Grade 9.

The primary objective of this study was to assess the level of performance of the Grade 9 students after utilizing the Anglo Literature-based Movie Worksheets and to determine the level of acceptability of the said worksheets among the Teachers of English at Bayugo National High School, School Year 2017-2018.

Specifically, it answered the following questions:

1. What is the level of acceptability of the developed Anglo literature-based worksheets with respect to Clarity of Explanation, Design Characteristics, Aids to Instruction and Learning Activities?
2. What is the level of performance of the Grade 9 students before and after exposure to the developed Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing, and Evaluating?
3. Is there a significant difference in the level of performance of the Grade 9 students before and after exposure to the developed Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing, and Evaluating?
4. How do the activities in the worksheets help the students comprehend and appreciate the viewed movies?
5. What are the recommendations for the enhancement of the developed Anglo Literature-based Movie Worksheets?

Theoretical Framework

This study was anchored on David Ausubel's Theory of Meaningful Reception, which refers to the learning of new knowledge relies on what is already known. The construction of knowledge starts with observation and recognition of events and objects.

Ausubel supports advancing organizers as a mechanism to help link the new learning material with the existing related ideas. The advance organizers are divided into two, the comparative organizer in which the main goal of comparative organizers is to activate existing schemas and used as reminders to bring into the working memory of what you may not realize is relevant and the second one is the expository organizer wherein

its goal is to provide new knowledge that students will need to understand the upcoming information.

It is also related to Cognitive Theory of Multimedia by Mayer (2001) which states that people can learn more deeply from words and pictures than from words alone". Cognitive theory of multimedia also conveys on three cognitive science principles of learning, firstly, the human information processing system includes dual-channels for visual/pictorial and auditory/verbal processing, secondly, each channel has limited capacity for processing and thirdly, active learning involves carrying out a coordinated set of cognitive processes during the acquisition of knowledge.

These theories have a great connection to the study for the researcher used movies to broaden the understanding of the students towards the lesson and by providing them worksheets with different graphic organizers that could help them comprehend well the literature tackled and develop their viewing skills such as recognizing, inferring, interpreting, predicting, analyzing, and evaluating.

The researcher also believed through the exposure of the students in viewing, they can easily activate their schema and they will also be given a big picture and a clear representation of what a certain story all about. With the help of the developed worksheets, the comprehension will be more thorough, and retention will be highly evident.

Methodology

The study used a One-Group Pretest-Posttest design to determine the level of performance of Grade 9 students. This type of research was classified as pre-experimental design because there was little or no control of extraneous variables.

To assess the acceptability of the worksheets, seven (7) or 100% total population of Teachers of English at Bayugo National High School was used. And the respondents for the one-shot experiment were the 43 or 100 % total population of one section in Grade 9 at Bayugo National High School, School year 2017-2018.

Since the lessons Beowulf and King Arthur were already taught during First Grading period, the researcher administered a test to other section in Grade 9 to check the level of understanding and comprehension of the students but the results showed that even though the teacher already discussed the lessons and activities were provided still there was less mastery in the content and with that the researcher decided to develop worksheets to enhance the learning of the students particularly in viewing skills

The researcher prepared an 80-item teacher-made test that was validated by the experts and administered to the Grade 10 students. This was also subjected to item analysis and was trimmed down to a 60-item test used for the pretest and posttest. A questionnaire checklist was also adapted and modified to determine the level of acceptability of the worksheets by the seven (7) or 100% total population of the English teachers.

The researcher used the fishbowl technique to identify the group of respondents to be used. Then a test was given to the selected group before exposing them to movies and developed worksheets. After answering, the respondents watched the movies and at the same time used the worksheets because some parts of the worksheets were meant to be answered before and while viewing.

Then after watching the movies, the group continued answering the worksheets specifically in the After-Viewing Stage. A test was given to the group after utilizing and accomplishing the worksheets. A Focus Group Discussion (FGD) was done to know the appreciation and reflection of the Grade 9 students after watching movies and utilization of the worksheets.

Body/Findings-

Level of acceptability of the developed Anglo literature-based worksheets with respect to Clarity of Explanation, Design Characteristics, Aids to Instructions, and Learning Activities.

Table 1

Computed Mean on the Level of acceptability of the developed Anglo literature-based worksheets with respect to Clarity of Explanation

Clarity of Explanation	Mean	VI
1. The tasks to be accomplished are accurate.	4.57	HA
2. The context, tasks, and output connections are clearly shown.	4.71	HA
3. The language used is clear in terms of vocabulary and technical terminologies.	4.71	HA
4. All instructions are clear and easy to understand	4.71	HA
Average	4.68	HA

It can be noticed from the table that in terms of Clarity of Explanation, most of the respondents assess that the accuracy of the tasks to be accomplished, the

connections of contexts, tasks, and outputs, the clearness in the language use and instructions are *Highly Acceptable*. This only implies that the teacher-respondents' acceptance toward the clarity of explanation in the worksheets is evident.

Table 2

Computed Mean on the Level of acceptability of the developed Anglo literature-based worksheets with respect to Design Characteristics

Design Characteristics	Mean	VI
1. Visual elements have been successfully integrated into the learning sequence	4.86	HA
2. The set of steps in accomplishing the tasks is orderly indicating accuracy and organization.	4.86	HA
3. The content and tasks outputs make the material fulfilling.	4.71	HA
4. The appeal or interest is sustained throughout the end of each material	4.71	HA
Average	4.79	HA

As shown from the table, majority of the respondents assessed the design characteristics of the developed Anglo Literature-based Movie Worksheets as *Highly Acceptable* since the visual elements have been successfully integrated into the learning sequence, the set of steps in accomplishing the tasks is orderly indicating accuracy and organization, the content and tasks outputs make the material fulfilling and the appeal or interest is sustained throughout the end of each material.

This only means that the design characteristics of the worksheets are indeed applicable to the material and really helped the presentation of the activities.

Table 3

Computed Mean on the Level of acceptability of the developed Anglo literature-based worksheets with respect to Aids to Instruction

Aids to Instruction	Mean	VI
1. All aspects of the worksheet are well integrated giving a high probability that it will be a successful learning resource.	4.86	HA

2. The questions are relevant to understand the selection/movies.	5.00	HA
3. All the aspects of the material are sufficient to assist the students to relate to the context and accomplish the tasks	4.71	HA
4. The worksheets supplement the need for appropriate materials in viewing comprehension	4.86	HA
Average	4.86	HA

As reflected from the table, the teacher respondents assessed the Aids to Instruction as *Highly Acceptable* since all aspects of the worksheets are well integrated giving a high probability that it will be a successful learning resource, the questions are relevant to understand the movies. All aspects are sufficient to assist the students to relate to the context and accomplish the tasks and worksheets supplement the need for appropriate materials in viewing comprehension. This means that based from the perspective of the respondents, the worksheets really helped the fulfilment of the learning and instruction.

Table 4

Computed Mean on the Level of acceptability of the developed Anglo literature-based worksheets with respect to Learning Activities

Learning Activities	Mean	VI
1. Continuity of learning has been ensured.	5.00	HA
2. The activities are appropriate for their contents and objectives	4.83	HA
3. Each activity is clearly defined	4.67	HA
4. All learning activities help enrich the target skills	4.83	HA
Average	4.83	HA

It can be gleaned from the table that the respondents assessed the learning activity as Highly Acceptable since the continuity of learning has been ensured. The objectives are appropriate for their contents and objectives. Each activity is clearly defined, and all learning activities help enrich the target skills. It implies that the activities are suitable and applicable as great skills enhancement.

Table 5

Composite Mean on the Level of acceptability of the developed Anglo literature-based worksheets

Aspects	Mean	VI
Clarity of Explanation	4.68	Highly Acceptable
Design Characteristics	4.79	Highly Acceptable
Aids to Instruction	4.86	Highly Acceptable
Learning Activities	4.83	Highly Acceptable
Average	4.78	Highly Acceptable

The Table shows that Clarity of Instructions, Design Characteristics, Aids to Instruction and Learning Activities of the developed Anglo Literature-based Movie Worksheets were *Highly Acceptable*. It implies that all features of the worksheets are suitable and adequate to the level of learners as perceived by the teacher-respondents.

As what Seven and Engin (2007) said, It has been known well that the usage of materials to help the learners to learn easily and well is one of the most important basements of teaching and learning activities and processes. Because providing a natural learning environment motivates the students well and helps them to take part in the learning, teaching and experiencing processes.

Level of performance of Grade 9 Students Before and After exposure to Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing, and Evaluating

Table 6

Computed Mean and Standard Deviation on the Level of performance of Grade 9 Students Beowulf Before and After exposure to Anglo Literature-based Movie Worksheets

Viewing Skills	Before			After		
	\bar{x}	SD	VI	\bar{x}	SD	VI
BEOWULF						
Recognizing	1.91	1.09	FS	4.26	0.90	O
Inferring	1.98	0.99	FS	2.88	1.38	S
Interpreting	1.84	1.15	FS	3.07	0.99	VS
Predicting	1.77	1.11	FS	3.14	1.04	VS
Analyzing	1.30	1.19	FS	2.88	1.30	S
Evaluating	1.88	1.25	FS	3.09	0.92	VS
Total	10.63	3.44	FS	19.33	4.49	VS

As shown from the table, in terms of Recognizing in Beowulf, the Grade 9 students obtained a mean of 1.9, verbally interpreted as *Fairly Satisfactory* performance before exposing to developed worksheets but after using the materials the Grade 9 students performed better with a mean of 4.26 verbally interpreted as *Outstanding* performance.

In terms of Inferring, the Grade 9 students got a mean of 1.98 with a verbal interpretation of *Fairly Satisfactory* performance before using the worksheets and after utilizing the developed materials, the Grade 9 students obtained a mean of 2.88 verbally interpreted as *Satisfactory* performance.

In terms of Interpreting, the Grade 9 students obtained a mean of 1.84 with verbal interpretation of *Fairly Satisfactory* performance before exposure and obtained a mean of 3.07 with verbal interpretation of *Very Satisfactory* performance after utilizing the materials.

In terms of Predicting, the Grade 9 students obtained a mean of 1.77 verbally interpreted as *Fairly Satisfactory* performance but after the exposure to worksheets, the students got 3.14 mean and verbally interpreted as *Very Satisfactory* performance.

In terms of Analyzing, the Grade 9 students obtained a mean of 1.30 with verbal interpretation of *Fairly Satisfactory* performance before exposure but after exposure, the Grade 9 students obtained a mean of 2.88 verbally interpreted as *Satisfactory* performance.

In terms of Evaluating, the Grade 9 students got a mean of 1.88 verbally interpreted as *Fairly Satisfactory* performance before exposure and after utilizing the material the Grade 9 students got a mean of 3.09 with verbal interpretation of *Very Satisfactory* performance.

In total, the Grade 9 students obtained a weighted mean of 10.63 with verbal interpretation of *Fairly Satisfactory* before exposure to materials but the students obtained a weighted mean of 19.33 after utilizing the Anglo Literature-based Movie Worksheets with verbal interpretation of *Very Satisfactory*.

The findings is supported by Ezekoka (2008), which revealed that developed instructional materials served as important components in the teaching and learning delivery modalities that carry all important messages, data and information from a transmitting source(teachers)to the receiver (learner). It only implies that the Anglo Literature worksheets helped the respondents performed better in most of the viewing skills in Beowulf. Students got a satisfactory rating in Inferring skill and Analyzing skill even after utilizing the worksheets, this happens because these skills are part of

the higher order thinking skills that students need to develop.

Table 7
Computed Mean and Standard Deviation on the Level of performance of Grade 9 Students in King Arthur Before and After exposure to Anglo Literature-based Movie Worksheets

KING ARTHUR	\bar{x}	SD	VI	\bar{x}	SD	VI
Recognizing	.95	0.79	DNM	3.56	1.30	VS
Inferring	1.42	0.91	FS	2.88	1.12	S
Interpreting	1.53	0.86	FS	3.37	1.35	VS
Predicting	1.91	1.19	FS	3.14	1.41	VS
Analyzing	1.51	1.08	FS	3.47	1.03	VS
Evaluating	1.53	1.12	FS	2.91	1.31	S
Total	8.86	2.47	FS	19.33	5.40	VS

As shown from the table, in terms of Recognizing in King Arthur, the Grade 9 students obtained a mean of 0.95, verbally interpreted as *Did Not Meet* before exposing to developed worksheets but after using the materials the Grade 9 students performed better with a mean of 3.56 verbally interpreted as *Satisfactory* performance.

In terms of Inferring, the Grade 9 students got a mean of 1.42 with a verbal interpretation of *Fairly Satisfactory* performance before using the worksheets and after utilizing the developed materials, the Grade 9 students obtained a mean of 2.88 verbally interpreted as *Satisfactory* performance.

In terms of Interpreting, the Grade 9 students obtained a mean of 1.53 with verbal interpretation of *Fairly Satisfactory* performance before exposure and obtained a mean of 3.37 with a verbal interpretation of *Very Satisfactory* performance after utilizing the materials.

In terms of Predicting, the Grade 9 students obtained a mean of 1.91 verbally interpreted as *Fairly Satisfactory* performance but after the exposure to worksheets, the students got 3.14 mean and verbally interpreted as *Very Satisfactory* performance.

In terms of Analyzing, the Grade 9 students obtained a mean of 1.51 with verbal interpretation of *Fairly Satisfactory* performance before exposure but after exposure, the Grade 9 students obtained a mean of 3.47 verbally interpreted as *Very Satisfactory* performance.

In terms of Evaluating, the Grade 9 students got a mean of 1.53 verbally interpreted as *Fairly Satisfactory*

performance before exposure and after utilizing the material the Grade 9 students got a mean of 2.91 with verbal interpretation of *Satisfactory* performance.

The Grade 9 students obtained a weighted mean of 8.86 with a verbal interpretation of *Fairly Satisfactory* before exposure to materials but the students obtained a weighted mean of 19.33 after utilizing the Anglo Literature-based Movie Worksheets with a verbal interpretation of *Very Satisfactory*.

This implies that the worksheets may further enhance their comprehension of the subject matter if chosen and used appropriately. It only means that the developed worksheets were really effective as enhancement of the target viewing skills in King Arthur.

It can also be seen on the table that Inferring Skill and Evaluating Skill both have a satisfactory rating which implies that students find it hard to deal with these two skills basically because they need higher-order thinking skills to practice the said skills effectively. As mentioned by Marzano (2010), inference is a foundation skill-a prerequisite for higher-order thinking and 21st-century skills. Dealing with these skills, students are expected to have critical thinking and understanding of the concepts. Brookhart (2010) defines higher-order thinking skills in three categories; those that define it as in terms of transfer; those that define it in terms of critical thinking, and those that define it in terms of problem-solving.

Significant Difference on the level of performance of Grade 9 Students in Beowulf Before and After exposure to Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing and Evaluating.

Table 8

Computed t-values on the level of performance of Grade 9 Students in Beowulf before and after exposure to Anglo Literature-based Movie Worksheets

Skills	t	df	Sig	H	VI
BEOWULF					
Recognizing	11.32	42	.000	R	S
Inferring	3.29	42	.002	R	S
Interpreting	5.66	42	.000	R	S
Predicting	6.01	42	.000	R	S
Analyzing	6.51	42	.000	R	S
Evaluating	5.05	42	.000	R	S
Total	10.97	42	.000	R	S

It can be noticed from the table that it was statistically found out that there is significant difference

on the level of performance of the Grade 9 students in Beowulf before and after exposure to the developed Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing and Evaluating since the obtained p-values of 0.000 and 0.002 are all less than 0.05 level of significance, therefore the null hypothesis is rejected.

The results can be supported by Dahar (2011), who investigated the effect of the availability of instructional materials on the academic performance of the students in Punjab (Pakistan). He mentioned that instructional materials play a very important role in the teaching-learning process.

Table 9

Computed t-values on the level of performance of Grade 9 Students in King Arthur before and after exposure to Anglo Literature-based Movie Worksheets

KING ARTHUR	t	df	Sig	H	VI
Recognizing	11.17	42	.000	R	S
Inferring	6.27	42	.000	R	S
Interpreting	7.38	42	.000	R	S
Predicting	4.79	42	.000	R	S
Analyzing	8.66	42	.000	R	S
Evaluating	5.24	42	.000	R	S
Total	10.88	42	.000	R	S

The table indicates that there is enough evidence to claim that there is a significant difference in the level of performance of the Grade 9 students in King Arthur before and after exposure to the developed Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing and Evaluating since the obtained p-values of 0.000 are all less than 0.05 level of significance, therefore the null hypothesis is rejected.

Relative to the result of the study of Woottipong (2014), it can be implied that video can contribute positively to language learning and processing. It helps learners in developing listening skills, in learning new lexical terms and in encouraging autonomous learning. Video-based instruction can be used to develop students' listening and speaking skills. Activities associated with video-based instruction such as gap-filling, group discussion, and oral presentation, can also develop students' listening and speaking skills. Thus the developed viewing worksheets are indeed tools for comprehension and appreciation.

Students' appreciation and comprehension in Anglo Literature-based movie worksheets

Table 4

Frequency and Percentage on the Students' appreciation and comprehension in Anglo Literature-based movie worksheets

<i>Items/Statements</i>	<i>Frequency</i>	<i>Percentage</i>
1	12	27.90 %
2	38	88.40 %
3	24	55.80 %
4	18	41.90 %
5	20	46.50 %
6	27	62.80 %
7	17	39.50 %
8	20	46.50 %
9	13	30.20 %
10	26	60.50 %

Descriptions for each items:

1. *The activities in the worksheets help me see myself in the characters of the movies.*
2. *The activities in the worksheets help me easily get the message and moral of both movies.*
3. *The activities in the worksheets help me see and understand the connection of the movies to the society*
4. *The activities in the worksheets help me understand the flow of the stories in the movies smoothly.*
5. *The activities in the worksheets help me appreciate the good characterization and portrayal of the characters in both movies.*
6. *The activities in the worksheets help me understand some parts of the movies that are unclear to me.*
7. *The activities in the worksheets help me interpret some lines of the characters that are hard to understand.*
8. *The activities in the worksheets help me visualize some scenes from the written story more clearly when viewed.*
9. *The activities in the worksheets help me understand some unfamiliar words I heard in the movies.*
10. *The activities in the worksheets help me realize and appreciate the beauty and quality of the story.*

The table showed the results of the structured interview on the appreciation and comprehension of the students wherein statement number 2 was chosen by most of the respondents with 38 or 88.40 % of the

respondents perceived that the activities in the worksheets help them easily get the message and moral of both movies. Statement number 6 got a frequency of 27 or 62.80 % which means that the respondents perceived that the activities in the worksheets help them understand some parts of the movies that are unclear to them.

It also revealed that statement number 10 obtained a frequency of 26 or 60.50 % which shows that respondents thought that the activities in the worksheets help them realize and appreciate the beauty and quality of the story. Statement number 3 got a frequency of 24 or 55.80 % which means that the respondents believed that the activities in the worksheets help them see and understand the connection of the movies to the society. Statement 5 and 8 both obtained a frequency of 20 or 46.50 % which shows that the respondents considered the activities in the worksheets as a help for them to appreciate the good characterization and portrayal of the characters in both movies and as well to visualize some scenes from the written story more clearly when viewed.

Statement 4 obtained a frequency of 18 or 41.90 % which means that the respondents thought that the activities in the worksheets help them understand smoothly the flow of the stories in the movies. While Statement 7 got a frequency of 17 which means that 39.50 % of the respondents perceived that the activities in the worksheets help them interpret some lines of the characters that are hard to understand. Statement 9 got a frequency of 13 which shows that 30.20 % of the respondents felt that the activities in the worksheets help them understand some unfamiliar words they heard in the movies. And Statement 1 got a frequency of 12 which shows that 27.90% of the respondents perceived that the activities in the worksheets help them see themselves in the characters of the movies.

The student-respondents were also asked what other aspects of the movies and the activities do they really appreciate and their perception after the using the materials through Focus Group Discussion (FGD), and the following are the interpreted responses of the students: The message of the story is clearly manifested in the movie and activities help them understand it. (*Ang mga magandang aral sa kwento ay nakikita ng maayos sa movie at yung mga activities ay tumulong sa kinapapaligiran ng mga bata*); The students understood the parts that they cannot easily understand through the help of the movies and the worksheets. (*Mas naunawaan ko po yung mga bahagi na hindi ko gaanong naintidihan sa kwento kasi napanuod ko sa palabas at nagsagot sa mga activity.*) The students learned how to help people who

are in need without something in return. (*Natuto akong tumulong sa kapwa nang walang hinihinging kapalit.*)

Recommendations of the Teacher-respondents for the enhancement of the developed Anglo Literature-based Movie Worksheets

As perceived by the 7 or 100% total English teachers at Bayugo NHS, the researcher was encouraged to add more challenging activities and use additional graphic organizers.

They also suggested that the worksheets could also be bound for a much better appearance and compilation. Even though the students use the worksheets for enrichment, they must still be guided by the teachers in accomplishing the tasks.

The teacher-respondents also advised the researcher to add more spaces for the students' responses since there might be a tendency to have a long answer, and the layout must be reviewed to avoid overlapping of text. It was also proposed that the researcher include "About the Author" in his worksheets to recognize the writer's effort.

The teachers found the worksheets as innovative, motivating, and very millennial in nature, and their visual characteristics are effective to the young minds of the students.

Conclusions

Based on the findings of the study, it can be concluded that the Anglo Literature-based Movie worksheets are acceptable as instructional materials in enriching the viewing skills of the Grade 9 students and enhancing their learning for the target lessons. The Anglo Literature-based Movie Worksheets helped the students to perform better and easily comprehend the written stories. The integration of movies and utilization of the developed worksheets made the learning process easier on the part of the students. They really find the materials helpful and effective in enhancing their viewing skills.

The researcher must consider all the recommendations of the teacher-respondents to improve and enhance the appearance, content, and usefulness of the Anglo Literature-based Movie Worksheets.

Recommendations

Based on the result of the study, it was recommended that the teachers should make sure the movie is audible enough for the students and can be

viewed by all of the students. Teachers should ensure that each stage of the worksheets was done for the specific time required, as such, activities in the Pre-Viewing Stage must be accomplished before watching movies. School administrators are encouraged to put up an Audio-Visual room to help the teachers and students deal with Viewing Skills. High school teachers are encouraged to utilize and modify the developed worksheets in English. Further studies should explore more effective integration and utilization of the developed Anglo Literature-based Movie Worksheets.

References

- Afolabi, A. F., & Akerele, J. A. (2012). Effect of Video on the Teaching of Library Studies among Undergraduates in Adeyemi College of Education, Ondo. *Library Philosophy and Practice*.
- Ausubel, D.P. (1960). The use of advance organizers in the learning and retention of meaningful verbal material. *Journal of Educational Psychology*, 51, 267-272.
- Barot, Jessie. (2014). "Current Principles in the Teaching of Macroskills", National University, Manila,
- Brookhart, S. (2010), How to Assess Higher Order Thinking Skills in Your Classroom, ASCD, <http://www.ascd.org/Publications/Books/Overview/How-to-Assess-Higher-Order-Thinking-Skills-in-Your-Classroom.aspx>
- Dahar, M (2011), Effect of the Availability and the Use of Instructional Material on Academic Performance of Students in Punjab (Pakistan), Euro Journal Publishing Inc.
- Ezekoka, M. A. (2008). Teaching Materials and Students Academic Achievements. Proceedings of the 43rd Annual Conference of STA 7-416-419. Ibadan: Heinemann
- Marzano, R. (2010). Teaching inference. *Educational Leadership*, 67(7), 80-81.
- Mayer, R.E, (2001). *Multimedia Learning*. Cambridge University Press. New York.

Seven, M & Engin, O. (2007) “The Importance of Using Aid Materials in Foreign Language Teaching”

Woottipong K. (2014) “Effect of Using Video Materials in the Teaching of Listening Skills for University Students”, Songkhla Province, Thailand.