Application of Information Technology Tools in Teaching Literary Text Reading Comprehension

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Abstract— *The application of information technology is one of the practical solutions for designing teaching and learning activities in the current era of digital transformation. Technological tools not only encourage the transformation of educators but also contribute to shaping and developing learners' qualities and competencies. In practice, integrating information technology into the teaching of literature, particularly in teaching literary text reading comprehension, has shown positive outcomes. It fosters creativity, promotes active engagement, and enhances learner interactivity during learning activities, especially in preparing for literary text reading comprehension lessons.*

Keywords- *Information technology, literary text, reading comprehension, teaching reading comprehension.*

I. INTRODUCTION

In the context of the rapid development of the digital age and aiming to train learners with the desired qualities and competencies, teaching and learning processes must adapt to meet contemporary needs. The integration of technology is one of the practical solutions for designing teaching and learning activities today.

Teaching and learning, especially in the subject of Literature, has garnered significant attention since it is a foundational subject that plays a crucial role in cultivating and nurturing humanistic and positive emotions. Compared to natural sciences, students currently have fewer opportunities to showcase their technological skills and creativity in Literature classes. Their participation often lacks initiative and engagement, particularly in the preparation of lessons. Most students simply answer questions from textbooks or prepare lessons according to the teacher's requirements.

In reality, applying information technology (IT) to teaching Literature, especially in literary text reading comprehension, has proven effective. It stimulates creativity, encourages active participation, and fosters interactive engagement among learners during learning activities, especially in lesson preparation. Preparing for a lesson is an essential step in approaching and exploring texts. Within the scope of this study, we propose applications to support the teacher's guidance and the students' lesson preparation activities.

II. RESEARCH CONTENT

2.1. Concept of Teaching Literary Text Reading Comprehension

According to Trần Đình Sử in the book *Reading Literature, Studying Literature* (2001), reading is regarded as a process of extracting meaning from a text, requiring an understanding of the text's language and the interactions between the reader and the text. Reading involves communication and dialogue with the author while also being a process of "cultural consumption" (for enjoyment, entertainment, study, or research purposes). The author also posits that comprehension is a broad concept. It entails perceiving (sensing) material symbols (letters, shapes, colors, etc.), understanding their meanings in context, and engaging in dialogue with those meanings (agreeing, empathizing, opposing, or rejecting them).

In the article *The Issues of Literary Text Reception and Decoding in the New Literature Curriculum*, Đỗ Ngọc Thống states: "Reading comprehension encompasses the entire process of directly engaging with a text (including perceiving material symbols and recognizing their meanings), the processes of cognition and thinking (receiving, analyzing, interpreting the text's meaning, discovering the unwritten meanings between the lines, deciphering symbols and implications within the text, and articulating these in the reader's own words, constructing the text's meaning); it also includes responding to and utilizing the text (altering the reader's awareness, thoughts, and emotions, and identifying the historical significance and value of the text across different periods)."

From this perspective, literary text reading comprehension combines cognitive and expressive abilities. When engaging with a literary work, reading comprehension seeks to clarify the genre, content, and meaning of the text constructed by the author, identify the author's conveyed ideas, appreciate the unique values of artistic elements, understand the meanings of words in the text's structure, and recognize the artistic imagery within the work.

Thus, literary text reading comprehension involves decoding the layers of meaning within a text based on the reader's capacity for reception. It is the process of engaging with a literary text to understand its explicit and implicit meanings, artistic techniques, the ideological and emotional messages of the author, and the intrinsic value of its artistic imagery.

Therefore, teaching literary text reading comprehension should not be a one-dimensional process of imparting the teacher's knowledge, experiences, or emotions to students. Instead, it should be a guided process that leads students to

gradually explore the layers of meaning within the text. This enables them not only to appreciate the beauty and value of literature but also to accumulate useful skills and experiences.

Based on these concepts, we view literary text reading comprehension as a holistic process that integrates the reader's cognitive and perceptive abilities when engaging with a work. The goal of this process is not only to acquire knowledge but also to construct meaning from the text. With its advanced features, information technology (IT) has become a powerful tool in teaching reading comprehension, especially in guiding students through the reading and interpretation of literary texts.

2.2. The Role of Information Technology Applications in Teaching Literary Text Reading Comprehension

The distinctive feature of teaching literary text reading comprehension, guided by the goal of developing student competencies, is the replacement of traditional "lecture-based" methods with interactive reading comprehension activities. In organizing these activities, IT serves as a tool that provides teachers with opportunities to experiment with various teaching methods and receive instant feedback from students.

IT offers educators and learners access to a vast, diverse, and rich repository of digital resources. Incorporating IT into lessons fosters active participation from students, transforming otherwise "dry" activities into dynamic and engaging ones. Moreover, technological tools allow quick access to information and the simulation of diverse content through textual, visual, and audio channels. Effective use of IT also fosters student independence in searching for, selecting, and utilizing information.

In lesson preparation, IT proves to be an invaluable aid for students. It not only facilitates access to foundational knowledge required for understanding literary texts but also serves as a platform for students to creatively explore authors and works, exchange information with peers and teachers, and devise innovative approaches to the text.

One of the objectives of teaching literary text reading comprehension is to enable students to immerse themselves in and experience the emotions of literary characters, express their evaluations and perspectives, and derive practical life lessons. IT has the potential to create virtual classrooms with stimulating contexts and effects that encourage student participation and engagement, bringing them closer to the authors and their works.
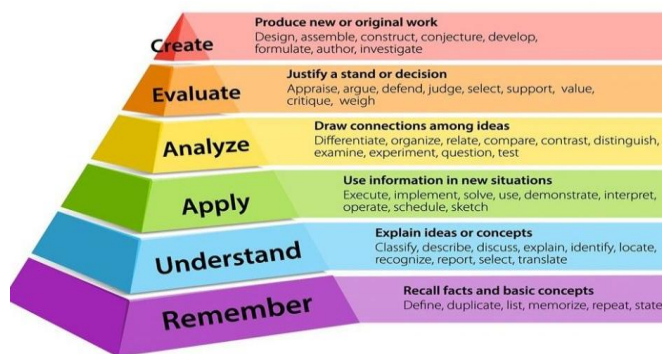
Furthermore, referencing Bloom's Taxonomy—a framework introduced in 1956 by educational psychologist Benjamin Bloom for classifying learning objectives—emphasizes that learners should progress beyond merely recalling content to applying, analyzing, evaluating, and creating, thereby transforming knowledge into personal understanding and experience. IT serves as a critical tool in supporting these learning activities, particularly for high school students studying Literature.

2.3. Application of Information Technology in Preparing for Literary Text Reading Comprehension

2.3.1. Proposing IT Applications in Teaching Literary Text Reading Comprehension

Based on the features and practical implementation observed in classes at the High School of Educational Sciences, and within the scope of preparing for literary text reading comprehension, we propose applying several IT tools to explore key elements surrounding the text, such as: foundational knowledge about the author and the work; initial perceptions of the work's thematic value and artistic uniqueness; evaluations and critiques of the author and the text, etc.

For each activity, we illustrate potential methods and steps. Teachers can, in practice, propose different activities and applications tailored to the lesson content, teaching objectives, and students' approach to reading comprehension. Especially in practical reading sessions, students can independently explore and utilize supporting tools to facilitate their interaction with texts and collaboration with peers in a more convenient and efficient manner.

To implement IT applications in preparing for literary text reading comprehension, we introduce tools like PowerPoint, Canva, Padlet, and others:

PowerPoint

This tool is highly effective for presentations and reports, incorporating interactive images and videos. Using PowerPoint to present and report preparation tasks has become common among students. To achieve better results, teachers should organize students into small groups of 2 to 4. Students can collaborate on PowerPoint presentations via Google Drive, allowing them to research, share ideas, and discuss with group members before finalizing their product.

Below is an illustrative example of students using PowerPoint software to prepare for literary text reading comprehension tasks:
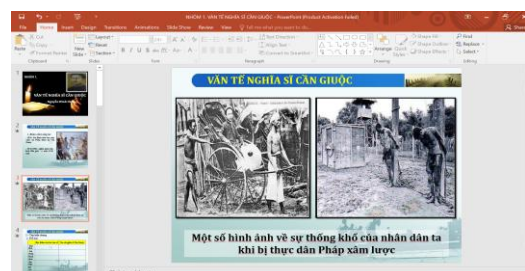

Figure 1. Bloom's Cognitive Levels Taxonomy

Figure 2. Group Work Product by Students Presenting Their Understanding of the Historical Context of Vietnam in the Late 19th Century and the Characteristics of the *Văn tế* Genre
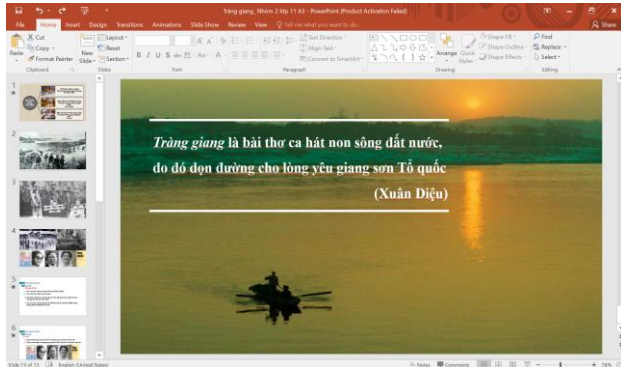
Figure 3. Group Work Product by Students Presenting an Overview of the Poem *Tràng Giang* by Huy Cận

●*Padlet*

Padlet is a virtual wall that allows users to share their thoughts on a specific teaching topic. It is a highly useful tool in students' preparation process. By using Padlet, learners can create a space to express their personal opinions based on provided prompts. Individual presentations can receive feedback and comments from teachers or peers. This not only encourages creativity in how students present their work but also enables them to learn from and build upon the work of other groups.

Padlet is also an effective tool for group activities as all discussion inputs are displayed in one place. Teachers can assess the level of preparation of each individual rather than evaluating only the collective output of the group. During the preparation phase, teachers can provide suggestions or propose edits for content that may not be appropriate.

Additionally, Padlet can serve as an information storage tool, allowing students to revisit and use it as a valuable self-learning resource. The outputs created on Padlet can be exported in various formats, making it easier to document results for evaluation or storage.

Below is an illustrative example of students using Padlet software to prepare for literary text reading comprehension tasks:
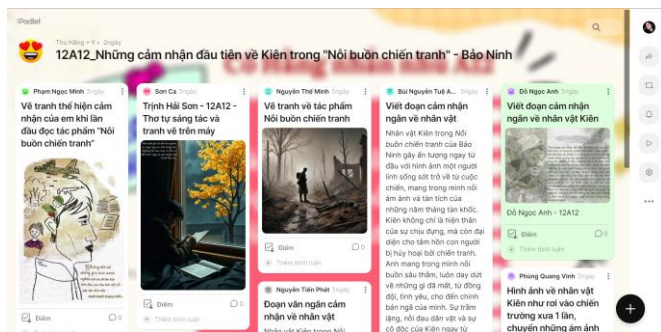

Figure 4. Presentation Product Reflecting Initial Impressions After Reading the Text *The Sorrow of War* by Bảo Ninh

Figure 5. Group Activity Product: Designing a Worksheet on Author Nguyễn Tuân and the Short Story *The Word of a Condemned Prisoner* in the Grade 11 Literature Curriculum

Figure 6. Student Activity Product: Exploring the Character Ngô Tử Văn in Grade 10

●*Canva*

Canva is an online website, www.canva.com, known for assisting millions of users in the field of design. Founded in 2012, the platform has expanded to over 190 countries and has helped many designers create creative design products not only for business purposes but also for educational activities.

This can be considered a powerful tool to help create visually appealing presentation products with a wide variety of templates and rich visual content. Through this software, students can design worksheets, group discussion products with attractive formats, and share links for feedback from teachers and peers. This tool also allows for storing content for evaluation purposes and serves as a repository for students to access study materials.

Below is an example of products created by students using Canva software to prepare for literary text reading comprehension:

Figure 7. Group Activity Product: Exploring the Epic Character by 10th Grade Students.

Figure 8. Group Activity Product: Exploring the Author of Medieval Literature by 11th Grade Students.

Figure 9. Group Activity Product: Exploring Modern Short Stories by 11th Grade Students.

2.3.2. Methods of Applying Information Technology to Guide Students in Preparing for Literary Text Reading Comprehension

Using Technology Tools to Search for Information and Resources on the Internet. In the 4.0 technology era, both teachers and students can easily search for information and resources via the internet. This vast database stores a large and diverse amount of information that both teachers and learners can access, instead of solely relying on information from textbooks, supplementary books, or reference materials. However, in this method, especially when preparing for reading comprehension of literary texts, teachers need to guide students to access reliable and official sources, ensuring that students are directed towards accurate and relevant information, avoiding confusion or misinformation.

Using Software and Technology Applications to Design Presentation Content. Currently, many software programs and technology applications on the internet allow learners to create content with various templates and formats that are suitable for illustrating multiple topics. For literary texts, especially works from medieval literature, early 20th-century literature, and wartime literature, if students can incorporate resources such as images, videos, and artworks into their presentations, it will help them develop a deeper understanding of the artistic space, the portrayal of people, and the context. This process not only aids students in developing insights but also provides an opportunity to share their work with teachers and peers. Most design software and platforms are now used through Gmail accounts, allowing users to create online projects, access available resources, and export content in various formats, such as Canva, Padlet, ThingLink, etc.

Using Software and Technology Applications to Design Learning Tasks. Students usually perform learning tasks based on the teacher's instructions, but with the help of IT, they can design their own tasks, such as worksheets or surveys. In the process of designing and creating learning tasks, students not only improve their IT application skills but also develop reading comprehension skills for literary texts, gaining a clearer perspective on the various aspects to explore when approaching an author or a literary work. This method requires the teacher to demonstrate the functions of some technology tools, illustrate how to use them, and give specific tasks. It is recommended to divide students into small groups of 2 to 4 students to increase their direct participation in practice. This activity can also be combined with presentation, debate, and voting on the most impressive or effective product during the study process. Students have the right to vote for or choose the most suitable product to explore the work, and the design group is responsible for proposing some possible answers after consultation with the subject teacher.

Figures 10 – 11 – 12. Group work product: Design of worksheets by the 11th-grade student group.

III. CONCLUSION

The use of information technology in preparing literary comprehension lessons is a strategy I propose to improve the quality of teaching the Literature subject in high schools. For me, this approach has brought positive results in terms of students' engagement in the lesson, creating an exciting and enjoyable learning environment for Literature, and improving the quality of teaching and learning for various groups of students.

However, there is no teaching method or tool that is universally applicable. The use of Information Technology in

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teaching reading comprehension of texts in general, and the preparation of reading comprehension tasks for literary texts by students in particular, must always be carefully selected to match the lesson content, the target audience, and should not be overused or forced. When applying IT, it is necessary to combine it with other teaching methods and tools. In this way, the advantages of the applications can be fully utilized, bringing high effectiveness to the teaching of Literature in high schools.

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