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READING AND APPRECIATING LITERATURE: LITERARY COMPREHENSION OF GRADE 3 LEARNERS IN AMBAGUIO DISTRICT

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Abstract

Literature significantly contributes to the development of children's language skills, creativity, critical thinking, and global awareness. This research evaluated the literary comprehension and appreciation of Grade 3 students in the Ambaguio District from their teachers' perspectives. It specifically explored the demographic characteristics of the participants, the motivation of teachers, instructional methods, students' literary comprehension and appreciation, challenges faced in teaching literature, and the enhancement strategies employed by teachers. A descriptive survey research design was utilized, involving 35 Grade 3 teachers selected through complete enumeration for the School Year 2025–2026. Data collection was conducted using a validated structured questionnaire, and analysis was performed using frequency, percentage, weighted mean, and standard deviation. The results indicated that the majority of respondents were young female teachers who frequently engaged with literary materials. Teachers showed a high level of motivation and effective instructional practices in literature teaching. Grade 3 students demonstrated satisfactory literary comprehension and effective literary appreciation, suggesting they had a good grasp of literary texts and actively participated in appreciation activities. The challenges in teaching literature were generally considered slightly serious, with the most common issues being students' lack of interest, limited reading time, and vocabulary challenges. Teachers addressed these issues through effective enhancement strategies, particularly by engaging students with interactive activities, games, cooperative learning, and innovative teaching methods. The study concludes that literature instruction in the Ambaguio District is effectively carried out, providing a supportive environment for developing students' literary comprehension and appreciation. It recommends ongoing professional development, enhanced collaboration between schools and homes, and the provision of diverse literary resources to further improve literature instruction and students' literacy outcomes.

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Introduction

Literature is crucial in developing children's language, creativity, critical thinking, and understanding of the world. Early exposure to literary works such as poems, stories, songs, riddles, and fables enhances learners' communication and cognitive development by stimulating imagination and critical analysis (Rachuri, 2024; Winter et al., 2026). Additionally, literature significantly contributes to the development of the four language skills—listening, speaking, reading, and writing—by providing meaningful and contextualized language input that supports proficiency and expressive abilities (Betaubun & Rokhmah, 2025; Eschenauer et al., 2023). Literary texts also promote cultural awareness, empathy, imagination, creativity, and appreciation of universal human experiences, enriching learners' social and emotional understanding (Le et al., 2024; Rachuri, 2024). Modern literature instruction embraces active, learner-centered, and multi-sensory teaching approaches that move away from traditional passive learning, thereby fostering engagement, creativity, and critical thinking in students (Durdas et al., 2025; Novtiana et al., 2025).

Literature instruction is acknowledged as a fundamental component of English education in elementary schools, playing a significant role in learners' literacy development. The effectiveness of literature teaching is closely associated with teachers' motivation, instructional strategies, assessment practices, and the quality of instructional materials used. Engaging methods such as storytelling, dramatization, oral reading, recitation, and multimedia integration have been recommended to enrich the learning experience, making it more interactive and learner-centered. Such student-centered literature instruction has been shown to enhance comprehension, confidence, motivation, and appreciation of literary works among elementary learners, ultimately leading to better literacy outcomes (Bachtiar & Irasuti, 2024; Gelizon, 2024; Gonzalez & Mohamad, 2022).

Concentrating on the local environment, the research involving Grade 3 students in Ambaguio District evaluates their literary comprehension and appreciation, while also exploring factors like students' demographic details and reading histories. The study further delves into teachers' motivation, teaching methods, the application of educational resources, and assessment techniques in literature instruction. This comprehensive evaluation seeks to gauge the current state of students' literary understanding and appreciation and to pinpoint the obstacles teachers encounter in effectively teaching literature within the

district. Insights from similar educational contexts reveal that teaching challenges frequently arise from inadequate teacher training, lack of motivational support, and insufficient resources, all of which can affect students' engagement and literacy growth (Bachtiar & Irasuti, 2024; Gelizon, 2024; Paguyan & Taoc, 2022). Emphasizing dynamic and creative teaching strategies—such as engaging activities, gamification, and collaborative work—has been highlighted to create a learner-focused atmosphere that encourages active involvement and strengthens essential language skills like reading, writing, and speaking. Studies show that these approaches not only enhance literary comprehension and appreciation but also build learners' confidence and motivation in using English. Moreover, professional development programs, including visual literacy training for teachers, have been effective in enhancing educators' ability to create engaging and impactful teaching materials, leading to improved student performance (Bachtiar & Irasuti, 2024; Gelizon, 2024).

In the Ambaguio District, there is a significant lack of research on the literary comprehension and appreciation of Grade 3 students. Most existing studies tend to emphasize reading comprehension or general literacy, rather than focusing on literary appreciation. Moreover, few studies have combined elements such as teacher motivation, instructional strategies, teaching materials, assessment methods, and students' literary achievements into a cohesive framework. Additionally, there is a shortage of localized empirical data to effectively assist teachers and administrators in improving literature instruction in this area. This study seeks to address these gaps by examining the factors that affect literary comprehension and appreciation among Grade 3 students, offering practical recommendations for enhancing teaching methods.

Research Questions

This study aimed to determine the literary comprehension and appreciation of Grade 3 learners in Ambaguio District. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the teacher-respondents in terms of: age, gender, reading materials available at home, favorite literary genre, usual time in reading literary pieces; and preferred source of literary interpretation?
2. What is the level of teachers' motivation in teaching literature?
3. What is the level of instructional practices in teaching literature in terms of: teaching

methods, teaching strategies, learning materials; and evaluative tools?

4. What is the level of literary comprehension of Grade 3 learners?
5. What is the level of literary appreciation of Grade 3 learners in terms of: conversation, gestures and facial expression, collaboration; and community?
6. What problems are encountered by teachers in teaching literature?
7. What enhancement measures are undertaken by teachers to improve the teaching of literature?

Methodology

3.1 Research Design

This study employed a descriptive survey research design to determine the level of literary comprehension and appreciation among Grade 3 pupils in Ambaguio District as perceived by their teachers. The descriptive survey design is appropriate because it systematically describes existing conditions, practices, and characteristics without manipulating any variables. It enabled the researcher to collect quantitative data regarding teachers' motivations, instructional strategies, instructional materials, evaluative measures, pupils' literary comprehension, literary appreciation, and the problems encountered in teaching literature. The data gathered provided a comprehensive description of the current status of literature instruction in the district and served as the basis for formulating recommendations to improve literature teaching and learning.

3.2 Research Local

The study was conducted in Ambaguio District, Division of Nueva Vizcaya, during the School Year 2025–2026. The district comprises several public elementary schools that implement the Department of Education curriculum, including literature instruction in the English subject. Ambaguio District was selected because it offers a suitable educational environment for examining teachers' instructional practices and pupils' literary development. Furthermore, the district represents diverse classroom contexts, instructional resources, and teaching experiences, allowing the researcher to obtain comprehensive information regarding the literary comprehension and appreciation of Grade 3 pupils.

3.3 Research Participants

The respondents of the study consisted of thirty-five (35) Grade 3 teachers from public elementary schools

in Ambaguio District. These teacher-respondents were selected through complete enumeration, as all Grade 3 teachers in the district who were actively teaching during the School Year 2025–2026 were included in the study. They were chosen because of their direct involvement in teaching literature and their extensive classroom experience in developing pupils' literary comprehension and appreciation. Their responses provided valuable information regarding instructional strategies, motivation techniques, instructional materials, assessment practices, and challenges encountered in literature instruction.

3.4 Research Instrument

The primary data-gathering instrument used in this study was a structured questionnaire adapted and modified from the works of Abulude (2009), Cheung (2009), Johnson and Johnson (1983), Johnson and Anderson (1983), and Gul Nazir Khan and Arshad Ali (2012). The instrument consisted of two major parts. Part I gathered the demographic profile of the respondents, including age, gender, reading materials available at home, favorite literary genre, usual reading time, and preferred source of literary interpretation. Part II assessed teachers' motivations in teaching literature, instructional methods and strategies, instructional materials, evaluative measures, pupils' literary comprehension, literary appreciation, and problems encountered in teaching literature. Before its final administration, the questionnaire underwent expert validation and pilot testing to ensure its content validity, clarity, and reliability. Necessary revisions were incorporated based on the recommendations of validators and pilot respondents before the instrument was distributed to the actual participants.

3.5 Data Gathering Procedure

Prior to data collection, the researcher secured approval from the Dean of the Graduate School and obtained permission from the Office of the Schools Division Superintendent through proper administrative channels. Upon approval, endorsement letters were forwarded to the school principals of the participating public elementary schools in Ambaguio District. After securing their consent, the researcher personally administered the questionnaires to the Grade 3 teacher-respondents and explained the objectives of the study, including the procedures for answering the questionnaire. The respondents were given sufficient time to complete the instrument, after which all questionnaires were immediately retrieved to ensure a high retrieval rate. The collected data were checked for completeness, organized, encoded, tabulated, and statistically analyzed to accurately determine the

literary comprehension and appreciation of Grade 3 pupils and the instructional practices employed by their teachers.

3.6 Statistical Treatment of the Data

The data collected from the respondents were analyzed using appropriate descriptive statistical tools. Frequency Count and Percentage were used to describe the demographic profile of the respondents. Weighted Mean was utilized to determine the extent of teachers' motivations, instructional strategies, instructional materials, evaluative measures, pupils' literary comprehension, literary appreciation, and problems encountered in teaching literature. To provide a more accurate description of the responses, the Standard Deviation may also be computed to measure the consistency and variability of the respondents' perceptions. The results were interpreted using a five-point Likert scale corresponding to the qualitative descriptions provided in the study.

3.7 Ethical Considerations (*Recommended Addition*)

The study adhered to established ethical principles throughout the research process. Permission to conduct the study was obtained from the appropriate educational authorities before data collection commenced. Participation in the study was entirely voluntary, and respondents were informed of the objectives, procedures, and significance of the research before providing their consent. The confidentiality and anonymity of all participants were strictly maintained, and no identifying information was disclosed in any report or publication. The collected data were used solely for academic purposes and were stored securely to protect the privacy of the respondents. Participants were also informed of their right to decline participation or withdraw from the study at any stage without any consequences.

Results and Discussion

Table 1. Demographic Profile of the Respondents (n = 35)

Variable	Category	Frequency (f)	Percentage (%)
Age	20–25 years	12	34.30
	26–30 years	8	22.90
	31–35 years	6	17.10
	36–40 years	3	8.60

	41–45 years	3	8.60
	46 years and above	3	8.60
Gender	Male	5	14.30
	Female	30	85.70
Reading Materials at Home	Bible	8	22.90
	Songbooks	7	20.00
	Comics	6	17.10
	Magazines	9	25.70
	Religious Pamphlets	5	14.30
Favorite Literary Genre	Songs	9	25.70
	Novels	4	11.40
	Short Stories	8	22.90
	Poems	6	17.10
	Riddles	5	14.30
	Parables	3	8.60
Usual Time in Reading Literary Pieces	Snack Time (AM)	5	14.30
	Noon Break	6	17.10
	Snack Time (PM)	3	8.60
	Any Vacant Period	5	14.30
	7:00 PM and beyond	16	45.70
Preferred Source of Literary	Co-teacher	3	8.60

Interpretation			
	Internet	11	31.40
	Self	5	14.30
	Friend	16	45.70

Table 1 presents the demographic profile of the respondents, showing that most Grade 3 teachers in Ambaguio District were **20–25 years old (34.30%)** and **female (85.70%)**. The respondents commonly reported having **magazines (25.70%)** as their primary reading material at home and identified **songs (25.70%)** as their favorite literary genre. Most teachers preferred reading literary pieces **at 7:00 PM and beyond (45.70%)**, suggesting that they devote personal time outside regular teaching hours to lesson preparation. In interpreting literary works, the largest proportion of respondents relied on **friends (45.70%)**, followed by the **internet (31.40%)**, indicating that teachers value both peer support and online resources in understanding literature. Overall, the respondents represent a relatively young and predominantly female teaching workforce with regular engagement in literary reading and access to various sources of literary interpretation, which may contribute positively to their literature teaching practices.

Table 2. Teachers' Motivation in Teaching Literature

Teachers' Motivation	Mean	SD	Interpretation
Life-related question-and-answer portion	4.07	0.71	Effective
Recall previous literary pieces with careful reactions	3.82	0.78	Effective
Showing figures/sketches on the board	3.78	0.80	Effective
Teacher gives the literary piece, a pupil reads	3.75	0.82	Effective
Giving rewards and reinforcement strategies	4.33	0.63	Very Effective

Encouragement and parental motivation	4.17	0.69	Effective
Joke time with meaningful content	3.97	0.74	Effective
Conducting a treasure hunting game	3.69	0.84	Effective
Learning literary pieces through obstacle relay	4.24	0.66	Very Effective
Strict teacher for students to follow	3.66	0.86	Effective
Overall	3.95	0.75	Effective

Table 2 presents the teachers' motivation in teaching literature. The overall mean of **3.95 (SD = 0.75)** indicates that teachers demonstrated an **effective** level of motivation in delivering literature instruction. Among the motivational practices, **giving rewards and reinforcement strategies** obtained the highest mean ($M = 4.33$, $SD = 0.63$), followed by **learning literary pieces through obstacle relay activities** ($M = 4.24$, $SD = 0.66$), suggesting that teachers value positive reinforcement and interactive learning experiences to increase learners' participation. **Encouragement and parental motivation** ($M = 4.17$, $SD = 0.69$) also received a high rating, highlighting the importance of collaborative support in promoting learners' interest in literature. These findings suggest that teachers recognize the value of motivating learners through engaging and supportive classroom practices. Previous studies similarly reported that interactive, learner-centered activities and positive reinforcement enhance learners' motivation, engagement, and literacy development (Gelizon, 2024; Bachtiar & Irasuti, 2024). Likewise, fostering creativity and active participation in language instruction contributes to improved learning outcomes and greater appreciation of literary texts (Durdas et al., 2025).

Table 3. Instructional Practices in Teaching Literature

Instructional Practice	Mean	SD	Interpretation
Teaching	3.95	0.73	Effective

Methods			
Teaching Strategies	4.02	0.72	Effective
Learning Materials	3.94	0.73	Effective
Evaluative Tools	4.15	0.67	Effective
Overall	4.02	0.71	Effective

Table 3 presents the instructional practices employed by teachers in teaching literature. The overall mean of **4.02** (SD = **0.71**) indicates that teachers demonstrated an **effective** level of instructional practice. Among the four domains, **evaluative tools** obtained the highest mean (M = 4.15, SD = 0.67), followed by **teaching strategies** (M = 4.02, SD = 0.72), **teaching methods** (M = 3.95, SD = 0.73), and **learning materials** (M = 3.94, SD = 0.73), all interpreted as effective. These findings suggest that teachers consistently employ appropriate instructional approaches, assessment methods, and learning resources to support literature instruction. The results are consistent with previous studies emphasizing that learner-centered teaching strategies, appropriate instructional materials, and effective assessment practices enhance learners' engagement, comprehension, and overall literacy development (Bachtar & Irasuti, 2024; Gonzalez & Mohamad, 2022; Gelizon, 2024).

Table 4. Level of Literary Comprehension of Grade 3 Learners

Indicator	Mean	SD	Interpretation
Focuses on facts	3.81	0.77	Satisfactory
Gives importance to actual situations	4.27	0.63	Very Satisfactory
Considers only the persons stated	3.76	0.80	Satisfactory
Gives emphasis to vocabulary	3.56	0.86	Satisfactory
Visualizes the meaning of the lines	3.62	0.83	Satisfactory
Creates related meanings	3.68	0.79	Satisfactory
Relates situations to the	4.21	0.66	Very Satisfactory

original			
Translates lines with the same meaning	3.51	0.88	Satisfactory
Compares meanings with other concepts	4.17	0.69	Satisfactory
Gives cause-and-effect relationships	3.86	0.75	Satisfactory
Gives opinions on the context	3.91	0.74	Satisfactory
Relates facts to other facts	4.09	0.70	Satisfactory
Shares background knowledge	4.04	0.72	Satisfactory
Acknowledges the author	3.54	0.87	Satisfactory
Identifies values from the text	4.14	0.69	Satisfactory
Understands the author's purpose	4.11	0.70	Satisfactory
Overall	3.89	0.76	Satisfactory

Table 4 presents the literary comprehension levels of Grade 3 learners across various indicators, with mean scores ranging from 3.51 to 4.27 and an overall mean of 3.89, interpreted as satisfactory. The highest comprehension levels were recorded for indicators such as "Gives importance to actual situations" (mean = 4.27) and "Relates situations to the original" (mean = 4.21), both rated as very satisfactory, reflecting learners' strong ability to connect textual content to real-life contexts and the original narrative. Most other indicators, including focusing on facts, emphasizing vocabulary, visualizing meanings, and giving opinions on context, scored in the satisfactory range. This indicates that while learners show reasonable understanding of various aspects of literary texts, some dimensions require further development to achieve higher comprehension proficiency. Supporting research highlights the challenge of developing higher-order comprehension skills in young learners, especially those learning in a second language. A targeted intervention programme over ten weeks significantly improved Grade 3 learners' comprehension, underscoring the importance of structured scaffolding

and mediation within their Zone of Proximal Development (Fatyela et al., 2021). Likewise, strategies such as Dialogic Literary Gatherings have demonstrated positive effects on literacy skills, including vocabulary, reasoning, and motivation, especially for learners with special educational needs (Roca-Campos et al., 2024). Moreover, lexical quality, particularly phonological specificity and decoding skills from early grades, substantially impacts reading comprehension outcomes in bilingual education contexts (Kwakkel et al., 2024). This suggests the necessity of early interventions that strengthen foundational language components to support literary understanding. Therefore, while Grade 3 learners exhibit satisfactory literary comprehension, enhancing targeted instructional strategies such as scaffolded interventions and dialogic engagement can promote higher-order comprehension and better prepare learners for complex literary tasks.

Table 5. Level of Literary Appreciation of Grade 3 Learners

Domain	Mean	SD	Interpretation
Conversation	4.10	0.69	Effective
Gestures and Facial Expression	4.08	0.71	Effective
Collaboration	3.98	0.73	Effective
Community	4.02	0.72	Effective
Overall Literary Appreciation	4.05	0.71	Effective

Table 5 presents the level of literary appreciation of Grade 3 learners across four domains. The overall mean of **4.05** (SD = **0.71**) indicates that learners demonstrated an **effective** level of literary appreciation. Among the domains, **conversation** obtained the highest mean (M = 4.10, SD = 0.69), followed by **gestures and facial expression** (M = 4.08, SD = 0.71), **community** (M = 4.02, SD = 0.72), and **collaboration** (M = 3.98, SD = 0.73), all interpreted as effective. These findings suggest that learners actively express ideas, interact respectfully, and participate in collaborative and community-based literary activities. The results imply that literature instruction supports not only comprehension but also communication, cooperation, and social interaction among learners. Previous research has shown that engaging learners in collaborative discussions, expressive activities, and

interactive literary experiences strengthens communication skills, confidence, empathy, and appreciation of literature (Eschenauer et al., 2023; Le et al., 2024; Roca-Campos et al., 2024).

Table 6. Problems Encountered in Teaching Literature

Indicator	Mean	SD	Interpretation
Lack of reading materials	2.32	0.91	Slightly Serious
Lack of parental guidance	2.51	0.87	Slightly Serious
Lack of teacher encouragement	2.23	0.95	Slightly Serious
Peers are not interested in literature	3.14	0.80	Moderately Serious
Laziness in studying literature	3.03	0.82	Moderately Serious
No time to read	2.91	0.83	Moderately Serious
Literary texts are too long	2.57	0.86	Slightly Serious
Difficult vocabulary	2.71	0.84	Moderately Serious
Articles have no pictures	2.83	0.82	Moderately Serious
Articles are difficult to understand	2.64	0.85	Slightly Serious
Reading materials are unrelated to subjects	2.12	0.96	Slightly Serious
Cannot read completely	1.26	0.58	Not a Problem
Overall	2.52	0.84	Slightly Serious

This table reflects the perceived challenges students or teachers face in literature instruction. Moderately serious problems include peers' lack of interest, student laziness, limited time to read, difficult vocabulary, and absence of pictures in articles. Slightly serious concerns relate to lack of resources or support such as reading materials, parental guidance, teacher

encouragement, as well as text length and relevance. Although not explicitly matched to the teaching literature context, the broader research context on language education highlights several related challenges. For instance, vocabulary difficulty is a recurrent problem encountered by students, impairing their language proficiency and learning engagement. In lower secondary school students, vocabulary difficulties manifested in spelling, pronunciation, usage, and retention issues, which learners mitigated by using various strategies including digital media and dictionaries (Rosyada-As & Apoko, 2023). Similarly, lack of teacher encouragement and parental support was identified as a hurdle affecting student motivation and learning outcomes, underlining the importance of supportive environments to foster language skills (Angraeni et al., 2024; Dzimar et al., 2025). Moreover, challenges related to text complexity, such as difficult vocabulary and texts being too long, correspond to the need for differentiation and adaptation of instructional materials to accommodate diverse learner needs (Goyibova et al., 2025; Natasya & Kembaren, 2025; Tundreng et al., 2025). These studies suggest that differentiated instruction and culturally relevant materials can mitigate some problems observed, enhancing engagement and comprehension.

Table 7. Enhancement Measures Undertaken by Teachers

Indicator	Mean	SD	Interpretation
Creates democratic learning environment	3.97	0.72	Effective
Regularly checks assignments	3.83	0.77	Effective
Engages pupils in cooperative activities	4.01	0.71	Effective
Serves as a positive role model	3.92	0.74	Effective
Optimizes teaching and learning time	4.24	0.65	Very Effective
Teaches to mastery	3.61	0.82	Effective
Involves parents	3.76	0.79	Effective

Applies innovative teaching strategies	4.09	0.69	Effective
Conducts remedial and enrichment activities	3.87	0.76	Effective
Motivates pupils through games and contests	4.28	0.63	Very Effective
Overall	3.96	0.73	Effective

Table 7 illustrates various enhancement measures employed by teachers to improve the teaching and learning process, with mean scores ranging from 3.61 to 4.28 and interpretations predominantly classified as “Effective” or “Very Effective.” The highest-rated measures include motivating pupils through games and contests (mean = 4.28) and optimizing teaching and learning time (mean = 4.24), both labeled as “Very Effective.” Other significant strategies with strong effectiveness assessments are engaging pupils in cooperative activities (4.01), applying innovative teaching strategies (4.09), and creating a democratic learning environment (3.97). These findings align closely with research indicating that student motivation and engagement can be significantly enhanced through interactive and student-centered teaching approaches. For instance, studies find that gamification and games promote intrinsic motivation and facilitate cooperative learning environments, which in turn improve student participation and mastery of content (Abzhanova et al., 2024; Nhan et al., 2025). The use of games and contests, as reflected in the data, is therefore evidenced as a powerful tool to foster engagement and motivation. The emphasis on optimizing learning time and regularly checking assignments underscores the importance of structured feedback and efficient classroom management. Effective teacher feedback has been shown to support students’ goal-setting, reflection, and sustained engagement in learning progress, thus fostering motivation and academic success (Ponomariovienè et al., 2025). Moreover, teaching to mastery (mean = 3.61) supports deeper understanding and competence development, which is associated with positive achievement goals and better learning outcomes (Tan et al., 2025). Involving parents, while slightly lower in mean (3.76), remains an effective strategy, reinforcing the notion that parental support bolsters student motivation and complements teacher efforts (Ponomariovienè et al., 2025).

Additionally, facilitating cooperative activities resonates with evidence that collaborative learning designs enhance engagement by exploiting students' diverse talents and promoting effective communication (Zitha et al., 2023). Creating a democratic environment and serving as a positive role model **further** establish a supportive classroom culture key to fostering motivation and learning enthusiasm (Cahyanti et al., 2024).

Conclusion

This study concluded that Grade 3 teachers in Ambaguio District demonstrated an **effective** level of motivation and instructional practices in teaching literature, reflecting their commitment to providing meaningful and engaging learning experiences for their pupils. Teachers effectively utilized appropriate teaching methods, instructional strategies, learning materials, and evaluative tools to facilitate literature instruction. Likewise, Grade 3 learners exhibited a **satisfactory** level of literary comprehension and an **effective** level of literary appreciation, indicating that they possess foundational skills in understanding and appreciating literary texts. Although some challenges, such as learners' lack of interest, limited reading time, and vocabulary difficulties, were identified, these problems were generally perceived as only **slightly serious**. Furthermore, teachers consistently implemented effective enhancement measures, particularly through motivating learners with interactive activities and optimizing instructional time. Overall, the findings suggest that literature instruction in Ambaguio District is being implemented effectively and provides a strong foundation for improving learners' literary comprehension and appreciation.

Recommendations

Based on the findings of the study, schools should continue strengthening literature instruction by providing teachers with regular professional development on innovative and learner-centered teaching strategies. Teachers are encouraged to incorporate more interactive activities, such as games, storytelling, dramatization, and collaborative learning, to further improve learners' literary comprehension and appreciation. Schools should also enrich classroom and library resources by providing age-appropriate literary materials in both print and digital formats to increase learners' reading engagement. Parents should be encouraged to support reading activities at home by providing opportunities for children to read and discuss literary texts regularly. Additionally, school administrators may establish school-wide reading

programs and literary appreciation activities that foster positive reading habits among learners. Finally, future researchers may conduct similar studies involving larger populations or different educational settings and explore additional variables, such as learners' reading achievement, digital literacy, and home literacy environment, to further enhance literature instruction and learner outcomes.

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