

## *Worktext on the Translation of World Literature in Fourth Year Students of President Ramon Magsaysay State University*

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### Abstract

The research aims to determine the level of comprehension of the students of President Ramon Magsaysay State University- College of Teachers of Education, taking the Bachelor of Secondary Education course specializing in the field and subject Filipino, Academic Year 2018- 2019 in World Literature, text translations of short stories. The researcher also aims to create a comprehensive worktext that will cultivate and develop the ability of students at the level of their respective comprehension, especially in the study of World Literature. There were 34 total respondents; 10 students from PRMSU-Iba Kampus and 24 students from PRMSU- Sta. Cruz Campus. Knowing the level of comprehension of the students was through a 30-item questionnaire divided into two parts; the first used the original text and the second a translated text of the short story. The standard score became the basis of the criterion of the method of qualitative interpretation of the scores or scores of the students.

Throughout the study, it was found that there was a moderate level of comprehension when it comes to Characterization, Contextual Clues, and Content of the Story using the original text of the short story as part of World Literature.

Students have a good level of comprehension when it comes to Knowing the Emotion of the Person, Getting Meaning with the Help of a Hint, and the Content of the Article using the original text of the short story as part of World Literature.

There is a highly significant difference in the level of comprehension of the students in the short story written in the original and translated text in knowing the feelings of the staff, getting the meaning with the help of hints and content of the work.

The relevance of the type of text is high whether it is original or translation as used in knowing the level of comprehension of the reader and student.

### Term

Worktext, Comprehension, Filipino, Literature, Translation Language, Text, Original Text, Translated Text.

### Introduction

Literature or penmanship is the writing of direct or prose and poetry that connects a person. But to distinguish it from other useless literature or advertisements only, literature is the fine writing with form, perspective, and spirit that cause lasting interest and appetite. Therefore, a literary work has a shape, and a point of view and can extend the interest of the reader. World literature, world literature, world literature, or world literature (English: World literature) refers to African literature, Arabic literature, American literature, Latin-American literature, Caribbean literature, Asian literature, European literature, and Australian literature (Barry, 1995).

Translation, on the other hand, refers to the transfer of a text to the nearest sense from the original language to the target language. It is also shifting like the soul of a type of literature to another form of literature through the second language (Wilamowitz, 2010). This research aims to determine students' comprehension of a translation or the original text.

This research examines whether the translations in the teaching of literature in college also contain the full spirit and context of its original work from the original language according to Wilamowitz (2010).

It wanted to change the way of teaching and to develop the analysis and selection of the kind of translation of world literature that teachers would use in the classroom as a launching pad so that young people are aware of events from local to global. Thus, it is a road or vehicle that opens the heart and mind of the researcher to the need to re-evaluate short story translations specifically in the method of selection, method in the analysis of translations of world literature.

## Theoretical Framework

The following study perspectives formed the basis of the research study: Philological Perspective, Linguistic Perspective, and Communicative Perspective.

The Philological Perspective examines in this perspective how “consistent” the translation is with the original interpretation of the text. This perspective also considers whether the form of the text based on the source language is followed while the Linguistic Perspective in this perspective, in turn, examines the nature and issues faced by the languages used in translation. The scholars who initiated this study were Sapir, Bloomfield, Trubetskoy, and Jakobson. The Communicative Perspective values in this view the various elements of communication theory such as source, message, receptor, feedback, noise, setting, and medium.

The process of encoding and decoding of the original text is also important in this perspective and compares it to the more complex process of translation.

Here are also some Traditional Theories on Language Learning. Behaviorist Theory-In 1968, Skinner emphasized the importance of motivation, training and reinforcement to cultivate a student’s intellectual language proficiency; Theory Based on the Nature of the Student-Chomsky believes that language learning is inherent in children; Cognitive Theory - As a person uses language, he or she makes mistakes and learns. In the process he develops language rules. ; Humanist Theory- considering the peaceful and positive attitude of Traditional Theories on Language Learning.

According to Chomsky, communicative skills are a combination of language competence (language knowledge) and language performance (language use ability).

Communicative Skills in Language Teaching Where Does the Communicative Skills-Based Approach Be Based?

In Canale and Swain's model, four important elements must be considered in order to say that a student has the communicative ability:

1. Linguistic ability
2. Sociolinguistic ability
3. Strategic ability
4. Discourse ability

Basic Principles of Language Teaching Cognitive Principles-automatic use of language, relating the learner to real events, motivation with the help of rewards, feedback, and praise, and personalized learning strategies. Basic Linguistics - automatic use of communication structure. Attitude Principles-the enjoyment of challenging language activities, linking language to culture.

## Literary Theory of Text

In literary theory, a text is anything that can be “read”, if the object is a work of literature. It is a bright set of signs that sends some kind of informational message. The set of symbols is considered in terms of the content of the message information, rather than in terms of its physical form or the medium in which it is represented.

Within the realm of political criticism, “text” also refers to the original content of a particular piece of writing; that is, the “text” of a work is the first symbolic structure of the letters originally composed, in addition to later changes, breakdown, commentary, translations, paratext, and so on. Therefore, when political criticism is concerned with the determination of a “text”, it is concerned with distinguishing the original content of the information from anything added or subtracted from the content that appears in a given text document (i.e., a physical representation). of text).

Because the history of writing preceded the concept of “text”, most texts were not written with this concept in mind.

Most written works fall within a narrow range of types described by text theory. The concept of "text" would be relevant if and when a "coherent written message is completed and needs to be referenced independently to the circumstances in which it was created."

## David Paul Ausubel’s Subsumption Theory

According to Ausubel (1978) and Selga’s (2010) study, learning a variety of new knowledge can create a person’s own concept. As such, innovative organizers can be used to aid learning that can be seen through a learning material.

According to his Subsumption Theory, everything to do can be based on a worktext composed of various graphic organizers, and containing discussions can develop and cultivate higher-order thinking skills of students.

## Purpose of the Study

The purpose of this study was to determine students’ comprehension of a translated and original text of a short story as part of World Literature.

The purpose of this study is to answer the following:

1. What is the level of comprehension of the students in a short story written in the original text according to:
  - 1.1. Characterization;
  - 1.2. Contextual Clues;

- 1.3. Content of the Story?
2. What is the level of comprehension of the students in the short story written in the translation of the original text according to:
  - 2.1. Knowing Personnel Feelings;
  - 2.2. Getting Meaning with the Help of Hint;
  - 2.3. Article Content?
3. Is there a difference in the level of comprehension of the students in the short story written in the original and translated text?
4. What intervention will be taken to address the students' problem with their comprehension of the original text?

## Research Methodology

### Research Design

Descriptive methods were used in this study. This research remains on the premise of the study by Zulueta and Costales (2003) that the study of descriptive statistical methods from data collection by fixing invalid assumptions and answering the question in a pre-test to determine the required research result. Obtaining the data was by obtaining the base score of the students using the original and translation of a short story. Thorough preparation and systematic initiatives were carried out on the data.

### Area of Study

The study was conducted at President Ramon Magsaysay State University (PRMSU)- Sta. Cruz and Other Campus; College of Teacher Education (CTE).

It is located in Naulo, Sta. Cruz, Zambales for Sta. Cruz Campus and Iba, Zambales for Iba, Campus.

### Research Instruments

In data collection using a questionnaire in the form of a test that is answered after reading the intended text translation and original to students in the Fourth Year of taking the Bachelor of Secondary Education course specializing in Filipino subject at President Ramon Magsaysay State University.

Apart from the previously presented, the researcher also used a questionnaire to assess the Filipino teachers of the aforementioned PRMSU Campuses (Sta. Cruz and Others) on the importance of the generated intervention worktext for the development of teachers. Of their comprehension. Data Collection Methods

To carry out the research, the following steps were taken:

First, the researcher's request for permission to ss: Dean of the College of Teacher Education (CTE) of PRMSU-Other Campus as well as to the Campus Director of PRMSU-Sta Campus; by letter to the questionnaire to students taking the Bachelor of Secondary Education-Filipino course.

Second, the researcher took the questionnaires of students taking the Bachelor of Secondary Education-Filipino course.

Third, the researcher corrected the questionnaires answered by the students and took the total score of each part; for the questionnaire use original text (English), Characterization, Contextual Clues, and Content of the Story and for the questionnaire use translated text (Filipino), Knowing the Feelings of the Person, Getting the Meaning and Content of the Story.

Fourth, the researcher sought the permission of the Dean and Director of the Campus (Sta. Cruz and Others) by letter to be answered by the Filipino teachers of the said PRMSU Campus through a survey questionnaire regarding the assessment of the importance of the intervention material. In the development and cultivation of the level of comprehension of BSE-Filipino students.

### Presentation and Analysis of Findings

It contains the presentation, analysis, and interpretation of the data gathered from the respondents' answers to the questionnaire from various study and research guides and the researcher's observation.

As shown in table 1, the level of comprehension of the students in the short story written in the original text according to Characterization.

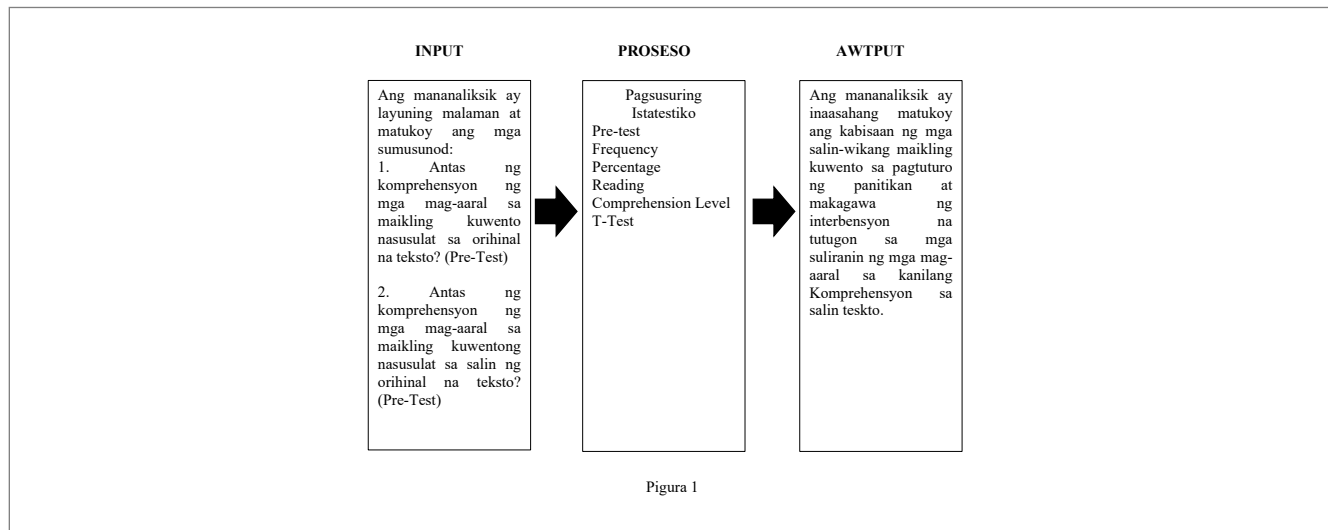


Figura 1

Table 1 Students' Level of Comprehension in Short Stories Written in Original Text according to *Characterization*

Equivalent to Description	Earned Score	Original Text	
		Total Number	Proportion
Best	9 – 10	3	8.82
Better	7 – 8	0	0
Great	5 – 6	15	44.12
Moderate quality	3 – 4	3	8.82
There is a need	1 – 2	13	38.24
	<b>Total</b>	<b>34</b>	<b>100.00</b>
	<b>Mean</b>	<b>4 - Moderate quality</b>	

Out of thirty-four (34) students, three (3) students got the best from between score 9-10 with 8.82% of the total percentage, no student got better from an interval score of 7-8, fifteen (15) students scored well from an interval that is kor 5-6 with 44.12% from the total percentage, three (3) students again got average quality from between score 3-4 with 8.82% from the total percentage and thirteen (13) in turn of with demand from between score 1-2 with 38.24% from the total percentage. The mean obtained was 4 with equivalent moderate efficiency.

In total, the mean obtained was 4 with the equivalent average proficiency of the students when it comes to the Characterization of the read short story written in the original text. The data shows that students need more

knowledge when it comes to knowing Characterization even though they are already in college.

In N. Alexandra Bluestein's (2002) study and article, the student should have a consistent relationship with literacy learning activities (Cambourne, 1988) and have a high personal relationship with the type of literary work being read. (Routman, 1991) so that the Characterization of the personnel in the read text is so easily understood.

As shown in table 2, the level of comprehension of students in a short story written original text according to Contextual Clues

Table 2 Students' Level of Comprehension in Short Stories Written in the Original Text according to *Contextual Clues*

Equivalent to Description	Earned Score	Original Text	
		Total As Percent	
Best	9 – 10	0	0
Better	7 – 8	6	17.65
Great	5 – 6	8	23.53
Moderate quality	3 – 4	20	58.82
There is a need	1 – 2	0	0
	<b>Total</b>	<b>34</b>	<b>100.00</b>
	<b>Mean</b>	<b>4 - Moderate quality</b>	

Of the thirty-four (34) students, none of the students got the best from the interval score 9-10 six (6) students got the better from the interval, 11s7c. o6r5e%7-o8f with total percentage, eight (8) students got good from between score 5-6 with 23.53% from the total percentage, twenty (20) students got an average score from between score 3-4 with 58.82% from the total percentage and no student got there need from between score 1-2. The mean obtained was 4 with equivalent moderate efficiency.

In total, the mean obtained was four (4) with equivalent average proficiency of the students when it came to the Contextual Clues of the read short story written in the original text. The data shows that students need more knowledge when it comes to knowing meaning through Contextual Clues

Although they are already in college. In the study conducted by Zurana et al. (2011), the student's difficulty when it comes to memorizing words as well as their meaning as they are read. According to him, you can still use the so-called Subjective Approach in Vocabulary (SAL)-Liu (1998) provides long-term memory of students in very different words and their meanings. According to Innaci (2017), students should have knowledge about other ways to use Contextual Clues.

As shown in table 3, the level of comprehension of students in the short story written original text according to the Content of the Story.

Table 3 Students' Level of Comprehension in Short Stories written in the Original Text according to the Content of the Story

Equivalent to Description	Earned Score	Original Text	
		Total Number 0	Proportion
Best	9 – 10		0
Better	7 – 8	14	41.18
Great	5 – 6	4	11.76
Moderate quality	3 – 4	16	47.06
There is a need	1 – 2	0	0
	<b>Total</b>	<b>34</b>	<b>100.00</b>
	<b>Mean</b>	<b>5 - Great</b>	

Of the thirty-four (34) students, none of the students, fourteen (14) got the best from between score 9-10 students got better from between score 7-8 with 41.18% from the total percentage, four (4) students got the best from between score 5-6 with 11.76% from the total percentage, sixteen (16) students obtained average quality from between score 3-4 with 47.06% from the total percentage and no student got there need from between score 1-2. The mean obtained is 5 with an equally well.

In total, the mean obtained was 5 with the students being equally good when it came to the Content of the Story of the read short story written in the

original text. The data shows that students already have the knowledge when it comes to Content of the Story that is appropriate for students who are already in college. According to Linderholm's (2008) study, a large contribution and percentage of the content of a literary work in properly giving the purpose of why you are reading it (study and entertainment purpose).

As shown in table 4, the level of comprehension of the students in the short story written original text according to knowing the Emotions of the Personnel.

Table 4 Students 'Comprehension Level of Short Stories written in Text Translation According to Personnel's Feelings

Equivalent to Description	Earned Score	Original Text	
		Total Count	Proportion
Best	9 – 10	9	26.47
Better	7 – 8	11	32.35
Great	5 – 6	14	41.18
Moderate quality	3 – 4	0	0
There is a need	1 – 2	0	0
	<b>Total</b>	<b>34</b>	<b>100.00</b>
	<b>Mean</b>	<b>6 - Great</b>	

Out of thirty-four (34) students, nine (9) students got the best from between scores 9-10 with 26.47% of the total percentage, eleven (11) students got better from between scores 7-8 with 32.35% of the total percentage, fourteen (14) students got better from between score 5-6 with 41.18% from total percent, no student obtained moderate proficiency from the score interval 3-4 and there was a need from the score interval 1-2. The mean obtained is 6 with equal well.

In total, the mean obtained was 6 with the students being equally good when it comes to Knowing the Emotion of the Personnel of the read short story written in the original text. The data shows that students already have the knowledge when it comes to Knowing Personnel Feelings that is appropriate for students who are already in college. According to the study read in

the book *Komunikasyon a Filipino* by Resuma and Semorlan (2002), the feelings, tone, purpose, and perspective of the writer in writing a text or work are discovered.

Intentionally or not, the author's attitude and experience in his writing can be traced through it so that the feelings of the staff can be easily identified without the reader's expectations. They can be identified by the words he uses in the text.

As shown in table 5, the level of comprehension of the students in the short story written original text according to Getting Meaning with the Help of Hint.

Table 5 Students' Level of Comprehension of Short Stories written in Text Translation According to Hint Acquisition of Meaning

Equivalent to Description	Earned Score	Original Text	
		Total as Percent	
Best	9 – 10	0	0
Better	7 – 8	22	64.71
Great	5 – 6	4	11.76
Moderate quality	3 – 4	8	23.53
There is a need	1 – 2	0	0
	<b>Total</b>	<b>34</b>	<b>100.00</b>
	<b>Mean</b>	<b>6 - Great</b>	

Of the thirty-four (34) students, none of the students got the best from the interval score 9-10, twenty-two (22) students got the better from the interval score 7-8 with 64.71% of the total percentage, four (4) students got good from between score 5-6 with 11.76% from the total percentage, eight (8) students got moderate quality from between 3-4 scores with 23.53% from the total percentage and no student got there need from between score 1-2. The mean obtained is 6 with equal well.

In total, the mean obtained was 6 with the students being equally good when it comes to Getting Meaning with the Help of Hint of the read short story written in the original text.

The data shows that students already have the knowledge when it comes to Knowing Personnel Feelings that is appropriate for students who are already in college.

According to the study and can be read in the book *Komunikasyon sa Filipino* by Resuma and Semorlan (2002), there are various methods of deriving meaning that can be used to make students proficient in concrete deriving meaning such as definition, experience, conflict, hint, and analysis (collocation, clino, cluster, clause, denotation, and connotation).

As shown in table 6, the level of comprehension of students in the short story written original text according to the Content of the Article.

Table 6 Students' Level of Comprehension in Short Stories written in the Text Translation according to the Content of the Article

Equivalent to Description	Earned Score	Original Text	
		Total Count	Proportion
Best	9 – 10		26.47
Better	7 – 8	18	32.35
Great	5 – 6	15	41.18
Moderate quality	3 – 4	0	0
There is a need	1 – 2	0	0
	<b>Total</b>	<b>34</b>	<b>100.00</b>
	<b>Mean</b>	<b>7 - Better</b>	

Out of thirty-four (34) students, one (1) student got the best from between scores 9-10 with 26.47% of the total percentage, eighteen (18) students got better from between scores 7-8 with 32.35% of the total percentage, fifteen (15) students got better from between score 5-6 with 41.18% from total percent, no student scored average from scores between 3-4 and 1-2. The mean obtained is 7 with equal well.

In total, the mean obtained was 7 with the equivalent that the students were better when it came to knowing the Content of the Article of the read short story written in the original text. The data shows that students already have the knowledge when it comes to knowing the Content of the Article which is appropriate for students who are already in college. According to the study

by Malena & Atwood Coker (1987), even in college students should be given concrete approaches and strategies in increasing their level of comprehension when it comes to the content of the work.

Also Tommaso (2017) in his book *Strategies to Facilitate Reading Comprehension among College Transition Students* explains a variety of strategies that will reflect the transition of the level of comprehension from secondary to college.

Table 7 shows the t-test of the difference in students' level of comprehension between the short story written in the original and the translation of the text.

Table 7 T - test of Differences in Students' Levels of Comprehension in Short Story written Original and Text Translation

Originally Text	Text Copy	t	df	Sig. (2-tailed)	Interpretation of No. Bisang Pala Assumption
Characterization Knowing	Feelings of Personnel	5.78	33	0.00	Reject Ho Significant
Contextual Clues	Getting meaning of help of hint	11.60	33	0.00	Reject Ho Significant
Content of the Story	Content of Articles	7.82	33	0.00	Reject Ho Significant

According to the achievement of characterization-knowing the feelings of the staff, Sig. value (0.00); contextual clues- getting meaning with the help of clues, Sig. value (0.00); and content of the story, Sig. value (0.00), which is all much smaller (<) than 0.05 Alpha Level of Significance, meaning the difference in students 'level of comprehension is not acceptable when it comes to the short story written in the original and translated text therefore there is a significant difference in the level of comprehension of the students

in the when it comes to the short story written in the original and translated text is not acceptable, therefore there is a significant difference in the level of comprehension of the students in the short story written in original and translated text knowing the feelings of the staff, getting meaning with the help of hint and content of the work.

As shown in table 8, the importance of Work Text to the Filipino Teacher in Knowing the Comprehension Level of the students.

Table 8 Importance of Work Text to Filipino Teachers in Knowing Level of Comprehension of students

Blg.	Measurement	WM	FROM	Rank
1	The information presented is accurate and specific and the activities are useful and meaningful for the student.	3.90	Strongly Agree	2
2	The activities are tailored to the specific needs of the students	3.10	Strongly Agree	10
3	The work text addresses the students' level of comprehension of the short story written in the original text as follows.			
a. Characterization/ Knowing Personnel Feelings				
b. Contextual Clues/ Getting Meaning with the Help of Clues				
c. Content of the Story	3.60	Strongly Agree	5	
4	Student activities are varied and sufficient for learning	3.50	Strongly Agree	6
5	Students are encouraged to think and develop logical			
concepts based on the topic of the task	3.50	Strongly Agree	6	
6	The goals and guidelines for each task are clearly stated.	3.80	Strongly Agree	4
7	Learning activities are based on the level of the students.	3.40	Strongly Agree	9
8	This is exciting for the fans learning because comprehension learning is more stimulated and facilitated.	3.90	Strongly Agree	2
9	Instructional materials help achieve the goal of 21st Century Skills			
	4.00	Strongly Agree	1	
10	The activities respond to students' critical thinking	3.50	Strongly Agree	6
	<b>Total</b>	3.62	Strongly Agree	



Six (6) teachers of President Ramon Magsaysay State University Sta Cruz and Iba Kampus, fully agree that the worktext created by the researcher can help as a teaching tool to achieve the goal of 21st Century Skills with a mean of 3.50, it is exciting to the interest of students because it further stimulates and facilitates the learning of comprehension with mean of 3.90, the information presented is accurate and specific and useful and meaningful activities for the student with a mean of 3.90, worktext clearly states the objectives and instructions for each activity with a mean of 3.80, the worktext addresses the students' level of comprehension of the short story written in the original text as follows (a) Characterization (b) Contextual Clues (c) Content of the Story with a mean of 3.60, the student's activities are varied and sufficient to have learning with a mean of 3.50, encourage students to think and develop logical concepts based on the topic of the task with a mean of 3.50, it responds to students' critical thinking the activities with a mean of 3.50, the work text is based on the level or level of the students the teaching activities with a mean of 3.40 and it is the activities tailored to the specific needs of the students with mean at 3.10.

The total mean is 3.62 which shows the teachers' complete agreement with the created worktext.

## Summary, Conclusions, and Recommendations

### Total Study

The following study summaries are from the results of the research presented in Chapter 4:

### Students' level of comprehension in short stories original text written according to:

**Characterization:** Respondents obtained a mean of 4 for the short story written in the original text described as moderate in quality.

This shows that the level of comprehension of the respondents when it comes to Characterization is lower in reading the short story written in the original text even though the staff of the said literary work is the same.

### Contextual Clues

Respondents obtained a mean of 4 for the short story written in the original text described as moderate in quality.

This shows that the level of comprehension of the respondents when it comes to Contextual Clues is lower in reading the short story written original text although the structure of the words is written in English.

### Content of the Story

Respondents got a mean of 5 for the short story written in the original text described as well This shows that there is a high level of comprehension of the respondents when it comes to the Content of the Story of the original text read.

## Students' Level of Comprehension in Short Stories Written Text Translation According to Personnel's Feelings

### Knowing Personnel Feelings

Respondents scored a mean of 6 for the short story written in translated text described as excellent. This shows that there is a high level of comprehension of the respondents when it comes to Knowing the Feelings of the Personnel in reading a short story written text translation.

### Getting Meaning with the Help of Hint

Respondents scored a mean of 6 for short stories written in translated text described as excellent. This shows the level of comprehension of the respondents when it comes to Getting Meaning with the Help of Hint in reading the short story written in the translated text.

### Article Content

Respondents got a mean of 7 for the short story written in the translated text described as better. This shows the level of comprehension of the respondents when it comes to the Content of the Article in reading the short story written in the translated text.

T-test of Difference Level of Comprehension of Mag – the study of Short Stories Written in English and Filipino According to the achievement of characterization-knowing the feelings of the staff, Sig. value (0.00); contextual clues- getting meaning with the help of clues, Sig. value (0.00); and content of the story, Sig. value (0.00), which is all much smaller (<) than 0.05 Alpha Level of Significance, meaning the difference in students' level of comprehension is not acceptable when it comes to the short story written in the original and translated text therefore there is a highly significant difference the level of comprehension of the respondents in knowing the feelings of the staff, getting meaning with the help of hint and content of the work.

The current researcher has created a worktext written in English containing regards to World Literature, Science of Translation, and Comprehension appropriate to the college.

The current researcher has created a worktext written in Filipino containing regarding World Literature, Art of Translation and Comprehension of students in college.

Respondents in the person of PRMSU Filipino teachers obtained a total mean of 3.62 which shows the teachers' strong agreement with the created work text written in English and Filipino and filed for to the college student.



## Study Conclusions

The following conclusions were formed by the researcher from the results of the research and study:

1. Respondents have a moderate level of comprehension when it comes to Characterization, Contextual Clues, and Content of the Story using the original text of the short story as part of World Literature.
2. Respondents have a good level of understanding when it comes to Knowing Personnel Feelings, Getting Meaning with the Help of Hints and Article Content using the original text of the short story as part of World Literature.
3. There is a highly significant difference in the level of comprehension of the students in the short story written in the original and translated text in knowing the feelings of the staff, getting meaning with the help of hints and content of the work.
4. The relevance of the text type is high if it is original as used in knowing the level of comprehension of the reader and student. So the researcher created interview material written in English.
5. Also, the relevance of the type of text is high when it is translated as used in knowing the level of comprehension of the reader and student. So the researcher created interview material written in Filipino.
6. Respondents in the person of the Filipino teachers of PRMSU strongly agree with the teachers in the created worktext that was written in English and Filipino and filed for college students.

## Study Recommendation

From the analysis of the conclusions, the researcher developed the following recommendations:

1. The level of comprehension should be expanded through (a) a variety of strategies and approaches appropriate to the study of various types of World Literature in college and (b) a variety of activities that will link students to learning when it comes to expanding comprehension such as literacy programs.
2. The continuous revision and development of the created worktext as an intention to increase the level of comprehension in college, especially in the study of World Literature.
3. The pursuit of the same type of research regarding the expansion of the level of Filipino comprehension and translation.

## Thanksgiving and Offering

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