Literary Appreciation Skills and Reading Performance of University Students

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Abstract: Reading literature is the best way to know who we are, what we are, and what we used to be. Through descriptive correlational research design, the study assessed the literary appreciation skills and reading performance of college students in learning literature, which may provide input to innovative learning tasks in developing their literary competence. Complete enumeration of the ninety students enrolled in Philippine Literature subject from the three college departments of one campus of a government owned Higher Education in Region 02, Philippines were the participants of the study. Findings reveal that the students have a fair level of literary appreciation skills but have relatively low literary appreciation skills along, recognition of author's point of view; ability to judge the text, recognition of personal philosophy based on literary text read, and relating the story to personal lives. Meanwhile, students have a satisfactory performance in literature learning and that literary appreciation skills and reading performance of students differ when grouped according to their college affiliations. Furthermore, there is a significant positive relationship between the literary appreciation skills and reading performance. Finally, this study proposes the use of 29 innovative learning tasks for literature classes.

Keywords: Literary appreciation skills, innovative learning tasks, literature teaching, strategies

Introduction

The advent of 21st-century learning demands innovations in the teaching-learning process to attune to the needs and interest of the present generation. When teachers use appropriate teaching strategies to a specific subject, students become motivated to actively participate.

In many universities around the world, the study of literature is an indispensable component of the curriculum that allows students to create significant contexts which are full with descriptive language interpretation and interesting characters (Van, 2009). Hence, teaching literature reading incorporates a profound range of vocabulary learning, dialogues, and prose. It enhances the genuine sense of students' imagination, cultural awareness, and critical thinking about plots, themes, and characters.

In the Philippines, literature is a compulsory subject in the general education curriculum of the senior high school level and in universities and colleges particularly those students who specialize in language and literature courses. Literature offers students to learn other skills such as reading, writing and speaking. Teaching literature is not only concerned with the process of teaching students how to make literary interpretation and analysis but also help students acquire and develop sensitivity, self-awareness and greater understanding of the world and other people.

This study assessed the literary appreciation and reading performance of university students in one campus of a state university in Region 2, Philippines. It will generally helped literature teachers harness the country's literary resources, rise above themselves in their classroom teaching through a variety of interactive and integrative methods in literature teaching this study offers. This study may also help

teachers to improve their literature appreciation skills by using technological resources in the explanation and discussion of many literature courses. The dearth of research literature on the literary appreciation skills and reading performance of students in the university level encouraged the researcher to carry out the study.

Literary Competence and Literary Appreciation

Literature requires the necessary skills that differ from reading comprehension text. One of the skills of literary competence is literary appreciation. Fakoya and Ogunpitan (2014) mentored that literary appreciation can be classified as the process by which the reader of a work of literature acquires a meaningful understanding of the theme and gains personal insights which will help them realize the structure of the literary work.

Developing literary competence is one of the most important reasons of literature teaching. This refers to the ability of the students to internalize the grammar of literature, which would permit them to convert linguistic sequences into literary structures and meanings. The essence of literature offers an opportunity for the students to perceive and evaluate their worth as an individual.

Innovative Learning Tasks

In fact, Nilsen and Donnellsen (2009) posit that literary appreciation is the process by which one gauges one's interpretive response as a reader to a literary work. Studies relating to literary appreciation skills and innovative learning tasks of students have been conducted by numerous researchers. Bunsom, Singhasiri and Vungthong (2011) found out that employing literature-based learning activities in the classroom stemmed from the teacher's desire to see students read texts that are familiar to them in order to stimulate their

literary appreciation skills. Even Rita (2012) investigated the effectiveness of innovative literary-based learning activity to improve literary appreciation of students. Results showed that using such learning activity, 95.3% students indicated a positive attitude toward literary appreciation. The appreciation conducted by the students makes them realize the importance of responding to literary works to develop character.

In accordance with the above-cited studies, the focus is on the use of innovative learning tasks in enhancing students' literature appreciation and reading skill. The studies came to support the teaching of literature with the use of innovative learning task.

Teaching Literature

Teaching literature can become motivating and interesting when appropriate teaching strategies are employed by the teacher in the classroom. Very often, teachers either lecture or use question-and-answer or recitation. Recitation is often not appropriate because the question remains at the level of who-what-when-where, but hardly ever how and why. Li (2011) noted that teacher's job is to nourish and enhance students' intelligence. In the conventional approach to literature teaching, it is only focused on the linguistic competence such as reading, recalling, and reciting the literary works.

Revisiting the literary appreciation skills of the students will make teachers become aware of the extent of how they develop the literacy competence of their students. Such information will further provide measures on how to improve their teachings particularly by using innovative learning tasks in their literature classroom. It is on this ground that promoted the researcher to conduct this study to provide empirical basis pertaining to the utilization of innovative teaching strategies in literature teaching.

In fact, Soltan (2010) found out that most of the professors of literature in universities used lecture method. Hence, many of the university students only depend on the critical notes provided by their professors rather than reading the authentic literary text. As a result, literature learning becomes uninteresting.

Teaching literature to students requires creativity, ingenuity, and innovativeness. It is through teaching literature where literary appreciation skills of students are developed. Teachers must be able to design effective learning tasks to help learners learn literature the best possible ways. Ahmad (2009) over-claimed that on the process of developing students' literary appreciation, teachers have a very significant role.

Concerning the aforementioned studies carried out by Rita (2012), Bunsom, Singhasiri and Vungthong (2011), and Shier, Soltan and Din-El Hilaly (2014) revealed that it becomes imperative to use innovative teaching strategies and techniques in literature teaching which are beneficial in enhancing the literary reading appreciation and performance of students. Hence, the researcher considers the research gap regarding the limited literature teaching strategies employed by the teacher in the classroom. There is a need to conduct a study investigating the level of literary appreciation skills and reading performance of university students in order to propose a number of innovative teaching strategies to improve students' literary appreciation skills.

The modern concept of education requires a lot of innovations that should be introduced in the educational system thus, the opportunity to educate 21st century individuals cannot be taken for granted by any academic enterprise for the quality of education it offers is measured by the quality of leadership manifested by the teachers (Magulod, 2017).

This paper assessed the level of literary appreciation skills of students and by proposing number of innovative learning tasks in the development of literary appreciation skills of students in one campus of a state university in Region 2, Philippines with the end goal of widening the scope of teachings and strategies the literature teachers may adopt to become more effective. As such, this study will support effective utilization of innovative learning tasks to enhance the literary appreciation skill of students.

Purposes of the Research

This study aimed to identify the level of literary appreciation skills of students with the end view of proposing innovative learning tasks to improve their literary appreciation skills of students. Specifically, it aimed to:

1. Identify the students' perceived level of literary appreciation skills;
2. Determine the students' performance in literature reading;
3. Ascertain the difference between the students' performance and level of literary appreciation skills when grouped according to gender and college departments;
4. Test the significant relationship between the students' performance in literature and their level of literary appreciation skills;

Methodology

Research Design

Descriptive method using evaluative and correlational research designs were employed in this study. It looked into the level of students' literary appreciation skills and their literary

performance to provide inputs for more meaningful literary learning.

Participants

The participants of the study included 90 third year students from the College of Teacher Education, College of Technology and College of Information and Computing Sciences of one campus of a government owned Higher Education Institution in Region 02, Philippines enrolled in Philippine Literature course. Figure 1 presents that out of 90 participants there were 41 male and 49 female participants. With a minimal population of the participants, complete count was employed.
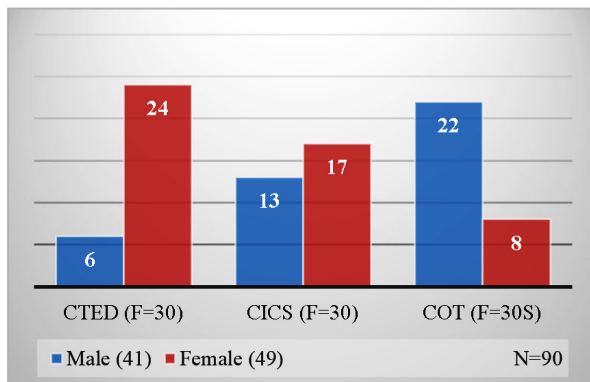

Figure 1. Frequency Distribution of Participants on sex and college affiliation

Participation of the students is voluntary. The respondents were informed that the data will be gathered from them will be treated with utmost confidentiality. In like manner, drawing of student-participants was done in intact groups as not to disturb the students in their other class schedules. The study is only limited to the third year college students of one campus.

Research Instruments

The study utilized two sets of research instruments. First, a 14-item survey questionnaire was used to measure the literary appreciation skills. For its internal consistency, the instrument was pre-tested and a Cronbach Alpha at .83 was computed. Second, a 30-item literary test was constructed by the researcher. The instruments were subjected to item analysis and a reliability of 0.76 was obtained using the Kuder-Richardson Formula 20.

Data Analysis

Descriptive statistics such as mean, standard deviation, frequency, and percentage were used to analyze the data on the level of students' performance and their literary appreciation skills. Inferential statistics such as independent sample t-test and one way ANOVA were used to test any significant difference on the level of performance and literary appreciation skills when grouped according to selected variables. Finally, to note the relationship between the level of performance and literary appreciation skills of the participants, Pearson Product Moment Correlation was used.

Results and Discussion

Students' Level of Literary Appreciation Skills

This part presents the participants' level of attainment on the 14 literary appreciation skills. The succeeding results show how the participants perceived themselves to appreciate literary texts, and understand themes of literature, imagery expression, and other literary devices. Table 1 discloses the level of literary appreciation skills of the participants.

Table 1.   Level of Literary Appreciation Skills

	Literary Appreciation Skills	Mean	S.D.
1.	Recognize the point of view used by the author	2.28	0.62
2.	Recognize imagery employed by the author	2.80	0.74
3.	Recognize how the characters are introduced	2.79	0.61
4.	Recognize the prime scheme used by the author	2.39	0.67
5.	Recognize the purpose of the title	2.40	0.68
6.	Recognize the parts of the Plot	3.90	0.75
7.	Determine the tone, mood, and style of the author	3.28	0.67
8.	Judge the text in which generalizations, assumptions, hypotheses, theories, and arguments are formed	2.21	0.81
9.	Recognize evidenced proving a universal truth or philosophy	2.79	0.76
10.	Relate the story to their lives	2.30	0.77
11.	Find answers to a question or a solution to a lifetime problem.	2.79	0.74
12.	Recognize personal philosophy based on the theme of the solution.	2.29	0.77
13.	Come up with enrichment activities like artworks, creative dramatics, story writing, puppetry, and the like based on the selection read.	3.17	1.22
14.	Concretize the imagery of language used by the author in the story.	2.30	0.77
	Grand Mean	2.69	0.57

Legend; 4.20-5.00- Very High (VH); 3.40-4.19- High (H); 3.60-2.39- Neutral (N); 1.80-2.59- Low (L); 1.00- 1.79- Very Low (VL)

The participants generally have a fair level of literary appreciation skills as evidenced with the grand mean of 2.67 with a descriptive interpretation of *neutral*. These data imply that the participants have not yet developed a high level of literary competence which will allow them to internalize the concord of literature as well as to permit them to visualize the images in the literary works.

Furthermore, the participants have not yet developed the skill to read literary genres and texts in a delightful and

enjoyable manner. Thus, in nurturing the literary appreciation skills of these students, the design of effective learning tasks based on the actual findings of this study may be considered by the teachers to help these students appreciate literature the best possible ways.

Among the 14 identified literary appreciation skills, the highest rated item was "recognition of the parts of the plot" which implies that the participants have the ability to identify the sequence of events in a literary masterpiece which may be necessary for the development if literary appreciation skills of students (Magulod, 2017).

Meanwhile, there were three literary appreciation skills rated with low level by the participants. These are recognition of the point of view used by the author (M=2.28); ability to judge the text in which generalizations, assumptions, hypotheses, theories, and arguments are formed (M=2.21); recognition of personal philosophy based on the theme of the solution (M=2.29); and relating the story to personal lives (M=2.30). These findings suggest that most of the participants lack skills in manifesting the ability to value the essence of literature learning towards creative dimension and valuing application. Since these skills are considered essential in the development of the character of the students with the appeal of literature there is a serious need to facilitate necessary interventions to develop these skills

Recognizing authors' point of view in literature reading is necessary to be developed as literary appreciation skill of students since it will allow them to understand the author's purpose of writing which can be stated explicitly or implicitly in a literary text. Meanwhile, the ability of the students to judge the text in which generalizations, assumptions, hypotheses, theories, and arguments are formed is another important literary appreciation skill that should be enhanced

by the teacher. The arguments, claims or lines of reasoning forwarded by the author or writer should clearly be understood by the students so that they could simply offer their stand and provided reasons for the claims.

The table also presents that the literary appreciation skills of the students which were rated uncertain or neutral by the participants. These are: Determining the tone, mood and style of the author (M=3.28); Recognizing how the characters are introduced M=(2.79); Recognizing the purpose of the title (M=2.40); Finding answers to a question or a solution to a lifetime problem (M=2.79); Coming up with enrichment activities like art works, creative dramatics, story writing, puppetry, and the like based on the selection read (M=3.17); Concretizing the imagery of language used by the author in the story (M=2.30); Recognizing the prime scheme used by the author (M=2.79); and Recognizing imagery employed by the author (M=2.28).

These result imply that the participants have a fair or moderate level in exhibiting these literature appreciation skills which need nurturance by the teacher by way of designing an effective learning plan for them to become interested to engage in literature reading which will develop their literary appreciation skills. This finding construes with Abusafi (2015) that majority of student lack confidence in literary appreciation skills, especially in criticizing literature aspects such as theme, plot, character, setting, style, irony, and point of view.

Students' Performance in Literary Reading Appreciation Analysis

This section provides the results of the investigation of level of literary appreciation skills of the participants through reading selected literary works and answering critical, creative and valuing-application questions.

Table 2.   Literary Reading Performance

Range	Frequency	Percentage	D. V.
25-30	0	0	Outstanding
19-24	23	26	Very Satisfactory
13-18	40	44	Satisfactory
7-12	27	30	Fair
1-6	0	0	Poor
Total	90	100	
Mean	16.14 (Satisfactory) SD= 4.64		

Data clearly shows that the mean score of the participants. This means that the level of performance of the participants is "satisfactory". This level of performance may be attributed to the uncertainty of the students to answer correctly the literary appreciation skills questions.

The table also presents that most of the participants obtained 13-18 score bracket with a frequency of 40 while no students obtained 1-6 and 25-30 score brackets. This further means that the students have not yet fully mastered the literary appreciation skills conveyed in the text particularly the critical questions asks for answers on the judgment about the styles of the authors in the text they read. Students can give criticism on the styles of authors in developing their pieces but not to the high extent. Likewise, the students have not fully mastered the skill in relating to their lives the concepts they got from the literacy pieces they read. Hence, the use of innovative learning tasks to further enhance the literary appreciation skills of the participants may be necessary. In the previous study of Cabasan (2011) she found out that majority of the entering college students were on the low level of reading comprehension

skills, hence they should be equipped with the required skills in reading comprehension to be able to cope with academic reading to succeed in their college endeavors.

Difference between the Students' Performance and Literary Appreciation Skills

The significant differences in the students' reading performance and literary appreciation skills, when taken according to selected personal variables, provides better insights on what specific innovative learning tasks are suited to the different groups of participants. Result in Table 3 shows the test of the difference between the students' level of literary appreciation skills when grouped according to gender and degree programs.

Table 3. Difference between students' level of literary appreciation skills along gender and college affiliation

Profile Variables	Category	Mean	t-value/ f-value	P-value
Gender	Male	2.54	-1.850	0.067
	Female	2.77		
Degree Programs	COT	2.37	11.996	0.000*
	CTEd	3.02		
	CICS	2.67		

Significant at .01

It can be deduced from that table that gender showed no significant difference in the literary appreciation skill of the participants while compared to college department grouping.

The result of the independent sample t-test showed that students' literary appreciation skill of students do not differ when gender is concerned. The finding supports

Asgarabadi and Rouhi (2015) who found no significant difference between the male and female learners on literary reading comprehension. It can be inferred from the study that both male and female students have the same level of literary reading appreciation skills.

In like manner, the finding of the study contradicts Linn and Mik (2009) who investigated on the sex differences in reading achievement and found out that girls have higher achievement in reading attributed to their deeper engagement in language-related activities. Likewise, Logan and Johnston (2009) also found out that girls had better reading comprehension, read more frequently and had a more positive attitude to reading than boys.

Meanwhile, the result of the analysis of variance showed that the literary appreciation skills of the participants when grouped according to their college departments incurred significant difference.

As evidenced by the computed means, the College of Teacher Education scored significantly higher compared to the other college departments. This finding may be attributed to the intended program learning outcomes of the three colleges where the college of teacher education had to put emphasis on the development of future teachers who are linguistic and literary competent while the College of Technology and College of Information and Computer Science have to put premium to the tactual and kinesthetic skills of students since these are technical skill-oriented college departments.

Difference between the Students' Performance in Literary Appreciation Reading

Table 4 also shows that difference between the students level of literary reading analysis performance when grouped according to gender and college departments.

Table 4. Difference between students' level of literary
appreciation skills along gender and college affiliation

Profile Variables	Category	Mean	t-value/ f-value	p-value
Gender	Male	15.50	-0.977	0.330 ns
	Female	16.50		
Degree Programs	COT	13.50	16.987	.000*
	CTEd	19.40		
	CICS	15.53		

Significant at .05

This study reveals there is no significant difference between the literary reading performance of the participants when grouped according to gender while the difference is spelled when the participants were grouped according to college departments. This means that the participants have almost the same level of performance regardless of gender. Accordingly, analysis of variance also revealed that the computed f-value is 16.987 with the p-value of.00 suggested that the null hypothesis of this study is rejected. Promoting a significant difference between the participants' literary reading appreciation analysis when grouped according to college departments in favor of the College of Teacher Education. This means that participants who are education students showed higher performance in literary reading analysis test. Which might again be attributed to the intended learning outcomes of the three college departments.

The Relationship between Literary Appreciation Skills and Literary Reading Performance

Table 5 shows the correlation between the literary reading performance and literary appreciation skills of the participants. The study found out that there is a significant relationship between the literary reading analysis performance

and literary appreciation skills of the participants. Therefore, the null hypothesis which states that there is no significant relationship between the two variables was rejected.

Table 5. The relationship between student performance and literary appreciation skills

Variables	R	r^2	p-value
Literary Reading performance *Literary appreciation skills	0.380	0.144	0.000*

Significant at .05

This result implies that the literary reading performance of the participants is related to their literary appreciation skills. Hence, there is a need to enhance the literary appreciation skills of the students with the use of interesting learning tasks, strategies and methods to improve their literary reading performance. This would also mean that if reading experience is remembered in a delightfully enjoyable manner, students will be encouraged to read more, and will be inspired to look forward to more literary encounters in class and ultimately will improve their literary reading analysis performance. The finding concurs Adejimola's and Ojoulape's (2013) findings that there is a significant relationship between English reading performance and literary appreciation skills of students.

Conclusion

This study assessed the level of literary appreciation skills and literary reading performance of students with the end view of proposing innovative learning tasks to improve their literary appreciation skills. The study revealed that the students have a fair level of literary appreciation skills and a satisfactory level of performance in literary reading. College affiliation spelled significant difference on the literary appreciation skills and literary reading analysis performance of the students. Finally, there is a significant positive relationship between the

performance and literary appreciation skills of the participants. To enhance the literary appreciation skills of the participants, 29 learning activities were proposed (Appendix A).

The findings of the study generally imply that literary reading performance of students is dependent on their literary appreciation skills. Hence, when literary appreciation skills are enhanced, the better the students manifest the higher level of knowledge in literature reading. This will allow students to understand better the human emotions, insights, themes, and ideas, and significant human experiences conveyed in the different literary text. Therefore, the utilization of innovative learning tasks may make teaching and reading literature interesting.

On the basis of the conclusions, the researcher recommends the following: (1) results of this study should be a basis for literature teachers to consider the use of innovative and interactive teaching strategies in their literature classes; (2) students should be encouraged by their teachers to personally enhance their literary appreciation skills to improve their literary reading performance; (3) college deans should encourage language and literature teachers to attend professional development seminars and conduct researches pertaining to the use of innovative and interactive teaching strategies; (4) language and literature teachers of the three colleges should consider the use of differentiated teaching method appropriate to the program learning outcomes of the colleges.

This paper only limits its scope on literary appreciation skills and the reading performance of the students through self-assessment and objective testing, a question whether there is a significant effect of the proposed innovative learning tasks in teaching literature should be considered for future investigations using true experimental research designs.

Recommendations

Proposed Strategies to Enhance the Literary Appreciation Skills

Based on the actual findings of this study, series teaching strategies were introduced in this paper as interventions to enhance the literary appreciation skills of the students. These strategies are premised on the major findings of this study. The relatively low literary appreciation skills of students along: *recognition author's point of view*; *judging the text in which generalizations, assumptions, hypotheses, theories, and arguments are formed*; *recognition of personal philosophy*; and *relating the story to personal lives* are indicative that there is a need to enhance them that may eventually affect their performance in literature learning.

Other literary appreciation skills rated by the participants with fair level may be enhanced with the use of innovative learning tasks. Likewise, the study also found out a relatively uncertain level of the students on *recognizing imagery, characters, and prime scheme, the purpose of the title, and, determining author's tone and style.*

The innovative learning tasks should be implemented by literature teachers to directly benefit the students who are struggling in their literature classes. Appendix A presents twenty-eight innovative and interesting learning activities that may be used by the teachers to enhance the literary appreciation skills of the students.

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Apendix A

Proposed Learning Activities to Improve the Literary Appreciation Skills of Students

Teaching Strategies	Genres	Literary Appreciation Skill/s to be enhanced	Brief Description of Strategy

1.	Movie Trailer Making Activity	Short stories/ Novels/ Fictions	Recognizing the plot, setting, conflict, characters, the point of views, and theme of the story	Asking students to pretend they are making a movie, invent a title and choose real-life actors to portray the story.
2.	Movie Poster Making Activity	Short stories Novels/ Fictions	Recognizing characters, prime scheme and themes of the story	
3.	Character Montage	Short stories and fiction	Recognizing characters, prime scheme, and other literary elements	Students will make a mental picture of the characters of the story by creating montage describing the qualities and personalities of the characters in the literary text.
4.	Jingle Rap Method	Poems	Interpreting poems effectively	Students will read a poem in jingle rap method. It makes the students read the text word by word and it convinces students to interpret literary text with different meanings.
5.	Literary Map Activity	Short stories/ fiction	Identifying the location in which the story takes place. It gives a chance for students participate to literature independently and to trust their ideas	Allowing the students to map out the sequence of the story/fiction. This strategy allows the students to have better interpretation and appreciation of the story.
6.	Timeline Method	time elements of short story/ drama/ fiction/ novels	Concretize the time and weather conditions in the story	Allowing the students to adopt the text to other period or genre
7.	Mock-Author Interview	literary authors	Recognition of the point of view used by the author	Students take turns at playing the role of the author/ writer to answer questions about the author/ writer's life, works, and beliefs.
8.	Mock-Author Character Interview	literary characters	Recognition of the point of view of the characters	

9.	Character Line Interpretation Method	Short stories	Identifying author/ character's purpose and point of views	Asking the students to interpret sampling random lines or passages from the text.
10.	Pick Up Line Making	Short Stories/ Poems/ novels/ Essays	determining tone and style of authors	
11.	Journal Writing/ Blogging	Short Stories/ Poems/ novels	Relating the story to personal lives	Students will respond to the text through journal writing and blogging.
12.	Photograph Study	Short Stories/ Poems	Determining the qualities of the characters and the mood or atmosphere created in the literary text	Presenting several photographs and students will express their reactions, observations, and attitude towards the photographs related to the literary texts.
13.	Four Pics one Character	Short Stories/ Poems/ essays		
14.	Letter Writing	Short Stories/ Poems/ novels	Relating the story to personal lives	Allowing students to respond to the author/ writer's idea by expressing their reaction to letter writing.
15.	Panel Forum	Short Stories/ Poems	Identifying author's purpose and point of views	Students will talk about the point of views of the author in a group. This encourages students to read the literary text more closely.
16.	Christmas/ Valentine's Card Making	Short Stories/ Poems	determining tone and style of authors	Students will be given the opportunity to think dependently and to respond to literature more critically by making cards.
17.	Writing Last Will and Testament	short stories/ poems/ fiction	Relating the story to personal lives	Students will be given the chance to write a last will and testament in order to express their ideas about the literary text

18.	Making Plaque of Appreciation	short stories/ poems/ fiction	Recognize evidenced proving universal truth or philosophy	Serves to help students achieve a deeper appreciation for and interest in the literary text read, interpreted and analyzed in the class by making a plaque of appreciation.
19.	Drawing on Story Floor Plan Setting	short stories/ fiction	Describing the setting and mood of the literary works	Allowing the students to create a mental picture of the place, time, weather conditions, social conditions, and mood or atmosphere of the literary text
20.	Concept To Cartoon	short stories/ fiction	Recognizing personal philosophy based on the theme	Allowing the students to draw cartoons from the text in which they are required to read.
21.	Song Analysis and Interpretation	Short Stories/ Poems	Appreciating the theme of the story	Allowing students to listen to the song related to the literary works and they will explain the relationship of the song with the theme of the text.
22.	A Living Sculpture	short stories/ fiction	Relating the story to personal lives	Allowing the students to perform or act out the important scene the literary text.
23.	Group Mural	All literary genres	Appreciating literary works	Allowing students to respondent creatively to a literary text
24.	Painting the Poem	Poems	Find answers to a question or a solution to a lifetime problem.	Allowing students to give form to imaginative content
25.	Designing Coat of Arms	Short stories/ fiction	Relating the story to personal lives	Serves to help students achieve a deeper appreciation for and interest in the literary text read, interpreted and analyzed in the class by designing a coat of arms in which they can relate the literary text to their lives.
26.	Symbolism	Short Stories/ Poems. Essays	Judge the text in which arguments are formed	
27.	Leaflet/ Brochure Making	Short Stories/ Poems/ essays/ novels/	recognition of personal philosophy based on the theme	Allowing the students to make a meaningful and relevant brochure or leaflets about the moral of the text or literary work read.

28.	Comic Strips	Short Stories/ Poems/ essays	Identifying how the author arranges events in the literary text.	Allowing the students to draw fictional characters of the text in order to have the better appreciation of the plot.

Appendix B

Table of Specifications of the
Literary Appreciation Reading Test Items

Literary Works	Literal Level Questions (Who, What, When, Where)	Interpretative Questions (Why, What If)	Applied/ Appreciation Questions (In What Ways, If You Were, If These Were, What would you feel,)	Total No. of items
1. My Brother's Peculiar Chicken	1 2	3 4 5	6	6
2. Miss Phatupat	7 8	9 10 11	12	6
3. The Small Key	13	14 15	16	4
4. A Sigh in the Dark	17 18	19 20	21	5
5. Sonnet 1	22 23	24 25	26	5
6. Like the Molave	28	28 29	30	4
Total Number of Items	10	14	6	30

Appendix C

Literary Appreciation Skills Questionnaire

Literary Appreciation Skills	Very High	High	Uncertain	Low	Very Low
1. Recognize the point of view used by the author					
2. Recognize imagery employed by the author					
3. Recognize how the characters are introduced					
4. Recognize the prime scheme used by the author					
5. Recognize the purpose of the title					
6. Recognize the parts of the Plot					
7. Determine the tone, mood, and style of the author					
8. Judge the text in which generalizations, assumptions, hypotheses, theories, and arguments are formed					
9. Recognize evidenced proving a universal truth or philosophy					
10. Relate the story to their lives					
11. Find answers to a question or a solution to a lifetime problem.					
12. Recognize personal philosophy based on the theme of the solution.					
13. Come up with enrichment activities like artworks, creative dramatics, story writing, puppetry, and the like based on the selection read.					
14. Concretize the imagery of language used by the author in the story.					