Research into the Reader-Response Approach in an ESL Context: A Case study of Nigeria

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Abstract

The primary purpose of this study is to present the methodology approach of research and the instruments utilized during the study. The methodology is regarded as a fundamental principle or philosophy guiding a study. On the other hand, epistemology refers to studying the nature of knowledge and justification. In layman’s language, epistemology dwells on understanding what we know alongside the theoretical perspectives that lead to decision-making upon conducting thorough research. The methodology always includes explanations, descriptions, and justifications for the procedures utilized within the study. This chapter showcases all the data analysis procedures utilized within the study. The qualitative study method was utilized to collect evidence to understand the problem identified within this research from different angles. According to Burning (1995), a qualitative study refers to a research approach that gives room for various aspects to be evaluated by respondents, who are provided with a more open-ended opportunity to demonstrate their actions and views on the subject. The following section provides detailed information regarding different qualitative research strategies. This study employs the use of primary data collection in which the data collected is interviews and questionnaire. Questionnaire part will be generated and share to the target populations on the research topic. A simple random sampling technique obtained a sample size of the desired height to represent the entire target population. Every individual who belonged to the target population was assign an opportunity to be part of the research despite the fact that the simple sampling technique determined them. Many procedures were employed on the sampled data so as to achieve accuracy and efficient result in regard to the given research questionnaire. The data was recorded, coded, analyzed, and interpreted using software like SPSS and Excel. Also, the test was run using t-test and Chi-square test to determine the efficacy of the data collected. While achieving this, the validity of the information gathered was approved as valid and unbiased. While anticipating engaging in a data collection procedure and identifying the participants for the study, the researcher was obliged to respect the participants and the locations for surveying by initially presenting a letter that sought permission from relevant authorities. Similarly, they were also obligated to apply for a research permit from the education and skills development ministry before undertaking the research. All figure used in these articles are self made by me coming out from the quantitative research part of the articles.

INTRODUCTION

The concept of "literary teaching pedagogy" places a significant emphasis on the part that teachers play in the creation of relevant classroom dynamics. Students’ perspectives and level of participation in the process of creating their individual reading-writing event may be scientifically shown to be influenced by the approach and choice of classroom teaching method that their instructors choose. The change in mindset from the reader- to text-oriented learning that the instructors, as well as the tutors, had been focusing on practically altered the learners' active engagement in (re)making significance as well as understanding texts, according to Schrijvers et al. (2017). Reader Response Theory, which is most of the time spoken about in areas dealing with literary theories and criticism, was the theory that first sparked the idea for reader-based instruction.
RRT is a pedagogical strategy that encourages students’ (in their roles as active audience) freedom, pleasure, and involvement in reading literary works and texts that are typically enlivened by these critical and emotionally individual actions driven by the teacher or instructor’s directing queries and activities. Reader response-based teaching is becoming increasingly popular and for a good reason. It enables students and other learners to share their thoughts and emotions after the reading process in a way that is democratic and collaborative, and it does so through much reading that is established to achieve readers’ utmost managed to live via the experience of reading. It is accordingly advocated for the reader to engage in self-directed study in order to academically achieve success in gaining a broad perspective on education.

According to John Dewey, the democratic forming procedure in literature pedagogy inspired Rosenblatt’s RRT growth to endorse an initiative of establishing a democratic study room by which students are likely to be engrossed in obtaining texts meaning that have been assigned (Rodgers, 2020). This effort has corroborated Rosenblatt’s RRT development. Children deserve to have the same and strong opportunities to self-develop individual potential by participating in thoughtfully designed classes, which will allow for more open rooms to be supplied in environments that are not intimidating. Learners will pose as active participants in (re)creating new objects and interpretations of the reading that is being involved if they participate in this activity. In addition, since it is founded on Ishak et al. (2020) dialogic views, RRT has the ability to assist students in generating expressive utterances that serve as reader reactions to readings. This assumption gives the impression that students may take charge of their own education and teach on generating new text meanings. As a consequence of this, the development of reader responses requires students to develop both their academic and individual capabilities.

As per the response-based pedagogy, both readings, as well as writing combined, can be effectively established in a literary initiative (Calvert & Sheen, 2015). This project may include readers interacting with texts as well as relating their own life perceptions to the ideas presented in the book. Because it embraces one’s intellectual and psychological capabilities in forms of writing to emerge their deep perceptions of the experiences they have lived through, the trend of reader-response theory (RRT) is likely to lead to the practicability and utility of reader response journal (RRJ) in the sense that it has the potential to do so. In light of the above, RRJ utilization has alerted the scholars and students in both states that speak English like in the United States and EFL contents across nations to be more attentive to enhance their teaching results.

The use of graphic novels has been an ideal approach to influence reading among young learners today. This has allowed bridging the gap between the high and lowbrow forms of education as reader-response models speak more directly to readers. The theoretical concept has also made its way into a practical mode. However, it is not enough to say that the academic approach is well-established in Nigerian schools (Jiang & Dewaele, 2019). This thesis will provide more data and information to add to this conversation. However, the information provided in this thesis seeks to explore whether the use of the student-centered approach could facilitate student participation and idea exchange approach in an English class. The student-centered method, in this case, includes; the theory of reader response in conjunction with graphic literature (Pavelescu & Petric, 2018). ESL teachers could confirm that literature involves significant reading interconnected with literacy development. However, there have been progressive debates in literature over English as a Foreign Language in curricula. Further classroom-based studies are therefore needed to clarify the potential significance of literature in ESL curricula.

The research problem behind this discussion is that there is very little done in the area of learning ESL in classrooms. Yes, there may be some articles related to the research problem, but to some extent, they are limited to some areas; they don’t exhaust the level at which teachers should help learners understand the concepts being taught while in the ESL classrooms. For that reason, this study aims to develop new interventions that would help soften the work involved in a class by teachers while administering knowledge to ESL students. To help exhaust this research topic: Research into the Reader-Response Approach in an ESL Context, the following research question and the hypothesis would be significant.

Research Question
Do students have a positive attitude towards their learning experiences in the collaborative reader-response literature classroom?

Does the collaborative reader-response approach improve the traditional patterns of interaction in Nigerian senior secondary school classrooms?

Does the reader-response process increase the quantity and quality of target language production?

In addition to the research mentioned above, the following hypotheses will be tested to confirm the response to the identified research problem.

**Research Hypotheses**

**H1o:** Students have a positive attitude towards their learning experiences in the collaborative reader-response literature classroom.

**H1a:** Students don't have a positive attitude towards their learning experiences in the collaborative reader-response literature classroom.

**H2o:** Collaborative reader-response approach does improve the traditional patterns of interaction in Nigeria senior secondary school classrooms

**H2a:** Collaborative reader-response approach doesn't improve the traditional patterns of interaction in Nigeria senior secondary school classrooms

**H3o:** Reader-response approach increases the quantity and quality of target language production

**H3a:** Reader-response approach doesn’t increase the quantity and quality of target language production

This study aims to check whether the Reader-response approach increases the quantity and quality of target language production since learning in the ESL classroom has been so hectic for teachers. Besides, the study would confirm whether the collaborative reader-response approach improves traditional patterns of interaction in Nigerian senior secondary school classrooms. Lastly, ensure whether students have a positive learning attitude towards their learning experiences in the collaborative reader-response literature classroom. By doing that, this study’s reader would automatically focus on the best intervention for learners’ understanding while in the ESL class.

**Literature Review**

For centuries now, teachers have been so keen on coming up with the rightful procedures to help students catch up well in ESL studies. Because of the increased number of interventions to help teachers administer knowledge to students, the teachers and tutors are confused and contradicted on the intervention to apply to students (Kunjiman & Aziz, 2021). Very little has been shared on the type of intervention that may assure the teacher’s success of the students. That is why most researchers have been the battlefield in search of which hypothetical technics would fit the standard of the required understanding of the students. Through various studies made from multiple institutions around the globe, it remains to be confirmed whether students have a positive learning attitude towards their learning experiences in the collaborative reader-response literature classroom. If they possess a positive learning attitude, teachers would be on a soundtrack since they would automatically apply it. Students would cope with the system quickly.

According to the case study conducted in the Nigerian senior schools, the researchers were keen to note whether a collaborative reader approach would improve the routine of students reading using the traditional pattern of interaction. The conventional way of reading and interaction never allowed the students to have abortions while learning (Hartono, 2020). The scenario gave the teachers and students a tricky tie since they rarely comprehended the content of the lessons conducted in the classrooms. Therefore, while searching for the interventions that would help boost the catch-up of students in the ESL classrooms, research ascertained that a collaborative reader-response approach would increase the students’ understanding while in the classroom lessons.
According to (Thomas & Stornaiuolo, 2016), the collaborative reader-response approach improves the traditional patterns of interaction in school classrooms. The authors extend their elaborations by stating that the text to be read has no meaning until the reader reads it. Through reading, the student will understand the importance of specific texts and hence starts contextualizing as they build up other languages. Other texts-based approaches limit the learner since they are based on the traditional ways of interaction that are not good for an ESL student’s language development. Therefore, teachers need to assume the reader-response approach and not the text-based approach to help build on the traditional patterns of interaction and language development.

The RRT "remains relevant for contemporary educators" and is known as transactional theory. It came from both literary and critical theories, and it was begun with Rosenblatt’s inquiry into Dewey’s democratic learning system. Despite the fact that RRT hasn’t been particularly well-liked in the academic community over the last several decades, its conceptual framework is increasingly being applied in many settings, including language instruction. J. Richards, one of RRT’s predecessors, was the first person to propose the reading instruction method known as RRT (Iskhak et al., 2020). A response to tutoring reading that emphasizes structure-oriented approaches to comprehending the text, he decided to do so throughout the course of literary criticism as well as critical theory: Rosenblatt’s RRT had a considerable influence on the teaching of reading technique, which was recognized as a result. A "response" from this vantage point encompasses both intellectual and emotional reactions to the materials under study. The response-based method argues that learners of literature exchange their thoughts and life events via their interactions with the texts. Self-actualization may be shown through the process of engaging and interacting with texts by building one's ability and knowledge to understand the explanatory process and its outcomes. This is done for the benefit of the readers' ability to comprehend the texts on their own.

Socio-constructivism views reveal that instructors ought to keep in mind the importance of encouraging students to work together and get along with one another, as this is a requirement of educational empowerment meant to mold the community of the classroom brought about by the RRT application. Vygotsky’s socio-constructivist perspectives, as shown by the RRJ project, emphasize the peer-feedbacking procedure of learners’ written replies (Garnes-Tarazona, 2020). It is at this point those learners begin to participate in scaffolding by exchanging constructive feedback or revisions to their journal writings. This is something that happens all the way through the building process. When it comes to the process of giving students the chance to progressively be used in operations of making recommendations in more relevant classroom engagement, scaffolding is a very effective method. Reader-response teaching, a technique of education, makes use of this concept.

Based on critical pedagogy and literacy, it is because of the classroom’s inherent dynamics that students develop a feeling of self-confidence in speaking out. Driving classroom force, on the other hand, may assist students in developing their target language's critical literacy. Indirectly, this is an example of critical pedagogy, in which students are empowered. So critical literacy “inspires textual involvement that strengthens the consumption, creation, and dissemination of texts for real-life causes and goals” (Sarroub & Quadros, 2015). As a result, critical literacy and critical pedagogy have a considerable impact on the pedagogy of literary education, which, in turn, stimulates reading and writing from a philosophical perspective.

Among the response alternative initiatives include Reader Response Articles (RRJ), which are vital tool for promoting a wide range of viewpoints. When reading, speaking, writing, and exhibiting are taught together, students’ intellectual and emotional powers work in unison to produce creative creations. According to the data, the standard literature and literacy pedagogy have reflected the integrated literacy event (Christ & Sharma, 2018). Delgado et al. (2018) support their conclusion that integrating these skills in one semester of language instruction resulted in favorable outcomes for the readers. It is also consistent with the methods of Reader Response Theory (RRT). RRT-based instruction in EFL literary education is thus essential because of the widespread use of RRT in most educational contexts.

Pedagogically, RRJ may enable readers as writers to communicate their individual and critical reflections, such as their desires, interests, ideas, and thoughts, as well as other personal reflections that initially represent
readers’ linguistic ability. There are several research that supports the benefits of RRT. RRJ was shown to have strong favorable impacts on students’ personal stories as well as their language development, in line with earlier research. EFL students’ personal, linguistic, intellectual, and educational goals are all served by using RRJ.

The suggested possible model is E-literature circles. Besides various response operations that are likely to encourage learners to engage actively in reading, literature circles (LCs) are an excellent way to get kids excited about reading. Increasing interest in exploring and utilizing LCs for a variety of reasons in the area of reading-writing at all educational tiers has been sparked by provocations about the utilization of peer-led sessions to jointly understand texts (Villafuerte Holguín et al., 2017). Using various group roles, students complete their own responsibilities to take part in the interpretation of the prescribed material. Individual comments and reactions to the readings are encouraged via a peer-led conversation.

LCs may be taught in a more practical order by an instructor. As a first step, the educator gathers information about the students they will be teaching and estimates the amount of time they will spend doing so. Second, she/he may arrange the class by providing student objectives and session descriptions. The Read-Write-Think initiative outlines a six-step process for applying the LCs curriculum (Iskhak et al., 2020). Programs Students choose a favorite book. Second, the instructor may enable literary circles; Third, during the first session, the instructor needs to help learners determine the cost of the material to read and the position each will play as the session proceeds, give them the right role paper, read their text, and construct literary circles; Every session, the students must utilize written or drawn texts to lead the team’s reading and discussions, be open and be certain everyone can participate, remember that personal experiences and open-ended questions concerning the writing are encouraged, make decisions on how much literature to read, and rotate tasks.

The theoretical context of the research approach is shown in the diagram below. Based on the figure below, the integration of the three elements of inquiry (methods, strategies, and knowledge claims) is showcased (Creswell, 2003). These approaches are fundamental in forming the design of the study. Therefore, applying the three elements is essential in realizing the best course of the study, whereby the chosen approach is either quantitative design or qualitative method. Table 3.1 below illustrates a summary of the three components.

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Figure 3.1: Knowledge claims, strategies of inquiry, and methods leading to approaches and the Design Process
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Epistemological Grounding is vital in this research. Epistemology refers to the researcher’s perception regarding the constituents of acceptable knowledge. When stating a knowledge claim, the researcher makes certain assumptions regarding the likely ability to acquire such an inquiry. These human understanding and knowledge can be obtained through investigation and other alternative methods of investigation. This study
assumes that teachers understand literature based on their reading habits and experience alongside attitudes towards literature. The study will take an epistemological viewpoint of social constructivism with this assumption in mind.

Based on Creswell (2009), social constructivism embodies the following assumptions:

- Individuals interact with the environment and obtain sense based on their social and historical perspectives. Hence, qualitative studies dwell on understanding the context and setting of participants by gathering information through the making of visits. The findings are then interpreted based on the experience of the researcher. In this research, experience in literature alongside visiting the sites, conducting interviews, and making relevant observations played a significant role in effectively interpreting the collected data.

- Similarly, humans obtain meaning as they interact with the world and interpret their information. For instance, open-ended questions are utilized in qualitative research approaches to allow participants to provide their views regarding the issue. Participants shared their attitudes towards literature experience and classroom strategies based on this study through interviews and documentary data. More information was also collected by observation.

**Method**

The primary purpose of this study is to present the methodology approach of research and the instruments utilized during the study. The methodology is regarded as a fundamental principle or philosophy guiding a study. On the other hand, epistemology refers to studying the nature of knowledge and justification. In layman’s language, epistemology dwells on understanding what we know alongside the theoretical perspectives that lead to decision-making upon conducting thorough research. The methodology always includes explanations, descriptions, and justifications for the procedures utilized within the study. This article intends to demonstrate how the chosen criteria help respond to the underlying sub-questions and questions. Furthermore, this chapter showcases all the data analysis procedures utilized within the study.

The qualitative study method was utilized to collect evidence to understand the problem identified within this research from different angles. According to Burning (1995), a qualitative study refers to a research approach that gives room for various aspects to be evaluated by respondents, who are provided with a more open-ended opportunity to demonstrate their actions and views on the subject. The following section provides detailed information regarding different qualitative research strategies. This study employs the use of primary data collection in which the data collected is interviews and questionnaire. Questionnaire part will be generated and share to the target populations on the research topic. This study employs the use of primary data collection in which the data collected is interviews and questionnaire. Questionnaire part will be generated and share to the target populations on the research topic.

A simple random sampling technique obtained a sample size of the desired height to represent the entire target population. Every individual who belonged to the target population was assign an opportunity to be part of the research despite the fact that the simple sampling technique determined them. Many procedures were employed on the sampled data so as to achieve accuracy and efficient result in regard to the given research questionnaire. The data was recorded, coded, analyzed, and interpreted using software like SPSS and Excel. Also, the test was run using t-test and Chi-square test to determine the efficacy of the data collected. While achieving this, the validity of the information gathered was approved as valid and unbiased. While anticipating engaging in a data collection procedure and identifying the participants for the study, the researcher was obliged to respect the participants and the locations for surveying by initially presenting a letter that sought permission from relevant authorities. Similarly, they were also obligated to apply for a research permit from the education and skills development ministry before undertaking the research.
Research Findings and Discussions

As indicated in the previous segments, the research aims to analyze the efficiency of employing the Reader-Response Approach to teach works in the EFL learning environment and seek strategies to promote literary education in Nigerian secondary schools. Various research tools were used to accomplish this goal.

Pre-reading Questionnaire Analysis and Interpretation

The survey has seven sections and is a condensed type of Miall and Kuiken’s LRQ. On a scale of one to 10, participants were asked to rate how true each assertion was for classmates:

Table 1: Pre-reading Questionnaire Analysis

<table>
<thead>
<tr>
<th>Section</th>
<th>Scale Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student insight</td>
<td>7</td>
</tr>
<tr>
<td>Show of Empathy</td>
<td>4</td>
</tr>
<tr>
<td>Use and description of Imagery Vividness</td>
<td>4</td>
</tr>
<tr>
<td>Leisure Escape</td>
<td>4</td>
</tr>
<tr>
<td>Author concern</td>
<td>5</td>
</tr>
<tr>
<td>Story-Driven Reading</td>
<td>4</td>
</tr>
<tr>
<td>Literary Values</td>
<td>5</td>
</tr>
</tbody>
</table>

The researcher gathered the relevant information utilizing a five-point Likert-type gauge. The results of the pre-reading questionnaire were an unavoidable starting point for the study. The arithmetical data in the “inspiration” unit allows us to understand how people relate to books. Virtually 47.67% of the control group read published works with an understanding of what it offers in the Reader’s actual world, regardless of the amount or degree of this understanding—cultivating sensitivity to parts of their own and others’ lives, as well as establishing a link amid literature and the actual ecosphere. The material in the “empathetic” segment pertains to participants’ projective documentation with imaginary characters or their capacity to comprehend and share their experiences. Although 46 percent of the students can relate to the people and situations they read about in fictional to varying degrees, 53.99 percent of the scholars have an incomplete capacity for understanding protagonists that have to be increased. According to the proportions in the “symbology gaudiness” section, nearly a partial part of the control cluster (46.75 percent) can use their imagination to create a literary atmosphere that is powerfully represented not only visually as writing but also as an entire encounter of sensations, sounds, and odors. Students can have an emotional reaction to characters and situations, allowing the students to read artistically and conceptualize the work’s true definition to gain a more profound comprehension. Nevertheless, this is not the case for 53.25 percent of the participants that lacked an intense creative sense of wonder. The results analysis for the “leisure getaway” showed that 65% are motivated to study literature in their spare time. Instead, reading is viewed as an integral element of their academic education, with motivation being essentially practical. An underlying aspect that may be established is that these pupils’ emotional contact with fiction must be limited, resulting in an insufficient general appreciation for literature that requires improvement. The majority of the management group participants (67%) do not think the author’s biographical information or unique stylistic elements are relevant. They usually see author knowledge as extraneous information unrelated to literary critique. It’s hardly surprising that most students read with a narrative or storyline in mind, with a particular emphasis on action and unexpected endings. This technique, which is necessary for enjoyment, leads to literal comprehension only when joined with other reaction levels, such as empathy and interpretation. Although the respondents lack the skills needed for good reactive reading, their opinions on the importance of literature are positive. The irony is that they recognize the value of literature as an academic subject, but they lack the urge to read. The above results are in line with (Christ, & Sharma, 2018), who opined that a considerable number of learners prioritize pre-reading as a mode of learning to boost motivation.
while increasing activation of the prior knowledge. Besides, pre-reading is used by learners to elevate level of their comprehension. The proportions of positive and undesirable replies (counting replies that need improvement) collected from the control group members are shown below:

Table 2. Control Group Response to The Pre-Reading Questionnaire

<table>
<thead>
<tr>
<th>Tests</th>
<th>Positive Response (%)</th>
<th>Negative Response (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insight</td>
<td>47.77</td>
<td>52.33</td>
</tr>
<tr>
<td>Empathy</td>
<td>46.01</td>
<td>53.99</td>
</tr>
<tr>
<td>Imagery Vividness</td>
<td>46.75</td>
<td>53.25</td>
</tr>
<tr>
<td>Leisure Escape</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>Concern with the Author</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>Story-Driven</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Literary Values</td>
<td>65.44</td>
<td>34.56</td>
</tr>
</tbody>
</table>

Learners’ negative sentiments regarding publications, and fantasy, in particular, appear to be extremely obvious in the graph above. The table’s frequencies (52.33 percent, 53.99 percent, 53.25 percent, 65 percent, 67 percent, 30 percent, and 34.56 percent) must draw scholarly teachers’ attention to make decisions about the teaching procedure related to the literature improving students’ level of literary reaction. The findings of the experimental group are interpreted in the same way as the results of the control group. As a result, a broad interpretation of the percentage of the practical and control answers to the questionnaire displayed in the graph below would be adequate. Similar to Hartono (2020) provisions, the response from the control group has shown that story driven learning is the most influential since it promotes emotional connection between learners and teachers.

Table 3. Experimental Group Response to The Questionnaires

<table>
<thead>
<tr>
<th>Tests</th>
<th>Positive Response (%)</th>
<th>Negative Response (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insight</td>
<td>52.77</td>
<td>47.33</td>
</tr>
<tr>
<td>Empathy</td>
<td>50.35</td>
<td>49.65</td>
</tr>
<tr>
<td>Imagery Vividness</td>
<td>37.75</td>
<td>62.25</td>
</tr>
<tr>
<td>Leisure Escape</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Concern with the Author</td>
<td>75.66</td>
<td>24.34</td>
</tr>
<tr>
<td>Story-Driven</td>
<td>56.5</td>
<td>43.50</td>
</tr>
<tr>
<td>Literary Values</td>
<td>60</td>
<td>40</td>
</tr>
</tbody>
</table>

The table above shows that the experimental group of pupils had significant negative sentiments about fiction (47.33 percent, 49.65 percent, 45.35 percent, 62.25 percent, 56 percent, 24.34 percent, and 43.50 percent). These outcomes do not appear to differ significantly from the control groups. The findings in this section show that the two groups are comparable. The first reading episode showed significant results. Except for “literal comprehension,” which implies they only superficially comprehended some sections of the story, the student’s level of response is good. They were still early in their comprehension of the book and were not fully immersed in it. The number of misinterpretations was low, associated with retorts, which was a positive outcome. Not all-controlling answered questions at a certain point in the reading process; some can only be addressed after completing the story. It’s also worth noting that as you read, the answers to the leading questions may evolve and become more intricate and compelling. Since such solutions can be made later in the novel when pupils are fully immersed, “judgment of fiction” and “recognition” levels have dropped. The second reading episode yielded significant outcomes. In terms of compassion (and kindness) and understanding, students’ response levels improved. Because of narrational reactions, a literal comprehension of events was present rather than a superficial understanding. Because of such answers and
because the respondents were taken away by the story events, “assessment of fiction” and “recognition” replies were sparse. However, it is important to stress that the business of such reactions is an optimistic outcome. Through the most recent reading experiences, surprising effects were observed. The experimental group produced the highest percentage of response at “concern with the author” level, which is in line with Joyner et al. (2013) who revealed that a portion of learners are hugely concerned with author. Specifically, authors, have the power to influence others with our words, and our messages can inspire, motivate, persuade, and touch reader’s hearts. After completing the last reading event, table 4. below shows the results collected within the experimental group.

<table>
<thead>
<tr>
<th>Response level</th>
<th>Response Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal understanding</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Empathy and sympathy</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Analogy and comparison</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Interpretation</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Evaluation of fiction</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Recognition</td>
<td>11</td>
<td>30</td>
</tr>
</tbody>
</table>

The proportions of “literal understanding,” “compassion),” and “reinterpretation” are all high in table 4. The fifth and sixth levels emerge with rates of 03.91 percent and 02.87 percent, respectively, and the “equivalence” level is 11.48 percent. The most recent reading event produced the expected outcomes. Since students stayed emotionally invested with the proceedings and characters and demonstrated a more substantial capacity to comprehend the work, “empathy” and “understanding” remained high. Because some pupils focused on the plot as events became more and more thrilling, “actual understanding” remained present. Even though the degrees of “assessment of fiction” and “recognition” remained lowly present, practically every participant wrote at least one comment. Participants made significant development in terms of “contemplating,” “assessment,” and “recognizing the relevance of literature” during the therapy phase’s later stages. The above findings are similar to Joyner et al. (2013), who revealed that that students’ literary skills and responses to study materials are developed during the reading sessions. Joyner et al. (2013) enlightened that students are able to transform their social status by using literary skills.

The Posttest Data Interpretation

The same technique was used to interpret the posttest data. The investigational and control clusters evaluated their final writing projects using Thomson’s literary response levels. The results of the control group participants’ last writing activity, which served as a posttest, are shown in Table 3.

Table 5: Results for The Post-Test Group After the Results

<table>
<thead>
<tr>
<th>Response level</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the literature</td>
<td>23</td>
<td>38</td>
</tr>
<tr>
<td>Proof of empathy</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Understanding of analogy</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Interpretation</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Evaluation of fiction</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Recognition</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Most control group participants’ responses suggest a literal considerate, as shown in Table 5. The rates of reaction at the subsequent levels are lower. The outcomes of the investigational group participants’ final reader response compositions, which served as a posttest, are shown in Table 3. Students did well on greater emphasis such as “compassion (and compassion),” “interpretation,” and “knowledge,” according to data in
The rates for "analogy (and comparability)" and "assessment of fiction" were lower, but they were greater than those of the control group participants. "Imagery visual imagery" and "describing and assessing people" were also high on the list of student accomplishments. "Misreading's," "beginning to question," and "vocabulary difficulties" had the lowest rates, which are all favorable outcomes. The respondents’ previous contact with the material utilizing the Reader Response-based criteria produced these results. The above results align with Kunjanman & Aziz (2021) propositions who revealed that research participants generate highest number of responses at “understanding of the literature” to get a detailed understanding of research problem and work through problems effectively.

Conclusion

It seems that both conceptually and empirically, there is a strong probability of using reader-response-based literary education in English-speaking countries and EFL contexts. Critical pedagogy, as well as literacy, might be used to design classroom processes for response-based education that allow students to express their thoughts and feelings in a safe and non-threatening atmosphere. Adams & William (2015) opined that that Students’ needs and interests, as well as their educational level, should be taken into consideration while using various teaching techniques that empower them. Teaching methods must also be tailored to the requirements and interests of pupils. In addition to making response-based education effective, online or web-based media such as the RRJ and Literature Circles (LCs) deserve major benefits to attract EFL teachers and language coaches (Tantra & Linda, 2014). Various online and web-based media may be used to access these modes. It is possible to use Rosenblatt’s RRT principles to help students who are learning EFL joyfully communicate what they want to convey in order to comprehend the texts that they have been given. Response-based teaching, despite its problems and deficiencies in its compatible evaluations of reader response generation, is still practical and adaptable to the present educational framework (Tantra & Linda, 2014). This is despite the fact that response-based teaching has been around for a while. In the classroom, however, the scaffolding approach is essential for teachers and instructors to use in order to progressively develop and strengthen students’ interest in reading materials written in their chosen language (English).

Overall, the experimental group’s rates of literary-specific receptors are higher than those of the control group. This mismatch is attributable to the reading logs kept by the experimental group as they read and responded to the novel, gradually developing an artistic appreciation for it. After analyzing and interpreting data from the various research instruments employed in this study, some concluding remarks regarding the general findings will be presented. The results of the analysis and interpretation of the participants’ pre-reading questionnaires were notable. The investigation, which involved implementing the Reader-Response Approach with the experimental group, yielded actual results. Even during the intervention phase, the researcher’s RRA-based approach had a favorable influence on students. They welcomed it and were quite enthusiastic about it. Christ & Sharma (2018) opined that RRA can play a vital role in improving learning capabilities of ESL learners by assisting teachers to identify learner’s needs and improving students’ capability in adopting various learning approaches. The application of RRA raised the level of students’ literary reaction, according to the analysis and clarification of information from their reading entries and the posttest. Therefore, because the given approaches suggest that the teacher need to apply the proposed techniques – the use of the reader-response model, then the research stand to confirm that all the null hypothesis are valid, and thus, the researcher needs to accept H0, H1o, and H3o, as they fail to take H1a, H2a, and H3a. According to Christ & Sharma (2018), reader response model is beneficial because it allows readers to related past memories and personality traits with presents experiences and ideas provided in text. Therefore, the findings confirm that the reader-response approach can help boost the learners’ understanding in the ESL classroom.

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