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“Fostering Cultural Awareness and Sensitivity in VJ Campilan’s All My Lonely Islands”

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ABSTRACT

A novel can be an excellent resource in teaching culture-related values. In this study, the novel “All My Lonely Islands” by VJ Campilan was analyzed to bring to the fore the themes, literary devices, literary elements that show cultural awareness and sensitivity, and the figures of speech that highlight cultural cognition. The impact of the author’s portrayal of the Filipino culture and integration of cultural competence in teaching literature were also sought. Through content analysis, the objectives of the study were met. Themes such as the quest for self, friendship, the concept of family, faith in God, and the problem of assimilation were emphasized. Cultural awareness and sensitivity were best shown through the author’s use of setting, characters, conflict, dialogue, and metaphor. As a Third-Culture Kid (TCK), the author was able to portray the Filipino culture on her passport country and her hometown on a first-hand basis. Activities were proposed for integration in the teaching of literature to foster cultural awareness and sensitivity among college students.

Introduction

Culture is one significant factor that shapes human thinking and behavior to a great extent. Thus, its influence on human beings affects its primary attribute. In the same vein, culture is a central force in the socialization of individuals and is a significant determinant of the community's consciousness and experience. However, the impact of culture on human behavior is often emphasized because it is sturdy and deeply embedded in the people's self-identity and consciousness.

By itself, cultural awareness and sensitivity become relevant when utilized to address the needs of a culturally diverse class. Educators on this account acknowledge the need to understand and develop cultural awareness and sensitivity as part of education and the teaching and learning process, especially in literature or in any other discipline. Admittedly then, cultural awareness and sensitivity are an evolving and developing processes yet continue to have taken the back seat when embedding among college students. With this, the need to educate the students to produce culturally competent individuals should also take precedence.

The idea of cultural awareness and sensitivity is a standard of nationalism and love for the country. It needs to be reflected in the teaching of subjects' objectives and the framework of education. Teachers have to find ways on how these insights are incorporated in their teaching activities. In the current educational standards, the concept of culture and the cultural concept have to be included in foundational content, basic tenets, evaluation, and intervention.

It does not mean that one has to be a member of other cultures to understand others since one factor that has to be resolved is how to communicate. When one is sensitive, he realizes that there is on good or bad culture, but they are just utterly

different. To become sensitive is to accept other's people's values without any prejudice or malice and without assigning any value such as bad or good and right or wrong. In the context of cultural hegemony, where one culture is supreme or dominant, sensitivity is trying to understand and complement each lifestyle by respecting and valuing each other's culture. Otherwise, the misunderstanding would bring barriers to communication and loosen the tight stronghold that binds them. If sensitivity is not practiced inside the classroom, then it will lead to issues of hate and absence of peace that is frequently neglected in the teaching of literature.

Irrefutably, the development of culturally sensitive students begins with education. The importance of developing curriculum to promote cultural competency and the development of cultural awareness and sensitivity for college students, regardless of their specialization, can now be considered as the mentors' obligation to educate their students and to produce graduates who are culturally aware and sensitive to cultural differences in order to succeed in culturally diverse settings. Consideration must be given to how college students understand the concept of culture, students' perception of cultural issues, and the development of cultural awareness and sensitivity.

The deepest layer of culture is a core of life-values emerging from a world-view that is influenced by a person's transactions with their particular natural and social environments. Because of the symbols of money and technology, the young Filipinos have slowly become alienated from their roots without leaving the country. The influences of cultural colonization impact the sense of well-being and estrange them from their respective indigenous cultures, those that come to them through the vehicle of their indigenous languages, their arts and

artifacts, their community patterns of behavior, and their indigenous spirituality. Slowly, these have been suppressed and relegated to the background.

Moreover, this cultural alienation comes with desecrating the natural environment – their natural capital – their land, their waters, and the air. Yet, in times of crisis and celebrations, the indigenous and popular cultures assert themselves. It is one that assigns weight to personal relationships and family and community. In dealing with cultural identity concerning promoting equity of life chances, it cannot but accept that the socio-cultural domination by diaspora has been further enhanced by economic globalization. It appears as a new form of colonialism not only from outside the developing countries but sometimes by people's respective governments as well.

In this context, literature is used to close this gap in the cultural awareness and sensitivity needs of students and develop a culturally sensitive curriculum that can prepare students for today's work environment. The perceived lack of knowledge and skills demonstrates the critical need to include issues of cultural sensitivity and awareness within the curriculum to equip students with the necessary skills required to work in a multicultural society.

To respond to students' desire to become more culturally competent and to prepare students to succeed in culturally diverse settings, the work of Victorette Joy (VJ) Campilan, "*All My Lonely Islands*", will cater to their needs. This is about a young woman's coming of age in a foreign country which has been examined. Her novel, which won the Palanca Grand Prize for the Novel in English, eventually expanded into her first novel, *All My Lonely Islands* that meditates on

It is at this point that the researcher became interested in this study.

Understanding the culture and heritage of a nation through the manifestation of its identity provides a better insight into how to further appreciate and foster one's sensitivity to its heritage, especially to the young generation. On this, students will be able to see through the different spectrums from which a nation has structured its people.

Because the changing social ecologies can shape culture, it is appropriate to look into this literary text that may be used as a springboard in teaching not only language but also values that can raise awareness and sensitivity to one's culture and heritage, and one's identity. In this regard, the present study employed VJ Campilan's *All My Lonely Islands* as a resource of culture for literature teaching. Through fostering cultural awareness and sensitivity, students will then understand their roots with heightened understanding. what it means to struggle with a fractured sense of self for Filipino Third-Culture Kids (TCK). This study hopes to help Filipino students to actively further comprehend their identity and their literary texts that they have been taught with a mind on its similarities to one's culture and traditions. Going through the novel is like retracting the steps to understand one's culture and heritage, wandering to the places beautifully described, depicting the different cultures amidst language barriers and traditions.

Objectives Of The Study

The purpose of this study was to foster how cultural awareness and sensitivity are examined in VJ Campilan's *All My Lonely Islands*.

Specifically, the study sought to answer the following questions:

1. What are the themes reflected in the novel?
2. What are the literary devices used to show cultural awareness and sensitivity?

3. How are cultural awareness and sensitivity seen in the following elements: setting, characters, conflict, and dialogue?
4. How are the figures of speech utilized to highlight cultural cognition?
5. What is the impact of the author's discernment and disposition of Filipino culture in the portrayal of her work?
6. How may cultural competence be integrated into the teaching of Literature?

Framework

Of relevance to this study is the Social Cognitive Theory of Miller (2012), which presents that people learn from observing one another. This perspective reflects a blending of behaviorists' concepts and cognitive notions. The environmental and cognitive variables continually interact with one another and with such behavior that influences the others in reciprocal ways. This theory is then useful in the present study. It explains that portions of an individual's knowledge acquisition can be directly related to observing others within social interactions, experiences, and outside media influences.

The theory states that when people observe a model performing a behavior and the consequences of that behavior, they remember the sequence of events and guide subsequent actions. Finding a model can also prompt the viewer to engage in behavior they already learned (Bandura, 2002). In other words, people do not learn new practices solely by trying them and either succeeding or failing. Instead, the survival of humanity depends upon the replication of others' actions. Whether people are rewarded or punished for their behavior and the outcome of the practice,

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the observer may choose to replicate behavior modeled.

Social Cognitive Theory (SCT) is a learning theory based on the idea that people learn by observing others. These learned behaviors can be central to one's personality. While social psychologists agree that the environment one grows up in contributes to action, the person and therefore cognition is just as important. People learn by observing others, with the environment, behavior, and cognition, all as the chief factors in influencing development in a reciprocal triadic relationship. With this, Filipino identity by their culture and heritage is influenced by what they have witnessed, which can change their way of thinking (cognition). Similarly, the environment one is raised in may influence later behaviors, just as a father's mindset also perception determines the context in which his children are grown.

Besides, this study was hinged on George Herbert Mead's Symbolic Interaction theory, which focuses on the relationships among individuals within a society. Communication is the exchange of meaning through language, and symbols are believed to be how people make sense of their social worlds. As noted, this perspective sees people as active in shaping the social world rather than merely acting. This sociological theory is developed from practical considerations and alludes to people's particular utilization of dialect to make images and normal implications, for deduction and correspondences with others. In other words, it is a frame of reference to understand better how individuals interact with one another to create symbolic worlds, and in return, how these worlds shape individual behaviors.

It is a framework that helps understand how society is preserved and created through repeated interactions between individuals. The interpretation

process that occurs between interactions helps create and recreate meaning. It is the shared understanding and interpretations of significance that affect the interaction between individuals. Individuals act on the premise of a shared understanding of purpose within their social context. Thus, communication and behavior are framed through the shared meaning of objects and concepts attached to them.

As premised on the concept of culture, this study encompasses how literature helps shape the way of life for an entire society. It includes codes of manners, norms of behavior, values, and systems of belief. It is essential, then, for the educational community to begin recognizing how literature can influence people's practices to move toward a solid understanding of one's identity. On this, raising one's cultural awareness and sensitivity becomes excessively important in developing cultural competence. It can be done by enhancing the social fabric that requires promoting cultural awareness, identifying and teaching values for the common good, cultivating creativity, and promoting culture-sensitivity among people, especially students; this is good as putting the pieces in place.

Cultural identity is essential for the peaceful cooperation of civilization. If people have a strong sense of self-identity through culture, they are more likely to interact peacefully with other cultures, concerning the diversity of value systems and religious beliefs as well as the tangible aspects of learning. As different cultures become more intertwined, these cultural identities may change. The fluid nature of culture can be positive, leading to more robust societal structures and values. It can also destroy minority or less-powerful cultures, leading to the disintegration of fundamental human values.

With these attributes, this study as likewise anchored on the reader-response theory, a backlash against the proponents of New Criticism, who assumed that meaning existed solely in the text and can only be deciphered by a competent literary critic who possesses concise analytic skills. Proponents of this theory focus on the purpose that is brought about by the reader and the text. It can be deduced from the way the former response to a specific book in a particular. Thus, insights and inferences by the reader informed by his background knowledge and experiences inform the interpretation.

As cited by Yang (2002), literary texts frequently contain social dilemmas and conflicts, and such reading demands personal responses from readers. It is the reader's activities in the book that create meaning out of the inkblots by what is posited as a transaction between the reader and the text. More so, it is theorized that the convergence between the reader and the text is what brings the literary work into existence. Though not accurately pinpointed, it is construed that this convergence will always remain virtual, as it is not to be identified either with the reality of the text or with the individual disposition of the reader. As further pointed out, the artistic (author oriented) and aesthetic (reader-oriented) poles in any literary work meaning are negotiated. Thus, significance can never be imagined solely by the reader or generated alone by the text. Instead, it is created through the active process of reading since the literary work cannot be completely identical to the book, or the realization of the text, but in fact, must lie halfway between them.

This study revealed how students of literature can benefit from the messages within the cultural texts to become more culturally competent through a purposeful review of the content of the novel *All My*

Lonely Islands. Through reader-response theory, the importance of developing cultural competence and awareness among students will be identified, and the values of these essential skills will then be explored. Through literature, students will get engaged in a creative process of cultural specificity and cross-cultural negotiation. It involves the reader in both aesthetic and societal issues for meaningful reflection and application, which will help build these sensitivities serving as critical elements of fostering cultural competence

Methodology

The aims of this study were attained by following and considering the following specific requisites of research writing.

Research Design

The study used content analysis which is defined by Mayring (2014) as extracting material out of a considerable amount of texts. In literary studies, the chief aim of content analysis is to analyze the book for its own sake with the socio-cultural background as the context. With content analysis, the readers can examine for themselves the cultural text being analyzed. It corresponds to the process of extracting desired information from a text by systematically identifying characteristics of the text or describing a literary piece in terms of its component parts.

Material Used in the Study

The material that was used in the study was the novel of VJ Campilan "*All My Lonely Islands*." Other books, journals, periodicals, theses dissertations, and online references were included in the list of materials and data sources. The analysis was concentrated on the essence of the work itself by analyzing the symbolism and other literary qualities presented.

Important episodes in the novel were also cited and interpreted to justify the core

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of the work. The material analyzed may be used as the core or thrust in syllabus making in teaching Literature class.

Treatment of Materials

To do an extensive analysis of the selected novel, the researcher used formalism, reader-response, and socio-cultural approaches to draw out the study's intention, which was to foster cultural awareness and sensitivity among the college students through the novel, *All My Lonely Islands* by V.J. Campilan. The analysis concentrated on the essence of the work itself by analyzing the symbolism and other literary qualities presented. Important episodes in the novel were also cited and interpreted to justify the work's essence.

Formalism approach was used to examine the material in terms of how the literary devices were embodied in literary text/s to decipher Filipino characteristics and beliefs as formed by its culture and heritage, and how these latter two were preserved and promoted. This way, the researcher was aided in answering the problem statement on how the novel, according to their formal attributes, contributed to enriching cultural awareness and sensitivity among students of literature. Since formalism aims to make literary criticism a science, the popularity of its maxim art for art's sake means that it demands textual shreds of evidence. Specific examples from the text were removed to validate the right way to interpret them.

Meanwhile, reader-response criticism was also used to analyze the reader's role in the production of meaning. This type of criticism acknowledges the participation of the reader in forming the meaning of the text. On the other hand, psychological criticism was also employed to examine the author's creative process on the way the nature of literary devices was used to understand the novel, its characters, and readers fully. In addition to that, the

psychological approach was used by the researcher to identify the values and psychological interest of the characters.

Therefore, to gain a deeper understanding of the selected novel written by VJ Campilan, an intensive analysis through an exhaustive reading of the text was necessary. The literary approaches guided the researcher in dealing with the topic of the study. It was about the impact of culture amidst a different culture and setting in the enhancement and enrichment of cultural awareness and sensitivity among college students, as reflected in the novel "*All My Lonely Islands*."

In the analysis of the novel, the researcher used online and printed references, which were well documented, and authors whose works were recognized. The researcher did not copy verbatim their works or quoted some of the texts without referring to the respective authors. In the presentation of the work, the researcher used the third person to show objectivity and to avoid language that is vulgar, informal, and without legal impediments.

Results And Discussions

Novel as a means of teaching about culture is supported by the following discussions which show the conglomeration between and among the features of literature and culture.

Themes Reflected in the Novel. Themes are the central focus of the story or narrative and express the intended lesson, conclusion, message or point of view of the author. These likewise connect all parts of the story such as characters, plot, problem or conflict, setting, and event/s. In more simple words, themes reflect the author's message about critical beliefs such as those in the novel of VJ Campilan, *All My Lonely Islands*, which talks about the quest to finding self, value of friendship, family relationship, faith in God,

problem of assimilation and cultural differences.

One of the most important themes of the novel is a quest for 'self'. The loss of identity and the incessant quest for self-discovery have come to be the therapeutic discussions in the modern life. The disenchanted, lonely figure, searching for ethical significance in the smallest of things, struggling for identification with race or class or group, persistently striving to answer the question, 'Who Am I' has become the central focus in the present study. The question of knowledge and self-knowledge is present in V.J. Campilan's *All My Lonely Islands*, where Crisanta is confronted with herself and the others. Central to this story is the quest to find oneself in the midst of displacement and the longing for home.

According to Pollock (2010), third culture kids had long existed but not much attention had been given unto them and that they were largely invisible. As cited in the literature, the first culture is the passport culture from which the parents or adults came. The second culture would be the host country where the family lived, and the third culture would be the created and shared way of life of the expatriate community. The third culture kids do not mean that they are currently children (Smith, 2011); as a matter of fact, there is another population group called the adult third culture. It is instead while they were children or during their developmental years, they lived and were raised in a country outside their parent's country.

In the novel, *All My Lonely Islands*, Crisanta is an example of a TCK who has spent a significant part of her developmental years outside her parents' culture. She had built relationships to all of the cultures, while not having full ownership in any. Although elements from each culture may be assimilated into the TCK's life

experience, the sense of belonging is in relationship to others of similar background.

Another theme of the novel is **friendship**. Filipinos are known to be a paragon of friendship, as if it is part of their very social nature. Friendship is a relationship that exists in every human community. It is so deeply embedded in Filipino culture that the very name of friendship ("*kaibigan*"), at least in Tagalog, is derived from the root word "*pag-ibig*" (love). This brings now the readers to another theme depicted in the novel of Campilan that is, the value of friendship which is very perceptible among Filipinos. Filipino immigrants are known in the global world to exude warmth specially so to their friends. This warmth of friendship has become so endearing to foreigners; however, as a rather empty or hollow substitute, those who fail to strike deep friendship with those closest to them have the escape mechanism of accumulating skin deep friends only, or worse, its opposite, shying away from people, and this is discernably shown in the novel.

Campilan provided in her novel as another literary theme, one of the most accurate pictures of friendship when Crisanta found herself exploring this kind of relationship in the foreign land where part of her growing up took place, looking at its highs as well as its lows. However, the lines present a different sense of feeling of friendship to the main character as she felt an outsider amongst the so-called friends she had. From this then, it can be said that the lives of TCKs are characterized by their experiences of living among different worlds that could isolate them from social interaction and establishing long-term friendships. According to De Castro (2015), for third culture kids, the concept of home takes on different meanings. Having parents with different backgrounds and having lived in more than one country most of their lives,

third culture kids spent a significant part of their developmental years assimilating in different cultures. This impacts how they build relationships and how they form their values and world-view. As to valuing friendship, Filipinos have often placed this on par with kinship as the most central of Filipino relationships. Friendship plays a significant role to the young Filipino adult as presented in this study. The role becomes very important for the unusual or unlikely friendship that developed among the characters. Certainly, ties among the characters were an important factor in the development of personal alliance systems. Here, as in other categories, a willingness to help one another provides the prime rationale for the relationship

The Filipino society has, like other social formations of traditional Asia and Europe, moved from being a predominantly agricultural society to a modern one. These transformations have brought new social changes as the **concept of family** which is another theme of the novel continues to be reinvented and transformed. Admittedly, globalization has created international employment opportunities for migrant workers, especially for females, as increasing numbers of Filipinos are "sacrificing" themselves to work abroad to support their families back home. In a sense, the function of the family changes when a husband and wife are separated for long periods of time. When the wife decides to work overseas and leaves her family behind, it changes the structure at home, and this was reflected by Campilan in her novel, *All My Lonely Islands*. However, it may not be the case of Crisanta's mother going abroad that left Crisanta in the care of her father, but still, the structure of her family changed. It can be seen in the novel that Crisanta's father had taken the roles of both parents, in the absence of her mother who left her in the care of her father days after her birth.

According to Park (2008), in societies throughout the world, family has played an important role in supporting and providing resources to family members. Indeed, families are necessary for reasons of survival. It strengthens the chances for economic security, intergenerational socialization and for the emotional support of children and adolescents.

Faith in God which is another theme of the novel has several ways of expressing itself. It depends on the local history of the church, the national tradition, a whole set of cultural elements which make the expression of faith unique in some places. In Campilan's novel, the manifestations of Crisanta's and her family's faith in God were reflected. It seemed important in the story to establish that the main character was brought up in a faith-based family. Although unlike the typical Filipino who grew up catholic, there wasn't much difference on how in the story the family of Crisanta valued the bible and its teachings.

In addition to these, the novel likewise brings the readers to themes such as the problem of assimilation, a term which refers to the process by which a person or group becomes integrated into a new culture, a process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitudes of other persons or groups, and, by sharing their experience and history, are incorporated with them in a common cultural life. However, as Crisanta was asked of where she came from, from what country, she felt something was wrong; a feeling of superiority and inferiority crept in. Such feelings, along with the exploitation of the weaker section (minority group) of the population by stronger one, are contradictory to the assimilative process

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The problem of assimilation into the other culture occurs as a major difficulty before them. They do not want to leave their own culture and try to adopt the other one, and there is a hybridization of culture, which brings forth a cross-cultural identity. Thus, the immigrants try to fit in the society by seeking hybridization as a middle approach and sometimes fall into a more confused situation like Crisanta, who does not celebrate the difference but sets off to a more perplexed situation and is directed to a search for her identity. Her quest for the self becomes the main thread in the story which unwrapped various emotional and psychological layers of familial attachment in her friendship with Stevan.

Literary Devices used to show Cultural Awareness and Sensitivity. One of the literary devices used by the author is personification. Campilan was able to give life to non-human objects, thoughts that were portrayed in such a way that can be felt as if they have the ability to act like human beings through her use of personification. She used personification to aid Crisanta in delaying the truth that she had been evading to tell. This had become old and stale, which become harder for her not to spill

everything just yet. With the use of personification, the author was able to create a vivid picture of how long Crisanta had withheld from telling the truth. To note then, personification is an imperative figure of speech and by applying this literary tool, the author was able to give life to the idea of what may happen if truth was not told at once. The idea personified was easily grasped by the readers. The use of personification in literature has a great impact as it showcases a non-human entity more vivid and lively, along with a human attribute, just like with the idea of truth, that when withheld from the longest time, becomes old, bald and petulant.

Personification again helped Crisanta to see her homeland as what it was when she left it for another country. Through this tool, Campilan was able to reconnect Crisanta to her origin. This also made readers see Manila through the eyes of Crisanta, a stranger but not totally a stranger. This helps readers to understand their own point of origin, being a Filipino belonging to a third world country. Needless to say, personification as a technique was used by Campilan to create a more compelling description of Manila sans its lights and glamor. By giving vivid human characteristics to Manila, the writer was able to bring Crisanta to the reality of what and who she is, a Filipino.

Symbolism was also employed by the author. This is a device commonly used by authors to generate meanings and give substance to the story. Like in *All My Lonely Islands*, the author used symbolism as reflective of Crisanta's cultural awareness and sensitivity. The use of cafeteria and library are symbolic of Crisanta. In the novel, these places are described as representation of the main character's feeling of being alone in a foreign land, of being different and isolated. Crisanta's physical and emotional turmoil for being

different from others were also symbolized by the two places through her appreciation of them as refuge during those times that she felt isolated from others. These places somehow help her feel being approved or affirmed as a human being.

Likewise, from these lines, it can be sensed that there was a growing cultural awareness and sensitivity in Crisanta as she learned to treat others with respect as they differ in views and backgrounds without bias or judgment. She had one way or another, recognized and validated the cultural difference and the diversity within each cultural group, and learned to respect her boundaries and that of the others.

According to Wiehardt (2019), in literature, symbolism is used to produce an impact, which it accomplishes by attaching additional meaning to an action, object or name. Symbolism takes something that is usually concrete and associates or affixes it to something else in order to give it a new and more significant meaning. With this then, symbolism allowed Campilan to convey her deepest thoughts of being a TCK through her main character, Crisanta. These thoughts were conveyed to her readers instead of saying it outright. This indirect approach allowed Campilan to create nuance and complexity. The caveat for this author is that the entire context of her story needed to support the symbol's meaning. On this, canteen and the library served as Crisanta's safe zone to be her, away from others. It served as her fortress.

The use of symbolism, likewise, helped Campilan to make her readers visualize her ideas and follow the central theme of her novel that is cultural awareness and sensitivity. In addition, the use of symbolism afforded the writer the chance to relate her ideas in an efficient, artful way, foster independent thinking among her readers as they go through the process of

interpreting her text and added emotional weight to the text.

Cultural cognition is also presented in the novel as the hypothesized tendency of people to perceive risks and related facts in relation to personal values. This showed how the characters' values had shaped their political conflict over facts and how it promoted effective, deliberate strategies in resolving such conflicts.

Cultural Awareness and Sensitivity as Seen in the Literary Elements. In this part, VJ Campilan used the literary elements to create her story. How she developed her novel is shown in the discussions. **Settings** used by Campilan were places which evoked somber feelings of isolation, pain, loss, sadness, and fear as these hauntingly made Crisanta search for answers as to the true essence of her being, of her friendship with Stevan and Ferdinand, and her relationship with God and her father. *All My Lonely Islands* is a narration of the significant phases of the heroine's life in Manila, Bangladesh and Batanes.

Campilan was able to build her main characters, Crisanta and her father, around the tropes of how middle class Filipino families are but at the same time able to give each character distinct qualities that individually represents a slice of the rich Filipino culture. The characters' decision making capabilities and abilities to accept and process their reality reflected individual strengths and intelligence as well as what they value and their life principles. **Conflict.** This in literature presents the struggle between opposing forces, usually the main character struggling against some other force. This what drives the characters in Campilan's novel, *All My Lonely Islands*. Without conflict, the story would not have its purpose or point of existence.

As it is, the whole novel can be said to be a tale of conflict. Crisanta, in her

weaving in every page presents herself being confronted with a struggle against her and of others. In almost every page of the story, there are always the moral and ethical conflicts within the character's actions, feelings, and thoughts. Every page of the novel even showed that even perfect things going on within will have conflict with the outside world. It can be said then that conflict is not just a part of a story, but it is the story itself. The characters, the actions, location and events were all details that simply added to the understanding of the readers.

From the exchanges of thoughts between Crisanta and Ferdinand, the characters were then revealed to the readers. Their words put color to their personality, and have even created conflict and advanced the plot. Moreso, the dialogues that have been exchanged have given life to the story. Readers were able to gain a deeper understanding of Crisanta, Ferdinand, Stevan, and even that of the Father and that of Aunt Ramona.

Undeniably, this is part and parcel of Philippine culture, that today's youth may have long forgotten. Campilan was able to bring forth that one aspect of the Filipinos' cultural identity, which is the belief on supernatural beings. Campilan was able to make Aunt Ramona represent this part of the Filipinos. According to Daskeo (2012), Filipinos are very superstitious, especially the old people. Added to that, the beliefs have great influence in their day-to-day life.

Campilan then used **dialogue** to show her characters' being and person. Readers have become acquainted to them and to what culture they belonged to. Consequently, dialogue affects the characters because they understand and connect with the other characters. Undeniably, without dialogue, there would be confusion and readers would be left in the dark.

Figures of Speech utilized to highlight Cultural Cognition.

Figurative language is one of the most common expressions of creative behavior in everyday life. Forming an integral part of language, figures of speech found in literature extend the vocabulary of what is already familiar and better known to what is less well-known to the readers. When fully used, it gives off a more conscious, more artistic, and much more subtle meaning to words used; thus, it has a stronger intellectual and emotional impact that becomes more memorable and sometimes contributes a range and depth of association and suggestion that is far beyond the scope of use of these figures of speech. *Metaphor*. Likewise, the author was able to create vivid pictures of an object in a way that was not literally true, and yet seemed real that somehow explained the story. Undeniably, Crisanta's awareness of her culture is imbedded in her being despite that much of her adult life, she grew in a foreign land. Her deep belief in God is a manifestation of her being a Filipino, which shaped her religious beliefs and perceptions. On how Crisanta responds to situations wherever she was is an expression of her consciousness of her own culturally shaped values, beliefs and perceptions, despite having different culture in her midst. This principle of cultural awareness was brought to fore on the use of metaphor.

Using earthquake, the author was able to present a vivid picture of what made a turnabout in the life of her main character, Crisanta. By using metaphor, Campilan was able to show the shift to Crisanta's once thought-to-be a stable life. Just like an earthquake, it can create a shift in one's life. The main character thought that her life in Manila was solid as a rock, and grounded. But like that of the strong earthquake, the news of living in Bangladesh gave a big jolt to Crisanta's normal life. Not only did it

bring shakes to her core being but it brought emotional shockwaves as well, just like an earthquake. Unspoken but felt vividly, it seemed that Crisanta was shaken to the core, as if earth opened up underneath her feet.

As cited in the work of Puadah (2017), metaphor is a part of figurative language that involves comparison or simile, metaphor, allegory, parable, fable, personification, eponym among others. Accordingly, the metaphor used by Campilan is that of the narrow one, where the comparison was implicit. More so, the use of metaphors in literature makes the work more creative and novel than metaphors used outside literature.

For example, Kovecses (2010) would consider the word lion to be a metaphor in the sentence "Achilles was a lion in the fight". He would probably also say that the word is used metaphorically in order to achieve some artistic and rhetorical effect, since he speaks and writes metaphorically to communicate eloquently, to impress others with "beautiful," esthetically pleasing words, or to express some deep emotion. Kovecses also added that what makes the metaphorical identify of Achilles with a lion possible is that Achilles and lions have something in common: namely, their bravery and strength.

Hence, it can be said then that earthquake was used by Campilan to present an idea that is life-changing because of its effects to people's lives after its occurrence. With this, through literature then, the writer was able to make her imaginative writing seemed true. In the words of the Russian critic Roman Jakobson, it represents an 'organized violence committed on ordinary speech'. Literature transforms and intensifies ordinary language, deviates systematically from everyday speech (Eagleton: 2003). Literature as defined is "imaginative" writing in the sense of fiction - writing which is not literally true. It is the result

which is created by the author to express a situation of the real life even though it is just in imagination form, and its presented by spoken or written text which can instruct and entertain the people (Tuloli:2005, cited in Puadah, 2017). Literature is the creativity that comes from the author of human life directly or through the imagination with language as a medium.

On the other hand, the term figurative language has traditionally referred to language which differs from every day (nonliterary) usage. Figures were seen as stylistic ornaments with which writer dress up their language to make it more entertaining, and to clarify the meaning they want to convey. According to this view, literary devices such as metaphor, simile, rhythm and personification embellished ordinary language and so forced reader to work harder at making meaning in a text. Nowadays, almost all language is in some sense "figurative"; there are very few ways of talking and writing about the world that do not make use of comparisons, symbols and others.

Figurative language is perhaps the most common expression of creativity in everyday life (Carter, 2004). People often use figures of speech like metaphors to describe a vast array of emotions and experiences. Although figurative language pervades human dialogue, the understanding of how people come up with these types of expressions is quite limited.

Impact of the Author's Discernment and Disposition in the Portrayal of Filipino Culture in her Work

The author, Ms. Campilan through her words and description, was able to immortalize how it was like to be a Filipino and to be a Filipino teenager living in a country that is completely different from the Philippines in every possible way.

To say that they are multicultural is to undermine the word. They are called third-culture kids because they had learned to synthesize all the cultures that they had encountered into one customized identity. And it is different for every TCK, which makes them some of the most confused people may ever meet. Campilan's overall purpose of writing her novel determined the techniques she used to present to her readers the concept of being a TCK, not only in a different country, but to her own as well. It may sound manipulative as propaganda or a bit more straightforward, but her novel has become as informative as possible. In a sense, Campilan's own experience had made her readers feel first-hand the feelings of Crisanta, her main character.

Looking closely now, Crisanta's recollection can be said to be Campilan's own recollection of her childhood memory, and all the events that transpired between then and the present time may have been peppered with the author's personal experiences. It is somehow like reconciling her own demons of her past with her present self. More so, Campilan's own experiences have made the narration in the story more vivid and beautiful, that readers seemed to be truly there in the story. Batanes, Dhaka and Sundarban were all described with such eloquence and impressive imagery. The author painted these places in such a beautiful light, without sugarcoating it. It was presented in the most realistic way possible and this contributed to the overall beauty of the book. *All My Lonely Islands* also highlighted a lot of Filipino cultures and traditions though most of the book transpired in Dhaka Bangladesh.

Integration of Cultural Competence in the Teaching of Literature

For many educators teaching Literature, the idea of teaching diversity among individuals and the differences in their culture may

sound intimidating in part because the concept of diversity is so vast and because none has had personal experience with the full range of diversity. Yet, no matter what the background and no matter what the course content, teaching to and about people from different backgrounds of and with different ability, acculturation, age, citizenship, ethnicity, gender, migration status, native language, race, religion, sexual identity, sexual orientation and/or socioeconomic status (SES) must be given importance.

Raising awareness and creating strong cultures among the young blood can definitely be done in schools, especially so in Higher Educational Institutions, such as state universities and colleges. This then requires addressing the activities that are used by instructors and or professors in the teaching of literature. As culture is a broad concept that embraces all aspects of the human life, hence, it is just logical to include the teaching of it. Teachers then need to attempt to make their classrooms more culturally sensitive and to create lesson plans that are rich with information Teachers must build a positive classroom where assimilation of culture must be a priority as it does not happen by accident. Planning, work, and collaboration are needed to produce a favorable multicultural climate classroom. In such an environment, students and teachers can work cooperatively and productively. Everyone is focused on school goals, student outcomes, and personal relationships. People are engaged and enthusiastic about achieving individual and group goals and are willing to put in the extra effort necessary. Culture is shared experiences, both in school and out of school (traditions and celebrations), a sense of community, of family and team.

Schools that acknowledge the diversity of their student population understand the importance of promoting

cultural awareness. Teachers who are interested in fostering a cultural awareness in their classroom should actively demonstrate to their students that they genuinely care about their cultural, emotional, and intellectual needs. To this end, there are several strategies that teachers can use to build trusting relationships with diverse students. The proposed activities can be integrated and used by literature instructors teaching subjects such as World Literature, Asian Literature, Literature 101, Philippine Literature, and Afro-Asian Literature about the diversity among communities and cultures.

Conclusions

The study showed that the author of the novel, *All My Lonely Islands*, worked on the themes of quest for identity, value of friendship, family relation, and faith in God. Meanwhile, sub-themes are on problem of assimilation and cultural differences for its sub-themes. Teachers can use a variety of strategies to help students enjoy literature. These strategies include careful selection of good stories that are likely to hold personal meaning for readers; the provision of a wide array of literature to appeal to individual tastes and allow for a range of personal choice; and the presentation of an interesting introduction to and rationale for studying a unit and its major issues, players, and factions that will encourage students to develop an interest in the literature. Cultural awareness and sensitivity are clearly depicted through the novel's setting, characters, conflict and dialogue. Figures of speech utilized highlighted the individual's context and elements of the story and highlighted the cultural cognition. As a TCK herself, the author was able to portray on a first-hand basis the Filipino culture on her passport country and her own hometown. The proposed activities may help foster

cultural awareness and sensitivity among the college students in the teaching of literature.

Recommendations

Other literary pieces of contemporary writers maybe recommended for reading if only to appreciate their literary craft and derive significant context which can be used to teach issues of racism and violence against one's culture. A comparative study between other writers may be conducted and critiqued using the elements and device of a novel considering other literacy approaches. Films which also feature cultural cognitions may be also reviewed for appreciation and critical analysis.

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