

IMPLICATIONS FOR TEACHERS AND STUDENTS OF APPRAISING COMPREHENSION QUESTIONS IN LITERATURE TEACHING

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ABSTRACT

This study looks at how Filipino ESL students behave when discussing Philippine literature in English. The study assesses how well instruction complies with the needs of ESL students and validates their knowledge and skills through their in-class behavior.

The literary questions and specifications checklist was examined using functional behavioral analysis (FBA). This emphasized how crucial it is to outline the course material and instructional goals to ensure students' knowledge, behavior, and skills are properly measured.

The study's findings demonstrated how well students understood complex concepts and how well they could respond to lengthy reinforcements that were in line with course requirements for Philippine literature. The study evaluated the efficacy of comprehension inquiries, writing strategies, and prompts as indicators of students' knowledge and abilities. Further investigation into teachers' and students' satisfaction with classroom progress was conducted in the research.

Overall, this study offers important insights into how Filipino ESL students interact with English-language works by Filipino authors and how their knowledge and skills can be properly assessed and validated.

Keywords: Specifications (Specs), Comprehension Questions, Writing Techniques, Comprehension, And Filipino Tertiary Esl Learners.

1. INTRODUCTION

The study of literature presents particular difficulties for teachers. There is no right or wrong way to teach literature, just as there are no right or wrong answers, unlike other subjects. This is due to the subjectivity of literature and the legitimacy of students' viewpoints. There are, however, strategies that teachers can use to teach literature and help students learn from it.

All courses, including Philippine Literature, at Bulacan State University, the College of Education, and the College of Industrial Technology are taught in English. Teachers use worktexts that come with pre-made questions for literary genres like short stories and poems. The researcher, a literature professor, did, however, note a pattern in the way that students answer these questions. It was discovered that when asked for their opinions, students frequently respond with a yes or no, and when asked why, they give contextual explanations. This pattern made people wonder if the absence of motivational activities or prompts or the types of questions being asked were to blame.

To address this issue, research should be done to examine the specifications for creating instructional materials, including materials, methods, processes, and long-term endeavors that cover a variety of undertakings. A crucial component of this is the

development of a specification, which guarantees that teachers can meet the needs of their students and offer a positive learning environment. Performance specifications, which satisfy the needs of students, and technical specifications, which convey the degree of performance of individual units, are the two categories into which specifications are divided. Individual unit specifications, acceptable quality levels, and distribution specifications are further divided under the latter.

Through an analysis of the use of instructional materials and specifications, this study sought to enhance the teaching and learning experience for students of literature.

Examining whether using specifications as a pedagogical tool to teach literary comprehension questions can improve students' acquisition of knowledge and skills is the main objective. Data were gathered through a direct assessment and the Functional Behavioral Analysis (FBA) method in this study. Additionally, a table of specifications was used in the study to assess the student's performance on the cognitive tasks and their understanding of the course material. The focus was not just on providing answers to comprehension questions, but rather on assessing how well-rounded and prolonged activities motivated students and elicited positive responses. The study used four steps to carry out FBA: information was gathered through observation, a hypothesis was formed, the questionnaire was given out, and information was then interpreted and analyzed based on the purpose of the observed behavior and the knowledge and skills acquired based on the course's specified content. The research objective was to evaluate the traditional methods of teaching literature and stir up the adoption of engaging activities that would advance students' learning and growth.

2. METHODOLOGY

This research used a mixed-methods methodology to support the Functional Behavior Assessment study and investigate the effectiveness of extensive writing in literature classes.

To assess the students' understanding of the text and their memory of it, the study first used comprehension questions based on the first five passages from the Philippine Literature workbook. The quantity of rigor of these queries calls for the use of the ability to evaluate information and come up with solutions to problems encountered. The researcher concluded that addressing these intricate matters in question would encourage a profound comprehension of the text and enhance the student's learning output. Using this method and approach, the research aimed to ascertain whether using such complex questions as a teaching tool can help students learn more and foster a deeper comprehension of literary texts.

Furthermore, a survey was used to understand more about how students felt about comprehensive and considerable writing. The study asked a wide range of questions about students' points of view toward writing, their motivation to write, how well they thought they wrote, and how an in-depth report affected their learning outcomes. The purpose of the study was to learn more about how students perceived extensive writing, its value in developing their writing abilities, and how well it helped them learn. The ultimate goal of this study was to evaluate how much inscribing influences students' ability to inscribe and transcribe, how they understand and look at their writing abilities, and their overall educational learning experiences. The study aimed to evaluate the efficacy of this pedagogical approach in developing students' writing skills and encouraging their engagement with the literary material by looking at the students' experiences with the lengthy report.

To determine and know the superiority of the student's writing, the researcher observed classes and gathered writing samples. These observations were made in an effort to assess how well extensive writing helped students' writing abilities. To evaluate the caliber of the student's written work and spot any advancements in their writing abilities over time, the collected writing samples were examined. The goal of the study was to determine how much writing affected the students' writing quality and whether it resulted in any gains in their writing skills. The research aimed to provide a more thorough understanding of the efficiency of extensive writing in promoting students' writing skills and enhancing their engagement with the literary material through these observations and writing samples.

The information gathered from the comprehension questions, survey, classroom observations, and writing samples was examined using descriptive statistics and content analysis. To gain a thorough understanding of the value of extensive writing in literary classes, the findings were then triangulated.

The study also assessed the effects of literary knowledge and the use of particular terminologies from a particular angle. This sought to determine whether, by predetermined standards, the comprehension questions were in-depth. During the first semester, comprehensive activities were given out, requiring students to respond to comprehension questions. Given the challenging situation encountered in the classroom, this method prompted the researcher to investigate the attitudes of the students toward responding to the comprehension questions provided after each selection. The researcher's goal in conducting this study was to learn more about how well comprehension questions work and how they affect students' learning of literature.

Students from different colleges at Bulacan State University who had finished discussing the first five Philippine Literature selections from the workbook of Pineda et al. (2016) made up the participants in this study. The specific literary works examined were *How My Brother Brought Home a Wife*, *Children of the Ash-Covered Loam*, *The Chieftest Mourner*, *May Day Eve*, and *Scent of Apples*. These works were chosen because they fit the study's goals and because they are well-known works of literature in the Philippine context. The respondents were chosen for the study based on their willingness to participate and whether or not they had finished the required readings.

For the comprehension tests on the study's first five workbook selections, Functional Behavior Assessment (FBA) was used. The study's main goal was to determine how well comprehension questions created by teachers worked to change operant behavior that had been affected by reinforcement, punishment, and extinction. The study also sought to identify the crucial influences that might affect students' attitudes toward completing literary evaluations and the crucial factors that control how they behave when completing literary comprehension exams. The researcher used FBA to compile thorough and organized data on the behavior of the students and the variables that might influence how they responded to comprehension questions. The findings of the study were anticipated to shed light on the importance of comprehension questions in influencing students' opinions of literary works and their overall learning outcomes.

The discussion of the breadth and depth of literary inquiries centered on the analysis of the contribution of sophisticated interrogation strategies and cognitive capacities to improving comprehension and memory of textual material. This was demonstrated by the use of memory and comprehension tests, which served as indicators of the effectiveness of demanding skill-based questions in promoting a

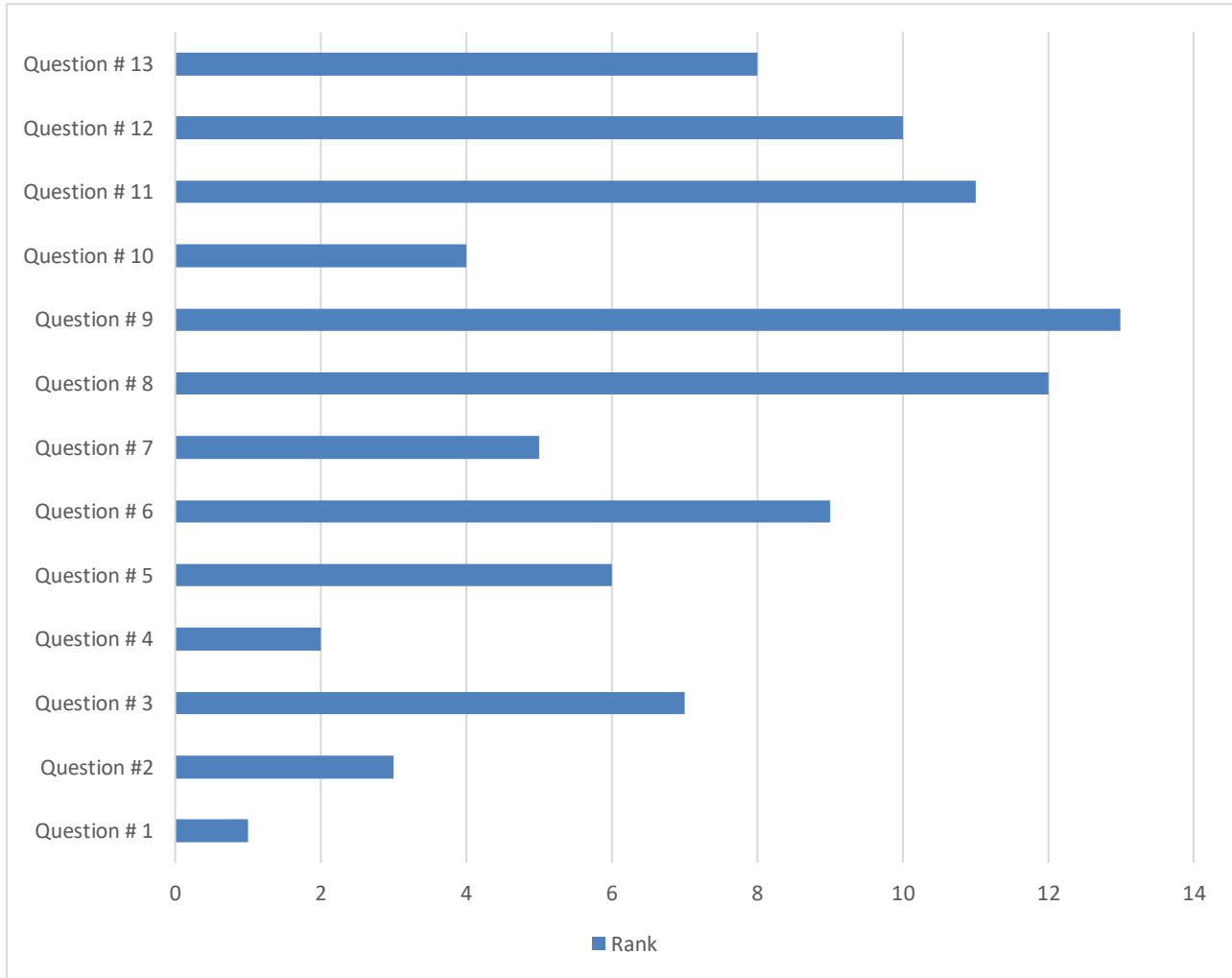
deeper comprehension of literary works. The goal of the study was to determine how well-developed interrogation methods and higher-order cognitive skills were used to encourage critical reading comprehension and textual material retention.

Students were given questioning prompts in the instructional settings examined in the study either before or after reading a text. The researcher reasoned that reading the text first and then giving students questions would improve the effectiveness of high-level questioning more than having students respond to questions without having read the selection. The purpose of the study was to compare the effects of high- and low-level questioning in these two different learning contexts. The researcher asserted that reading the text in advance would enhance the effectiveness of high-level questioning on students' comprehension knowledge and skill retention. It would also improve the question-answering process.

Textual Analysis Inquiries

1. How does the concept of marriage in the Philippines involve the union of families?
2. Was Leon's father in favor of the marriage, and if so, what were the reasons for his approval? If not, what were the reasons for his disapproval?
3. What is the interpretation of the expression "Marriages are not made in heaven"?
4. Who is Tarang, and how would you describe his character?
5. What is the plot of the story?
6. What is the reason behind titling the selection "Children of the Ash-Covered- Loam"?
7. Would you categorize the story's content as fiction or non-fiction? Provide an explanation or justification for your response.
8. Who are the primary characters featured in this selection? Can you describe these characters and examine their relationship with the environment in which they exist?
9. Do the characters behave consistently throughout the story, and do their actions align with the personalities attributed to them?
10. How would you describe the personalities of Doña Agueda and Don Badoy during their youth, and how do they compare to their later years in old age?
11. Elaborate on the story's setting.
12. Who serves as the narrator in the story, and do you believe that the events described in the narrative are based on the narrator's personal experiences?
13. Can you describe the climax in the selection?

Textual Analysis Scoring



The extent and depth of the provided comprehension questions were given particular consideration as the researcher examined the terms and results of literary learning. The first semester's answers to the comprehension questions had already been provided, but the researcher also took part in extensive activities as a literature teacher. The investigation of the student's attitudes toward answering the comprehension questions provided after each selection has been prompted by a problem situation that has arisen in the classes.

In this study, the researcher used FBA and provided comprehension tests from the workbook that was the subject of the investigation. The purpose of the study was to determine whether comprehension exercises created by teachers were sufficient to affect operant behavior through reinforcement, punishment, and extinction. The study also sought to determine whether the prompts—including extensive and extended activities and answering questions—met the respondents' needs and preferences and whether they effectively influenced learners' attitudes toward performing literary check-ups and student behavior in performing comprehension tasks. The study also looked into whether it was possible to identify the knowledge and skills that were acquired as a result of the prompts by using the specification of help. All of the aforementioned questions were addressed by the study's findings.

3. RESULTS AND DISCUSSION

It is well known that encouraging authentic writing in the classroom can be difficult, particularly in large classes with multiple sections. However, research has shown that encouraging students to write more effectively and engagingly can be accomplished by using authentic prompts. When compared to using more

conventional, standardized prompts, using authentic prompts in teaching is frequently more rewarding and engaging for teachers. Students are more likely to produce high-quality work when given authentic prompts because they feel more invested in the writing process and the learning environment is more dynamic and stimulating. By embracing the use of authentic prompts, teachers can support their students'

development of the skills necessary to write effectively and confidently as well as a more positive and productive learning environment.

The study found that traditional ideas that passing the subject was the students' primary goal had a significant impact on how they approached responding to prompts. Instead of being seen as a chance for development or change on the part of the

respondent, comprehension questions were seen as a way to evaluate their understanding. The study advises literature instructors to place more emphasis on encouraging their students to make positive behavioral changes. A supportive learning environment that encourages constructive communication and collaboration is also crucial for facilitators to create, as is reducing the likelihood of aggression or conflict among participants. By concentrating on these objectives, educators can assist students in developing not only their intellectual comprehension of literary texts but also their social and emotional intelligence, resulting in individuals who are more well-rounded and capable.

For students taking Philippine Literature courses at Bulacan State University, behavior among literary learners can be seen as serving specific purposes. These include the desire for attention, the evasion or escape from demands, the receiving of automatic reinforcement, and the acquisition of desired things or experiences. The students

displayed a range of behaviors, including tantrums, disobedience, compliance, inattention, aggression, restlessness, and discomfort. All of these behaviors, though, can be categorized as fulfilling one or more of the aforementioned purposes, demonstrating that each student's behavior is influenced by particular needs and motivations.

Understanding these underlying processes will help educators better address and control difficult behaviors in their students while also encouraging healthy growth and development.

4. CONCLUSION AND RECOMMENDATIONS

According to the results, educators should employ a variety of assessment strategies that highlight students' strengths in literary studies rather than concentrating solely on their weaknesses. It is strongly advised that non-visual learning strategies like reading for knowledge and improving underutilized skills in communicating with texts be incorporated into students' education because Filipino students typically learn best

visually. Such initiatives ought to accelerate their literary studies rather than hinder their active class participation. It is strongly advised that students work on enhancing their reading abilities through challenging and prolonged activities and prompts that not only promote genre appreciation but also skill enhancement to foster a love of literature. Students should be encouraged to investigate the various techniques that have been shown to improve reading skills on their own. Students must practice the 3Rs: Read, Read, and Read because reading is an essential tool for learning all subjects.

Book authors need to carry out an analysis of the learners' needs before including lengthy and involved activities. Authors should improve the specifications in their books when they are being revised to pinpoint the best methods for literature instruction. By doing this, students participate in the creation of prompts and comprehension questions before the introduction of these lengthy and extended activities that require their responses.

About the Author:

Dr. Florentino G. Pineda Jr. is a remarkable individual whose unwavering passion for the English language has driven him to achieve incredible heights in academia. Born in the vibrant province of Pampanga in the Philippines. Dr. Pineda completed his elementary and secondary education in San Fernando before embarking on a journey of higher learning.

His thirst for mastering the intricacies of English led him to pursue a bachelor's degree in Secondary Education with a major in English, where he earned Magna Cum Laude honors from Holy Angel University in Angeles City. But his quest for knowledge didn't end there, as he went on to earn a Master of Education in Guidance from the University of the Philippines in Diliman, Quezon City, and a master's degree in Language Education from Wesleyan University.

Driven by a deep desire to understand the nuances of communication and cultural formation, Dr. Pineda completed his Ph.D. at Bulacan State University in Malolos, Bulacan, with a thesis entitled "Communication Practice as Cultural Formation in the Educational Institution: Practices, Barriers, and Solution."

Dr. Pineda's significant contributions to the academic community in the Philippines also include serving as the Department Head of Mass Communication and Performing Arts, as well as the Department of English at Bulacan State University.

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