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THE USE OF NOVELS AS ENRICHMENT ACTIVITY IN TEACHING THE FIVE THEMES OF GEOGRAPHY TO COLLEGE STUDENTS

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INTRODUCTION

More and more teachers of geography are starting to accept the idea that literature can be an effective medium in teaching geographic concepts. According to Eric Digest, the term literature refers to novels, short stories, poetry, plays and folktales. It comprises narratives as opposed to expository forms of writing that are found in traditional textbooks, reference books and news articles. Advocates of this idea have the reasons for using a literature-based approach: the natural link between geography and literature; the study of literature improves comprehension of geography; and the literature-based approach to geography improves reading comprehension.

This study explores the possibilities of teaching the five themes of geography using novels among social science students taking AGP1 (World Geography). This research report initially discusses the related literature and studies, then the theoretical framework, the methodology and finally the findings and their implications to the teaching of geography to college students.

Five Themes of Geography

The Joint Committee on Geographic Education of the National Council for Geographic Education (NCGE) and the Association of American Geographers (AAG), originally wrote the five themes of geography in 1984. The themes include location, place, human-environment interaction, movement and regions. These themes are discussed in detail in the NCGE and AAG

publication, in Guidelines for Geographic Education, and in elementary and secondary schools.

Theme 1: Location

Every point on earth has a specific location that is determined by an imaginary grid of lines denoting latitude and longitude. Parallels of latitude measure distances north and south of the line called the equator. Meridians of longitude measure distances east and west of the line called the prime meridian. Geographers use latitude and longitude to pinpoint a place's absolute location. It is important to know how a place is related to other places—the place's relative location. Relative location refers to the interaction between and among places like by land, by water, or even by technology (CGE and AAG, 1984).

Theme 2: Place

All places have characteristics that give them meaning and character and distinguish them from other places on earth. Geographers describe places by their physical and human characteristics. Physical characteristics include elements like animal life. Human characteristics of the landscape are noted in architecture, patterns of livelihood, land use and ownership, town planning and communication and transportation networks. Languages as well as religions and political ideologies help shape the character of a place. Studied together, the physical and the human characteristics of places provide clues to help students understand the nature of places on the earth (NCGE and AAG, 1984).

Theme 3: Human-Environment Interaction

Environment refers to different things that surround people regardless their cultural backgrounds and technological resources. In studying human-environment interaction, geographers look into the effects—positive or negative—of people's interaction with their surroundings. Sometimes a human act e.g. damming a river to prevent flooding or to provide irrigation requires consideration of the potential consequences. The construction of Hoover Dam on the Colorado River, for example, changes the natural landscape but it also creates a reservoir that helps provide water and electric power to the arid Southwest. Studying the consequences of human-environment interaction helps people plan and manage the environment responsibly (NCGE and AAG, 1984).

Theme 4: Movement

People interact with other people, places and things almost every day of their lives. They travel from one place to another; they communicate with one another; and they rely upon products, information and ideas that come from beyond their immediate environment. Students should be able to recognize where resources are located, who needs them, and how they are transported over the earth's surface. The concept of movement helps students understand how they themselves are connected with, and dependent upon other regions, cultures and people in the world (NCGE and AAG, 1984).

Theme 5: Regions

The basic unit of geographic study is the region, an area on the earth's surface that is defined by certain unifying characteristics. The unifying characteristics may

be physical, human or cultural. Aside from studying the unifying characteristics, geographers also study how a region changes over time. Applying the concept of regions, geographers divide the world into manageable units for study (NCGE and AAG, 1984).

The framework below (Figure 1) serves as standard on learning geography set by the National Council for Geographic Education and the Association of American Geographers. Other organizations like the US National Geography Standards published the Six Elements of Geography in 1994. These elements include: (1) The world in spatial terms, (2) places and regions, (3) physical systems, (4) human systems, (5) environment and society, and (6) the uses of geography.

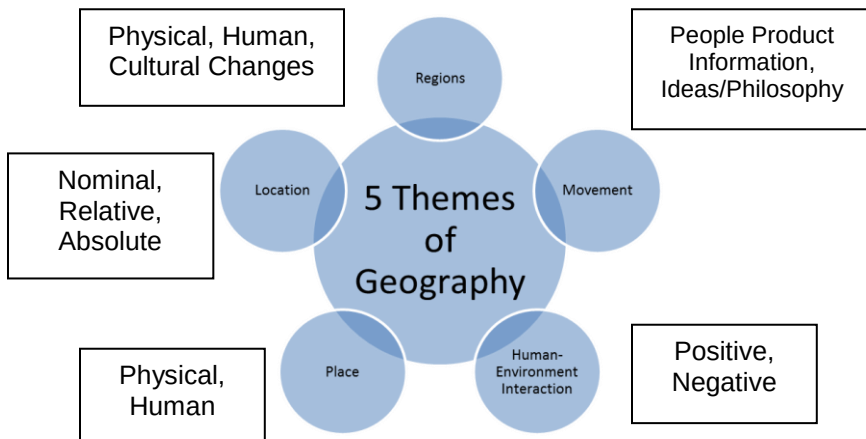


Fig.1. Themes of Geography by NCGE and AAG, 1984 Framework used in the text analysis

Theoretical Framework and Related Studies

This study is anchored on the theories that underscore the relevance of using novels as enrichment activity in the teaching of themes of geography to college students.

Flaim and Chiodo (2000) point out the potentials of novels as source of knowledge in geography when they say “often overlooked as resources for geographic instruction are works of fiction. Good stories illustrate human behavior in various times and places and help students form connections to those times and places.”

Clarke (1990) says that “the affection the reader can have for a character links the two: develops the reader’s sensitivity to foreign cultures and physical environments, and gives him or her perspectives about the earth.” Clarke adds that, “Literature or novel humanizes distant locations and events and captures the imagination. It can also introduce formal geographic studies.”

Lamme (1987) says that, “novels transport readers to settings in the past and present. They may contain examples of physical and cultural landscapes that create mental images of spatial organization. Among geographic details found in novels are terminologies, places, names, man-made structures, physical features, economic activities, climates, distances, flora and fauna. Novels increase interest in geography by drawing upon and satisfying students’ natural curiosity about the world. Unfamiliar and strange environment became known, secure and comfortable.”

Even the Joint Committee on Geographic Education of America (1984) theorizes that “novel or literary readings can emphasize geographic themes and concepts, relate fiction to reality, and pursue multidisciplinary skills development.”

As of this writing, not too many researches were conducted on the use of novels in teaching geography though novels have already existed for so many centuries. In the Philippines, the investigator has not come across a single thesis or research on the use of novels in geography instruction.

Weatherwax (2001) in his study *A Novel Way to Study Geography: Julie of the Wolves* taught Grade 5 classes the themes of geography by using the novel *Julie of the Wolves* by Jean Craighead George. The study aimed at enabling the students to read for comprehension and to write a geography poem based on the geographic information in the novel. Geographic skills were developed by the students through acquiring geographic information, analyzing geographic information, and interpreting and synthesizing information obtained from a variety of sources.

Flaim and Chiodo (2000), in their study entitled *A Novel Approach to Geographic Education: Using Literature in the Social Studies*, used two popular adolescent novels, *Old Yellow* and *Prairie Songs*, for the middle school students to examine geographical themes. As the students read the novels, the researchers asked questions whose answers included information from the stories being read, atlases, historical documents and textbooks. The questions guided the students to read for geographic significance. After reading the novels, the students began to formulate their own questions to accompany literary works.

The two studies mentioned above have significant bearing on the present investigation on the use of novels or literature in teaching geographic themes and concepts. But unlike these studies that taught Grade 5 and middle school students, the present study taught college students.

Research Objectives

This study aimed at using novels as enrichment activity in teaching the five themes of geography among college students.

Specifically, this study aimed to:

- 1.) Identify how students were able to categorize the texts of the novels based on the five themes of geography:
 - 1.1 Location
 - 1.2 Place
 - 1.3 Human-Environment Interaction
 - 1.4 Movement
 - 1.5 Regions
- 2.) Cite the implications of using novels as enrichment activity in teaching geography and other social science courses.

Relevance of the Study

This study is deemed significant because it is one of the few initial attempts in using novels as enrichment activity in teaching the five geographic themes among social science students.

Equally important is the study's reaffirmation of the value of use of novels in teaching even in social sciences.

This study might be of interest to other educators and researchers who may want to venture into a parallel study in social science courses such as Economics, History, Political Science, Psychology, Anthropology and Sociology.

Scope and Delimitation

The student-participants were given the liberty to select the author or novel to read. The reading of novel was their terminal project in AGP1. Eight (8) out of the 13 student-participants chose Paulo Coelho. The rest of the student-participants read Meyer, Lindsay, Michener, London, Kuzneski, Chatwin, MacPerson, Blanchard, Bellacera and Allende.

The novels reviewed ranged from romance, historical, spiritual, action-adventure and philosophical to religious.

The study covered and adhered to the NCGE and AAG's five themes of geography as manifested in the selection of the 25 novels reviewed by student-participants in the first semester of SY 2009-2010.

Definition of Terminologies

For the purpose of clarity, the following terminologies are hereby defined in conceptual and operational terms.

AGP1 – Heograpiya: Isyu at Proseso - is a specialization course offered to Social Science majors, and a general course for BEED, Literature and some Physics majors. This is the course where the student-participants in the study were enrolled during the first semester of SY 2009-2010 at the Philippine Normal University.

Novel – is a fictitious prose narrative of considerable length (Random House Dictionary). In this study, novel refers to some selected works of Paulo Coelho, Stephanie Meyer, Jeff Lindsay, James Michener, Cait London, Chris Kuzneski, Bruce Chatwin, Kett MacPerson, Alice Blanchard, Carol Bellacera and Isabel Allende, which were analyzed according to themes of geography by the student-participants.

Themes of Geography - are concepts cited and outlined by the Joint Committee on Geographic Education (NCGE) and the Association of American Geographers (AAG) in 1984. The themes are as follows: location, place, human-environment interaction, movement and regions. The themes served as topic or variable and also as a framework in this research.

METHODOLOGY

Research Design

This research undertaking utilized a qualitative/descriptive method. Book reviews by students in Geography served as primary sources or documents which were analyzed by the researcher. The five themes of geography were used as the framework in the content analysis.

Subjects of the Study

The research population included college students enrolled in World Geography (AGP1) during the first semester of the SY 2009-2010. The student-participants were BSE Social Science majors and were members of PNU Geografika, a department-based student organization of the College of Arts and Social Sciences (CASS).

Procedures

The researcher, and at the same time the professor of the student-participants, introduced to the class the idea of doing a book review—the terminal requirement of the course. The book review followed a certain format: title page, summary, analysis of themes of geography, conclusion, recommendation and bibliography. The student-participants were given the freedom to choose the novel to read. Since it was a quarterly subject, the

outputs were submitted on August 15, 2009 then the researcher started grading the book reviews thereafter. The final report of the research was written in February 2011.

FINDINGS

Based on the reviews of selected novels, it was evident that the sophomore student-participants were able to interpret the texts with the themes of geography used as a framework of analysis.

1. Themes of Geography as framework of text analysis

A. Location

Based on the book reviews, student No.1 was the only one who cited an absolute location. Student Nos. 5, 10, 12, 19 and 25 cited the nominal location or use of famous places, while the rest interpreted relative locations of places in the novels. Perhaps, it is due to the fact that relative locations were more utilized in the novels analyzed. Not many novels mentioned absolute location. Below are excerpts from the book reviews:

Student No. 1. "He could not go **toward the ocean**, nor could he make his **way north**, for there lay Lebanon. He could **not go east**, where certain tribes of Israel were engaged in a war that had already lasted two generations." (p. 19, Coelho's *The Fifth Mountain*)

Student No. 2. "We're going to be hiking in the Goat Rocks wilderness just **south of Rainier**." (p. 108, Meyer's *Twilight*)

Student No. 3. “Berta said goodbye and watched her all the way until she disappeared down the **alley beside the church.**” (p. 52, Coelho’s *The Devil and Miss Prym*)

Student No. 4. “Two days later we were close to some mountains **to the South.**” (p. 155, Coelho’s *The Pilgrimage*)

Student No. 5. “I took a taxi to the center of **Paris** and asked to be dropped **near the Arc de Triomphe.** I set off down the champs – Elysees **towards the Hotel Bristol.**” (p. 12, Coelho’s *The Zahir*)

Student No. 6. “She drove on to the freeway and **wove north** through the traffic at speeds that seemed a little much even for Miami. But we got 595 and **turned west.**” (p. 92, Lindsay’s *Darkly Dreaming Dexter*)

Student No. 7. “A letter of instruction his father had sent to him at his deathbed in **Western Massachusettes.**” (p. 32, Michener’s *Legacy*)

Student No. 8. “The light pooled onto Main Street’s pavement, gleaming on the few cars and farm pickups that **passed beneath.** Creps and cattle and sweet iced tea on a hot summer night ruled, punctuated by small town gossip and tips on growing roses.” (p. 3, London’s *When Night Falls*)

Student No. 10. “Did I give you his address?, then Paulo replied, ‘You mentioned that **in the United States in California desert.**’” (p. 7, Coelho’s *The Valkyries: Encounter with the Angels*)

Student No. 11. "The **Kaaba is located at 21-25 degrees 21'70" N, 39-49 degrees 33'64" E.**" (p. 49, Kuzneski's *Sword of God*)

Student No. 12. "An hour before dawn on March 7th 1974, Kaspar Joachim Utz died of a second and long expected stroke, in his apartment at No.5 Siroka St., **overlooking the old Jewish Cemetery in Prague.**" (p. 7, Chatwin's *UTZ*)

Student No. 13. "All I have to do is work **across the street from her shop.**" (p. 12, MacPherson's *Dead Man Running*)

Student No. 14. "They drank the entire bottle of wine as they sat talking in the restaurant **located on the top floor** of J's Hotel." (p. 1, Coelho's *The Valkyries*)

Student No. 15. "The Pepper's lived at the **tail end of Shepherd St.** in Promise, Oklahoma." (p. 8, Blanchard's *Breathmaker*)

Student No. 16. "She looked out to sea: her geography lessons told her that if she set off in a **straight line**, she would **reach Africa**, with lions and jungles full of gorillas." (p. 28, Coelho's *Eleven Minutes*)

Student No. 18. "Your reasons for entering **the North?** the soldier asked." (p. 28, Bellacera's *Border Crossings*)

Student No. 19. "What do you have to do over there? I asked, pointing toward the **peaks of Pyrenees on the horizon. Beyond those mountains** lies France, he answered with a smile." (p. 34, Coelho's *By the River Piedra I Sat Down and Wept*)

Student No. 20. “We had gone more than five hundred meters when, at **a curve in the road**, the scene changed completely. A tremendous rolling plain extended into the distance. **And to the left**, on the road down, less than **two meters away**, a beautiful village awaited us with its chimneys smoking. (p. 38, Coelho’s *The Pilgrimage*)

Student No. 21. “I’m a shepherd, and I have been to many places, but I come from only one place – **from a city near an ancient castle**. That’s where I was born.” (p. 18, Coelho’s *The Alchemist*)

Student No. 22. “Alba was told that her father was a distinguished and intelligent aristocrat who had unfortunately succumbed to fever in the **northern desert**.” (p. 265, Allende’s *The House of the Spirits*)

Student No. 25. “There was a small building there, with a window at which people bought tickets to Africa. And he knew **Egypt was in Africa**.” (p. 26, Coelho’s *The Alchemist*)

B. Place

Records will show that student Nos. 16, 18, 20, 21, 22 cited the human characteristics of places, while the rest tend to mention the physical attributes of places in the novels. It seems that the students are more particular with the physical characteristics of the place as they read the novels. The generations of students today are more on the visual types of learners. Here are some of their cited lines.

Student No. 1. It would have seemed a normal day in a city like any other – a sun that barely tingled the skin, the breeze coming from a distant ocean to **moderate temperature** the dusty streets, the **houses built of a**

mixture of clay and straw." (p. 78, Coelho's *The Fifth Mountain*)

Student No. 2. "It was beautiful of course; I couldn't deny that. **Everything was green:** the trees, their trunks covered with moss, their branches hanging with a canopy of it, the ground covered with ferns. Even the air filtered down greenly through the leaves." (p. 8, Meyer's *Twilight*)

Student No. 3. "Viscos has three streets, a small square with a cross in it, a **few ruined houses** and a **few well preserved ones**, a hotel, a postbox, and a church with a cemetery next to it." (p. 74, Coelho's *The Devils and Miss Prym*)

Student No. 4. "We continued walking, passing from a desert-like area to on where **small trees were scattered here and there.**" (p. 25, Coelho's *The Pilgrimage*)

Student No. 5. "My grandfather says that the Aral Sea was once known as blue sea because of the **color of its waters.**" (p. 157, Coelho's *The Zahir*)

Student No. 6. "Their choice of clothing was showing an awful lot about their preferences in **kinkiness**, but it did not look much **like hooker wear.**" (p. 17, Lindsay's *Darkly Dreaming Dexter*)

Student No. 7. "Her home state of Pennsylvania was among the worst. It has sixty-seven counties many of them **wooded rural area** with few people, many more deer, of great value in the four week of hunting season. It also had two big cities, Philadelphia and Pittsburg with large population." (p. 162, Michener's *Legacy*)

Student No. 8. "The place was a battlefield, the bushes cut to nubs, **a pile of rubble waist high.**" (p. 71, London's *When Night Falls*)

Student No. 10. "One of the characteristics of the desert is the, becoming **dangerous of it at night because the coyotes and snakes come out** due to hot pressure during the sun steam." (p. 21, Coelho's *The Valkyries*)

Student No. 11. "The path in front of him was **rugged, made of black volcanic rock** that dominated the subtropical island and formed its very core. The **temperature was cold** in the low forties, but would climb steadily as the day wore on, a byproduct of the nearby Kuroshio and Tsuhima currents." (p. 1, Kuzneski's *Sword of God*)

Student No. 12. "Czechoslovakia was the **land of spas.**" (p. 59, Chatwin's *UTZ*)

Student No. 13. "The mayor's office is the **highest building** on River Pointe Road. **Its floor was perfectly rectangular.** It looks like a giant brown brick." (p. 14, McPherson's *Dead Man Running*)

Student No. 14. "But there in front of them, extending from horizon to horizon, was the Mojave desert: the **enormous desert that spreads into many states and into Mexico.**" (p. 16, Coelho's *The Valkyries*)

Student No. 15. "This town of **22,000 ha.** had its share of bad guys and a **serious drug problem**, mostly pot and amphetamines." (p. 35, Blanchard's *Breathtaker*)

Student No. 16. "Brazil was convinced that it was the **liberal country in the world.**" (p. 30, Coelho's *Eleven Minutes*)

Student No. 17. "It was ten afternoon by then, and **traffic was worse** than he had expected. It was **warm January afternoon** in Las Vegas and everyone in the world seemed to be in their car and going somewhere." (p. 16, Steel's *Special Delivery*)

Student No. 18. "You'll be starting this new program in a border country, **an area with highest concentration of terrorists** in this whole bloody country." (p. 100, Bellacera's *Border Crossings*)

Student No. 19. "We were walking down a **broad avenue**, bordered on both sides by **snow-covered fields**. At its end, I could see the **silhouette of a Cathedral.**" (p. 90, Coelho's *By the River Piedra I Sat Down and Wept*)

Student No. 20. "This is frontier **route often used by smugglers and terrorists refugees** from the Spanish Basque country, said Petrus." (p. 23, Coelho's *The Pilgrimage*)

Student No. 21. "Almost **everyone here speaks Spanish**...There is no wine in this country, the young man said. The religion here forbids it." (p. 35, Coelho's *The Alchemist*)

Student No. 22. "...everyone was in the large dining room, **seated according to dignity and position**..." (p. 7, Allende's *The House of the Spirits*)

Student No. 25. "The nearby city of **Ceuta had grown faster than Tangier.**" (p. 44, Coelho's *The Alchemist*)

C. Human and Environment Interaction

In terms of interaction, almost all the student-participants noticed the positive effects of human interventions made on the environment. Only student Nos. 5 and 7 noticed the negative effects. It seems that the positive effects were emphasized by the novelists. Below are some of their citations.

Student No. 1. "Akbar was becoming a **model of the modern Phoenician City**. The governor had created a fairer system of taxation, had improved the streets of the city, and administered intelligently the profits from the imports on merchandise. (p. 96, Coelho's *The Fifth Mountain*)

Student No. 3. "Sooner or later the machines would arrive, the livestock would be reared far from there on special food, and the village itself might well be sold to a big multinational that would **turn it into a ski resort**." (p. 5, Coelho's *The Devil and Miss Prym*)

Student No. 5. "Those in charge of the Communist regime decided to **divert two rivers**, Amu Darya and Sry Darya, so that they could irrigate some cotton plantations. They failed but by then it was too late – the sea had ceased to exist, and the **cultivated land became a desert**." (pp. 68-69, Coelho's *The Zahir*)

Student No. 6. "Half a mile in the other direction, the **millionaires lived in overgrown modern houses** and built coral walls to keep out people like him." (p. 131, Lindsay's *Darkly Dreaming Dexter*)

Student No. 7. "Virginia would make money if the importation was halted because you could **ship the slaves**

you no longer need down to Georgia and sell them at great profit.” (p. 51, Michener’s *Legacy*)

Student No. 13. “That’s the great thing about a small town. People actually **come by, rather than using phones.**” (p. 11, McPherson’s *Dead Man Running*)

Student No. 19. “Look at the stone on the ground. **They were rounded, with no sharp edges.** They looked like pebbles from the sea. But the sea had never been here in the fields of Navarra.” (p. 34, Coelho’s *By the River Piedra I Say Down and Wept*)

Student No. 20. “We passed through the fields that the farmers were preparing for sowing. Here and there, some peasants operated crude water pumps in the centuries cold **fight against the arid soil.**” (p. 135, Coelho’s *The Pilgrimage*)

Student No. 22. “All that day, the patron was **busy plowing a field** that had just been cleared and that was slated to be planted with corn.” (p. 56, Allende’s *The House of the Spirits*)

Student No. 25. “During the time the boy had spent in the fields of Andalusia, he had become **used to learning which path he should take** by observing the ground and sky.” (p. 35, Coelho’s *The Alchemist*)

D. Movements

Almost all students cited movement of people while only student No. 5 cited movement of philosophical ideas. Students Nos. 7 and 12 noticed the movement of products in the novels. The students were more accustomed to notice the movement of people in the literary works.

Perhaps, they were not able to discern movements of ideas and commodities.

Student No. 1. "**Elijah journeyed** for days before arriving in the valley where lay the city of Zarephath, which its inhabitants knew as Akbar." (p. 32, Coelho's *The Fifth Mountain*)

Student No. 3. "The **baker came every week** to sell their **produce** in the village." (p. 169, Coelho's *The Devil and Miss Prym*)

Student No. 5. "It was thanks, that one of these branch roads that **Buddhism traveled** from China to India." (p. 268, Coelho's *The Zahir*)

Student No. 7. "A man who had moved to New Hampshire after the war started a **textile mill** which prospers wondrously." (p. 115, Michener's *Legacy*)

Student No. 11. "The city was particularly busy, hosting more than **2 million guests** who were there for the **hajj**..." (p. 48, Kuzneski's *Sowrd of God*)

Student No. 12. "**Cowries**, he went on were used as currency in Africa and Asia where they were traded for **ivory, gold, slaves** or other marketable commodities." (p. 102, Chatwin's *UTZ*)

Student No. 20. "When I was a girl, **at least one pilgrim** pass through here every day, bound for Campostela. After the war...I don't know what happened, but the pilgrimage stopped. Someone must have built a high way." (p. 129, Coelho's *The Pilgrimage*)

Student No. 22. "...because any display of extravagance was a sign of vulgarity that would be condemned as a sin of vanity and bad taste, according to the austere and somewhat lugubrious ancestry of that society descended from **hard-working Basque and Spanish immigrants.**" (p. 90, Allende's *House of the Spirits*)

E. Region

It turns out that a lot of student-participants noted the cultural character of regions (Student Nos. 5, 6, 7, 14, 18, 20, 22). Student Nos. 16, 21 cited human characteristics, while the rest noted the physical characteristics of regions in the novels. This can be attributed to the fact that the writers vividly described the tapestry of the colorful culture in the novels.

Student No. 2. "There is a reason why we chose the Olympic Peninsula, one of the **most sunless places in the world.**" (p. 291, Meyer's *Twilight*)

Student No. 3. "The **mountains** all around us are **the result of an earthquake** that happened thousands of years ago." (p. 47, Coelho's *The Devil and Miss Prym*)

Student No. 5. "The scandal over the famous writer did not last long; **in Europe**, and especially in France, **infidelity** is not only accepted, **it is even secretly admired.**" (p. 46, Coelho's *The Zahir*)

Student No. 6. "Every major **city** has a section like this one. If a piebald dwarf with advanced leprosy **wants to have sex with a kangaroo** and a teenage choir, he'll find his way here and get a room." (p. 131, Lindsay's *Darkly Dreaming Dexter*)

Student No. 7. “The **South** argued: since **slaves are not citizens**, they should not be counted when assessing federal taxes.” (p. 54, Michener’s *Legacy*)

Student No. 10. “Physically the deep **arroyos were becoming larger** enough through the action of the sun. In this part **not even scorpions could survive much less snakes, coyotes** or the ever present tumbleweed and **this place were commonly known as bad lands.**” (p. 62, Coelho’s *The Valkyries*)

Student No. 14. “Yes, it was true that **Brazil was in the hands of military dictatorship**, but the government was concerned about guerillas.” (p. 101, Coelho’s *The Valkyries*)

Student No. 15. “...To the West was the **drier half of Oklahoma**, once home to the Plain Indians, a group of warlike nomads who followed the migrating buffalo herds. There was **where the Wild West began**, in the arid prairie of the Great Plains...” (p. 411, Blanchard’s *Breathmaker*)

Student No. 16. “**Brazilians are very superstitious**, and **you never meet in the same place where you fist met**, because you might close a cycle and bring everything to an end.” (p. 215, Coelho’s *Eleven Minutes*)

Student No. 18. “It was that typical **European mentality** that **haughty superiority toward Americans** she’d encountered so many times at boarding school in Switzerland.” (p. 39, Bellacera’s *Border Crossings*)

Student No. 20. “In Franco’s time, **there was more respect**, he said, **Nowadays, no one cares about family...**” (p. 102, Coelho’s *The Pilgrimage*)

Student No. 21. “The **girl was typical of the region of Andalusia, with flowing black hair, and eyes that vaguely recalled the Moorish conquerors.**” (p. 5, Coelho’s *The Alchemist*)

Student No. 22. “His chief ambition at this point was to **cross the Cordillera in an unusual form of transportation.**” (p. 229, Allende’s *The House of the Spirits*)

2. Implications of using novels as enrichment activity in teaching geography and other social science courses

This study has proven time and again that the use of novels could be used as enrichment activity in teaching the themes of geography among social science students. In this research, however, it was noted that:

- The professor-researcher could have been generous enough in lending his personal collection of novels to students in order to have a control on the quality of materials that the students may want to review.
- More follow-up discussions on the themes of geography will help students in clarifying their concerns and difficulties met while interpreting the texts in novels.
- The professor-researcher should have allotted time for academic consultations with the students regarding their progress and problems met in interpreting the texts.
- Students should have been encouraged to make cross-referencing to textbooks, atlases, almanacs, maps, and

other geographic materials as regards the information they got from novels reviewed.

- By encouraging college students, at that, to read novels, they are being re-introduced to the wonderful experience of reading for a fuller life, and as a discipline in the academe, and to further enhance their knowledge in the world of geography and other social sciences.

SUMMARY

The following is the summary of the findings of the study:

1. On the theme of locations, the students seemed to be citing relative locations on the novels. Only one (1) student was able to note the absolute location of Kaaba after making cross-reference in the encyclopedia. A considerable number of students cited nominal locations.
2. Majority of the students had the tendency to notice the physical characteristics and human characteristics of places in the novels.
3. As for the theme on human-environment interaction, majority of students noticed the positive effects of human intervention made on the environment.
4. Majority of students cited movement of people as the most common theme on movement.
5. And, a lot of participants noted the cultural characteristics of places on the theme regions.

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6. Implication of using novels as enrichment activity in teaching geography and other social sciences would mean: professor sharing his personal collection of materials, more guided and follow-up discussions, consultations with students on the progress of their book review, more cross-referencing to other geographic materials, reading experience becoming popular again among the multimedia generation of students.

CONCLUSIONS

In the light of the findings of the study, the following conclusions were arrived at:

1. There are marked evidences that the college students were able to analyze the novels by citing lines using the five themes of Geography as framework: location (21 citations), place (22 citations), human-environment interaction (10 citations), movements (8 citations), and regions (13 citations). These findings are in consonance with Fitzhugh's idea when he said at least one of the five themes can be found in every piece of novel.
2. Using novels to analyze geographic themes could be a daunting task for students. Students would need a lot of guidance, understanding, availability of good materials and time for consultation with the professor.

RECOMMENDATIONS

In the light of the findings and the conclusions of the study, the following are recommended:

1. A not-so-thick and not-so-heavy novels should be assigned to first-time readers so as not to overwhelm them with the task. Type of novel genre should suit the personality and interests of the student.
2. Succeeding researches who want to make parallel studies on geographic themes can utilize letter (correspondence), immediate neighborhood of the students, or news articles for a variety of strategy.
3. Other models or standards of geographic literacy, e.g. the US National Geographic Standards (1994) could be used by future investigators.

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