NÂNG CAO SỰ TƯƠNG TÁC CỦA NGƯỜI HỌC THÔNG QUA TIẾN TRÌNH ĐỌC, VIẾT VÀ THUYẾT TRÌNH TRONG VIỆC HỌC VĂN HỌC

*Nguyễn Việt Linh**

Nghiên cứu tập trung vào đánh giá hiệu quả của việc triển khai phương pháp giảng dạy kết hợp kĩ năng đọc, viết và thuyết trình trong học phần Văn học Anh Mỹ tại Trường Đại học Ngoại thương. Dưới lăng kính lấy người học làm trung tâm, nghiên cứu xem xét ảnh hưởng của phương pháp này đối với mức độ tương tác của sinh viên. Trong khuôn khổ lý thuyết của Fredericks và cộng sự (2004), nghiên cứu hướng tới làm sáng tỏ thực trạng hiện tại của người học thông qua sự tương tác hành vi, tình cảm và nhận thức với học phần; cụ thể bằng sự phản hồi từ nhiều nguồn của 38 sinh viên, bao gồm các bảng câu hỏi, báo cáo tự đánh giá và phỏng vấn. Nghiên cứu đã phác hoạ được bức tranh toàn diện về sự tương tác của sinh viên trong việc học Văn học Anh Mỹ. Kết quả của nghiên cứu này có tiềm năng đóng góp cho lĩnh vực giáo dục bằng cách cung cấp thông tin về các chiến lược hiệu quả để tăng cường sự tương tác của sinh viên trong giảng dạy học phần Văn học Anh Mỹ.

Từ khóa: *giảng dạy Văn học, gắn kết người học, đọc, viết, thuyết trình.*

This study was conducted to examine the implementation of a pedagogical approach called the progression of reading, writing, and presenting in studying American and British Literature among English majors at the Foreign Trade University. By drawing upon the principles of student-centered learning, this study investigated the impact of this approach on students' levels of engagement. Within the framework of Fredericks et al. (2004), this study was expected to shed light on the current state of students' behavioral, emotional, and cognitive engagement with the course through a comprehensive analysis of 38 students' responses obtained from multiple sources, including questionnaires, self-reports, and interviews. The findings revealed a comprehensive understanding of students' engagement in learning American and British Literature and suggested effective strategies for enhancing student engagement in literature courses.

Keywords: *teaching literature, engagement, reading, writing, presenting.*

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IMPROVING STUDENTS' ENGAGEMENT
THROUGH THE PROGRESSION OF READING, WRITING, AND PRESENTING IN STUDYING LITERATURE

Introduction

The study of literature holds profound significance in the academic journey of English major students, offering a multifaceted array of benefits that enrich their intellectual growth and equip them for a wide range of career paths. At its core, literature enhances language proficiency by exposing students to diverse writing styles, vocabulary, and grammatical structures. English majors, through their engagement with a variety of literary texts, develop a refined command over language, enabling them to communicate effectively, persuasively, and with literary finesse—a skillset that extends its influence far beyond the confines of the classroom. Furthermore, literature is an invaluable crucible for nurturing critical thinking and analytical skills. As students delve into complex narratives, characters, and themes, they learn to dissect and interpret texts, extracting deeper meanings and subtle nuances. These analytical competencies are not only essential for academic success but also transfer seamlessly to various professional contexts, empowering graduates to approach complex problems with precision and innovation.

While there is a widespread consensus that "the integration of literature in the EFL classroom can be a highly effective educational tool for enhancing learners' language proficiency" (Savvidou, 2004), recent research has brought to light the challenges instructors often encounter in effectively teaching literature. Studies have illuminated that educators frequently resort to mechanistic paraphrasing and information-centered approaches when incorporating literature into English instruction (Huang and Embi, 2007). For example, during literature classes, teachers frequently engage in the repetitive practice of reading the entire literary text aloud to the entire class. Subsequently, they simplify technical or unfamiliar terminology using plain language and offer straightforward explanations of the text's content (Tso, 2014). To evaluate students' understanding of the literary works, instructors predominantly assign comprehension exercises and primarily solicit responses through close-ended questions.

Unsurprisingly, such conventional, teacher-centered approaches to literature instruction often yield unsatisfactory results. This has led to teachers being characterized as "uninspiring and lacking creativity" (Huang and Embi, 2007, p.2), while students are often seen as "passive" and encountering difficulties in engaging critically with the material (Huang and Embi, 2007, p.2). These challenges are frequently linked to the use of conventional, teacher-centered methods that may hinder students' active engagement and critical thinking.

As far as these challenges are concerned, the present circumstances signify a shift towards a student-centered approach, where students are encouraged to take a more active role in their learning. This paper focuses on highlighting student engagement within the context of an American and British Literature course at Foreign Trade University. Specifically, the author emphasizes the importance of student involvement through their responses in various aspects of the course, including reading for aesthetic appreciation, crafting reflective papers as written expressions, and delivering group presentations. These three fundamental components will be examined in terms of their impact on behavioral, emotional, and cognitive engagement, drawing upon the framework proposed by Fredericks,

Blumenfeld, and Paris (2004), aiming at providing the answer for the question "How has the progression of reading, writing and presenting affected the engagement in studying literature?".

Literature Review

The framework proposed by Fredericks, Blumenfeld, and Paris (2004)

Fredericks, Blumenfeld, and Paris (2004) introduced a renowned model for comprehending and fostering student engagement in educational contexts. Their framework, commonly known as the "Engagement-Achievement Model," underscores the interaction among three essential components: behavioral engagement, emotional engagement, and cognitive engagement.
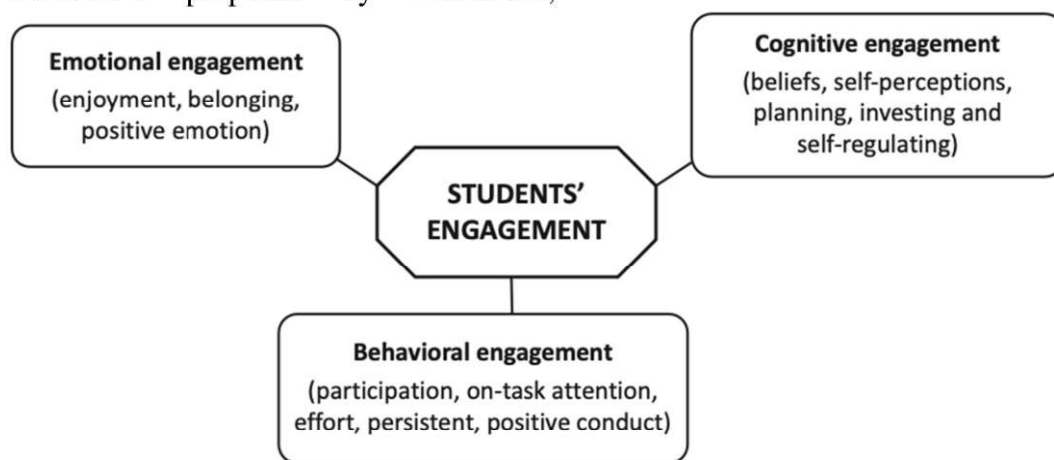
Figure 1: Engagement framework
(adapted from Fredricks et al. (2004), cited as in Tran & Nguyen (2020)).

As outlined by Fredricks, Blumenfeld, and Paris (2004), student engagement encompasses three primary dimensions: behavioral, affective, or emotional, and cognitive. Behavioral engagement involves active participation in academic or extracurricular activities, maintaining

concentration on tasks, dedicating effort, demonstrating persistence, and exhibiting positive conduct. Affective or emotional engagement revolves around experiencing enjoyment, fostering a sense of belonging, recognizing the value of learning, and cultivating positive emotions. Lastly,

cognitive engagement is characterized by individuals' commitment, beliefs, and self-perceptions regarding the learning process, including their capacity for planning, dedication, and self-regulation. In essence, cognitive engagement entails the application of sophisticated learning strategies and the active management of one's learning experience to comprehend and apply information effectively (Frcdricks & McColskcy, 2012).

The Engagement-Achievement Model posits that these three facets of engagement are interconnected and exert a significant influence on students' academic accomplishments and educational outcomes. For instance, students who exhibit behavioral engagement are more inclined to complete assignments, whereas those who experience emotional engagement tend to find the material captivating and enjoyable. Cognitive engagement, in turn, facilitates a deeper comprehension of the subject matter and enhances knowledge retention.

Moreover, the model underscores that engagement is not a universally uniform concept; it varies among individuals and across diverse educational contexts. Effective teaching methodologies, classroom atmospheres, and instructional approaches are pivotal in fostering and sustaining student engagement across all three dimensions.

Educators can employ this framework to evaluate and enhance student engagement by considering the behavioral, emotional, and cognitive facets of their students' experiences and adapting their teaching methods accordingly. This approach enables educators to tailor their strategies to meet the unique engagement needs of their students.

Aesthetic Reading for Engagement

Reading is of paramount importance in learning literature for several compelling reasons. Firstly, it serves as the gateway to exploring the rich tapestry of human experiences, cultures, and perspectives encapsulated in literary works. Through reading, students are transported to different worlds, eras, and contexts, allowing them to broaden their horizons and gain insights into the complexities of the human condition.

Furthermore, reading is the foundation of language acquisition and comprehension. It enhances vocabulary, comprehension skills, and the ability to discern nuance in language, which are essential for dissecting intricate literary texts. Proficient reading also contributes to improved writing skills, as exposure to diverse writing styles and genres inspires creativity and refines one's own literary voice.

Moreover, literature often delves into profound themes and ethical dilemmas, encouraging critical thinking and empathetic reflection. Engaging with characters' dilemmas and moral quandaries fosters ethical awareness and the capacity for moral reasoning.

In the academic realm, reading literature is fundamental for success in literary studies. It equips students with the tools to analyze themes, symbolism, character

development, and narrative techniques. These skills are invaluable in deciphering the deeper layers of literary works, enabling students to engage in meaningful discussions and produce insightful analyses.

In conclusion, reading is not merely a prerequisite for learning literature; it is the cornerstone of a well-rounded education. It ignites curiosity, hones language skills, nurtures critical thinking, and fosters empathy. Through the pages of literature, students embark on a transformative journey of self-discovery and intellectual growth, making reading an indispensable companion on the path to literary enlightenment.

Aesthetic reading and studying literature

Aesthetic reading, as conceived by Louise Rosenblatt (1969), is a reader-centered approach that places a strong emphasis on the reader's subjective experience and emotional engagement with literary texts. Key features of aesthetic reading and its effects on learning literature include:

Table 1: A summary of benefits obtained from aesthetic reading.

No.	Feature	Explanation
1	Reader-Centered	Aesthetic reading shifts the focus from the text itself to the reader. It recognizes that readers bring their unique backgrounds, experiences, and emotions to the reading process, and that their interpretations are valid and meaningful.
2	Emotional Engagement	Aesthetic reading encourages readers to connect emotionally with the text. Readers are invited to explore their feelings, reactions, and personal responses to the text's themes, characters, and imagery.
3	Holistic Understanding	This approach fosters a holistic understanding of a literary work. Readers consider how various elements of the text, such as language, symbolism, and narrative style, come together to create an emotional and aesthetic experience.
4	Freedom and Creativity	Aesthetic reading celebrates the freedom to interpret and respond to a text in one's own way. It encourages creativity and allows readers to explore the text's artistic dimensions, promoting a deeper connection with literature.
5	Educational impact	In the realm of education, aesthetic reading has profound effects on learning literature. It enhances students' appreciation for literary artistry and fosters a love for reading. It also encourages critical thinking as students engage with texts on a personal and emotional level.
6	Balanced approach	While Rosenblatt advocated for aesthetic reading, she also acknowledged the importance of "efferent" reading, which focuses on extracting information from a text. A balanced approach that includes both aesthetic and efferent reading strategies is seen as beneficial for comprehensive literary understanding.

In summary, aesthetic reading, according to Louise Rosenblatt, promotes a reader's emotional engagement with literature, prioritizing personal responses and holistic understanding. Its educational impact includes enhanced appreciation for literature, improved critical thinking, and a deeper connection with the emotional and artistic dimensions of literary works.

Aesthetic reading and students' engagement

Aesthetic reading, which focuses on the emotional and artistic experience of literature, plays a pivotal role in enhancing students' engagement with texts.

Aesthetic reading is a powerful catalyst for enhancing students' engagement with literature. It emphasizes the emotional and artistic experience of reading, inviting students to connect deeply with characters, themes, and narratives. When students engage with literature aesthetically, they immerse themselves in the story, forming a profound emotional bond with the text. This emotional connection not only makes reading a more enjoyable and fulfilling experience but also sparks a genuine interest in exploring diverse literary works. Aesthetic reading encourages active participation, as students visualize scenes, empathize with characters, and react emotionally to the narrative's twists and turns. These immersive experiences foster a sense of ownership and investment in the reading process, which, in turn, fuels motivation and a desire to read more. Moreover, discussions and sharing of personal interpretations among students create a vibrant literary community that further boosts engagement. Overall, aesthetic reading is a powerful tool for cultivating a lifelong love for literature and nurturing students' intellectual and emotional growth.

Writing for Engagment: Portfolio Writing

Portfolio writing is a dynamic approach to cultivating students' engagement with writing in educational settings (Tierney, 1991). It transforms writing from a mere classroom task into a reflective and personally meaningful process, enriching students' learning experiences.

By curating a collection of their own work, students actively reflect on their writing journey, assess their progress, and set personal goals. This self-assessment promotes a deeper understanding of their writing strengths and areas for improvement, fostering a sense of ownership over their learning.

The iterative nature of portfolio development, involving multiple drafts and revisions, encourages active participation in the writing process. Students engage in peer and instructor feedback, demonstrating metacognitive skills and refining their writing abilities.

Diverse writing experiences within a portfolio, such as essays, creative pieces, and reflections, keep students engaged by allowing them to explore various genres and styles. The personal connection to their work, coupled with a sense of achievement, boosts confidence and motivation to continue writing.

Portfolio writing is a multifaceted educational approach that holds the potential to significantly enhance students' engagement in the learning process. It involves the systematic collection and curation of a student's work over a specified period, providing a platform for reflection, assessment, and growth.

Table 2: A summary of benefits obtained from portfolio writing.

No.	Feature	Explanation
1	Ownership of Learning	Portfolio writing empowers students by giving them control over their educational journey. It encourages active participation in selecting and organizing their work, fostering a sense of ownership and responsibility for their learning.
2	Reflective Practice	Portfolios prompt students to reflect on their progress, achievements, and areas for improvement. This reflective process enhances metacognition—the awareness of one's thinking and learning—which in turn deepens engagement.
3	Goal Setting	Creating a portfolio often involves setting personal goals for improvement. Students identify specific objectives and actively work towards them throughout the learning process. This goal-oriented approach sustains motivation and commitment.
4	Evidence of Growth	Portfolios provide tangible evidence of a student's growth and development over time. Seeing their own progress can be highly motivating and affirming, encouraging students to invest more in their learning.
5	Individualized Learning	Portfolios allow students to choose work that reflects their interests and strengths, fostering a sense of agency in their learning. This personalization encourages active engagement.
6	Preparation for Future Challenges	By actively curating their work, students develop skills in critical thinking, self-assessment, and organization—skills that are essential for success in academia and beyond.

In sum, portfolio writing empowers students to take control of their writing development, showcases their growth, and transforms writing into a deeply engaging and personally meaningful endeavor.

Presenting for Engagment: Group Presentation

Group presentations are a dynamic educational strategy that profoundly impacts students' engagement in the learning process (Van Ginkel, et al, 2015). They transform passive recipients of information into active participants, fostering a sense of ownership and accountability in students' academic journeys.

Through group presentations, students are required to immerse themselves deeply in the subject matter. They must research, analyze, and synthesize information, promoting a comprehensive understanding of the topic. This active involvement in the

learning process keeps students engaged and encourages critical thinking as they prepare to convey their findings effectively to their peers.

Group presentations serve as a powerful catalyst for enhancing students' engagement in the learning process. This pedagogical approach not only promotes active participation but also fosters a sense of ownership, collaboration, and critical thinking among students, ultimately leading to a more immersive and meaningful educational experience.

First and foremost, group presentations demand active involvement from students. When tasked with researching, organizing, and delivering content to their peers, students are inherently engaged in their learning journey. The responsibility to contribute to the group's success compels them to dive deep into the subject matter, maintain a thorough understanding, and effectively communicate their findings. This hands-on engagement keeps students invested in the learning process from start to finish.

Collaboration is another hallmark of group presentations. Working in teams encourages students to interact with their peers, exchange ideas, and share diverse perspectives. In this collaborative setting, they learn not only from the content but also from each other. The necessity to coordinate and collectively problem-solve fosters a supportive and dynamic learning environment that holds students' interest and encourages active engagement.

Critical thinking skills are honed through the preparation of group presentations. Students must analyze information, synthesize ideas, and construct compelling arguments to effectively convey their message. This intellectual challenge keeps them deeply engaged with the subject matter as they strive to present well-reasoned and persuasive content to their audience.

Furthermore, group presentations promote effective communication. Students must not only understand their material but also convey it clearly to their peers and the audience. The act of presenting encourages active listening among the audience, further enriching the learning experience as students engage with their peers' presentations, ask questions, and provide feedback.

Motivation is a natural byproduct of group presentations. Knowing that they will present to their peers compels students to take ownership of their learning. They become more invested in the topic, driven by intrinsic motivation to deliver a compelling presentation. This heightened motivation sustains their engagement throughout the preparation process.

Additionally, group presentations offer opportunities for feedback and reflection. Students receive valuable input from their peers and instructors, prompting them to reflect on their work and further engage with the subject matter as they refine their understanding and knowledge.

In summary, group presentations are a dynamic educational strategy that engages students intellectually, socially, and emotionally. They encourage active learning, critical thinking, collaboration, and the development of essential skills, all while fostering a deeper connection to the subject matter and a sense of achievement. This multifaceted approach not only enhances the educational experience but also equips students with valuable skills and competencies for their academic and professional journeys..

Methods

Participants and Context

The research is conducted at Foreign Trade University, specifically within the Faculty of Business English, involving second-year students majoring in Business English. These students, as part of their academic journey as English majors, are tasked with honing their close reading and critical writing abilities while delving into the interconnections between literature, culture, history, and other academic domains. Alongside exploring significant literary works, English majors are encouraged to develop their own unique voices. Successful completion of their degrees necessitates the inclusion of the American and British Literature course in their curriculum.

Within the American and British Literature course, students embark on a journey across centuries of English literature, with a primary focus on prose and poetry. This journey allows them to delve into the ways in which great authors have tackled these complex themes. By meticulously nurturing students' writing and interpretive skills, the course equips them to navigate and contribute meaningfully to the world of written expression. While tailored to meet the needs of English-intensive majors, the course warmly welcomes anyone aspiring to become a more adept writer, reader, and thinker. To fulfill the course's overarching learning objectives, students actively engage in formative assessments, including the creation of individual writing portfolios and collaborative group presentations.

Research Instrument

In this study, a 5-point Likert Scale instrument was employed to collect responses for a questionnaire comprising 22 items. The questionnaire was developed based on a meta-construct established by Fredericks et al. (2004) and Norazmi (2017) to assess student engagement across three dimensions: behavior, cognition, and emotion. This multidimensional perspective aligns with the findings of a study on student engagement by Fredricks and McColskey (2012).

In accordance with existing literature (Appleton et al., 2006; Fredericks et al., 2004; Fredericks & McColskey, 2012), behavioral engagement encompasses aspects such as student participation, conduct, and effort. Emotional engagement is evaluated through indicators like student interests, attitudes, and reactions, while cognitive engagement can be discerned

through students' utilization of learning strategies and self-regulation.

A total of 38 students participated in the study and were provided with a link to access the questionnaires online. They were given a three-day window to complete the questionnaires. Additionally, students were informed about the study via Facebook and messaging groups. Notably, all 19 students who took part in Literature course provided responses, resulting in a 100% response rate.

Findings and Discussion

The results for behavioral engagement were quite favorable. Respondents demonstrated a high level of ability to "maintain strong focus" (mean = 4.06, standard deviation = 0.61) and to actively participate in course activities (mean = 4.00, standard deviation = 0.65). They also indicated a strong capability to complete course assignments (mean = 4.00, standard deviation = 0.60) as a result of this progression. Notably, the most significant finding within this aspect is the respondents' enthusiasm for how this progression inspires them to exert a substantial amount of effort throughout the course (mean = 4.32, standard deviation = 0.72). With an overall mean and standard deviation of (mean = 4.13, standard deviation = 0.43), it can be concluded that respondents generally had a positive reception to this progression.

Table 3: Mean and standard deviation for the behavioral engagement.

Items		Mean	SD
1)	I can focus well during the course due to the progression of aesthetic reading, portfolio writing and group presenting.	4.06	0.61
2)	I participate actively during the course due to the progression of aesthetic reading, portfolio writing and group presenting.	4.00	0.65
3)	I can complete the reading assignments, essay writings and group presenting due to this progression.	4.00	0.60
4)	I put a lot of effort during the course due to the progression of reading, portfolio writing and group presenting.	4.32	0.72
Total		**4.13**	**0.43**

In terms of emotional engagement, the item with the highest mean score (mean = 4.32) indicated that this approach genuinely captures the students' attention and focus. The majority of respondents expressed excitement about studying literature with this approach (mean = 4.19), contrasting sharply with the statement that found it boring (mean = 1.87, standard deviation = 0.80). Respondents also appreciated the flexibility this approach offers, allowing them to learn at their own pace (mean = 4.26, standard deviation = 0.65) and providing the convenience of learning anytime and anywhere (mean = 4.03, standard deviation = 0.69).

The high mean of 4.32 also suggests that respondents enjoyed receiving feedback on their writing and presentations, delivered both in the classroom and via online tools like Google Drive. They reported feeling confident (mean = 3.77, standard deviation = 0.72) and well-prepared (mean = 3.90, standard deviation = 0.65) in their literature studies. Additionally, their motivation to study literature appeared to be notably higher (mean = 4.00). This enthusiasm might be attributed to the comprehensive approach this progression offers, such as creating digital portfolios containing personal reflections and presenting works that hold significance for the students.

Table 4: Mean and standard deviation for the emotional engagement.

Items		Mean	SD
5)	I enjoyed the progression of aesthetic reading, portfolio writing and group presenting used in this class.	4.19	0.68
6)	The progression of aesthetic reading, portfolio writing, and group presenting was interesting for me.	4.16	0.74
7)	I feel confident doing the tasks given during the course.	3.77	0.72
8)	I like this progression approach because it allows me to learn at my own pace.	4.26	0.65
9)	I like this progression approach because it allows me to learn anytime and anywhere.	4.03	0.69
10)	This progression approach is boring.	1.87	0.80
11)	This progression approach motivates me to study literature.	4.00	0.83
12)	I feel anxious (worried, uneasy, fearful, nervous) study literature without my lecturer.	2.97	0.95
13)	I like receiving feedback for my writing and presenting.	4.32	0.68
14)	I worry about my writing and presenting performance after going through this progression.	2.90	0.84
15)	I feel prepared to study literature using this progression.	3.90	0.65
Total		**3.67**	**0.33**

Conversely, two statements yielded lower mean scores: "I experience anxiety (feel worried, uneasy, fearful, or nervous) when studying literature without my instructor" (mean = 2.97) and "I have concerns about my writing and presentation performance after going through this approach" (mean = 2.90). These statements suggest that although students may exhibit motivation and engagement when studying literature using this approach, the necessity for additional guidance and instructions remains crucial in alleviating students' anxiety, particularly concerning their writing and presentation tasks. In summary, the overall mean score of 3.67 for emotional engagement indicates that the respondents generally find this approach enjoyable and interesting for their literature studies.

Table 4: Mean and standard deviation for the cognitive engagement

Items		Mean	SD
16)	I experienced confusion with this progression.	2.16	0.72
17)	I find it easy to study literature using this progression.	3.81	0.53
18)	I am able to clearly express my ideas in literature class using this progression approach.	3.94	0.60
19)	This progression helps me to review my literature lessons.	4.10	0.55
20)	This progression makes me think about what I have learnt and what I am studying literature in class.	4.10	0.57
21)	I believe I can study literature well after going through this progression.	3.87	0.61
22)	This progression encourages me to explore literature more.	4.03	0.85
Total		**3.71**	**0.34**

Referring to the table above, the total mean score stands at 3.71, accompanied by a standard deviation of 0.34. Notably, the highest mean is associated with the statement "This approach motivates me to delve deeper into literature" at 4.03, with a standard deviation of 0.85. This statement suggests that a majority of respondents are inclined to agree that this approach serves as a motivating force, encouraging them to engage more actively in the study of literature. Ideally, this approach inspires them to complete the course with a more interactive approach.

Respondents also concur that this approach prompts them to reflect on their past and current learning experiences in the literature class (mean = 4.10, standard deviation = 0.57). Additionally, a substantial number of respondents find studying literature with this approach to be straightforward and user-friendly (mean = 3.81, standard deviation = 0.53). This observation implies that the approach offers an approachable and accessible way to study literature.

Conversely, the lowest mean score (mean = 2.16) is associated with the statement "I encountered confusion with this approach." This is likely due to respondents' limited familiarity with the approach, leading to potential challenges in completing writing and presentation tasks. This underscores the importance of instructors providing clear and comprehensive instructions during the implementation of the approach to facilitate a smoother learning process for students.

Conclusion

Based on the findings, it can be inferred that the approach involving reading, writing, and presenting effectively engages students in the process of studying literature across behavioral, emotional, and cognitive dimensions. However, to ensure the success of this approach, both

instructors and learners should adhere to specific guidelines.

Firstly, instructors should meticulously select teaching materials and content for the literature class, prioritizing clarity, and conciseness to align with desired learning outcomes. The choice of reading materials or tasks should strike a balance between being carefully selected and comprehensive to sustain student engagement and motivation.

Furthermore, instructors play a crucial role in ensuring that students comprehend their roles within this approach by clearly communicating their responsibilities and learning objectives.

Lastly, instructors should diversify their teaching strategies within this approach to accommodate learners at various proficiency levels. By doing so, the potential of this approach can be fully harnessed, leading to a more meaningful and engaging learning experience for all students.

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Apendix

STUDENTS' ENGAGEMENT QUESTIONNAIRES

Item	Construct	Strong agree	Agree	Neutral	Disagree	Strongly disagree
		5	4	3	2	1
The Behavioral Construct						
1	I can focus well during the course due to the progression of aesthetic reading, portfolio writing and group presenting.					
2	I participate actively during the course due to the progression of aesthetic reading, portfolio writing and group presenting.					
3	I can complete the reading assignments, essay writings and group presenting due to this progression.					
4	I put a lot of effort during the course due to the progression of reading, portfolio writing and group presenting.					
The Emotion Construct						
5	I enjoyed the progression of aesthetic reading, portfolio writing and group presenting used in this class					
6	The progression of aesthetic reading, portfolio writing, and group presenting was interesting for me.					
7	I feel confident doing the tasks given during the course.					
8	I like this progression approach because it allows me to learn at my own pace.					
9	I like this progression approach because it allows me to learn anytime and anywhere.					
10	This progression approach is boring.					
11	This progression approach motivates me to study literature.					
12	I feel anxious (worried, uneasy, fearful, nervous) study literature without my lecturer.					

Item	Construct	Strong agree	Agree	Neutral	Disagree	Strongly disagree
		5	4	3	2	1
13	I like receiving feedback for my writing and presenting.					
14	I worry about my writing and presenting performance after going through this progression.					
15	I feel prepared to study literature using this progression.					
The Cognitive Construct						
16	I experienced confusion with this progression.					
17	I find it easy to study literature using this progression.					
18	I am able to clearly express my ideas in literature class using this progression approach.					
19	This progression helps me to review my literature lessons.					
20	This progression makes me think about what I have learnt and what I am studying literature in class.					
21	I believe I can study literature well after going through this progression.					
22	This progression encourages me to explore literature more.					