

## **The Effectiveness of the Philippine Television Game Shows in the Teaching of World Literature: The Case of Virgil's *AENEID***

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### **Abstract**

*This study aims to determine the effectiveness of the Philippine Television Game Shows in the teaching of World Literature as in the case of the Roman Epic "Aeneid" by Virgil. Three (3) game shows aired on Philippine television were utilized in the study namely: "Who Wants to Be A Millionaire" and "1 Versus 100" by Endemol and ABS-CBN Pilipinas Win na Win's "OMG Ano Ito?" (What's This?). The study employed as respondents the Second Year Bachelor of Science in Psychology and Bachelor of Medical Technology students respectively enrolled during the First Semester, School Year 2010-2011 at Centro Escolar University, Makati City, Philippines. Prior to the pre-tests and post-tests conducted, the two groups composed of the control and experimental groups were compared in terms of their Prelim Grades and were found to be comparable. Afterwards, series of post-tests about the epic were administered after conducting the traditional method of "chalk and talk" in teaching among the control group while the experimental group were exclusively exposed to the activities using Philippine Television Game Shows. The results obtained were then compared using the statistical tool t-test with results establishing that the experimental group performed better than the control group. Thus, teaching using the Philippine Television Game Shows is effective and can contribute to the enhancement of the teaching-learning process specifically in the teaching of World Literature: The Case of Virgil's "Aeneid".*

### **1. Introduction**

Ralph Waldo Emerson, an American essayist, lecturer and poet once remarked: "We, as we read, must become Greeks, Romans, Turks, priest and king, martyr and executioner, that is, must fasten these images to some reality in our secret experience, or we shall see nothing, learn nothing, keep nothing." [1]

The quoted words stated above clearly suggest the numerous challenges associated in the teaching and study of literature. As pointed out by Emerson, literature is not simply read but rather it must be linked with the realities of life such as assuming various roles to be able to understand fully what one reads thus being able to grab the many benefits that any piece of literature brings.

This reality calls for a demanding yet exciting job for both educators and students who are involved in this area of study. Dr. Rhian Davies herself from the University of Sheffield in her paper entitled, "New Ways of Teaching Literature" admitted that teaching literature constitutes an enormous challenge nowadays. [2]

Modern day educators, for instance, agree that one of these gigantic challenges in the literature classroom is concerned with the students' reading skills.

In the study of literature among the students in all levels, reading can never be taken for granted. Literature experts such as Professor Isagani Cruz stressed that reading is the number one requirement for the student to cope with the demands in the literature classroom.

He pointed out in his article published in the Philippine Star: "The reading is important, because it not only enables the author to 'talk' but it also allows students to hear the words (if the text is a poem, to feel the meter and appreciate the rhymes, if any)." [3]

Prof. A.C. Grayling too in a review of *A History of Reading* by Alberto Manguel had said, "To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries." Reading is really like taking a flight to great heights in pursuit of knowledge. It's a journey towards enlightenment. [4]

A typical curriculum in college literature requires the students not only to read representative works of a particular author but memorize, analyze, interpret and connect ideas to the issues at present.

The Roman Literature such as Virgil's *Aeneid* in particular is indeed a challenge for the students to read for it consists of twelve (12) books originally written in Latin verses. Aside from reading, the demands consist of not only memorizing the characters but familiarizing themselves with the elements of the plot. If only the students are well-equipped with the reading skills or motivated to read, there will be no great problems on the part of the teachers handling literature.

Unfortunately, literature teachers often do encounter problems nowadays in their students' reading skills. As a result, the delivery of literature instruction has been always affected.

In the United States of America (USA) for instance, statistics revealed that as early as elementary, students do experience reading difficulties. Thirty-seven (37%) of fourth graders struggle with reading problems so severely that it is impossible to successfully understand and complete normal fourth grade assignments. Further, 3 out of 4 of that group read so poorly they have little chance at educational progress and ultimate educational attainment. [5]

In the Philippines, a similar finding was established with the statement made by Dr. Yolanda Quijano, head of the DepEd's Bureau of Elementary Education in an interview conducted with her in 2007. Dr. Quijano articulated that "reading problems remained to be the main culprit for the poor performance of some students in the National Achievement Test (NAT)."

Moreover, according to Dr. Quijano, this is definitely a cause for alarm because if the upcoming generation cannot read properly, then there is a big chance they will have difficulty writing and speaking well. [6]

The reading problems mentioned earlier can be attributed to several factors such as the presence of reading disabilities. Traditionally, reading disability has been defined as unexpected underachievement characterized as a discrepancy between achievement and intellectual aptitude, despite adequate opportunity to learn and in the absence of sensory difficulties or cultural deprivation. This discrepancy is typically defined operationally in terms of a difference between IQ and scores on a test of reading achievement.

The most widely recognized and researched reading disability is associated with difficulty with reading single words. This type of difficulty is the most pervasive characteristic of dyslexia. These single-word reading problems are thought to be based on an underlying phonological processing core deficit. Persons with dyslexia experience great difficulty in applying the alphabetic principle to decode words quickly and efficiently. The result is that decoding is labored, fluency is poor, and comprehension is negatively affected. [7]

Dyslexia and other forms of reading disabilities can be addressed in a variety of ways such as interventions and school accommodations. The whole process based on experience is not that easy according to licensed occupational therapists.

On the contrary, other learners experience reading problems not because of disabilities but due to insufficient, poor or lack of motivation that comes from parents and even educators themselves handling literature subjects.

Educationist J P Das in his article entitled, "Reading Difficulties and Dyslexia: An Interpretation for Teachers has noted: "Difficulties in reading can be caused by many conditions outside reading ability, such as poor motivation or not being exposed to a literate environment at home and in the community." [8]

In a study made by Badariah binti Sani et al. entitled, "The Reading Motivation and Reading Strategies Used by Undergraduates in University Teknologi MARA Dungun, Terengganu," the researchers found out that students with moderate level of reading motivation may not get them to be involved with reading and may also be less engrossed when they read. This could lead to a decrease in reading interest and they will not read or share reading with friends or family members. [9]

The insufficient, poor or lack of motivation coming from parents and most especially from the educators when it comes to reading is considered more alarming than the reading problems associated with disabilities. If neglected, there is a tendency for the students not to pursue in developing good reading habits; hence, active participation in the literature classroom may not be established at all.

In college, World Literature professors often reiterate among their students the importance of the subject particularly the world classics such as the Greek and Roman works. They are very significant because they serve as the backbone of Western civilization, back drop for Christianity, helps in developing critical thinking, logic and judgment (separate wheat from the chaff), language and communication skills, comprehension and memorization abilities.

However, the task of providing motivation among the students especially in college is never easy especially with the heavy reading assignments assigned to them. In addition, the notion that "World Literature" is always boring adds to the problem. Teaching World Literature, therefore, entails a lot of patience, perseverance, sacrifice, diligence and creativity on the part of the professors.

In response to the challenge of motivating the students to love World Literature, literature experts of today spend most of their time in thinking effective and meaningful teaching strategies that will help in motivating the students first to read and second appreciate literary selections particularly the world classics. With proper motivation, students, in return actively participate in the activities inside the literature classroom. In effect, their academic performance improves significantly too.

One of the significant attempts made along this line was the effort exerted by Dr. Rhian Davies of the University of Sheffield. Acutely aware of the problems students seem to encounter when approaching literature, which many regard as being elitist and difficult, Dr. Davies' principal aims in teaching were to increase students' confidence when approaching literary texts, to teach them valuable transferable skills, including problem-solving, to encourage them to use their creative imagination, to think independently, and, ultimately, to appreciate the stimulation derived from the study of literature. [10]

In the advent of modern technology, literature experts attempt to use teaching strategies with the help of not purely traditional such as the "chalk and talk" method but also the use of media such as television.

Dr. Davies, for instance, felt that it would be beneficial to take advantage of the fact that many students are inspired by visual and electronic resources and respond sensitively to such materials. Since more than a third of children under the age of four have a TV in their bedroom and IT is now taught at school from Reception, it is highly likely that such skills will be sharpened further in future generations. In introducing some innovation and combining education with entertainment, Dr. Davies herself hopes to instil a sense of enjoyment into the literature course. [11]

Television though not that modern tends to provide attraction among the students of literature. Introduced in the 1800s, this medium had created so much impact in the lives of my people, old and young alike. This medium uniquely combines visuality with both oral and written varieties of language. [12]

Unlike radio and print media, then, which create meaning primarily through language, television engages in signification through the unity and conflict of verbal, visual and sound codes.

With the active television viewing habits of the Filipinos in particular, many educators believed that this could serve as an effective way to capture the attention of the audience particularly the students of World Literature since they are very much familiar with the medium. Proof to this is the result of the survey conducted by AGB Nielsen in 2007 about the TV viewing habits in Mega Manila which reveals that overall, Mega Manila residents spent an average of 3.7 hours a day watching TV, an increase from the 3.6 hours that was registered in 2005. In 2006, the daily viewing average for people in Mega Manila aged two and above was at 15.3 percent. Among the age groups, viewers in their 20s had the lowest viewing at 3.1 hours per day followed by teens with 3.4 hours. Those in their 30s spent an average of 3.7 viewing hours per day. [13]

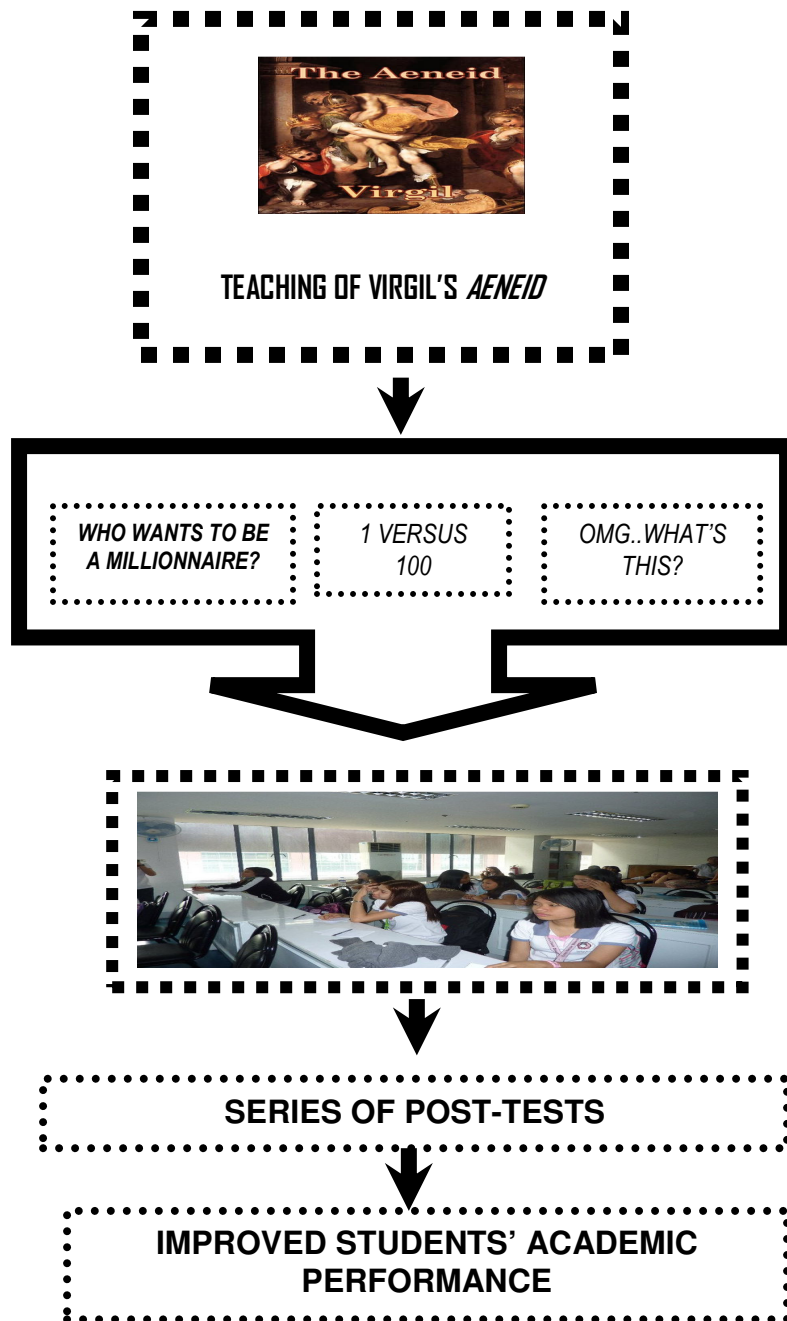
In addition, the article of Ella G. Mangabat published in the Philippine Star on October 17, 2003 saying that the Filipino has been watching TV programs for the last 50 years added to the claim that Filipinos are indeed avid TV viewers. Furthermore, according to Mangabat that in that span of time, she has become an eyewitness to the saga of various television stations specifically ABS-CBN, a success story that continues to unfold to this day.” [14]

Of the many programs on television, game shows have more potential in catching the attention of students for they can be designed to be very engaging while simultaneously challenging viewers use their knowledge in novel ways and test their knowledge of the subject content. [15] Thus, they can be used by the literature professors as a teaching strategy to encourage the students to be actively involved in the literature classroom.

According to Dr. Joanne Kuzma, Senior Lecturer in Computing at Worcester Business School, who made a research entitled, “Using Game Shows for Effective Teaching,” incorporating hands-on practices from popular TV shows can serve to enhance student engagement and learning, as they can visualize concepts from the show and turn them into valuable learning tools. [16]

Considering the research made by Dr. Kuzma and other experts who have a high regard in television game shows, the researchers have decided to conduct a study which will determine the effectiveness of the Television Game Shows particularly the ones aired in the Philippines in the teaching of World Literature as in the case of Virgil’s *Aeneid* of the Roman Literature so as contribute to the development of the teaching of literature. Hence, if proven effective, these television game shows format can be integrated not only in World Literature classes but in other literature subjects as well so as to capture the attention of the learners, encourage them to be actively involved in the subject thereby improving their academic performance.

The paradigm on the next page clearly discusses how television games can establish an impact in the academic performance of the students in World Literature as in the case of Virgil’s *Aeneid*.



**Figure 1**  
Research Paradigm

The research paradigm starts with the lessons taken from the Roman Classic *Aeneid* written by the Roman poet Publius Virgilius Maro, also known as “Vergil or Virgil.” In the teaching of the said masterpiece, the professor decides to use the television game shows aired on Philippine Television such as Endemol’s “*Who Wants to Be a Millionaire*,” “*1 Versus 100*,” and ABS-CBN *Pilipinas Win na Win’s OMG..Ano ito? (What’s This?)* as game shows to play during the classroom sessions. The students then participated in the said games that resulted to an improvement in their academic performance after a series of post-tests given to the students.

**2. Literature Review**

Research into the use of mainstream games in education is relatively novel, but growing rapidly. Research is mainly concerned with the development of related competences and literacies during game play, or the role of games in the formation of learning communities either while gaming or related to game play. [17] The idea presented above directly project the importance of games in the task of educating the individuals.

Significantly, the experience of game play seems to be affecting learners' expectations of learning activities. Preferred tasks are fast, active and exploratory, with information supplied in multiple forms in parallel. Traditional school-based learning may not meet these demands. Thus, teachers especially those handling World Literature subjects must be able to work towards an innovative way of teaching world classics such as Homer's "Iliad" and "Odyssey" and Virgil's *Aeneid*.

Students must be actively engaged in learning. As pointed out by various researchers including James J. Cochran, this is to ensure that the students benefit a lot from the subject matter. He even emphasized that various activities must be conducted to ensure that they actively participate in class. In his study entitled, "Who Wants to be a Millionaire: The Classroom Edition," he mentioned that the said popular game can be utilized to generate active participation among the students. After completing his experimentation, he found out that television games such as "Who Wants to be a Millionaire" successfully achieves the pedagogical goals such as maintaining course momentum, student engagement and providing exposure and reinforcement of course topics based from the positive feedback he obtained from his respondents. [18]

The study of Cochran reveals that educators who use a variety of techniques in teaching such as TV game shows can lessen the boredom of students especially in long, extended hours of pure lecture inside the classroom thus promoting a rich, meaningful and exciting learning experience both for the students and the professors. Moreover, the study of Cochran shows a close relationship to the present study since it also explored on the benefits that the educators and learners can obtain from using TV game shows in the teaching-learning situations as in the case of Virgil's *Aeneid*.

Similarly, Dr. Kuzma in his paper entitled, "Using Game Shows for Effective Teaching" discovered that incorporating hands-on practices from popular TV shows can serve to enhance student engagement and learning, as they can visualize concepts from the show and turn them into valuable learning tools. [19] The attention of the students is often caught by the game shows since they put the participants in challenging situations involving the use of their knowledge and skills in novel ways.

Dr. Kuzma's investigation is similar to the present study for it gives the educators information on how to deal with the new breed of learners today, majority of which are not capable of sustaining their attention in the literature classroom due to the impact of traditional teaching.

Specifically, Dr. Kuzma mentioned the case of The American TV game show *Jeopardy*. The said game was used effectively as an activity in several modules within the Worcester Business School. *Jeopardy* has been adapted internationally and takes the form of a quiz featuring a variety of trivia topics such as science, celebrities and sports. The game format has been adapted by lecturers in the Business School who adapted their own questions and answers within a PowerPoint format. For the COMP1112 (Database) module, a Powerpoint presentation was set up so the first board contained 5 columns of topics specific towards that weeks seminar. Questions were created under each column and given a point value, with 10 point questions being 'easy' and 40 points being 'difficult'. Students were divided into teams and each chose a question in a round-robin format. The game was very well received by the students and there were many positive comments about it for instance, students liked that the game was played in a team environment as opposed to an individual format. This way, the team could collaborate on an answer, and one student would not stand out to the class if they did not know the answer. Similarly, the game had value for the instructors who could tell which concepts the students had trouble with. [20]

The case of Jeopardy is similar to the study conducted by the researchers as regards the type of application used-Powerpoint. Powerpoint is so flexible that it can allow manipulations such as multimedia files. However, the previous study differs from the present study since the previous one did not pay attention to a specific group of students such as those in the business school. The present study is designed for all kinds of courses who are taking up World Classics such as the case of CEU Makati.

The success of the activity can be further achieved should there be guidelines observed all throughout the process. The recommendations formulated by Dr. Kuzma below can help maintain a lively classroom with TV Game Shows:

1. Use a predefined template from the web – it saves valuable time in setup.
2. Try to use the text sample tests and review questions as a place to start.
3. Compile your questions and column headings to save time.
4. Include a short discussion of the answer after each team answers the question.

5. Prepare mini prizes such as chocolates or any extra incentive.
6. Inform the students a week ahead of time that the next session will include a game with prizes, and to read the text. Students tend to review material ahead of time if they know what to expect.

With regard to the current study, the recommendations abovementioned are truly applicable since conducting television game shows require efficient planning, execution as well as evaluation and monitoring.

Moreover, games have been a subject for research in a wide range of different fields, including computer science, media and cultural studies, psychology, education, physics and youth studies. For anyone interested in games and learning, then, there are two challenges: first, to locate all the research across all these areas and second, to overcome the sometimes confusing overlap and difference in terminology used in respect of games across these different research fields.

In the article "How to Use Fun Games to Teach Skills" that appeared in the website [http://www.ehow.com/how\\_5248364\\_use-fun-games-teach-skills](http://www.ehow.com/how_5248364_use-fun-games-teach-skills), it was mentioned that more than ever, there is a need to use fun games and activities to teach and reinforce skills for students. There are times when students just need a little bit of a break but teaching and learning have to continue. These times are infrequent but they still add up. Teaching or reinforcing skills, while disguising them as "fun" and "games" is just the ticket. Not only does this maximize learning time, it also provides variety and helps to keep students motivated and excited about learning. [21]

The said reality is true especially in the case of World Literature classroom where a lot of literary pieces are being studied such as the World Classics. Boredom is usually the complaint of most students in college who are not motivated to read, analyze and understand these literary works. Thus, their academic performance suffers. Using television game shows in the classroom as mentioned in the article reviewed will eventually help in putting an end to these problems encountered by teachers and students in the World Literature classes.

Many students love to be in front of everyone getting attention. Knowing this reality makes television game shows attractive to the students and teachers too. Being in front of the class provides individuals an opportunity to express themselves confidently.

Raymond P. Kettel further articulated in his article, "Reading Road Quiz-A Literature Game Show That Develops Readers," that the students who participate in a TV game show in Detroit learn to read for enjoyment. Piloted in March, 1979, Reading Road Quiz obtained a positive feedback among the fourth and fifth graders who were selected as contestants who had the chance to win 50 fifty paperbacks for their schools. Contestants usually study various forms of children literature such as McDermott's "The Stonecutter" as sources of questions for the said competition among Detroit Public Schools. Audiences include teachers, parents and other students. [22]

The scenario mentioned by Kettel in his article shows a similarity to the current research. Students who were involved in the TV game shows conducted in the study demonstrated enthusiasm and active involvement. However, the strategy of giving books as prizes used in the Reading Road Quiz was different from the current study. Instead of books, they used additional grades or merit as motivation or strategy.

Meanwhile, research on the motivations for playing games has been carried out by researchers across a number of disciplines. One of the earliest, and most cited, research works is by Thomas Malone who identified three main ways in which games were able to motivate players: fantasy, challenge and curiosity. Other research confirms these findings; for example, in research using educational software, Amory et al. identified curiosity ("what happens if I do this") as a common motive in playing a game. Presumably the fact that something does happen encourages players to proceed, and the quality of what happens in terms of user engagement is the factor that keeps them playing.

In connection to the present study, it was also observed that the ways mentioned by Thomas Malone truly contribute to the success of any television game show in the classroom. The teacher, being an instructional designer has a task to create settings where the students are motivated to learn as efficiently and enjoyable as possible. [23] In relation to the current study, students and even professors of World Literature enjoy the activity from the beginning up to end due to the kind of motivation provided. Hence, positive learning occurs inside the class. Though the lessons involve a lot of reading, students receive the motivation that they need to continue studying, exploring and appreciating the works of literature. At this point, it could be said that literature is not at all boring but interesting.

These collections of literature showed relevance and connection to the present study since they examined the possibility that the Television Game Shows have possibilities of establishing an impact in the teaching-learning process specifically towards the improved academic performance of the learners.

### **3. Rationale**

The researchers do believe that the current practice in teaching strategies needs further development particularly in the teaching of World Literature such as the Roman Epic's *Aeneid* by Virgil. The "chalk and talk" method was suddenly changed to Philippine Television Game Shows which brought a lot of benefits among the students of World Literature.

### **4. Methodology**

The researchers employed the experimental method. In this particular method, the researcher identified both the control and experimental groups which served as basis for comparison and later on overall evaluation. The study employed fifty-two (52) students from the two courses at Centro Escolar University, Gil Puyat Unit, Makati City, Bachelor of Science in Psychology and Bachelor of Science in Medical Technology respectively. More specifically, the said students were enrolled in two different sections of Humanities 3-World Classics for the First Semester, School Year 2010-2011. In the said number, twenty-eight (28) belonged to the control group while twenty-four (24) were from the experimental group. The study utilized the non-probability sampling techniques namely purposive and convenience sampling. The fifty-two (52) subjects were chosen purposively which required the adherence to the inclusion criteria such as: the exposure to the same subject-World Literature and the same topic-Virgil's *Aeneid*. By means of this sampling technique, the researchers were able to proceed with the study without so many obstacles. In addition, the subjects were also chosen out of convenience since the researchers have teaching have a limited time and resources. They want to maximize the resources available so sampling by means of convenience definitely helped in the attainment of the objectives of the study. The questionnaire served as the researchers' main tool in the data gathering.

In particular, the research was divided into the following phases:

#### **A. Preparation of the Questionnaire (Pre-test, Post-tests, and Final Post-tests)**

The researchers prepared the draft of the questionnaires (Pre-test, Post-tests and Final-Post test) and submitted to other English and Humanities Professors in CEU Makati who are handling Humanities 13-World Classics specifically, Virgil's Roman Epic *Aeneid* for content and face validation.

The validation resulted to minor changes in the appearance of the questionnaire. The professors who validated suggested that the font size should be increased to facilitate reading. The paper used was also scrutinized by the respondents during the dry run. They articulated that though it is acceptable to use scratch papers, researchers should ensure that the questionnaires should be printed clearly on the side that is really clean. This was their comment because there were some questionnaires printed on the wrong side. The comments regarding the "face" of the questionnaire were taken into consideration and submitted the output to their adviser, Dr. Amelita M. Borlongan for her comments and final approval. After incorporating the research adviser's revisions, the research adviser approved the questionnaires and proceeded with the final printing of the questionnaires. The said questionnaires were then ready for distribution among the actual respondents on August 30, 2010.

#### **B. Actual Distribution of the Questionnaire (Pre-Test, Post-tests, Final and Overall Post-tests)**

The actual distribution of the respondents took place on August 30, 2010 at Gil Puyat (GP) Rooms 206 and 404 respectively. The respondents consisted of the fifty-two (52) respondents from the two Sophomore classes namely: Bachelor of Science in Psychology and Bachelor of Science in Medical Technology. Prior to the Pre-test, the subjects were not taught anything about the topic *Aeneid* written by Virgil.

Prior to the distribution of the Post-tests (1-3 and Final) among the control group, they were given lectures about the various books in the Roman epic *Aeneid*. In their group, no television game shows were given. They simply received the traditional teaching of "talk and chalk."

Likewise, prior to the distribution of the Post-tests (1-3 and Final) among the experimental group, they were exposed to Philippine Television Game Shows and not to the traditional way of "talk and chalk." The TV game shows used consisted of "Who Wants to be a Millionaire?", "1 Versus 100", and "OMG...What's This?" patterned from ABS-CBN *Pilipinas Win na Win's OMG..Ano Ito?*



The said games were presented using Microsoft Office's Powerpoint and Windows Moviemaker applications. Students developed only the habit of independent reading to ensure that they will have the chance of active involvement in the game shows and to obtain good scores in the Post tests as well.

The specific instructions are found below for the three (3) games conducted:

#### A. Who Wants to be a Millionaire?

1. One (1) contestant was chosen from the members of the class by means of lottery. The others served as members of the audience and were asked to take note of the questions being asked by the host (Professor).
2. The contestant was given a series of fifteen (15) questions, with each question answered correctly increasing the pot.

15	\$1,000,000
14	\$500,000
13	\$250,000
12	\$125,000
11	\$64,000
10	\$32,000
9	\$16,000
8	\$8,000
7	\$4,000
6	\$2,000
5	\$1,000
4	\$500
3	\$300
2	\$200
1	\$100 [24]

3. On each question, the contestant is given four (4) choices of answers, with only one of them being correct. He/she has three (3) lifelines he/she can utilize during any round:
  - a. The 50:50- It eliminates half of the wrong answers, leaving him/her with a 50:50 chance to get the right answer.
  - b. Phone a friend- It allows him/her to receive help from a friend. Prior to the game, students were asked to submit the names of their friends and their corresponding contact numbers.
  - c. Ask the audience-He/she can ask the audience as regards their ideas which may serve as a basis for his/her final answer.
4. The game is single elimination, so if the contestant missed one question – he/she is done.
5. The class also agreed that for every one (1) dollar, one (1) point shall be added to the Class Participation in Humanities 3-World Classics. Answering all questions correctly would mean an additional of fifteen (15) points in the Final Exam.

#### B. 1 Versus 100

1. The game pits one person known as **The One** against 100 others called **The Mob** for a chance to win a large cash prize. In the case of this study, less than 100 participated since the total number of students in the class is less than 100.
2. To win the game outright, **The One** must eliminate all the members of **The Mob** by answering the ten (10) questions correctly. The questions are all in English and a multiple choice type with 3 choices.
3. **The Mob** is given a short amount of time of ten (10) seconds to lock in their answer before **The One** is given the opportunity to answer the question. If **The One** is correct, all mob members that answered the question incorrectly are eliminated from further play, bringing the lone contestant closer to winning the game.
4. The amount of money in the contestant's bank also increases by an amount dependent on the number of mob members eliminated in that question. If the contestant eliminates all 100 mob members, he or she claims all the money in the bank or a fixed top prize. However, if **The One** is incorrect, the game ends and he or she leaves with nothing. In some versions, the remaining members of **The Mob** split the losing contestant's winnings.

5. **The One** can select from a limited number of "helps."

A. During "poll the mob" (originally the first help), the player selects one of the three (3) answers about which to get more information — though this is not necessarily the contestant's answer. The number of "mob" players who chose that answer is revealed, and the contestant chooses one of the revealed mob members to discuss his or her response.

B. For "Ask the mob," two mob members are randomly selected: one who answered correctly and one who answered incorrectly. Each explains his or her decision to the contestant. This also eliminates the third choice from consideration. It is unknown what would happen if a contestant requested to use this help but everyone in the mob either got the question right or wrong.

C. For "Trust the mob," the most popular answer the mob gave is revealed. The contestant is then committed to this answer. [25]

6. Points per level shall be computed cumulatively and to be added in the Class Participation grade. If the contestant answers all questions correctly and defeat all **The Mob**, he or she will get a 20-point additional in the Final Examination in the subject.

### C. **OMG...What's This?**

1. All members of the class are allowed to join the game.
2. A question will be asked and the contestant seeks the correct answer by choosing the right container.
3. There are four (4) containers containing four (4) various answers. Only one (1) container contains the correct answer.
4. The contestant who will stay in the game shall be declared as the winner and shall have the chance to proceed to the Jackpot Round.
5. In the Jackpot Round, the contestant should be able to guess the item kept in the container. He/she will be asked to enumerate possible answers and eliminate them all except the one in the container. Should he/she eliminate the item kept in the container, he/she will not get the Jackpot Prize.
6. All prizes are convertible to additional points in the Class Participation and in the Final Examination in the subject.

Final Post-test was given to both control and experimental groups after the series of Post tests (1-3) were given to them. Then, the researchers came up with the Overall Post-test simply by computing the mean of the Post-tests 1-3.

Once distributed, the questionnaires were answered by the said respondents systematically and objectively. Prior to the accomplishment of the questionnaires, the respondents were told that they are free to approach the respondents for any question that will arise. All items in the questionnaires were answered and submitted to the researchers for tally and interpretation.

The study covered the whole First Semester, School Year 2010-2011 starting June 2010. With the final revisions included, it ended December 2011.

As regards pre-test and post-tests, the details are the following:

#### A. Pre-test

The pre-test consisted of two (2) parts namely the profile of the respondents such as the note to the respondents, respondent's name, course/year and section and prelim grade while the second part consisted of the fifty (50)-item quiz which covered the lessons from the twelve (12) books or chapters of the Roman Epic "Aeneid" by Virgil. The questionnaire was written in English and in multiple choice type with four (4) choices. The direction consisted of just selecting the letter of the correct answer.

#### B. Post-tests

There were three (3) post-tests included in this study. Post test 1 consisted of 65-item quiz about Books 1-4 of the Roman Epic *Aeneid*. The said post-test consisted of questions such as Modified True or False and Identification. In the Modified True or False, subjects were asked write A if the statement is correct and if incorrect, they were asked to change the underlined word/s to correct the incorrect statement. On the other hand, in the identification, students were asked to identify the names of the personalities being mentioned in the coverage mentioned.

Post-test 2 consisted of a 41-item quiz about Books 5-8 of Virgil's *Aeneid*. The subjects were asked to fill in the blanks with the correct answer and identify terms of personalities from Books 5-8 using the given the initial letters of the correct answers as clues.

Meanwhile in Post-test 3, the respondents were asked to answer a 10-item quiz about Books 9-12, Fill in the Blanks. Students were asked to fill in the blanks with the correct answer.

Lastly, Final Post-test consisted of 50-item Multiple Choice quiz that was prepared in line with the pre-test to check if there is significant difference between the performance of the control and experimental groups involving the Philippine Television Game Shows.

All questions were written in the English Language and were printed on a short bond paper. Students were asked not to write anything on the test question and use their own writing pad for answers.

The said questionnaires were validated by the English and Humanities Professors in CEU Makati who are handling the same subject as well.

## 5. Findings

The study yielded the following findings:

### a. Prelim Grades

**Table 1: Prelim Grade of the Respondents**

Group	$\bar{x}$	Standard Deviation (sd)	Table Value (T-value)	Level of Significance	Verbal Interpretation
Control	2.29	0.36	0.077	0.939 > 0.05	Not Significant
Experimental	2.30	0.33			

The control group registered a mean prelim grade of 2.29 and a standard deviation of 0.36 while the experimental group obtained a mean prelim grade of 2.30 and a standard deviation of 0.33. Both established a comparability as a result of the test of significance computation of 0.939 which is greater than 0.05.

### b. Performance of the Control and Experimental Groups

**Table 2: Pre-test Results**

Group	$\bar{x}$	Standard Deviation (sd)	Table Value (T-value)	Level of Significance	Verbal Interpretation
Control	16.46	4.93	1.280	0.206 > 0.05	Not Significant
Experimental	18.67	7.39			

The control group garnered a mean of 16.46 and a standard deviation of 4.93 while the experimental obtained a mean of 18.67 and a standard deviation of 7.39. Overall, the t-value is 1.280 and a level of significance of 0.206. Hence, the findings imply that there is no significance difference in the pre-test results for both control and experimental groups. Thus, both groups were initially comparable.

**Table 3: Performance of the Control and Experimental Groups in Terms of the Series of Post-tests, Final and Overall Post-tests**

Post-tests	Control		Experimental	
	$\bar{x}$	Sd	$\bar{x}$	Sd
Post-test 1	24.89	7.91	26.33	7.59
Post-test 2	16.25	8.55	26.00	10.99
Post-test 3	5.82	2.37	7.00	4.19
Final Post-test	23.85	5.99	32.88	6.14
Overall Post-test	46.96	14.98	59.33	20.05

The various post test results of the control and experimental groups revealed the impact of television games in the teaching-learning process.

In terms of Post-test 1, the control group obtained a mean score of 24.89 and a standard deviation of 7.91 while the experimental scored 26.33 and a standard deviation of 7.59. In Posttest 2, the experimental group garnered a mean score far better than the experimental group as indicated by the mean of 26.00 a standard deviation of 10.99. The control group on the other hand has obtained a mean score of 16.25 with a standard deviation of 8.55. In terms of Post-test 3, the control group scored a mean score of 5.82 with a standard deviation of 2.37 while the experimental group obtained a mean of 7.00 and standard deviation of 4.19.

Both groups also took the final post-test. The control group scored lower than the experimental group. The mean score of 32.88 and standard deviation of 6.14 of the experimental group clearly indicate that it performed better compared to with the control group that obtained only a mean score of 23.85 and a standard deviation of 5.99.

Based from overall post-tests computation, the experimental group scored higher than the control group. The control group obtained only a mean score of 46.96 and a standard deviation of 14.98 while the experimental group garnered a mean score of 59.33 and a standard deviation of 20.0

**Table 4: The Comparison of the Performance of the Control and Experimental Groups in the Series of Post-tests, Final Post-test and Overall Post-tests**

Post-tests	Control		Experimental		Table Value (T-value)	Level of Significance	Verbal Interpretation
	$\bar{x}$	Sd	$\bar{x}$	Sd			
Post-test 1	24.89	7.91	26.33	7.59	0.667	$0.508 > 0.05$	Not Significant
Post-test 2	16.25	8.55	26.00	10.99	3.595	$0.001 < 0.05$	Very Significant
Post-test 3	5.82	2.37	7.00	4.19	1.270	$0.210 > 0.05$	Not Significant
Final Post-test	23.85	5.99	32.88	6.14	5.353	$0.000 < 0.05$	Very Significant
Overall Post-test	46.96	14.98	59.33	20.05	2.541	$0.014 > 0.05$	Very Significant

The experimental group scored higher than the control group in all post-tests. In Post-test 2, the difference was very significant. On the other hand, their performance was just the same in Posttests 1 and 3.

Moreover, the results also showed that the experimental group performed better in both overall and final post-tests with a very significant difference. This supports the McLuhan's "Hot and Cool" theory [26] which emphasizes that the medium is the message. In choosing a particular strategy in teaching, the medium plays a very important role. The students usually are motivated by activities and insights that are familiar to them and will not bring them any confusion. The concept of television game shows was indeed very effective in teaching students of World Literature such as the Roman epic "Aeneid" by Virgil.

### c. The Effectiveness of Philippine Television Games Based on the Students' Performance

In this study, the experimental group performed better than the control group particularly in the overall and final post-tests. Thus, the strategy of Philippine television games is a better approach in teaching compared to the traditional activities in the classroom such as "talk and chalk," "film viewing," "reporting," "collage making," and the like.

The nature of television which creates an atmosphere of excitement and intellectual challenge contribute to the medium's "cool" characteristic according to Marshall McLuhan, the proponent of the "Hot and Cool Theory."

Philippine Television Game Shows have indeed potential in the teaching of World Literature because the student respondents are familiar and interested in the said games being televised on various Television networks in the country. The Philippine television games also feature local trivia which promotes the culture and tradition of the Filipinos. The teachers who will also venture in this kind of teaching strategy will discover that television games provide excitement, learning and fun among the participants in addition to the traditional approach in the classroom. Further, it motivates the students to be more creative and talented by being involved in the pre-production, production and post-production of the said television games. They may act as the scriptwriter, host or contestants depending on their talents/skills in the conduct of this activity. Furthermore, self-independence will also be inculcated since the students will be motivated to study in their own and in advance in their desire to win exciting prizes or obtain merit from the professor which may include but not limited to souvenir or gift items, sweets such as candies, additional points in the Class Participation or Class Standing that would add enhance their academic achievement.

With the students actively involved in this activity, learning will be meaningful and thus will lead to the attainment of the objectives of the lessons.

In terms of evaluation, teachers may give activities such as written and oral quizzes as often as possible usually after the games were played to determine the improvement of their academic performance. Face to face encounters of the teachers and students or vice versa can help in soliciting feedback in terms of enriching the students' academic performance.

## **7. Conclusions**

Based from the data gathered and findings presented, the researchers were able to come up with the following conclusions:

1. Both control and experimental groups were comparable in terms of Prelim Grade. Thus, they can be both subjected for experimentation such as the use of Philippine Television Game Shows.
2. In terms of the Pre-test results, both groups were initially comparable. Hence, they can be subjected for experimentation.
3. The various mean scores of the series of post-tests as well as the final and overall post-tests results of the experiment proved that Philippine Television Game Shows are effective since the experimental obtained mean scores higher compared to the mean scores of the control group.
4. Philippine Television Game Shows are effective in the teaching of World Literature as in the case of Virgil's *Aeneid* since there was a significant difference in the performance of the control and experimental groups respectively particularly in the results of the final post-test and overall post-test.
5. Philippine Television Game Shows are effective in motivating the students to actively involve themselves in the study of World Literature such as the Roman Epic *Aeneid* written by Vergil. Though the subject appears to be difficult for the students, it becomes easy for them because of the "coolness" of the medium used. Here, the familiarity in the television game shows served as a good motivational factor in encouraging the students to love and appreciate the World Literature.

## **8. Recommendations**

With the findings and conclusions gathered, the researchers were able to formulate the following recommendations:

1. The teachers handling World Literature Classes should utilize other teaching techniques or strategies aside from the traditional ones to ensure active participation of the students. Since it was found out that Philippine Television Game Shows are effective, teachers should develop materials that correspond to their lessons using the concept of the existing game shows featured in Philippine Television.
2. World Literature Teachers who are already familiar with Television Game Shows must conduct a seminar that will feature the various stages of production of Philippine Television Game Shows such as pre-production, production and post-production. In particular, the seminar should include the mechanics of the games and the prizes that await the winners.
3. Additional Philippine Television Game Shows for other World Classics must be conceptualized, developed, produced and executed to ensure that the students will be motivated to study and appreciate the Classics such as Homer's *Iliad* and *Odyssey*, Dante Alighieri's *Divine Comedy*, William Shakespeare's *Hamlet* and many others. Through proper motivation and an exciting learning environment, students of World Literature will strive harder in putting a lot of effort in their studies.
4. A complete teacher's edition manual containing the rationale and objectives of Philippine Television Game Shows for World Literature Classes must be published in order to help the educators execute these activities conveniently that encourage active involvement of the students as well as the attainment of learning objectives for various lessons. In particular, the manual should contain various games featuring the different lessons aligned with the syllabus in World Literature.
5. Philippine Television Game Shows may also be applied in other subjects that sounds difficult among the students specifically in Major subjects where professors handling these subjects tend to encounter complications as to what kind of motivation or activities they can initiate, conceptualize, produce and execute to ensure that the students' active participation thus leading to a good academic performance.

6. To ensure that feedback would be collected as well as to assess its noteworthiness from time to time, educators who will be applying Philippine Television Game Shows in their classes should distribute an evaluation form at least before the end of the semester to identify the strengths and weaknesses of this particular teaching strategy.
7. More written and oral activities must be developed to assess the performance of the students taught under the Philippine Television Game Shows. Since it is proven to be effective, it can be mixed with the existing or time-tested traditional methods of teaching so as to achieve better results.

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