THE SPECS IN ENHANCING SKILLS: ANALYSIS OF EXTENSIVE AND EXTENDED RESPONSES TO LITERARY COMPREHENSION QUESTIONS

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ABSTRACT: *Why do students respond to literary questions the way they should not be? Filipino college students are in great dilemma in answering literary comprehension question. Do Filipino Tertiary teachers do exercises meant to measure skills necessary for ESL learners? Extensive writing does not only mean excessive and exhaustive writing. Extended response writing on the other hand needs writing prompts. Are questions of BSU literature classes extensive and extended? Using Indirect Functional Behavioral Analysis (IFBA), the researcher aimed at finding out the exhibited behavior of the respondents meant to identify possible conditions in the natural environment indirectly affective on the recollection of such problem behaviors. Checklist of literary questions whether or not extensiveness and extendedness was analyzed. Results show the superficiality of either literary questions or writing prompts. Therefore, there is a need for literary questions to be responsive to the specification needs of the learners.*

KEYWORDS: Extensive and Extended Writing, Response Writing Techniques and Prompts, Specification

INTRODUCTION

Literature is a very versatile subject and is generally considered one of the most difficult subjects to teach because there is no right or wrong way to teach a literature class as well as no correct and incorrect answers for students to write for as long as each answer can be justified. However, there is a smart way for teachers to teach literature and for students to learn. In the first place, the idea in literature is not just but to get in-depth and provocative answers. The job of literature teachers is to teach students positive behavior and lead the students to learn skills. In doing so, answers to literary questions need not to be creative but the ways of teachers.

Literature is written word or is acquainted with letters. As Jim Meyer (2012) would say, a lot of definitions of literature have been criterial which all literary works must meet. To a member of a college English department who is a linguist rather than a literary scholar, to try to capture thoughts to English literary written forms would seem silly. But the English language is considered language not only of the world but specifically of the literary genres. Such language is used by perhaps millions of writers who come from vastly different backgrounds and who have quite divergent personal experiences with, and views on, literary texts.

In Bulacan State University, the use of English language in teaching all subjects is inevitable even in the course described as Philippine Literature. The literary subject is taught in all the colleges. Literary genres such as short stories and poem from the worktexts have ready teacher-made questions every after reading selection. The researcher being a literature teacher herself has noticed patterns as to how students respond to literary questions; Yes/No for opinion and very contextual (answers exactly taken from the selections) when a 'why question' if not discussion are asked from readers. Such format in Q and A of workbook texts alarms the

researcher. Is this pattern indication of the kind of questions asked from learners or something else like lack of motivational activities or prompts? This problem drives the researcher to undertake this study.

LITERATURE

Research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of "reading strategies," or tools to interpret and analyze text. There is not a definitive set of strategies, but common ones include summarizing what you have read, monitoring students' reading to make sure that such macro skill is still making sense, and analyzing the structure of the text (e.g., the use of headings in science text). Some programs teach students how to self-monitor understanding and fix comprehension problems.

To understand fully the researcher's theory, operant behavior is discussed. This attitude phenomenon is a product of conditioning effecting voluntary responses to create desirable outcome. For students taking Philippine Literature, answering comprehension questions due to teachers' positive reinforcement, considered as stimulus, can bring about good grades. The response component called respondent behavior is elicited by antecedent stimuli, the comprehension check-up or prompts. How the questions/prompts are formed can elicit students' positive response. By pairing that stimulus (positive reinforcement of teachers) with another stimulus (extensive and extended questions), the second stimulus can obtain the function of the first stimulus, given that the predictive relationship between the two stimuli is maintained. This is also known as "Pavlov's dog's bell". The environment is the entire constellation of stimuli in which a student exists. Events not only both inside and outside of the classroom but also real physical events are included. The environment consists of stimuli through receptor cells brings energy change to learners. A stimulus can be described: topographically by its physical features, temporally when these observable traits occur in respect to the behavior, and functionally by their effect on behavior.

Reinforcement, the most important principle of behavior is a key element of most behavior change programs. Motivation strengthens attitude as a result of such positive force. But reinforcement at times negatively affects the future probability of behavior. The removal of an event or a reinforcer results to negative reinforcement.

Positive or negative punishment can be sources of behavioral change resulting to shock, starvation, aggression and time out or detention. Punishment in practice can often result in unwanted side effects, and has therefore been used only after reinforcement-only procedures have failed to work. Unwanted side effects can include the increase in other unwanted behavior as well as a decrease in desired behaviors. Punishment is also associated in certain cases with increases in the likelihood of reservation by the person. Some other potential unwanted effects include resentment, escape and avoidance, emotional behavior, and behavioral contrast (considering teachers as antagonists for giving extensive and extended literary activities).

Extinction often preferred over punishment procedures are frequently deemed unethical and in many states prohibited. Extinction is the technical term to describe the procedure of withholding/discontinuing reinforcement of a previously reinforced behavior, resulting in the decrease of that behavior. The behavior is then set to be extinguished (Cooper, 2010). An

extinction burst is the temporary increase in the frequency, intensity, and/or duration of the behavior targeted for extinction. Other characteristics of an extinction burst include a) extinction-produced aggression—the occurrence of an emotional response to an extinction procedure often manifested as aggression; and b) extinction-induced response variability—the occurrence of novel behaviors that did not typically occur prior to the extinction procedure. These novel behaviors are a core component of shaping procedures.

Cooper & Skinner (2010) establish operant conditioning as observed in the relations between antecedent conditions and behaviors. This classification system of behavior analysis has been applied to treatment of a host of communication disorders which include Tact (psychology) – a verbal response evoked by a non-verbal antecedent and maintained by generalized conditioned reinforcement, Mand (psychology) – behavior under control of motivating operations maintained by a characterstic reinforcer, Intraverbals – verbal behavior for which the relevant antecedent stimulus was other verbal behavior, but which does not share the response topography (environment) of that prior verbal stimulus (e.g., responding written question), Autoclitic – secondary verbal behavior which alters the effect of primary verbal behavior on the reader. Examples involve quantification, grammar, and qualifying statements (e.g., the differential effects of "I think..." vs. "I know..."). To classify all these behaviors need functional assessment.

Functional assessment of behavior provides hypotheses about the relationships between specific environmental events and correlative behaviors. Decades of research established the desirability and undesirability of behaviors learned through class interaction (in this study, reader and writer) and physical environment (brought about by the motivational strategies through prompts of teachers). FBA is used to identify the type and source of reinforcement for challenging behaviors as the basis for intervention efforts designed to decrease the occurrence of varied students' attitudes.

In the Philippines, most educators believe that students need to learn to comprehend text on their own. But time has changed the set-up. There is already a gradual release of responsibility from teacher-based instruction to student-centered teaching. Students work independently, do self-regulation and apply the social cognitive theory of Albert Bandura (2010).

The question of how intensive and extensive comprehension questions are is relevant in the teaching of literary genres. To find out whether students have really learned is checking students' answers after each literary selection. Mario Rinvolucri (2008) found overloaded comprehension check-up insensible to supply to students.

What is extensive writing? Extensive writing is doing a large amount of free writing on a range of topics and in a range of styles. In most literary classes, writing activities are controlled to motivate students to write at the same time lessen grammatical errors. This writing technique to literature teachers is considered a more worry-free assessment activity where learners focus less on accuracy (correctness) and fluency (communicating information and ideas without worrying about accuracy). Extensive writing is not fact and detail conscious. Each student may have the opportunity to translate ideas in their own words while teachers need to see words and structures being used naturally and properly. Grammar is not a hindrance in writing for students to express ideas and opinions freely. Students can write about things they think interesting and practically important in the future. Learners in the process can find out that lots of new information is learned as well as handwriting and speed improves. Pupils may even do tasks

outside class, in many places (in bed, on the bus, or in the library). Vocabulary is not also a problem in writing because meaning is clear and understandable using student-level words.

In answering literary questions, one noticeable attitude is that learners get only the gist (main points) of students'. Writing becomes interesting and enjoyable when they are not burdened with so many rules and controls. When students are well motivated, such activity is even extended outside of the classroom, making them exposed to new information and ideas. Students' extended work means less work for teachers since learning acquisition is done by learning participants themselves.

Haw (2010) defines extended writing as a skill going beyond the source of information, from a paragraph to a book. Some different forms of extended works are writing paragraph or essay (expository and narrative, articles (specialist journals / newspapers / magazines), editorial / opinion piece, memos / reports, formal letters (business / letters to the editor), speeches, diaries / and personal letters. Extended writing aims to encourage learners to: demonstrate skills in writing, to express themselves creatively and imaginatively of a wide range of texts including multimodal texts, to understand the patterns, structures and conventions of written English, to understand the impact of variations in written language and how features relate, to identity cultural diversity, and to select and adapt writing to different situations and audiences.

Very close to this study is the research made by Vidal-Abarca, Gilabert & Rouet (1998). In Vidal-Abarca et.al, it was revealed that answering behavior of students is triggered by either high or low comprehension questions. In the same study, results indicate the students' varied inspection pattern and answering strategies.Presenting students with questions, either after or before reading a text, had proven beneficial effects on comprehension and learning. The study also revealed engagement in the basic mental operations involved in constructing a coherent mental representation from text. Nevertheless, the extent to which questions facilitated deep comprehension is dependent on the complexity of interactions among the questions characteristics, text inspection patterns when students searched for the answer and the question-answering strategies learners displayed. Answering different types of questions in specific conditions and using appropriate search and answering strategies led to constructing a coherent mental representation from text. But researchers (Vidal et.al., 1998) failed to trace which questions and question-answering strategies helped the students in learning and comprehending texts better.

Not too far from the above study is that of Martinez (2003). Results showed the very clear distinction between respondents' answering of high-level questions defined in the study as those in which the learner had to comprehend, manipulate and connect several units of information via complex inferences to a better comprehension, as learners were being encouraged to engage in the main activities involved in the construction of a richly connected mental model from text. In the same study, low-level questions defined contrastingly as those directed at specific units of information and in which few or no inferences need be drawn promoted a poorer comprehension and learning. As for the low-level questions, answers could be located in specific segments of the text and could be extracted either by copying or by making minimal inferences across close sentences while high-for high-level questions, answers were not explicitly stated in the text but requires integration across several, and distant, paragraphs. The study significantly showed the verbatim relationship between the question and the text. The principal distinction between high- and low-level questions was the location of the answer (concentrated vs. dispersed) and the need or not of integration across segments (e.g., by summarizing, comparing, contrasting- all need paraphrasing skills).

Part of the discussion of whether literary questions were extensive and extended was to find out how high-level questions or how hard skills were used in promoting understanding and recalling of the text, as evidenced by comprehension and memory measures.

In instructional settings, students receive questions either before reading the text, or after that. As to high-level questions, the researcher believe that it would be more effective when students first read the text and then receive the questions than answer inquiries without previously reading selection. Thus, the study researcher was interested in testing the effect of high- and low-level questions when they were presented to the students in these two different learning situations. She assumed that having a prior representation of the text should enhance the question-answering process and increase the beneficial effects of high-level questions on comprehension and learning.

METHODOLOGY

Understanding what literature says has always been a challenge; pinning down what the literary piece explains seems more difficult, much more when thoughts and feelings are put into words. This is why to teachers, assessing what students have learned through response writing is more of a dispute rather than a simple test. Comprehension questions to the researcher of this study are meant not to simply assess learning but to showcase students' behavior. To find out whether literary inquiries are extensive or extensive, the researcher will use the framework:
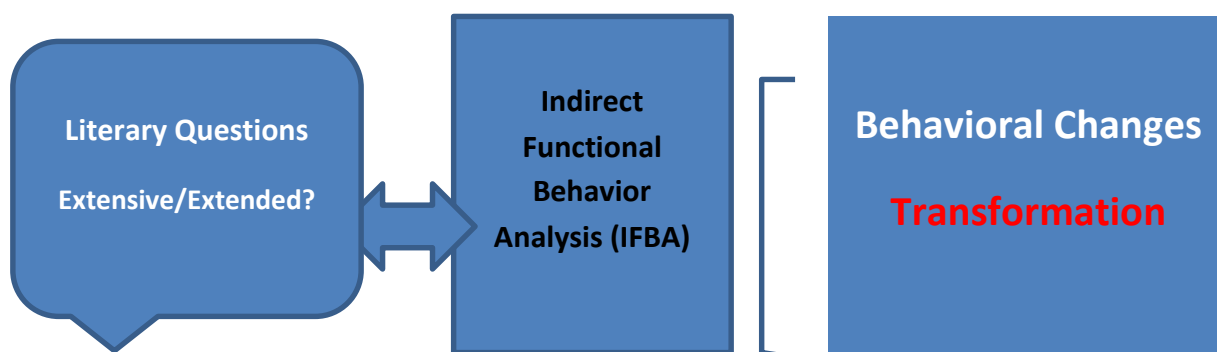
Literary comprehension questions are a part of an EFL teacher's arsenal that few people would regard as controversial since no exact words can put the thoughts and feelings of one who does the reading. So, clearly, comprehension questions are a normal part in trying to find out what students have learned. In the EFL class, it is an external authority (course book/teacher) that initiates the comprehension checking. Comprehension questions are the business of the students and no one else to an initial look at situation. One good way of dealing with a reading passage in class is to ask the students to read the text twice and then answer 3-5 questions, each one aimed at a different level of responses. Yet there are other deeper reasons for doubting the usefulness of the comprehension question in second language reading and writing. The question is not on why comprehension questions are given but how the students would respond to the questions and prompts being asked of the learners. The mere answering of questions is the issue the researcher would like to raise; how extensive and extended the literary questions are to motivate students and give positive responses.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Proficient reading depends on the ability to recognize words quickly and effortlessly.

Literary (comprehension) question is product of the notion that a writer or reader is a sort of CD-ROM that accurately holds the entire in-coming message. This should never be the case. The normal act of writer or reader is always one of deletion, elaboration and transformation. Deletion is when the reader/writer will defocus from details that strike them as insignificant which details will be deleted from the reader/writer's memory. The reader/writer will elaborate the text as it hits the auditory circuits of her brain - if she is reading a story the elaboration will often be visual and the reader will create her own 'inner film'. In some cases the reader/writer will transform the text by framing it within previous experiences (schemata). Such deletion, elaboration and transformation are a part of the normal, everyday creativity in reading and writing.

To see the desired result, this study, used Functional Behavioral Analysis (FBA) methods and specifically indirect assessment. From the three types: functional (experimental) analysis, descriptive assessment and indirect assessment, this research used the latter. The researcher of this study does not opt to get away with comprehension questions in teaching literary genres but rather go for Indirect Functional Behavior Analysis (IFBA).This method uses structured interviews, checklists, rating scales, or questionnaires to obtain information from persons who are familiar with the person exhibiting the behavior to identify possible conditions or events in the natural environment that correlate with the problem behavior. They are called "indirect" because they do not involve direct observation of the behavior, but rather solicit information based on others' recollections of the behavior (in this study, answering of comprehension questions). IFBA provides useful source of information in guiding subsequent, more objective assessments, and contribute to the development of hypotheses about variables that might maintain the behaviors of concern but is limited to informants that may not have accurate and unbiased recall of behavior and the conditions under which the attitude occurred.

To conduct IFBA, four steps have to be followed; gathering of information via indirect and descriptive assessment, interpretation of information from indirect and descriptive assessment and formulation of a hypothesis about the purpose of problem behavior, testing of a hypothesis using a functional analysis and developing intervention options based on the function of problem behavior.

The researcher also believes that traditional activities in the class like mere answering of comprehension questions after the discussion of literary content is a product of an old school of thought. But how students' behaviors are changed is the main challenge of this paper; either toward; the subject (literature), with the analysis (literary genres), with competencies (language and skills) and with the literature teacher.

From this perspective, discussion of terms and literary learning consequences have analyzed on the basis of finding out whether literary questions for comprehension were extensive and extended on the perception of the learners? Comprehension questions were answered during the first semester. Extended and extensive activities were done by the researcher herself as a literature teacher. The problem situation she was into in her classes pushed her to answer inquiry on students' attitude in responding to comprehension questions provided after each selection.

Respondents of the study from Bulacan State University had finished the discussion of the first five (5) selections in Philippine Literature (Workbook); How My Brother Brought Home a Wife, Children of the Ash-Covered Loam, The Chieftest Mourner, May Day Eve, and Scent of Apples.

Patterned after Rovolucri's assessment, Indirect Functional Behavioral Analysis (IFBA), the research of this study presented the comprehension questions of the first five selections from Philippine Literature book. Would the teacher-made comprehension questions change operant behavior as influenced by reinforcement, punishment and extinction? What stimuli were necessary to affect learners' attitude in answering literary check-ups? What control is significant to change students' conduct in answering literary comprehension questions?

In Rinvolucri's study (2008), instead of asking the students to answer the comprehension questions, he instructed respondents to cross out questions which learners' find not appealing to them for further extensive and extended works. Was answering the chosen questions significant in identifying behavioural in writing?

In this study, Indirect Functional Behavior Analysis (IFBA) was applied. Students taking Philippine Literature were the subjects of the research study; comprehension questions were the dependent variable, second semester of the school year was the setting, check list and students response were the subjects of the analysis, Rinvolucri's IFBA (2008) was the treatment. Extensiveness and extendedness of comprehension questions were analyzed the basis students' attitude in choosing literary prompts. These behaviors were classified as; operant (where behaviors were found to have caused punishment, reinforcement, and extinction).

To verify the reliability of Rinvolucri's study, this research used comprehension questions of the first five selections from the workbook in Philippine Literature; (1) Why is marriage in the Philippines a marriage of families? (2) Did Leon's father approve of the marriage? If yes, why? If no, why not? (3) Explain this statement, "Marriages are not made in heaven? (4) Who is Tarang? Characterize him. (5) Give the plot of the story. (6) Why the selection is entitled "Children of the Ash-Covered-Loam? (7) Is the content of the story fiction or non-fiction? Justify your answer. (8) Who are the major characters in this selection? Describe them and discuss their relation toward their environment. (9) Are the characters consistent in their actions? Do they act in conformity with their created being? (10) Enumerate the factors that contribute to the mood of the story. (11) Characterize Doña gueda and Don Badoy in their youth and old age. (12) Discuss the structure and style of the paragraph. Look for similar passages in the story. (13) Does this story suggest that there are certain hostile forces operating in the world that control man against his will, or are, such forces merely within man himself? (14) Of all the short-story writers represented here, probably Nick Joaquin is the most poetic in his style. Identify those elements in his style which would support this statement. (15) Discuss the setting of the story. (16) Who is the narrator of the story? Do you think it is the narrator's own experiences? Why? (17) Describe the climax of the selection. (18) Why the selection is entitled "Scent of Apples"? (18) What is the message that this story has communicated to you?

Before doing the research task of identifying the extent of extensiveness and extendedness of literary questions, the researcher finds defining significant terms relevant. Writing is given emphasis in extensive and extended activities in this study since comprehension check-up is not done in oral but in writing.

RESULTS/FINDINGS

Literary Questions	Ranking
1.Why is marriage in the Philippines a marriage of families?	1
2. Did Leon's father approve of the marriage? If yes, why? If no, why not?	3
3. Explain this statement ,"Marriages are not made in heaven".	7
4. Who is Tarang? Characterize him.	2
5. Give the plot of the story.	6
6. Why is the selection entitled "Children of the Ash-Covered-Loam?	10
7. Is the content of the story fiction or non-fiction? Justify your answer.	5
8. Who are the major characters in this selection? Describe them and discuss their relation toward their environment.	13
9. Are the characters consistent in their actions? Do they act in conformity with their created being?	14
10. Enumerate the factors that contribute to the mood of the story.	15
11. Characterize Doña Agueda and Don Badoy in their youth and old age.	4
12. Discuss the structure and style of the paragraph. Look for similar passages in the story.	16
13. Does this story suggest that there are certain hostile forces operating in the world that control man against his will, or are such forces merely within man himself?	18
14. Of all the short-story writers represented here, probably Nick Joaquin is the most poetic in his style which would support this statement.	17
15. Discuss the setting of the story.	12
16. Who is the narrator of the story? Do you think it is the narrator's own experiences?	11
17. Describe the climax of the selection.	8
18.Why is the selection entitled "Scent of Apples"? What is the message that this story has communicated to you?	9

To the researcher's pleasant surprise, a big majority of students had chosen question 13 (top on the list as the most uninteresting comprehension question), a question answerable by a suggestive YES or NO that asked for the element of literary piece. The length of the question could have been a factor for considering the question least interesting if not uninteresting. The next question considered by most of the respondents is the 14th question which asked for the elements in the author's style of writing the selection. Not too far is the 12th prompt that asked for students to discuss the structure and style and a follow-up prompt to look for similar passage in the story of the author's style in writing the paragraph. Another considered uninteresting prompt for students is the next (10th question) that asked them to enumerate the factors that contribute to the mood of the story. In this case, mood as an element in writing should be first discuss or should be discussed again to probably have the students' interest in doing the task. Question 9 should have been interesting if the "actions' inconsistency was merely asked. But the follow-up question has made the comprehension check complex. Another similar problem made the students thought of making the 8th question difficult, "Who are the major characters in the selection?" would probably have made the students most loved inquiry but with the prompt to follow, "Describe them and discuss their relation toward their environment", failed the reader-students expectation of the item. Another "discuss" prompt, the 15th question was

considered by students as uninteresting probably due the vagueness of the setting of the story to the readers.

Not surprising to note in this study research was that, most of the respondents had chosen questions or prompts where students can tell a lot, where they could relate so much and which they think would influence their individual selves. Top on the list is question of the first selection "Why is marriage in the Philippines a marriage of families?", second is "Who is Tarang? Characterize him.", third is "Did Leon's father approve of the marriage? If yes, why? And If no, why not?" Notice that students consider the third question because they were given options. Another characterization prompt is the fourth where the prescribed task was asked, "Characterize Doña Agueda and Don Badoy in their youth and old age". Here students were merely asked to describe the characters. The 5th question is not surprising to have been chosen by respondents as an interesting question. Options were stated as to whether they consider the story fiction or not. Although justification was asked after the first, students considered this prompt a moderate task to undertake. An element of a story is asked in the next comprehension inquiry, the plot. But responding to this prompt is considered a food on the platter. Students were used to doing this task since the early days, too sophomoric other readers would say.

The researcher does not intend to make authentic classroom writing sound easy or even always possible. With a large class like more than 60 first year students and more than 8 sections to handle, it is not possible to direct all students' writing to what outcome is desired at the end of the class discussion. But authenticity stays in the forefront as the researcher has created herself prompts, achieving the goal of what literature class really is. The researcher's students write more effectively, and when responses are read, written outputs are more motivating to go on with teaching using authentic prompts than feeling tedious and sometimes, blessedly, even compelling.

Results revealed students' preference to soft skills in answering comprehension check questions. The table shows opted skills as:

Compare	To show both the differences and the similarities
Contrast	To show the differences
Define	To give the formal meaning by distinguishing it from related terms. This is often a matter of giving a memorized definition
Describe	To write a detailed account or verbal picture in a logical sequence or story form
Enumerate	To list. Name and list the main ideas one by one
List	To produce a list of words, sentences or comments. Same as enumerate
State	To describe the main points in precise terms. Use brief, clear sentences. Omit details or examples
Trace	To follow the progress or history of the subject
Diagram	To make a graph, chart or drawing. Be sure to label it and add a brief explanation if necessary
Evaluate	To give an opinion, supported by some expert opinions, of the truth or importance of a concept. Show the advantages and disadvantages
Illustrate	To explain or make clear by concrete examples, comparisons or analogies

For uninteresting skills to students, they are described as:

Analyze	To find the main ideas, how they are related and why they are important
Discuss	To present arguments for and against a point of view and reach a conclusion. The arguments must be supported with appropriate evidence
Comment on	To discuss or explain its meaning as completely as possible
Criticize	To give judgment or reasoned opinion of something, showing its good and bad points. However, it is not necessary to attack.
Interpret	To give the meaning using examples and personal comments to make something clear.
Justify	To give a statement of why you think something is so. Give reasons for your statement or conclusion.
Outline	To give a general summary. It should contain a series of main ideas supported by secondary facts. Show the organization of the idea.
Prove	To show by argument or logic that something is true. However, the word 'prove' has a very specific meaning in math and physics.
Relate	To show the connection between things, telling how one causes or is like another
Review	To give a survey or summary in which you look at the important parts and criticize if necessary.
Summarize	To give a brief, condensed account of the main ideas

Most of the Philippine Literature students applied soft skills in answering comprehension questions. Such skills is a sociological term relating to person's "EQ" (Emotional Intelligence Quotient, the cluster of personality traits, social graces, communication, language, personal habits or traits, friendliness, and optimism that characterize relationship with other people contradictory to IQ which is more of requirement of a job and many other activities. Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills relate to a person's ability to interact effectively with co-workers and customers and are broadly applicable both in and outside the workplaces.

This study proved that there is not so much change in the youth as to how they answer literary comprehension questions because of the established operant behavior of students as a product of negative stimuli of literature teachers. While it is true that every teacher desires to improve IQ of learners, respondents' behavior showed their hunger to enhance their EQ manifested on how they chose what interesting questions are to them. The assumption of the researcher of this study proved wrong that the way respondents complied to the task is a stimulus brought about by each learner's desire of just acquiring good grades and nothing more; that, if skills improvement as well as behavioral transformation go together with positive rating in the class is but a bonus phenomenon; and that students' novel behaviors in responding to prompts are shaped by the traditional thoughts that what is important to students are just to pass the subject. Comprehension questions are just a way to assess but reinforcements toward students' behavioral transformation must be the priority of literature teachers. Likewise, it is the task of the facilitator of learning to set conducive topography of the learners to avoid aggression toward the communication participants.

The function of a behavior can be thought of as the purpose a behavior serves for a literary learner. To Bulacan State University Philippine Literature students, behavior serves common functions for an individual: *access to attention* (if answers are very contextual, they probably seek attention and will be more likely to engage in the same behavior in the future if the reason for such craving for attention is not responded; *escape or removal of a demand* (if students leave some questions unanswered, they show aversive behavior to the event); *automatic reinforcement* (if students *flap-* feeling unpleasant sensory consequences due to stereotypic repetitive stimuli like pain, dizziness and headache); and *access to tangibles* (if students answered comprehension questions for the reward, good grades). We can describe behaviors/misbehaviors in various ways such as tantrums or obedience, compliance or noncompliance, inattention, aggression; however all behavior can be classified as serving one or more of the functions above.

DISCUSSION

Studies reveal that learning style of most Filipinos is visual but not in literature. Students' imagination works after getting an in-depth feeling and visualizing in their memory a reading text. Reinforcement prompts of comprehension questions are the key to get into skills building and literary appreciation. The "feeding" of the teachers of what students should do influence their behavior. Therefore, literary questions should be carefully chosen and written, should be extensive and extended to get the desired outcome. Extensive and extended comprehension check-ups, as alternative literature assessment strategies are more student-oriented, proactive techniques to determine student levels of understanding of their literary reading material. Educators should use a variety of such assessment techniques. A common factor, however, involves an emphasis on the strengths of the student in their literary studies rather than a focus on weak areas. Many of these techniques also make students active participants in their own learning by allowing them to define and communicate the sorts of activities that aid their progress in their literary studies.

Generally, answering questions based on text information requires two types of processes: memory search processes and text search processes. Several models have been proposed to account for the mental processes involved in answering a question, either from memory or by inspecting an external source. Learner may decide whether to answer based on memory processes or if a text inspection is needed. Evaluating the need for an external search will imply; selection phase, in which the searcher selects units of information from the external source; and processing phase, when the searcher extracts relevant information from the selected text passage and integrates it within the goal representation under construction.

Implication to Research and Practice

To appreciate literature, students work on their reading skills. A lot of ways and means are proven effective in enhancing skills specifically in reading. Teachers need to find these ways as well as students themselves. Reading is the tool in learning in all the subjects, therefore, it is extremely important for students to practice the 3Rs; Read, Read, and Read. There is significance to give learners needs analysis for extensive and extended activities to find out effective strategies necessary in teaching literature. It is important to encourage students not only for literary genres appreciation but also for enhancement of the macro skills; speaking and listening more especially reading and writing. In doing the initial task in teaching literature,

need analysis opens the opportunity for students to participate in the learning process. Learning participants become part of the making of prompts and comprehension questions before these extensive and extended works are laid for responses.

CONCLUSION

Metacognitive behavior in regulating answers is the key to succeeding in question-answering tasks. In particular, flexibility in adapting specific search and answering strategies depending on the type of cognitive processes questions are asking for. Flexible students are in regulating the question-answering process to hard- and soft-level questions. Type of question gives greater flexibility and metacognition in regulating the question-answering process. Students give more correct answers when relevant sources of information are found. In order to give the right answers, students display strategies in locating for information needed. Poor strategies involved an apparent unawareness of the variations of the task demands. Both in hard and soft skill questions, there were superficial cues which students apply by either copying, by fixation or by paraphrasing.

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