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Romance Fanfiction Analysis: An Adversary or A Benefit in Teaching Literature?

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ABSTRACT

The researchers aimed to identify whether romance fanfiction is an adversary or a benefit in teaching literature since it contains novelties students want and it is technology-natured especially literature in the Philippines experienced pitfalls and disregarded by students. A mixed-method approach was utilized to realize this objective. The qualitative part included a semi-structured interview. Ten informants from junior high school were purposively selected using specified criteria. For the quantitative, the informants' responses were analyzed to devise a tool reflecting the elements romance fanfiction should possess to be teachable: connectivity, literary skills, values formation, and language acquisition. Five thematic clusters emerged after the analysis of responses: Rendering Fanfiction talks about students' perspective, Rapport Fixation regards students' connectivity to the text, Recreational Faculty is the application of reading romance fanfiction, Reformational Facture is the development of values through reading, and Rhetoric Fluency tests the students' ability to express more through expanded vocabulary. The Likert-scale questionnaire was made based on the themed statements where five teachers participated in evaluating a romance fanfiction. The result was acceptable and reflected a Cronbach's alpha of 0.80 which meant it is reliable. Hence, romance fanfiction is a benefit in teaching literature because it contains the elements needed which are the prime sources for high literary appreciation that will unlock a linkage between the literature and the students–the dilemma in teaching literature.

Keywords: Romance fanfiction, literature, teaching

Introduction

Literature is considered a heart of every country for it speaks the culture, ideas, beliefs and traditions written. In other words, it is a representation of life (Hake, 2001). But because of evolving human needs and nature, it is a dilemma nowadays that literature, or reading books per se, is being neglected. The question, "Why do we need to read or even study these literatures?" is already a manifestation of doubts of the essence of the arts.

This is a case shown here in the Philippines. In fact, an irony has underscored the literacy of the Filipinos: according to the National Statistics Office (2010), the literacy rate improved into 97.5% compared to the result on 2008 which was 95.4%. Despite the reading and writing competencies being very high, a study stated that Filipinos do not read as published in an article of the Philstar, an online gazetteer (2008). The National Book Development Board (NBDB) fortified the statement, wherein they conducted a reading survey from Luzon to Mindanao and had 1,200 respondents, as only 92% can read but obviously would not use their skill (2007). This is reflected as well on their survey titled, *Are We Reading?* (2012 as cited in Miranda, 2014) where Filipinos have the "somehow" decorum of choosing the selection they wanted just to manifest the said macroskill. This is such a bizarre picture for Filipinos have the capacity of attaining the main benefit of reading i.e. intellect and yet they do not choose to do so. Thus certain inquiries evolved as how important literature is and how it is needed, especially for the students.

With this notion, many approaches have been used in teaching literature. One of these is the introduction of new media literacy. This is defined as the new form of literary approach that focuses on the subculture of the youth (Berkowitz, 2012). An example of this is what we called now as fanfiction. With the technological advancements permeating the environment of the students, fanfictions have become part of the subcultural reference for these enable them to have a rapport between a text and themselves–a basic yet vital ingredient for literature appreciation. The accessibility of the sites and creation of fanfiction applications greatly increased the fanaticism of the readers and the reader population tremendously.

But what is the reason behind this phenomenon? Fanfiction (or fanfic) is a product of technology that is an accepted trend today. Black (2007) defined it as: "Fan-produced texts that derive from forms of media, literature and pop culture." It is a practice of youths for new media literacy (NML) (Berkowitz, 2012) where they are able to express themselves more than the limitation of the school's environment. Several schools in the Philippines had already integrated the usage of fanfiction to their teaching (Reyes, 2015, from a personal interview). With this introduced environment, the researchers believed that there are three main reasons of literature pitfall in the Philippines: (1), curriculum, (2) resources, and (3) connectivity which are explained further in the Review of Related Literature.

Objectives

With the following fundamentals established, the research is aimed to:
1. ascertain whether romance fanfiction can be considered as a literature material or not; and,
2. devise a tool that will assess romance fanfiction as a teaching material.

Research Problems

The concern of this paper zeroes in on answering the question whether or not romance fanfictions are aids in teaching literature to Grade 7-10 students of Dr. Yanga's Colleges, Inc. (DYCI). On this premise, the researchers wanted to formulate an instrument that would evaluate if a fanfiction can be used in teaching literature. Specifically, it wanted to answer the following inquiries:
1. What is fanfiction in the perspective of Filipino junior high school students of DYCI?
2. Does students' connection to a romance fanfiction help them more in processing literary appreciation?
3. How would fanfiction change the literary skills of the students of junior high students of DYCI?
4. What will be the beneficial and adverse impacts of fanfiction to its informants especially as an academic material in terms of values formation?
5. How can fanfiction be a springboard in teaching English as a secondary language?

Theoretical Framework

The researchers utilized two philosophical underpinnings: the schema theory and transportation theory.

Schema (pl. schemata), is prior knowledge stored in the brain for usage and how this knowledge would be used. The schemata we possessed are our experiences (Rumelhart, 1980) as these have been implanted out of our socio-cultural association. For the researchers to fully understand more the concept of fanfiction and how it is perceived by the students, Samuels's (1994) internal aspect of attention, shown in the LaBerge-Samuels Model of Automatic Information Processing, delineated three stages which will identify the reading comprehension.

The first stage is the alertness or the phonemic ability of the students to associate letter to its sounds; likewise, the semantic and syntactic meanings of the text. The second stage is defined as the reader's selectiveness in terms of storing the necessary information found in the literature. Lastly, limited capacity triggers how much information can only be stored in the brain. If the brain energy runs out, then the comprehension will surely suffer.

If there are no schemata stored, the individual would have difficulties in deciphering the text.

Through these stages, the researchers were able to identify one of three elements needed to conglomerate whether fanfiction is an adversary or a benefit in teaching literature. A student must possess high literary skills not just covering reading but comprehension and even writing. Moreover, the technicalities of stage one gave rise to the second element: language acquisition. It is not just important to know how to read and write but the mastery of language is a big factor in learning literature as language is the medium used. One of the aims of literature is for the students to "write informative/exploratory texts to examine and convey complex ideas and information clearly and accurately…" (National Governors Association Center for Best Practices and Council of Chief State, 2010). Besides, when able to learn the technicalities of the language, readers were not just able to decode the literature but comprehend the main ideas (Concannon-Gibney and Murphy, 2012).

On the other hand, transportation theory evoked the emotions of the students in stories they are reading immersively. Steenhuyse (2011) believed that a text can only be connected to the readers once a mental construct was built by text-independent reality. Gerrig's (1993, as cited in, Brock & Green, 2000) furthered the discussion through his definition of the term transportation:

"Someone ("the traveler") is transported, by some means of transportation, as a result of performing certain actions. The traveler goes some distance from his or her world of origin, which makes some aspects of the world of origin inaccessible. The traveler returns to the world of origin, somewhat changed by the journey."

The emotions the readers invest on a story would likely result to a change once he/she finished the selection. This was an achievement in the field of learning literature for they were able to experience vividly the text (Bureau of Secondary Education, 1933). If this kind of connectivity, would be present then students would be lifelong readers where they would not need the books just for enhancing their skills (Serafini, 2011 as cited by, Weih, 2014). This is where the third element of literature the researchers identified: values formation. Books are not tools for intellectualization only but these give the readers morals, developing one's character. Likewise, if the reader was able to see himself/herself from the literature, it would surely have an impact in their lives (Almerico, 2014). The transportative phenomenon of literature arise because of two reasons: (1) an individual empathizes with the character in the story and (2) the imagination was triggered (Van Laer, et.al., 2014). This furtherly substantiated the fourth element needed: connectivity. Once the students were able to access their emotions, these served as the linkage in appreciating the literature being read.

Again, these theories aided the researchers of materializing four elements needed for romance fanfiction to be labeled as an adversary or a benefit in teaching literature to Grade 7 students: literary skills, language acquisition, values formation, and connectivity.

Methodology

Research Methods

Research design. The researchers used mixed-method in coming up an analysis regarding the nature of fanfiction. For the qualitative part, the researcher believed that an exploratory-descriptive approach should be used to fully comprehend the underlying problem of literature in the Philippine education setup. In the sense of the exploratory view, a new angle was introduced to the field of literature and that was the incorporation of the romance fanfiction which led to a theoretical groundwork of whether the interest of junior high school students of Dr. Yanga's Colleges, Inc. would heavily influence their appreciation and acquisition to learning literature.

When the groundwork had been introduced, through the descriptive approach of this research, it became more comprehensible as new sets of information should explain the cause of fanfiction and obviously, its effect in literature as what was found out on the exploration of the topic. This broadened the aspect of the problem of the research in finding out whether romance fanfiction would be an adverse or beneficial factor for the dilemmas of literature. This approach was reflected in an interview with the

informants of this research which focused on analyzing the content. Then, the researchers devised an instrument to wholly encompass the knowledge of the research which shall serve as the quantitative part wherein the three findings stated in the theoretical framework (literary skills, language acquisition, and values formation) and the vital tool of literature (connectivity) would serve as the foundation.

Research locale. The researchers chose Dr. Yanga's Colleges Inc. (DYCI), a private school, because of its advancement to technology. This school uses a modern approach in literature and the reading ability of the students. The SRI or the Scholastic Reading Inventory aided students to enhance their literary skills through computers. A selection would be read by the students and afterwards, there would be a formative assessment. The main goal of SRI is to increase the comprehension level of the students by giving Lexile points. This would evaluate if the students' ability is suited on their grade level.

Because of this major factor, the researchers decided to conduct the interview for: (1) fanfiction is a product of the Internet making it not anymore, a foreign concept for them, and (2) the discreet discrimination of the levels of the SRI could manifest a setback of the students. Furthermore, DYCI was chosen due to the reason that the school also have the DYCIan Words of the Week and the Writing Club. The former is part of the curriculum of the Junior High School where it focuses on the vocabulary expansion of the students. It aims to help the students be able to express themselves fluidly in English and unlock terms in regards to reading literature where, admittedly, as a Filipino, some words are considered "highfalutin." The latter program is a newly established co-curricular activity of the school which encourages students to write essays, poems, or any literary pieces.

With these programs of Dr. Yanga's Colleges, Inc., which caters to the improvement of the students with regards to their appreciation of literature (connectivity), reading and writing (literary skills), vocabulary expansion (language acquisition), and the morals in learning (values formation), it is still in doubt why the appreciation of the subject literature is waning extremely.

Research participants. The respondents were the Grade 7-10 students of the said schools. Junior High School students were selected because with the introduction of the students in regards to this technology, they are more prone to encountering and reading romance fanfiction. Junior High School students are also at their adolescence stage (Erikson, 1956). As regard to the psychosocial aspect, their emotions are quite erratic which could contribute to their interests in romance fanfiction for oftentimes, they find relatability in characters which also are undergoing in the same situations as them, figuratively and literally.

Peers are also a contributing factor of why the researchers chose Grade 7 to Grade 10 students. At this age, peers are considered as an important element in the Junior High School students' life. The influences of peer are a great effect for a student to acquire certain trends. Romance fanfiction becomes a boom in the subcultures of the youth, thus, if a friend would read it, then therefore the influential capacity of persuading others to read is high.

Purposive sampling was used in choosing the informants of the research. Criteria were set to provide a narrowed selection: (1) students must be reading fanfictions; (2) they must be from Grade 7, Grade 8, Grade 9, or Grade 10; and (3) students must only come from the locale of the research. Ten students were randomly selected from these grade levels.

Research instruments. For the qualitative data, guide questions were used for the interview. The interview was semi-structured to provide prompts in consideration regarding the answers of the informants. This was done to know the knowledge of the students in regards to the field of fanfiction. All interview questions was translated into Filipino so the students were able to feel comfortable during the process. The data that would be gathered shall serve as the basis in materializing the instrument for the quantitative data.

The interview started with knowing the profile of the informants. Likely, inquiries served as the springboard of the researchers in answering the problems presented:
1. What is fanfiction for you?
2. What are the things you acquired from reading fanfiction?
3. What is your favorite fanfiction? Why?

4. Do you write fanfiction or just stay as a reader? Why?
5. What makes you interested in reading fanfictions?
6. Do these help you to become more fanatic of the fiction you are reading? How?
7. Does reading fanfiction help you to ease difficult words that you have trouble unlocking, for example in your English class?
8. How well can you relate to the fanfiction you have read into yourself?
9. Does fanfiction improve your prior knowledge in any literary pieces?
10. What is the impact of reading fanfiction that affects your personality?

Literature Review

Curriculum comes from the Latin word, currere which means "to race." It is basically the list of goals that a student will learn by the teachers' pedagogy. The first teachers were the Spaniards who managed to share the basic knowledge in life. Came the time of the Americans, the education system of the Philippines was standardized and reached formalization regarding the teaching materials. Up to present, literature was integrated. In the newest implementation of the Department of Education (DepEd) in the system of the academic field (Republic Act No. 10533, 2012), K-12 developed an advanced curriculum for literature as seen in senior high school. From the pre-colonial period to the contemporary literatures, foreign influences cannot be separated anymore as a semester was allotted for the seniors to learn.

In retrospective, there were already of the lists of literature being taught in school. In Libre's study, The Filipino literature students do not read (2007), she cited that because of colonial materials used during the American period in teaching the English language, the "lives" of Filipinos were being forgotten.

Colonizers wanted to erase the teachings of Spaniards that they forgot the identity of the Philippines which is more important. Filipino poet, Abad (2003 as cited by Martin, 2007, said: "Our writers and artists create our country." But because of being conquered by other countries, we are now on the era of not being able to recognize our own.

Additionally, Kelly (2009) defined curriculum as the learning experience of the students happening during the educational process. And yet there are strict constraints of the instructor's and learners' autonomy (Adams, 2003, as cited by Horn & Staker, 2011). This is a reflection of today's scenario of the Philippine education even with the new implementation of the K-12 curriculum. In 2012, Filipinos are despising the "forced" change of the Basic Education Curriculum (BEC) to the K-12 system. There has been protest for the rioters wanted to cease the execution of the program as it would just be a burden and not an innovation according to the president of the Manila Public School Teachers Association (MPSTA), Benjie Valbuena (Abelgas, 2012). But still the commencement continued and forwarding to 2015, regardless countless seminars, there are still heated discussions for the Philippines if the country is really prepared for K-12. The MPSTA, on the blog Philippines' Basic Education, said that [we] need: 101,612 teachers, 68,000 classrooms, and 135,847 sanitation facilities to be fully equipped in the program (2012).

These events would be a shout of inability of the government in implementing rightly a program. The unpreparedness contributes to the deterioration of the quality of education and more so, the curricula. A negative impact for the students and teachers would limit the learning acquisition and the environment of learning could be haphazard. Specifically, the content of the curricula would be modified drastically. On the K-12 Curriculum Guide (2013), the literature for Grade 7 students, the objectives are recurring and despite the focus to the Philippine literature, the underlying strategy is a representation of American colonizers just like this objective: "Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways." The experience of the country to the colonizers reflects this statement due to the "non-violent" ways just like how Americans became the mediator for the Spaniards and the Japanese. This shows how we are still anchored to the influences of the foreign.

This same sentiment was voiced out by Constantino in his essay *The Miseducation of the Filipinos* (1966) which raised the concern of colonial education. He purported the idea that education never has been for Filipinos since General Otis opened schools around the country and only him selected the books to be utilized and to be taught by American soldiers themselves. Because of the confinement of the setup, it is inevitable that our youth

would be subjected to western principles and even be categorized as part of the conquest scheme of the Americans (Constantino, 1966). In the same paper, Recto's speech was cited:

"..they allowed themselves to become more and more the tools of colonial rule and less and less the interpreters of the people's will and ideals…"

This statement signified already the early stages of "misidentity" of the Filipinos that cannot be alleviated anymore. In fact, these dilemmas are still present up to now that the influences of the Americans (or even other colonizers) are much heavier than our own for which we are becoming a new breed of what Americans are (Constantino, 1966).

Additionally, the academic resources of the Philippine Education are also a facet to be looked upon. Physical resources are tangible materials used for academic materials. However, there has been lacks of textbooks for the students to use especially in public schools. Reference materials are quite limited as bookstores and even the library do not contain the resources. Much more, the discouragement of Filipino authors to write their own books due to the reason that even the Filipino, themselves, caters foreign works. Alternatively, applicative resources are knowledge of the educators and the students regarding literatures. Due to the alien nature of some selections in our textbook, we cannot even teach cultural definition authentically. Literatures become a test of comprehension skills, grammars and even social refinement which obviously ruin the value of the arts.

Despite now that we are on the neo-millennium age, still it is a gladdening thought to see tons of books being displayed in bookstores. Fiction books are quite the banal components which tended to be the underlying problem. As aforementioned, because of dominancy of the alien cultures, teens become the major audience of bookstores as Young Adult (YA) genres are much evident in shelves rather than non-fiction books and even books created by our own authors.

This trend has been the basis of the interest of the students that the resources for the academic materials are limited only to textbooks. Likewise, it is only through school that some students are able to read literature for it is indirectly mandated from the beginning.

The data given by the NBDB manifested the cultural inclination as they analyzed that 67% of Filipinos read non-schoolbooks (NBS) (2012). Despite the high percentage, still 25% preferred only to read English literatures written by their native nationals (*Are We Reading?*, 2012, as cited in Miranda, 2014). This fluctuation might be a fault of the bookstore and even libraries as they put books in the least accessible area (Jose, 2013 as cited in Miranda, 2014), showing much favor to colonial mentality. Additionally, the tendency that people chose more the business field because of financial aid and gratification lessen their time to even pick a book (Hidalgo, 2014 as cited in Miranda, 2014).

The agreement of Miranda (2014) to the stated report has caused the furtherance of the deteriorating culture of Filipinos in reading books published by another Filipino writer and when given the chance to read a selection created by a Filipino, they would choose to read in their primary language. Philstar (2007) created a board where netizens can cite their own opinions regarding the topic, "Filipinos Do Not Read." The commonality of all their perspectives were books are costly and Filipinos do not have the luxury of reading (Young, Manalastas, et. al., n.d.) while others believed, it lies on the aspect of poor introduction to reading because of poverty (Sison, n.d.) and the integration of media in our lives (Leobrera, n.d.).

Such, this is a symptom of the youth for reading has never been a habit to them. If so, they tend to read NSB more than the textbooks. If to be examined, academic materials for English and Filipino have become a tactic of encouraging students to develop reading but their interest was never associated to it, lessening the fruition of the act. This is why the applicative resources of gaining knowledge are limited. Teachers would really have the ability to make the students understand literature but the information became so measurable that the essence of learning it was for graded purposes.

The learning acquisition of the students is constricted because of the textbooks in front of them and thus they are being subjected to the "expertise" of the teachers (Black, 2007) – a notion debunked by literary scholars as they believed that it should be changed to promote non-reflective subcultural influences rather than the rudiments of classroom (Gee and Hayes, 2010 as cited by Berkowitz, 2012).

Furthermore, it must also be a variable how students can connect to what their reading since this is key for such appreciation hence the aspect of Connectivity. Literature must be a reflection to the life of the readers, a supposition of Hake (2001). Furthermore, according to him in his article, *Why Study Literature* (2001), it represents human experience. But how can students be able to have a reflection of them if everything is *foreign*? Still, the acceptance of literature studies interest decreased for the interest of the students have become a major factor in learning it and in fact in cultivation of the language. Hence, it is a common dilemma for education to really assess if the literature material is worth of teaching. The question: "Why do studying literature of foreign countries are more important than giving emphasis of what materials we have?" Especially now, with the advent of technology, it would be very hard to advert the attention of students on appreciating literature more.

Nevertheless, a phenomenon amongst Filipinos has become a factor of gauging literature–we were able to adapt the technicalities of the literature and adopt the influences imposes unto us. We survived. Thus, going back to the main concern, literature evolved as well and it is still part of everybody's life that it has become mandatory to have literature classes in the Philippines that even dates back in 1898 (Martin, 2007). With the boom of technology, educators did not doubt to incorporate the media to infuse more learning to their students. In America, online learning is a movement of education to reach more students who spend most of their time in devices where in 2009, 3 million K-12 students enrolled in the program and by 2019, it is expected that 50% of high school courses would be sent via online access (Horn and Skater, 2011). The influx of this era superimposed information and communication technology (ICT) much on the necessity of the students as they find a virtual space where the novelty is much appreciated. Applying literature with technology is a provision of language and literacy acquisition (Black, 2007).

This setup is a shift from the conventional process of learning which is a good point, as it is more "meaningful and engaging" (Black, 2009; Thomas, 2006; Chandler-Olcott and Mahar, 2003, as cited by Berkowitz, 2012) to students where the connectivity is much present as technology meets the eye level of youths as stated in a study of Harrison Interactive (2007) where kids ages 8 to 18 spend 44.4 hours per week online. The easy passage to another part of the world because of Internet is a factor that students are fond the most as the different cultures can be diminished quickly. Internet served as interpersonal space of the youths for socialization is accessible wherein they read, give opinions through FaceBook walls, comments and even write their own stories which are a materialization of two macroskills highly important in literature: reading and writing. This virtual space is labeled by Foucault (1986 as cited by Black, 2007) as heterotopias where the personal and social interests and experiences where gathered in a single space (Hirst, 2004, as cited in, Black 2007). As Black (2007) points out:

"Adding a spatial dimension to such analysis focuses attention, not only on the ways in which discourse mediates and shapes interaction, but also on the ways in which language and discourse can serve to shape and transform social space, thus creating new possibilities for interaction."

Despite the misconception of technology as a diversion for students to learn, this is already a utility of the effect of colonialism. For reiteration, the influences acquired by Filipinos cannot be changed anymore. This goes as well to the educational system of the country. Literature can still be considered as a questioned matter as it is debated of what materials are to be taught given these dilemmas. Literature was rejected by students because of the vital ingredient in learning literature: connectivity. This factor affects the quality of literature as it is highly dependent on the response of the readers. According to Carrie Bebris, "The books we love the most are the ones where you close the book and you're still thinking about those characters," (Contrero, 2014), but this can be an oxymoron for whenever the students closed their textbooks, the inquisition was never there.

Findings and Discussions

Romance fanfiction is definitely a trend that youth has acquired. By the commonality and incomplexity of the literature, students were able to quickly accept it in their subculture. In this, and the pitfalls of literature of the Philippines (curriculum,

resources, and connection), teaching of literature has been difficult and oftentimes disregarded by students.

The researchers endeavored to find a solution for the perennial problem and considered then the nature of romance fanfictions since students wanted novelties, and technology-incorporation which are present in romance fanfictions.

With the helped of the theories utilized in the research the following were materialized to convene how romance fanfictions – a subcultural innovation of literature could be used as a medium for learning and appreciating the said subject. The schema theory validated the knowledge and skills of the students while the Transportation Theory instilled how emotions can bridge the values and connection of the student readers of literature.

Ergo, four important elements must be presented before a fanfiction could be taught i.e. it should be comprise of literary skills, language acquisition, and values formation. On top of it, connectivity must be evident between the readers and the text for that would be the only time that literary appreciation would take place.

Through this philosophy, the researchers conducted the study on the junior high school students of Dr. Yanga's Colleges, Inc. where interview was used in knowing their perspective regarding the elements abovementioned. By then, a tool was devised that could assess whether romance fanfiction could be an adversary or a benefit in teaching literature. The questionnaire was given to the high school teachers to gauge their ideas in the problem.

The researchers analyzed each theme and the data individually to provide a greater and wider perspective in answering the common question: Is romance fanfiction an adversary or a benefit in teaching literature?

Rendering Fanfiction

The researchers used this terminology because students have their schema regarding romance fanfiction. The schema of the students regarding the romance fanfiction was triggered due to its faddism. Students are acclimatized to the nature of romance because it served as a form of relation to them and the text presented. This is where their definition delineated what fanfiction is about in their perspective.

Students were able to materialize the definition of one concept of fanfiction which is romance, despite having other genres. The researchers believed that the connotation of romance to the students is a positive factor of identifying their perspective since romance implies the emotions of love. The happiness and/or the spazz (kilig) felt on reading these literatures boost the interest of the students. These emotions contribute to perception of the students reading romance fanfiction. On the definition of Wikipedia (n.d.), fanfiction can either be categorized into romance or specialized where writers could create their own stories.

Similarly, informants believed that fanfiction is an expression of the author's imagination. The statement made congruence that fanfiction is an outlet of imagination which the readers perceived as positive because they can be part of the process where they can visualize the setup provided by the author. According to Le (2013), it is better to create another world than to recycle concepts which is a common fad in writing fanfictions.

However, this paved way for the negative associations of the perception of fanfiction for simply: it being fictitious. On a metaphoric view, the romance can bring forth "hope" to readers, for example, in having the chance of making unrequited or platonic love be a genuine one. But, if this sole purpose of fanfiction would be not accepted by the readers through labelling that it is impossible to happen, then the value would be lessened. This can be purported on an article of Lord (n.d.), 13 Things Fan Fiction Writers Are Very Tired Of Explaining, wherein fanfiction can be mocked due to the reduced authenticity and legitimacy the authors have done into their works. Moreover, because of such generalization, the face value of fanfiction has been doubted as well. Too much focus of romance could shun readers from picking up the book, typically from male respondents.

The bottom line is, junior High School students were able to materialize the definition of fanfiction as romance; though, it is technically considered as a genre. The association of this context validated the schema the researchers assumed, that is: the informants are exposed to fanfiction that it has been rendered linearly as romance. The

positive connotations would result to other elements proposed by the researchers. At such, fanfiction has also been defined as an outlet for imagination (related to Recreational Faculty), and a medium in heightening emotions (Rapport Fixation/Reformational Facture). The linkages bolstered the intake of literature as elements have been underscored in what the students thought that even the negative rendering could be diminished if other facets of literature would still, and only then be a benefit, be present.

Rapport Fixation

By definition, rapport is a friendly relationship. Connectivity is the establishment of this element that when students became fixated, all their attention would be given to literature. Worthy (1996) opined that student interest is a factor of considering literature because if not, then there would be no students reading outside the school. But based on the problematic curriculum setting, the interest of the students is placed out of the picture in replacement of foreign cultures (Martin, 2007; Constantino, 1966). This is why the connectivity or rapport cannot be fixated to the students. Connectivity is very important for literary appreciation and it is also the triggering point of acceptance of the literature but if it is disregarded, then the teaching process would be futile.

The ability of the literature to attach itself to the minds of the reader and develop a connection between the text and the reader is an ultimatum that enhances what the researchers called Rapport Fixation. It is evident through the information given that a mutual relationship must exist in order to provoke three elements of the students (which the researchers believed): interest, feeling, and thinking. By that time, a rapport could be established which is evident in romance fanfiction as the students were caught up in the theme which is romance (interest). The interest is a coordinator of how the romance fanfiction could lead to appreciation concerning the student's common philosophy. This reason undergoes the principles of how literature can be conceived not as an academic material but a linkage to their lives.

Moreover, students were able to empathically relate to the characters of the romance fanfiction which is an underlying tone of connectivity (feeling). The emotions that the romance fanfiction delivered to the readers satisfied the interest of the students and thus, create connectivity. If students had cried, or were carried away, then they were able to relate to the theme of the story. An author of the fanfiction, named xLoveless19, deemed in a forum board that: "There are a few select fanfics that have struck such a strong emotional chord within me that I actually end up tearing up, and even sometimes, crying pretty hard. It takes a lot for a fanfic to pull that out of me. (Have you ever cried from an emotional scene in a fanfic?, 2013)."

Lastly, when students had read a romance fanfiction, they established the key concepts of life since it is being reflected on the literature itself (thinking). Because of strong emotions, students are inspired to continue reading and explore other romance fanfictions in assuming of experiencing the same sensation. Inspiration caused motivation to be increased (Oleynick, et. al., 2014) which further the students' connectivity. The intrinsic reward the students had gotten from reading fanfiction (Kaufman, 2011) boosted the emotions of the students and hence, developing a more motivated understanding in the literature they are reading. In the article, Fan Fiction Takes Flight Among Teens (Philpot, 2014), an established connection could signify that fanfictions are not just mere literary tools for reading but a place where sexuality, emotions, and liberality of ideas are being upheld.

Recreational Faculty

Such inspirations caused by romance fanfiction would serve as a form of enjoyment. These inspirations would be formed into ideas and ideas needed outlet either by reading or writing. Literary skills of the students are being enhanced in reading literature. Thus, the question: "Does it imply likely on romance fanfiction?" would manifest on the reading and writing skills of the readers. Recreational Faculty is the third theme of the data analysis that centers only on the reading and writing interest of the students during their experience of romance fanfiction. According to Freund (n.d.), reading and writing could serve as a portal in maturing the ideas of a person.

Reading. This macroskill is an extended process of literature appreciation. Fanfiction became their springboard to read more. The accessibility of the nature, Internet and published books, was one of the factors that caused this opportunity.

The tendency to read is because students can find themselves in something they are reading and, just like that, a domino effect could ensue for students will search more of a material they have interest to. Thus, improving the students' macroskill wherein they could expand their vocabulary. Hence, fanfiction instated reading to students. In fact, many of them read it for leisure. Analyzing this given datum, students would tend to read non-school books (NBDB, 2012) for they either tend to divert their boredom to something or relive stresses originating from academic environment. Ergo, the skill of reading is being honed from time to time despite it being for leisure as the gratification could increase competence (Kao, et. al. 2010). Likewise, reading develops critical thinking. Through the events transcribed in the romance fanfictions, students were able to adapt and enact necessarily if they found themselves on a similar occurrence as in the book.

Additionally, one of the informants divulged that reading started because of romance fanfiction. This is a strong statement as inspiration caused by connectivity developed the students into reading. Through reading, students were able to delve in into real-life scenarios. As what is explained on the theoretical framework of this study, schema can be triggered once exposed to a stimulus that an individual experienced already. Applying, the social events of the romance fanfiction and the relatability to these would provide a schematic action between the readers and their environment. Kao, and et. al., (2010), on their study, "An acquired test: How reading literature affects sensitivity to word distributions when judging literary text," indicated that readers of literary writing would have empathic social awareness as they are more connected to what they are reading. According to Young (2014), social learnings can be acquired in literature discussions for it has human factor like personality.

Furthermore, such ideas grasped by the students would increase their schema and an overflow of ideas should have an outlet. Students were able to write their own stories, a promotion done in gratitude of the romance fanfiction itself.

On the contrary, the relatability could cast a null effect to the readers themselves. Due to the theme of the romance fanfiction and the perspective of the students, the reading interest might be too intensified. This behavior is linked to the extreme connectedness (see Rapport Fixation) of the readers to the text. Because they like what they are reading, because they can relate to what their reading, and because they are inspired of what they are reading, the emotional attachment piloted the null effect to the first macroskill which Downes (2014) deemed a common conduct found in fanfiction writers and readers.

Writing. Likely, students who had been in the fanfiction sphere for a long time would create their own stories. They are stimulated to have their own fanfiction due to the responses the author gets or their motivation is increased. Writing stories has never been a culture of the students for they tend to be bored of it and/or it is mentally strenuous. Nevertheless, students still write for ideas are being conceptualized whenever they are reading and there must be an outlet for these ideas especially that writing is a significant form of communication where the students' lives are reflected (Kao, et. al, 2010).

Romance fanfictions could be categorized as "slice of life," a terminology of online literature, where diurnal activities are the hub of the story. Despite the un-authenticity of the works, the history of writing fanfiction served the transcendence to aspiring writers (Ferri, 2013).

The field of fanfiction then could served as training ground for writing and the development of this skill especially now that Dr. Yanga's Colleges, Inc. heavily implemented multiple-choice type of examinations where essay writing could be forgotten by students. This might cause these students to be withdrawn in sharing written works as it would be unorthodox to their learning nature (Lau, 2013, as cited in Aguila, 2013).

Conversely, without proper training in writing, students would never realize its arts. Romance fanfiction could improve their imagination and develop ideas but thinking could become rustic if there are no grounds established and no teachers to assess their works for improvement.

The causal problem of literature is, only few have the time to read. If they are reading, then the process would stop there as no feedback–which is found in writing–has been set.

Reformational Facture

Every literature has values which readers could adapt. By this, their perspective and even their actions could be reformed that could affect their lives. It is a question if romance fanfictions can impart values knowing that the singularity of the theme could limit the perspective of the readers. Reformational Facture focuses on the building of personality once the readers finished reading or in the process of reading. "Does the selection have an impact on them?" "What does this effect do them?" These questions revolve around the facture of the reader.

It could be identified easily that the effect of romance fanfictions to the Junior High School students are two only: positive and negative. In other words, once they read romance fanfiction, they could gain something from it or none. The purpose of romance fanfictions is to either increase the reading and literary level of the students or to serve as a leisure. This would underscore what impact has taken place to the students. Increasing the reading and literary level could promote the second stage of decoding text: reading between the lines. If so, students would be able to see the morals characterized in the fanfiction. However, extensive reading or reading for entertainment would never view the romance fanfiction as a source of values. Students read fanfiction out of boredom or to be in the trend.

Positive affects cited by the informants greatly adhere to familial, social, and romantic values. As teenagers, these emotions are always at peak. The connectivity of the students engrossed themselves into reading that sooner or later, they developed what we called experience-taking or the ability to subconsciously adopt a trait from a character (Kaufman and Libby, 2012). This is a positive reinforcement to students for they can metacognitively identify themselves from the characters they can relate to and ergo, change their visions regarding their life. The romance fanfiction served as a mirror of the student's life that it was able to reform the perspective of the student; hence, the reader was able to change.

Readers could quickly immerse themselves if the emotions are the same. Because of the relatability of the romance fanfictions, students could apply it to themselves and develop a metacognitive and reflective ideology. Seeing the protagonists on the story undergoing the same situation they are in is a reflection of what they must do, thus having their facture reformed. This is what has been called experience-taking where a reader subconsciously adopts a certain characteristic due to relatability (Kaufman and Libby, 2012). Stereotyping was kept from the readers that led to a much-appreciated evaluation of the character (Kaufman and Libby, 2012) and likely, the result of application in the reader's life.

Moreover, students could never see the relevance of the fanfiction they are reading that ultimately, the values were not noticed. It could also give contrary to the idea of the author to the viewpoints of the students.

Though, this is not the case for everyone. Romance fanfictions for them are only for entertainment. They read whenever they are bored, they read to relieve stresses, or they read because they wanted to feel romance. This one-sided approach to the fanfiction could pertain that fanfiction is for self-gratification and nothing more.

When an informant compared that students in fanfictions he was reading hated Mathematics, he thought of it as petty because he had compared the reality to the world of fanfiction. This would intake the value of realism and the misidentity of subjectivity and objectivity.

Reformational Facture instituted the idea of changing views in regards to what the students read. Petersons and Eds (2007) agreed that in order to have full comprehension of the literary selection, it is a must that the "reader re-create its meaning, constructing in the light of his or her experience the author's intended meaning". This could cause the reformations intended by the romance fanfiction to its readers.

Rhetoric Fluency

Through reading, vocabulary is enhanced. The words students learned could be applied through oral and/or written language. Rhetoric is the art of speaking where speeches are developed, from classroom recitation to public communication. It tests how students mastered the language and how they use the language. The language acquisition therefore is an indirect force that can be found in literature when students are reading

(Chou, 2011). Moreover, the vocabulary of the students is converted into an instrument of unlocking technicalities of the literature. Likewise, Recreational Faculty is factor in enhancing Rhetoric Fluency.

If students were able to expand their language through the words used in romance fanfictions and was employed in their academic or even social nature, then it is expressive. It is impassive if they were able to adapt the colloquial language presented in romance fanfictions but the usage is too limited or there has no purpose for the usage for the secondary language.

As stated, the Rhetoric Fluency is correlated to Recreational Faculty. Reading builds our word blocks while writing is dependent to the word blocks acquired by a student. This would bridge the communication process as students can express their ideas through the accumulation of terms.

One of the applications that literature could be manifested into is through communication. The vocabulary of the students are being developed either by the new learning for a word or adopting an invented word by the author, a positive and a negative effect respectively which still bear fruition in terms of communication as the words learned by the students could be an aid in expressing oneself.

To be rhetorically fluent, words are very vital in expression. If the vocabulary is limited, then there is already an impediment in communicating. It is stated that 5,000 words must be needed in order to provide 96% comprehension of word use in discourse (Adolphs and Schmitt, 2003). Writers are good communicators as they have more knowledge in letters. The mastery of the utilizing words is a vital concept especially for second-language speakers (Schmitt, 2010; Stæhr, 2009, as cited by Koizumi and In'nami, 2013), (in this case the junior high school students), as they could be able to express themselves in discourse. In the article, Fan's View: Inside the World of Fanfiction (Oxford, n.d.), Roberts (n.d.) found his voice in writing fanfiction.

As what an informant mentioned, reading literature helped her to increase her vocabulary. Despite the simplicity of the word, this new knowledge would be an addition that the student could use in expressing herself. Comprehensible English must be important to provide substantiality of the ideas (Black, 2013).

On the other hand, the nature of fanfiction is typically informal. As raised in the Background of the Study, because no one edits or proofreads the fanfiction, it is subjected to erroneous English. This is why authors of fanfictions chose to use code-switching or slang to appeal more to their readers and to convey the thought quickly rather (Thompson, 2013) than promoting scholarliness in their works.

The phrase, "Jusko Lord (Oh, my God!)," is a slur in language acquisition. Hence, a new manner of communication is learned; however, it is improper. The expansiveness of the language is quite categorically innate. Students should have rigidity or formality in expressing themselves as it is viewed as "learned," casting boundaries for learning (Dixon-Krauss, n.d., as cited in Young, 1996). But, the application is not accepted by the students for they cannot even use it in informal conversations.

Vicarious experiences projected in romance fanfictions could impart new conceptualizations. This is also one of the factors of language acquisition wherein exposure to novel environments would improve their viewpoints and likely their communication skills. Although, this is a positive note, students might be too focused on a single concept that they can disregard or cannot see the importance of the language acquisition to other fields.

Furthermore, the researchers limited Rhetoric Fluency in acquiring the fundamentals of the secondary language towards its execution which is applicable in this scenario. The usage of informal English served as a springboard in meeting the eye level of the students. Also, through interpersonal interaction. The implications being given by romance fanfictions develop the student's facility in giving advices, comforting a friend, and even expressing opinions. Still, a good conversationalist should have the balance of knowing the language, and how the language should be used. Furthermore, Rhetorical Fluency could only be achieved if the romance fanfiction has contributed tremendously on learning and improving the second language.

Fanfiction Tool and the Result

These reports of the informants were thematized.

With the research being a mixed-method, the other main focus of it is to create a device that would assess the romance fanfiction based on the informants' messages which was able to materialize. The researchers got the approval of one fanfiction author in lending her work in the research purpose titled, "24 Hours Paris." This was the literature the junior high school teachers read in order to answer the devised tool.

Thirty (30) high school teachers were given the questionnaire that will reflect the reliability of the instruments and the results. But before the materialization of the tool, the adviser checked the validity, face and content, to provide substantial findings out of the questionnaire. These statements were all identified because of the informants' answers wherein the effects of fanfiction were weighed upon to deliver balance between the positive and null outcome in reading the romance fanfiction. Ergo, the instrument showed equilibrium in assessing romance fanfiction.

Also, the tool was subjected to Cronbach's Alpha analysis, and with the target of .70, the instrument fell on .80, stating that the tool was reliable.

Conclusions

The researchers had determined that romance fanfiction is a benefit in teaching literature in Junior High School students based on the following premise:

- Romance fanfiction has the primary elements found in literature: connectivity, literary skills, language acquisition, and values formation.
- Romance fanfiction has been part of the subculture of the youth and thus, it will be an easy access in triggering their schema.
- The positive implications outweighed more the negative indications as thematized and indicated on the interview process.
- On the rendering fanfiction, romance has been identified as the major genre the students know.
- Romance fanfiction has been identified as well an outlet of imagination.
- Romance fanfiction was the main factor that enabled students to start reading literature.
- Romance fanfiction could spark ideas wherein these ideas would inspire students to create their own romance fanfiction.
- Romance fanfiction triggered emotions that are easily relatable by the students.
- Romance fanfiction served as a mirror of the students for they are experiencing the same events in life on which they could manifest the ideas of changing.
- Romance fanfiction enhances vocabulary that the students could use in their academic fields.
- Romance fanfiction meets the eye level of the students, a connection vital in literature appreciation.
- Romance fanfiction created by fellow Filipinos could increase their interest in Filipino materials.
- Romance fanfiction is another pedagogy that could increase the interest of the students in literature.
- The tool devised by the researchers can segregate what is a good material which could promote quality teaching for literature.

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