Lived Experiences of Senior High School Students in a Literature Class

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Abstract

Aim: This study aimed to explore the lived experiences of Senior High School students in a literature class.
Methodology: This study used the descriptive phenomenological approach. The participants were chosen based on their availability and willingness to actively engage in the study.
Results: Based on the findings, the following results were drawn: 1) The lived experiences of students in a literature class are pleasant, engaging, and puzzling; 2) Coping with the challenges in the literature class is: a) keeping an eye on one's goal; b) prioritizing tasks/activities; c) asking help from others; d) utilizing a variety of sources of information, and e) using clues to promote understanding.
Conclusion: Based on the results, the researchers gain a deep understanding of the methodology in providing the appropriate strategy, techniques, and approaches in teaching 21st Century Literature. In addition, the researchers come up with creative and engaging activities to help students focus and appreciate literary works.

Keywords: Pleasant and unpleasant experiences, Challenging, Engaging, Coping Mechanism

INTRODUCTION

Literature came from the Latin word *littera* which means, "a letter of the alphabet,". Literature is first and foremost humanity's entire corpus of writing; second, the body of literature related to a given language or people; and third, specific pieces of writing. Further, Rexroth (2023) defined literature as a collection of written works. Traditionally, the term has been used to describe visionary works of poetry and prose distinguished by their authors' intentions and the apparent artistic brilliance of their implementation. Literature is classified using systems such as language, national origin, historical time, genre, and topic.

Literary reading in the classroom is meant to teach students numerous social, human, and cultural qualities. Literature is considered as a form of vicarious experience, promoting knowledge of diverse points of view, and contributing to empathy and social judgment. Further, reading literature is said to help with general text competency and the ability to learn and express oneself in a variety of subjects and contexts (Gabrielsen, et. al, 2019).

As a content subject, literature can promote inner in addition to international verbal exchange through analyzing literary works. Literature displays the diverse ideas, experiences, and passions of human beings in their day-by-day dwelling with the aid of using expression via prose and poetry. Students' knowledge of human problems, cultures, morality, interests, and values can be increased by teaching literature.

Literature's importance in current life cannot be emphasized. It acts as a means of expression for every author, with certain works reflecting society and assisting in our comprehension of the world people live in. Literature has long been an integral part of English education. Learners can learn English without having to understand grammar rules directly by reading literature. Learners can acquire the language as well as other aspects of it through literature (Hashim & Abd Talib, 2019).

Literature contributes significantly to learners' cultural understanding by highlighting parallels and distinctions between English and their own cultures. According to the study conducted by Hasan and Hasan (2020), literature helps students grow personally by promoting active class involvement, critical thinking, and analytical skills.

Motivating students in literature classrooms has been shown to enhance assumptions, performance, problem-solving skills, and comprehension anxiety when reading (Jannah et al., 2022). Furthermore, students' timidity and lack of confidence might cause difficulties in literature classrooms. To solve this issue, teachers should be patient in assisting shy students in developing confidence, as well as providing direction and motivation during literary sessions. Teachers might allocate students to smaller groups to provide a less frightening setting for oral involvement, improving their engagement and conversation during literary class discussions (Tayib & Hasan, 2020).

In addition, according to Abdullahi and Iyere (2021), the use of visual aids in literature instruction enhances students' engagement with literary works while also developing creativity and critical thinking, which are connected with 21st-century learning ideals. These activities can enhance pupils' confidence and help them learn more effectively. Albufalasa (2019) asserted that using graphic organizers boosts students' self-confidence, reduces language anxiety, and increases their comprehension of narrative texts, while Thompson and McIlnay (2019) stated that texts such as graphic novels, comic books, and films, into literature instruction offers multiple benefits, particularly in terms of increasing students' confidence.

Incorporating literary works that require recitation, analysis, and comprehension encourages students to absorb literature naturally. Spontaneous phrases in literature help students become acquainted with the language and improve memory retention (Krasniqi, 2019). Learning English through literature expedites language acquisition, and using an enjoyable method organically enhances students' language skills. This joyful learning approach minimizes tension and lowers the affective filter, which aids in language learning success. According to Alkamel and Chouthaiwale (2020), English teachers can increase student engagement by providing technology-based activities that are aligned with their preferences, which is supported by Nguyen's (2021) research, which shows that using technology to teach English literature increases students' interest for studying.

The use of multimedia in literary study is a new method that is more interesting than traditional texts, which rely mostly on verbal comprehension. Multimedia enables for interesting activities and allows students to research literary authors and textbooks relevant to the courses using various media and information sources. Collaboration is required, and it has been found to efficiently encourage cooperative learning (Caramay et al., 2023). When teaching literature, literature teachers must be more adaptive and innovative; so, building a digitalized classroom is the best option. More importantly, when kids are exposed to information and communication technologies, they become more engaged and enthusiastic about learning literature.

Moreover, a critical approach to texts is essential for deepening appreciation for literature, requiring detailed consideration of features such as storylines, settings, themes, characters, and diction. Actively engaging students through collaborative discussions started by both students and teachers is critical for good teaching. It is encouraged to use learner-centered and activity-based tactics, such as focus group discussions, quizzes, theater, and debates according to the genre and lesson objectives. Encouraging pre-reading and maximizing the 45-minute class period increases student participation. The teacher's role is critical in preventing a boring atmosphere, as failure to interest students may impede their enthusiasm for literature (Ugwu, 2022).

According to the following scholars, students who have a bad opinion of literature are generally disinterested in literature studies. Ugwu (2022) stated that underestimating the importance of mastering Literature in English can have an impact on overall attitude. Negative attitudes can develop from a lack of interest in reading and bad reading skills, which leads to hate for prolonged reading in schools (Ugwu, 2022; Dar et al., 2021). Some students show a lack of interest in reading, which has an impact on their involvement. Those who are unaware of the importance of reading literature can also be influenced negatively (Tayib & Hasan, 2020).

Thus, critical reading, active student interaction, and pre-reading all contribute considerably to good literary classes. Addressing unfavorable attitudes needs novel ways such as the use of multimedia and a transition to a digitalized classroom. Incorporating literary works that require recitation and analysis is good for language acquisition and stress reduction.

In essence, literature is necessary in daily life because it connects people to universal truths and facilitates communication. It is a powerful instrument for cultural awareness in schooling. Literature study attempts to develop students' "literary competence," developing critical thinking and language awareness. Finally, literature contributes considerably to the holistic development of individuals and society.

In a certain school in DepEd Leyte Division, particularly in Area 1, the number of passers in Literature subjects is quite low. Based on the data gathered for the three (3) consecutive school years (2017-2018, 2018-2019, and 2019-2020), there was a direct proportional result about the main percentage score (MPS) and the percentage of passers. For the school year 2017-2018, the MPS was 60.94% and 68.78% of passing. For the school year 2018-2019, the MPS decreased to 59.10% and 67.69% when it comes to passers. For the school year 2019-2020, the MPS

increased to 63.96% likewise the percentage of passing is 64.99%. These data show MPS and the percentage of passers are important bases for knowing the performance of both learners and teachers.

Further, literature is an important subject that should not be taken for granted by some. Moreover, it is critical to understand the importance of literature as a subject that should not be downplayed or ignored. Having experienced this subject is a lifetime experience that relinquishes the edification of life. As facilitators of learning, teachers including the researchers themselves, have the responsibility to provide a meaningful experience in literature class.

As literature enthusiasts and educators, the researchers deemed it necessary to conduct this study that focused on the lived experiences of the students in a literature class to gain some insights and techniques on how to deal with students from all walks of life and to enhance the teaching-learning process in literature. Further, literature as a subject is relevant to their lives as it enhances critical thinking and personality development as it is the national goal of basic education in the country. Therefore, along with this aspect, the researchers conducted this research to explore the students' lived experiences in literature class.

Objectives

This study explored the lived experiences in the literature class of senior high school students in a public secondary school in Leyte.

Specifically, it answered the following questions:
1. What are the lived experiences of the students in their literature class?
2. How do the students cope with the challenges they have encountered in their literature class?
3. What themes and patterns in senior high school students' experiences and coping mechanisms in a Literature class may be developed as inputs for recommendations to improve the teaching and learning environment?

METHODS

Research Design

This study utilized a phenomenological research design. Phenomenology is a qualitative research method that is used to describe how human beings experience a certain phenomenon (Giorgi, 2012). Phenomenological research design is appropriate in this study because the main objectives of this research are to explore the essence of the lived experiences of senior high school in their literature class. Specifically, this study used the descriptive phenomenological approach.

The methodological approach used in this study was based on Moustakas' (1994) descriptive phenomenological paradigm. To effectively implement the concept, this research involved bracketing assumptions, selecting participants directly involved in literature studies, conducting open-ended in-depth interviews, and recording and analyzing interviews to find meaning units. These meaning units were translated into succinct phenomenological sentences, grouped into emergent themes, and merged to make a thorough phenomenological description. To increase rigor, member checking was used, which allowed participants to evaluate the authenticity of the synthesized description.

Population and Sampling

Convenience sampling was used in this study because it is a non-probability technique that focuses on readily available and consenting subjects. While the strategy acknowledged the possible bias presented by convenience sampling, it brought practical benefits in terms of efficiency and feasibility, addressing logistical restrictions typical in educational research. The participants of this study were twenty (20) selected Grade 12 students in a public secondary school in Leyte. They were chosen based on their availability and willingness to take part in the study. They were enrolled in the Humanities and Social Sciences (HUMSS) and Science, Technology, Engineering, and Mathematics (STEM) strands in the school year 2019-2020 and have taken the 21st Century Literature subject which was offered in the first semester of the school year 2018-2019.

Instruments

Data were gathered from the participants through an in-depth interview and a focus group discussion (FGD). The interview guide consists of four (4) questions that relate to their lived experiences in the literature class and how they coped with the challenges of the subject. Follow-up questions were used by the researchers to delve

deeper into individual responses, seek clarification, and urge participants to share more thorough thoughts. On the other hand, the focus group discussion (FGD) began with an introduction to create a welcoming environment. Participants expressed their opinions of the literature class, addressed shared experiences, and explored coping strategies. The group discussion ended with participants sharing their last thoughts. Further, the interview and FGD guides were thoroughly validated by experts to ensure the reliability and relevance of the questions.

Ethical Consideration

To ensure that no ethical issues would be violated, the researchers considered certain ethical measures. These included obtaining the necessary permit from the Schools Division Superintendent of Leyte Division, the school head of Alangalang National High School, and obtaining consent from the class advisers of the involved students. Participation in the study was fully voluntary, with participants expressing their free choice to participate. Before their participation, individuals were required to sign a consent form, indicating their explicit agreement to participate. Strict precautions were taken to ensure the confidentiality and anonymity of the collected data. Permission for the participants to record their responses during the interview was also sought. The recorded audio was kept in a secured database which is password protected.

Data Collection

In gathering the appropriate data for the study, an in-depth interview was used.

In-Depth Interview. The researchers conducted interviews the day after the School Head signed the approval letter. During the interview phase, the researchers set the venue so that there were minimized distractions and prepared a recording device. Before the interview started, the researcher introduced herself to the participant. Then, the researchers explained the purpose of the interview and addressed it in terms of confidentiality. Also, the researchers explained the format of the interview and stated the interview would take less than ten minutes. After the interview, the researchers allow the interviewee to clarify any doubts about the interview. The first eleven (11) in-depth interviews were conducted on the 19th day of September 2019. The rest was on the 25th day of September 2019.

Focus Group Discussion. The focus group method was used because it allows for the discovery of a range of opinions over several groups. Since the goal of this research was to explore the lived experiences of Senior High School students, it was natural to engage them in group conversations about their experiences and their preferred activities in studying literature. This was conducted on the 27th day of September 2019. The responses of the participants were recorded and stored in a protected database.

After all the interviews, recorded data were transcribed and analyzed for themes and patterns. Also, the researcher set aside biases and judgment. To ensure trustworthiness, a check was done by revising the questions to get rid of ambiguity, and wrong phrasing of questions by exposing the instrument to an expert or supervisor. The question conveyed the same meaning to all respondents and reflected the objectives of the study.

Data Analysis

The method that is used to analyze the data in this study is Colaizzi's phenomenological method. Utilizing Colaizzi's (1978) distinctive seven-step process provides accurate analysis.

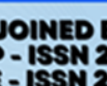Organic Dynamics of the Seven-steps of Colaizzi Analysis
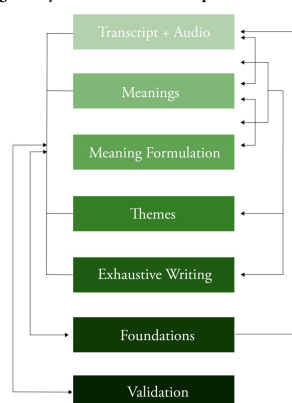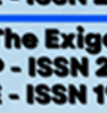
RESULTS and DISCUSSION

Table 1: Students' Lived Experiences in a Literature Class

Significant Statements	Formulated Meanings	Themes
"For me, it was interesting and confusing as well. Sometimes I do not understand the text I am reading. My interpretation of the text or context is different from my teacher's interpretation." (IDI Transcript 3, lines 15-17)	Students experienced literature as an interesting and exciting subject.	Studying literature is a pleasant experience
"Based on my experience, I can say that literature as a subject is interesting because it requires deep understanding and comprehension." (IDI Transcript 4, lines 13-15)		
"Literature is an exciting subject because all things from the past can be learned and also through reading, it improves your critical thinking skills." (FGD, Lines 31-32)		
"…And it's challenging for us to memorize the names of these writers, the authors of different books of different selections, memorizing their masterpieces also is a bit challenging for us. So nevertheless, having literature as a subject is both challenging yet interesting." (IDI Transcript 5, lines 16-19)		
"By studying literature, I get to know the cultures, and traditions of different countries" (FGD, lines 77-78)		
"Literature is an interesting subject because we can express our feelings through writing and doing works such as different kinds of fiction and non-fiction." (FGD, lines 24-25)		
"Studying literature is challenging because I have to think impromptu. Interpret and write a poem on the spot. "(FGD, lines 75-76)		
"Literature as a subject is interesting because you will always have to interpret the meaning of the context" (FGD, lines 54-55)		
"Studying literature also is interesting in a way that it helps us imagine things and be creative." (IDI Transcript 7, lines 15-16)		
"Literature is engaging and helpful because we will be able to know past events." (IDI Transcript 7, lines 11-13)	Studying literature allows students to participate in the learning process.	Studying literature is an engaging experience
"Literature is helpful and engaging. Helpful in a way that I became more imaginative and also my skills will be enhanced. Also engaging because we learn new words." (IDI Transcript 11, lines 14-16)		
"Literature is engaging when the teacher told us		

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to brainstorm. Because of this, we have a bonding with my classmates and we share each other's ideas. We enjoyed ourselves together."(IDI Transcript 1, lines 27-29)		
"When we enjoyed doing role plays just for example Romeo and Juliet. We read a ma'am as we understand the whole selection then we are tasked to do the role-play. Unpleasant when we are tasked to do the spot presentation. Because ma'am, role playing needs a lot of time and practice. We're only given 30 minutes to brainstorm. Sometimes 20 minutes or 15." (IDI Transcript 9, lines 29-31)		
"Literature as a subject is quite boring and interesting. Boring because sometimes we are tasked to read a long text and we are not able to get information and understand the concept."(IDI Transcript 9, lines 14-15)	Literature is a boring subject.	Studying literature is an unpleasant experience
"It is interesting and times are boring. Because there are a lot of text which has a deep meaning and hifalutin words and I don't get it so instead of understanding it, I just sleep." (IDI Transcript 16, lines 12-15)		
"…Nagiging boring la kon nagbibibasa kami hin mga stories ngan nag iinterpret hin poem, yon po. *(Literature is boring if we are tasked to read stories and interpret a poem.)* (FGD, lines 70-71)		
"Studying literature is quite boring for me because I don't like reading and don't understand written words. But somehow studying literature enhances my vocabulary." (IDI Transcript 8, lines 37-38)		
"Literature as a subject I can say that it's quite hard because it's more on reading. On the other hand, it's fun because it helps you appreciate written works of others." (IDI Transcript 10, lines 14-15)	Literature is a difficult subject.	
"Sometimes ma'am difficult in terms when I encounter some unfamiliar words." (IDI Transcript 9, line 20)		
"Because I have a hard time in understanding the selection especially when the author uses hifalutin words." (IDI Transcript 10, lines 21-22)		
"Sometimes it is difficult because literature specifically in poetry, you need to read it over and over again for you to understand" (IDI Transcript 11, lines 20-21)		
"Difficult…because in literature you have to write a poem, a dialogue, and a story which is we should be a creative thinker and I'm not a creative thinker." (IDI Transcript 13, lines 13-14		

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"Literature for me is so mind-blowing at times especially when it comes to the poems you are about to interpret. There are many vocabularies that you don't understand and haven't encountered in your entire life. Sometimes you ask yourself, "What is this word? What does this mean? What kind of word is this?" (IDI Transcript 6, lines 14-19)	Studying literature is mind-boggling.	Studying literature is a puzzling experience.
" Sometimes I do not understand the text I am reading because my interpretation of the text or context is different from my teacher's interpretation." (IDI Transcript 3, lines 15-17)		

Table 1 presents the students' lived experiences in a literature class which points out that studying literature is a pleasant, engaging, and puzzling experience. On the other hand, some participants claimed that it brought them an unpleasant experience since it is a difficult and boring subject.

According to the research participants, they experienced literature as an interesting and exciting subject that allows them to participate in the learning process to enhance their attitude, knowledge, and skills in using the language. Literature gives them vast opportunities to learn new concepts as well as their application to their present context. These findings are affirmed by the following responses:

"Literature is an exciting subject because all things from the past can be learned and also through reading, it improves your critical thinking skills." (FGD, Lines 31-32)
"Literature is helpful and engaging. Helpful in a way that I became more imaginative and also my skills will be enhanced. Also engaging because we learn new words."
(IDI Transcript 11, lines 14-16)

These claims are supported by the study of Krasniqi and Muhaxheri (2019) that literature is designed to be actively engaged with rather than passively consumed. Students participate in the process of studying and internalizing literary works through recitation, analysis, and comprehension. This active participation strengthens their bond with the material. Moreover, it helps learners deal with the social, cultural, racial, and communicational problem that deals with life in the real world. The more literature is used in the context of the learners, the more it is appreciated according to its functional significance not just as a subject but as a strategic mechanism to cope with the real-world context.

On the other hand, some participants have unpleasant experiences with their literature subjects pointing to the factors behind being a boring and difficult subject. The participants asserted that due to uninteresting reading texts and unfamiliar words they encountered, the subject became difficult for them and caused them boredom resulting in learning frustrations. These were attested by the following claims:

"It is interesting and sometimes are boring. Because there is a lot of text which has a deep meaning and hifalutin words and I don't get it so instead of understanding it, I just sleep." (IDI Transcript 16, lines 12-15)
"Studying literature is quite boring for me because I don't like reading and don't understand written words. But somehow studying literature enhances my vocabulary."
(IDI Transcript 8, lines 37-38)
"Difficult…because in literature you have to write a poem, a dialogue, and a story which is we should be a creative thinker and I'm not a creative thinker."
(IDI Transcript 13, lines 13-14)

These unpleasant experiences in literature class which are commonly experienced by learners as revealed in various studies can be pointed to varying factors (Dahiru, 2020) which include sociocultural factors, unavailability

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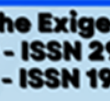
of qualified teachers, inappropriate teaching strategies, high cost of literary texts, lack of teaching–learning resources and gender issues (Danner & Musa, 2019). In the same way, (Timothy & Obiekezie, 2019) reported that teachers' methods of teaching English and literature were inadequate and, therefore, unproductive resulting in failures for learners to appreciate literature. If these factors were not given importance and appropriate interventions, more learners would have unpleasant experiences in a literature class.

Table 2: Students' Coping Strategies on Challenges in the Literature Class

Significant Statements	Formulated Meanings	Themes
"I just focus and concentrate. " (IDI Transcript 11, line 23)	• Students exercise focus and concentration.	• Keeping an eye on one's goal
"For me, ma'am, in coping with this challenges is time management ma'am. Actually, I surpass this time management by making my paperwork on time." (IDI Transcript 12, lines 54-55)	• Students manage their time well.	• Prioritizing tasks/activities
"I do ask my classmates and teachers para mas makuan ko it akon mga sayop (to learn my mistakes " (IDI Transcript 13, line 47)	• Students seek assistance from peers and teachers.	• Asking for help from others
"So, after facing those difficulties I'll just search this to Merriam or Google to find the meaning, and continue reading the selection." (IDI Transcript 16, lines 39-40) "Sometimes, I search the summary of the story on the internet if I do not understand." (IDI Transcript 18, lines 37-38)	• Students consult general references, books, and online databases.	• Utilizing a variety of sources of information
…"I sometimes use context clues." (FGD, line 171)	• Students use clues to understand the literary text.	• Using clues to promote understanding.

On one hand, Table 2 presents the coping mechanisms of the students in literature class. One coping strategy includes **keeping an eye on one's goal**. This was revealed in the following line:

"…I just focus and concentrate." (IDI Transcript 11, line 23)

Another effective coping strategy identified among participants is the **prioritization of tasks and activities,** as one student stated:

"For me, ma'am, in coping these challenges is time management... "(IDI Transcript 12, lines 54-55)

Seeking help from friends and teachers emerges as an honest and common coping behavior, as seen by a student's statement:

"I do ask my classmates and teachers to learn my mistakes" (IDI Transcript 13, line 47)

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The use of diverse sources of information, such as the internet and dictionaries, shows to be a strategic technique taken by some participants. The internet, a familiar phenomenon to students has brought about many advancements in communication, technology, communication as well as in education. This fact allows the students to complete their assignments, activities, research projects, and work at any time that suits them. Some participants shared that they use a dictionary to unlock difficulty. These are articulated in the following lines:

"So, after facing that difficulties I'll just search this in Merriam or Google to find the meaning and continue reading the selection." (IDI Transcript lines 39-40)

"Sometimes, I search the summary of the story on the internet if I do not understand."
(IDI Transcript 18, lines 37-38)

Additionally, **adopting context clues** to boost comprehension emerges as another coping mechanism embraced by students. Context clues are hints that an author gives to help define a difficult or unusual word within a book. This was shared in the following line:

"…I sometimes use context clues." (FGD Transcript, line 171)

Students coping strategies, such as focusing and concentrating, managing time well, seeking help from peers and teachers, and utilizing multiple sources of information, are consistent with the broader literature on effective learning approaches and the importance of multifaceted teaching methods (Hashim & Abd Talib, 2019; Krasniqi, 2019; Alkamel & Chouthaiwale, 2020).

The coping mechanisms used by the students in the literature class demonstrate a thoughtful and varied approach to addressing problems. These strategies are not only compatible with prior research but also demonstrate adaptability and resourcefulness in the face of adversity.

Conclusions

The exploration of senior high school students' lived experiences in a literary class has revealed useful insights into the multidimensional nature of their educational path. The findings shed light on a range of emotions and perspectives, from the positive features of literature as an engaging and thrilling subject to the difficulties created by its propensity to be seen as boring, difficult, and mind-boggling.

The positive aspects of the students' experiences highlight the inherent value they place on literature, such as its role in developing critical thinking, stimulating creativity, and providing a window into other cultures and traditions. These affirmations show the potential for literature to serve as a dynamic and engaging platform for intellectual and personal progress.

These findings have practical implications for improving literature curricula and teaching approaches as educators and institutions try to create engaging educational experiences. Educators can establish a more supportive and inspiring learning environment for students in literature classrooms by resolving the identified issues and building on the positive qualities noted by students.

Further, the researchers gain a deep understanding of the methodology in providing the appropriate strategy, techniques, and approaches in teaching 21st Century Literature. In addition, the researchers came up with the initiative, a creative and engaging activity to help students focus and appreciate literary works. Further, the researchers recommend that teachers handling literature subjects must employ varied activities to promote an engaging classroom experience. Moreover, collaborative activity and teacher's strategy and methodology are highly needed to have a rich experience in a literature class in which teachers and school administrators must give attention. On the other hand, teachers must discourage the use of cell phones during class hours among students to help students remain focused and that learning distractions will be minimized.

Recommendations

Based on the conclusions drawn, the following recommendations can be considered:
1. Teachers should employ various reading materials to accommodate different interests and reading levels. This can benefit individuals who find literature boring or challenging owing to unappealing content and unfamiliar language.

2. Use interactive teaching techniques to enhance student participation and interest. Group discussions, interactive courses, and project-based learning can all help students become more involved in the learning process.
3. Ensure that the literature curriculum incorporates books that are culturally appropriate and relevant to the students' lives. This can improve their comprehension and appreciation of literature as a tool for navigating real-world issues.
4. Provide continuing training and support to literature teachers, stressing excellent teaching methods and practices. Addressing factors such as ineffective teaching practices might help to a more positive learning experience.
5. Recognize and address socioeconomic problems that may contribute to not-so-good experiences in literature class. This includes things like resource costs and potential inequities in access to educational support.
6. Recognize the advantages of bringing multimodal literacy into literature lessons. Use technology, multimedia tools, and a variety of learning materials to accommodate different learning styles and preferences.
7. Recognize that creativity is an important component of literature, it should not be a source of anxiety. Students who find certain creative undertakings difficult should be supported and guided.
8. Continue reading to develop critical thinking skills. Emphasize the intellectual stimulation provided by literature, as well as its function in enhancing analytical and reasoning abilities, as those who considered literature engaging did.
9. Encourage a collaborative learning atmosphere in which students can seek assistance from their classmates and teachers. This is consistent with research demonstrating the favorable influence of social support on academic experiences.

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