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Review Article

Building a Reading Journal to Help Students Learn to Read Extended Poetry Texts in Grade 10 Literature ("Connect Knowledge with Life" Textbook) at High Schools

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Abstract: In teaching Literature at high schools today, guiding students to self-read supplementary poetry works outside the textbook plays an important role in developing reading and writing skills in accordance with the 2018 Literature Program [1]. However, in reality, activities to support students in understanding extended poetry works still lack a systematic approach and have not created conditions for students to proactively explore, connect knowledge, and develop self-study abilities in the context of digital transformation. Stemming from this need, the project builds a reading journal to help students learn how to read extended poetry works in Grade 10 Literature ("Connect knowledge with life" textbook). It aims to design a tool to support students in note-taking, reflecting, and connecting reading and writing based on the CIPO model, while ensuring the learning objectives of the 2018 Literature Program are met. Through the reading journal, students practice reading comprehension skills specific to the poetry genre and develop critical thinking, connectivity, and creativity in writing. From there, they form self-study habits, enhance proactivity, and build a positive and effective learning environment.

Keywords: Reading Journal, Extended Reading, Poetry Texts, Orientation, Measures, High School Students, Grade 10 Literature.

1. INTRODUCTION

The 2018 General Education Program for Literature is built on an orientation toward developing qualities and competencies, highlighting the proactive and active role of students, and expanding the learning space through self-reading and self-exploring texts. The program does not strictly prescribe teaching content but focuses on the required results, emphasizing the ability to link reading and writing and apply knowledge to reality. In this context, building a reading journal to support students in self-learning to read extended poetry texts outside the textbook becomes a suitable approach. This helps students record their reading comprehension process and creates a foundation for connecting reading and writing while increasing thinking, critical analysis, and dialogue with the text.

Globally, many studies have focused on organizing digital learning environments to support the development of reading comprehension, thinking, and self-study skills. In general, studies focus on building online learning models, digital learning spaces, blended learning, and technological tools to support personalized learning processes in modern environments through three main directions:
1) The first research direction focuses on methods for teaching text reading in general (Bamford, J., & Day, R. R. (1998) [2], Grabe, W. (2004) [3], Espin, C. *et al.*, (2010) [4], Kartika, D.

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(2018) [5], Green, K. (2022) [6], and Pan, M., Lai, C., & Guo, K. (2025)[7]. Among these, the study by Grabe, W. (2004) offered several reading teaching methods, including recognizing text structure and discourse organization; promoting the development of strategic readers rather than mechanically applying strategy checklists; building fluency and reading speed; and promoting extended reading for students. Particularly, the article by Pan, M., Lai, C., & Guo, K. (2025) focused on using Artificial Intelligence Chatbots to support self-regulated reading for students learning English as a foreign language. These studies mainly focus on effective reading strategies and building systems to support reading and track progress for students, while also researching the relationship between literary texts and real life regarding psychotherapy, history, and culture.

2) The second research direction presents reading journals (Youngblood, E. (1985) [8], and Paperno, I. (2004) [9]. Among these, the work by Youngblood, E. (1985) focused on researching how to write reading journals to avoid wandering and the benefits it brings to university students. The article pointed out that reading and recording what has been learned helps students develop thinking skills, take the initiative in thinking, and clarify their thoughts, while also helping them engage in self-dialogue and receive evaluations and feedback between teachers and students.

3) The third research direction discusses applying reading journals in teaching text reading comprehension (Roessing, L. (2009) [10], Aliponga, J. (2013) [11], Winiharti, M., Herawati, A., & Rahayu, E. (2014) [12], Pourhosein Gilakjani, A., & Sabouri, N. B. (2016) [13]. Specifically, the article by Roessing, L. (2009) researched response

journals to enhance reader comprehension to meet Common Core standards in reading and writing. Additionally, the article by Winiharti, M., Herawati, A., & Rahayu, E. (2014) focused on reading journals as a way to improve students' comprehension of textbook reading materials. Notably, in the article by Pourhosein Gilakjani, A., & Sabouri, N. B. (2016), researchers defined the terms reading and reading comprehension, explained types of reading, stated models of the reading process, presented theories of reading comprehension, reviewed effective strategies for reading comprehension, and finally mentioned that findings on learners' reading strategies play an important role in improving students' reading comprehension skills.

In Vietnam, in recent years, the trend of innovating teaching methods toward developing learner competency has driven many studies focusing on reading comprehension, experiential learning, and organizing active learning activities in Literature. Among these, the reading journal is considered a learning form with high pedagogical value, contributing to developing reading comprehension skills, aesthetic perception, critical thinking, and self-study skills. Domestic research can be summarized into two main directions:

1) The first research direction focuses on building text reading methods at the high school level (Phan Thi Hang (2022)[14], Ho Thi Thanh Nhan (2022) [15], Hoang Thi Mai (2023) [16]. Specifically, the study by Phan Thi Hang (2022) proposed measures to train the skill of expressing personal views for high school students in teaching argumentative text reading comprehension. This is a practical issue with scientific significance that meets innovation requirements. Furthermore, the study by Hoang Thi Mai (2023) focused on determining the

5 Kartika, D. (2018). Effective method of teaching reading (a case study). *Jurnal Bahasa Lingua Scientia*.

6 Green, K. (2022). Exploring the therapeutic potential of reading: Case studies in diary-assisted reading. *Frontiers in Psychology*, 13, 1037072.

7 Pan, M., Lai, C., & Guo, K. (2025). AI chatbots as reading companions in self-directed out-of-class reading: A self-determination theory perspective. *British Journal of Educational Technology*.

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15 Nhan, H. T. T. (2022). Solutions to improve extended reading efficiency for Grade 4 and 5 students in Hue City. *Journal of Science, University of Education, Hue University*, 1(61), 2022.

16 Hoang, T. M. (2023). Teaching the content of "Extended Reading Practice" by genre in high school Literature. *Journal of Education*, 13-17.

goals and characteristics of extended reading lessons and proposed measures to organize these lessons at the high school level to meet the objectives and requirements of the 2018 Literature Program.

2) The second research direction relates to applying reading journals in teaching reading comprehension (Phan Thi My Duyen (2012) [17], Nguyen Thi Kim Oanh *et al*., (2019) [18], Pham Thi Thanh Hoa *et al*., (2024) [19], Nguyen Thi Hoai Nhu *et al*., (2024) [20]. Among these, the study by Pham Thi Thanh Hoa *et al*., (2024) emphasized organizing student group discussions on reading journals for modern short stories, connecting with recording journals to explore lesson content to promote self-study, active creativity, and genre-based reading comprehension skills.

Generally, domestic studies have begun to mention reading journals as an active teaching form in Literature. However, these works mainly remain at a general level and have not gone deeply into designing reading journals specifically for extended poetry texts in Grade 10 Literature ("Connect knowledge with life" textbook), nor have they linked them to the development of self-learning reading skills for high school students. Therefore, building a reading journal to support students in self-reading and self-learning extended poetry texts is necessary to fill the research gap and improve teaching effectiveness according to the 2018 General Education Program.

2. RESEARCH CONTENT

2.1 Research Objectives

The objective of this research is to build a reading journal for the pre-reading, during-reading, and post-reading stages to serve the learning of poetry texts outside the textbook for Grade 10 students. The reading journal is designed to be open, integrate multimedia, stick closely to the "Connect knowledge with life" textbook content, and align with the orientation of teaching method innovation in the 2018 General Education Program. Through this, the project contributes to innovating the form of learning poetry for students, improving Literature teaching effectiveness, and promoting the application of IT and digital transformation in general education.

2.2 Research Methods

2.2.1 Observation Method

The observation method is used to collect practical data on the teaching process and student participation when implementing extended poetry reading activities through the reading journal.

2.2.2 Document Analysis Method

This method is used to analyze and synthesize domestic and international research sources to collect information related to the topic. This helps generalize and systematize a theoretical basis, providing direction for designing the process-genre-based reading journal system. It also involves collecting and analyzing books, scientific works, and journals related to the Literature curriculum, students' poetry reading, and building reading journals.

2.2.3 Case Study Method

This method is used to specifically analyze the process of an individual or a group of students using the reading journal when learning extended poetry; it also clarifies changes in attitude, interest, participation level, and poetry reading comprehension skills before and after applying the reading journal.

2.2.4 Survey Method

Surveying and counting the number of poetry texts included in US and Vietnamese Literature textbooks to establish a database for comparison. Additionally, we surveyed Grade 10 students via Google Forms to analyze the current status of poetry reading teaching to serve as a scientific basis for building the reading journal set.

2.2.5 Data Analysis Method

We use the Excel system to calculate, process, and analyze survey data from Grade 10 students to serve the research.

2.2.6 Experimental Method

This method is used to verify the impact of the reading journal set on developing the extended poetry reading comprehension skills of Grade 10 students, evaluate the suitability of the structure and content, and propose adjustments before wider application.

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2.3 Building a Reading Journal to Help Students Comprehend Extended Poetry Texts in Grade 10 Literature ("Connect Knowledge with Life" Textbook) at High Schools

2.3.1 Orientations for Building a Reading Journal to Help Students Comprehend Extended Poetry Texts

- Adhering to Poetry Genre Characteristics

Building the reading journal must be based on genre characteristics and the pre-reading – during-reading – post-reading process. This helps students record and analyze poetic images and language, respond to and create meaning, and helps teachers track and evaluate the learning process.

- Adhering to the Blended Learning Model

The Blended Learning model integrates face-to-face and online learning, allowing students to read poetry flexibly. The reading journal acts as a tool connecting self-study activities, helping students increase interest, develop reading comprehension, aesthetic perception, and IT application skills.

- Integrating Information Technology with Competency Development Goals

Designing the reading journal on digital platforms like Google Sites creates a digitized learning environment. This supports students in developing linguistic, literary, critical thinking, creative, and IT skills as a pedagogical tool to innovate teaching methods.

2.3.2 Building Process and Usage Steps for the Reading Journal

To build a reading journal that supports students in reading comprehension of extended poetry in Grade 10 Literature, while ensuring scientific standards, pedagogical value, and practical applicability in high schools, a systematic and outcome-oriented design approach is required. Therefore, in this study, the authors chose the CIPO model (Context – Input – Process - Output) proposed by UNESCO in 2000 as the guiding framework. This model is commonly used in curriculum design and the organization of teaching activities to ensure the connection between the educational context, input resources, implementation process, and output results.

Applying the CIPO model not only guides the structure of the learning tool but also helps ensure alignment between the required results of the 2018 General Education Program, the characteristics of the poetry genre in Grade 10 Literature textbooks, and the goal of developing students' literary reading comprehension competence. The design process is implemented according to the components of the model as follows:

- Context - Educational context and program requirements: Building the reading journal based on teaching practice in high schools, the development of science and technology, international integration trends, social conditions, as well as the current learning needs and characteristics of students.
- Input - Resources and design basis: Input factors include Literature teaching goals, facilities and teaching tools, characteristics and levels of students, along with current curriculum content and teaching plans.
- Process - Design process and implementation steps for the reading journal: Based on lesson content, teaching plans, and learning organization methods, the construction and use of the reading journal in teaching are carried out.
- Output/Outcome - Output results and utility value: The effectiveness of the tool is considered through the progress of students in poetry reading comprehension competence, the level of meeting individual learning needs, as well as the ability to achieve the goals and required results of the program.

2.3.3 The Reading Journal Set to Help Students Learn to Read Extended Poetry Texts in Grade 10 Literature

To help teachers and students use the reading journal set for reading comprehension of extended poetry texts in Grade 10 Literature ("Connect knowledge with life" textbook) conveniently and effectively, the reading journal should be designed according to the pre-reading – during-reading – post-reading process as follows:

First, the reading journal set to supplement genre knowledge – extended poetry text types in the pre-reading stage

Purpose

- Support students in forming background knowledge about the lesson type, genre characteristics, and general information related to extended poetry texts. The main goal is to help students skim, grasp the required results of the lesson, initially orient the content, and prepare their mindset to receive the text.

Content:

- Reading comprehension journal group based on Note-taking technique: Aimed at training the ability to take notes quickly and select information, helping students effectively form initial knowledge.
- Reading comprehension journal group based on RAFT technique: Aimed at orienting the approach to extended texts by identifying the writer's Role, the Audience the writing aims for, the Format of the text, and the Topic/main content. Its characteristic is creating multi-dimensional perspectives, helping students visualize the communication context of the text, clearly understand the purpose of expression, and prepare analytical thinking before entering the deep reading process.

Second, the reading journal set to approach extended poetry text content in the during-reading stage

Purpose:

- Support students in deeply exploring the content and artistry of extended poetry through analytical reading and inference. The goal of this stage is to help students identify detailed elements of content, imagery, tone, and artistic techniques; at the same time, it forms the ability to connect information, infer meaning, and proactively participate in learning activities.

Content:

- Reading comprehension journal group based on QAR (Question - Answer Relationship) technique: Used during the detailed exploration of extended poetry texts in the textbook to support students in developing proactive and oriented reading comprehension competence.
- Reading comprehension journal group based on 5W1H technique: Applied to help students analyze poetry texts systematically through core questions to exploit detailed information, clarify the context, content, meaning, and expression of the text, thereby forming oriented reading comprehension competence and logical thinking.
- Reading comprehension journal group based on the Cube technique: Used to encourage students to approach extended texts from different angles such as: describing, analyzing, comparing, associating, evaluating, and creating. It is characterized by creating a flexible learning environment, stimulating multi-dimensional thinking, and promoting students' active participation in the process of exploring poetry texts.

Third, the reading journal set for lesson summary, connection, and extension in the post-reading stage

Purpose:

- Help students consolidate learned knowledge, synthesize and evaluate the content of extended poetry texts, and expand the ability to practice the reading-writing connection. It requires students to apply the understanding formed during the reading process to solve learning tasks set by the teacher.

Content:

- Reading comprehension journal group based on QAR (Question - Answer Relationship) technique: Used to help students identify the relationship between questions and answering information sources, or the relationship between the author and the reader during text reception. It also helps them evaluate the significance of the text, form personal viewpoints, and apply the learned reading methods to approach extended poetry texts outside the textbook proactively and effectively.

Fourth, the rubrics set to evaluate the quality of reading journal usage

Purpose:

- Ensure objectivity, transparency, and orientation in evaluating students' competence during the process of learning to read extended poetry in Grade 10 Literature. The evaluation focuses not only on the journal product but also emphasizes the participation process, the level of proactivity, and students' ability to apply reading techniques in the three stages: pre-reading, during-reading, and post-reading.

Content:

- Rubric for qualitative evaluation: Focuses on commenting on the depth of thinking, level of poetry text understanding, association-inference ability, creativity in responses, and students' learning attitude when performing the reading journal. Evaluation criteria are described according to developmental levels to help teachers provide oriented feedback and support students in self-assessment and adjustment during the reading comprehension process.
- Rubric for quantitative evaluation (Analytic rubric): Focuses on commenting and evaluating based on criteria such as: task completion level, content accuracy, ability to apply reading techniques (Note-taking, RAFT, 5W1H, Cube, QAR), logic in presentation, and their level of participation in learning activities based on a specific score scale.

Fifth, AI tools to support students in the process of practicing the reading-writing connection for extended poetry texts

Purpose:

- Support students in practicing the reading-writing connection according to competency development orientation; suggest ideas, support the analysis of poetic imagery and language, and address connection and extension issues to enrich their understanding and expression. It also creates an environment for them to receive feedback, self-correct, and perfect their writing in a teaching process linked to the digital transformation context.

Content:

- Pre-reading/writing stage: Certain AI tools such as ChatGPT, Gemini, Copilot, Claude, Elicit, etc., can be used to support learners in forming initial ideas, suggesting various approaches to the theme, thereby expanding the source of ideas for the writer. Simultaneously, they help

learners check, adjust, and perfect ideas before starting the reading-writing task.

- During reading/writing stage: AI tools such as QuillBot, PoeAI, Gemini, JotBot, ChatGPT, Grammarly, Wordtune, NotebookLM, Caktus, etc., can be used to support expressing sentences more clearly, coherently, and completely. Additionally, they help edit and improve written content, ensuring logic and cohesion in the text as well as meeting length requirements.
- Post-reading/writing stage: Tools such as Padlet, Google Docs, Google Sites, etc., can be used to store learners' reading-writing profiles. Furthermore, these platforms facilitate flexible evaluation, commenting, and feedback on learning products, allowing learners to access and edit content anytime and anywhere.

3. CONCLUSION

In the context of implementing the 2018 General Education Program, developing the capacity to read and write extended poetry for students requires new teaching approaches that highlight the proactive role of the learner. Research results show that building and using a reading journal is a suitable solution to support students in the process of reading comprehension and responding to poetry texts. Through activities of recording, reflecting, and expressing personal feelings, the reading journal creates conditions for students to connect reading and writing closely, thereby forming active and proactive study habits in receiving literary texts.

Furthermore, the reading journal contributes to developing many important student competencies, such as independent thinking, creativity, self-study capacity, and interest in Literature. Based on theoretical and practical research, the project has proposed orientations and a building process for the reading journal that fits the characteristics of the poetry genre, while linking with the blended learning model and the current digital transformation context. Applying this tool in teaching extended poetry reading comprehension in Grade 10 Literature ("Connect knowledge with life" textbook) not only supports students in learning more effectively but also contributes to building a positive learning environment, meeting the goals of developing learners' qualities and competencies according to the orientation of the 2018 General Education Program.

However, for the use of reading journals in teaching poetry reading comprehension to reach higher efficiency, teachers first need to proactively exploit and apply this tool as a means of organizing reading-writing activities for students. At the same time, teachers need to flexibly adjust the task system in the reading journal to fit classroom characteristics, learner levels, and individual lesson goals, thereby maximizing students' proactivity and creativity in the learning process.

Additionally, schools need to focus on providing facilities and technological infrastructure to support the implementation of blended learning forms. Encouraging students to apply digital learning tools, including reading journals on online platforms, will contribute to improving the efficiency of learning activity organization and meeting digital transformation requirements in education.

Furthermore, subsequent studies can expand the survey scope and experiment with reading journals for various other text genres in the Literature program, as well as continue to research deeper into integrating digital technology in the design and use of this tool. This will contribute to perfecting the model that supports students in developing literary text reading comprehension competence in high schools.

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