



The Role of the Reader-Response Approach to Teaching Short Stories in Developing Students' Critical Thinking in EFL Literature Classes: A Quasi-Experimental Study

ID No. 831

(PP 480 - 492)

<https://doi.org/10.21271/zjhs.27.SpA.26>

Hazha Salih Hassan

Department of English, College of
Basic Education, Salahaddin
University-Erbil

hazha.hassan@su.edu.krd

Fatimah R. Hasan Al Bajalani

Department of English, College of
Languages, Salahaddin University-
Erbil

fatimah.hassan@su.edu.krd

Khadeeja Saeed Ismail

Department of English, College of
Education, Salahaddin University-
Erbil

khadeeja.ismail@su.edu.krd

Received: 02/01/2023

Accepted: 20/02/2023

Published: 15/10/2023

Abstract

Literature has become one of the major concerns of EFL classes. It is now regarded as one of the authentic resources that can be used in the language classroom along with other resources. On the whole, literature does not only improve EFL learners' language skills, their communicative and cultural competence, and their motivation, but it is also assumed that it enhances learners' critical thinking, creativity, and interpretive ability. One of the approaches used to teaching literature, which is thought to be of great benefit is the Reader-Response Approach. This study attempts to find out the role of the Reader-Response Approach, which is a student-centered approach to teaching short stories in enhancing and improving the level of EFL university students' critical thinking skills. To this end, 60 sophomore students from English department in the college of Basic-Education at Salahaddin University-Erbil were the subject of the study. The participants were divided into two classes. One class served as the control group and received no reader-response instruction; the target class (the experimental group) received explicit instruction and practice in the reader-response strategies. Results revealed that the implementation of the Reader-Response pedagogy has a solid link with the development of the university students' critical thinking skills. Finally, the study ends up with some recommendations and suggestions for further studies in this line.

Keywords: Reader-Response Approach, Critical Thinking Skills, Critical Reading, Reader-Response Theory, Literature Teaching.

1. Introduction

Critical thinking (hereafter CT) has become one of the major objectives of 21st century's education. It is a fundamental goal of learning (Khalk, Sheir, and El Nabawy, 2014). According to Fisher 2011; Robert Ennis 1985; McPeck 1981; Sternberg 1986; Kennedy 1991; and Anderson 2001, CT is reasonable and reflective thinking which focuses on deciding what we believe and what we do, CT is the ability of analyzing, synthesizing and evaluating information during the learning process (cited in Abdulridha & Abdul Latiff, 2020). Nazara (2015) argues that CT skills are essential in both academic and everyday lives. These skills enable individuals, including students, to evaluate every oral speech they listen to or written discourse they read. He further adds, in the present information era people are demanded to be more critical because people are bombarded with information coming from so many sources.

In the same vein, Pardede (2019) suggests that EFL students confront many kinds of texts (e.g., advertisements, editorials, opinion columns, propaganda bulletins, and political statements) in their daily life. These texts attempt to influence students' thinking and behavior. With CT skills, they will be able to detect misleading advertisement claims,



recognize the best values, and avoid spending their money foolishly. Likewise, Qamar (2016) maintains that world's current situation highly demands that learners must be critical in order to make rational decisions.

Despite the great value of CT in our life, unfortunately its development among students is still unsatisfactory. Pardede (2019) reports that "many students today lack the basic skills to function effectively when they enter the workplace. A common complaint is that entry-level employees lack the reasoning and CT abilities needed to process and refine information". This is clarified by Belkin's (2017) report that large groups of seniors at about half of 200 U.S. colleges scored only at basic or below basic levels, and even at "high-profile colleges" over a third of seniors scored "below-basic skills." In line with this, Berr's (2016) survey of over 76,000 managers and executives revealed that 60% of new college graduates lack CT skills. The unsatisfactory development of CT was also maintained by many scholars: Rashid and Hashim (2008) indicate that the graduates of Malaysian education system could not meet employers' expectations due to lack of CT and poor communication skills. Sadli (2002) states that education in Indonesia does not promote CT. Rujivanarom (2016) reports that the CT skills of Thai students are very limited. A study evaluating the logical thinking and analytical skills of 6,235 students in ten Thai provinces revealed the average final score was just 36.5%, and only 2.09% of participants passed the exam (Cited in Pardede, 2019).

In line with all students throughout the world, it is found that most Iraqi Kurdistan Region's (IKR) EFL undergraduate learners do not have well cultivated CT proficiency. They suffer from the lack of essential CT skills (Brime, 2013; Omer, 2013). Brime argues that EFL students' performance in higher-level of thinking is in general poor. This indicates that no attention is given to CT pedagogy in college classrooms. Both studies confirm that EFL students are poorly skilled in analysis and synthesis skills, and they are unskilled in evaluation. Similarly, according to the researchers' observations and experiences in teaching for more than 17 years at college, it is observed that students not only have a poor ability to be critical but also, they are totally uncritical. When they study a text, a narrative for example, they simply try to focus only on understanding the information of the text without extending their interpretation to think about what is beyond the text. They usually browse the web for analyzing the main literary elements of the text without reading the whole text and trying to understand the hidden meaning of the text. This is in contrast to what Boloori & Naghipoor, (2013) believe that using reasoning to evaluate possible interpretations to determine the meaning of the text is necessary for learners to comprehend a text.

The reasons behind such dilemmas have also been tackled in the literature. Brime (2013), believes that there are many shortages and gaps within the education system, in teaching method, and weakness on the part of the learners. According to Tung and Chang (2009) the causes are related to the learners' prior learning. During the process of their education, students' mainly go through exam-based learning activities. They seldom have the opportunities to question, explain, analyze, and evaluate the information given in the classroom. Another cause is attributed to the fact that primary and secondary teachers receive little guidance or training regarding CT instructions. Besides, students are more tied to a collectivist society. They lack individual voice which is essential for CT. furthermore, Nazara (2015) asserts that the main factors that cause low capacity of CT is originated from the effects of teaching goals, methods, activities, and materials selection.

Henceforth, how to reverse the current situation of the students' CT ability and help them develop those skills is of primary significance. The current study is an attempt to come up with a suitable solution to the above predicament based on two assumptions: **The first,**



integration of literary texts into language courses, which is supported by a large body of literature. Lazere (1987) believes that literature is an academic discipline that “can come closest to encompassing the full range of mental traits currently considered to comprise CT” (p. 3). Plethora of research confirm that literature is an excellent tool to establish CT skills in students if it is utilized and taught properly (Abdulridha & Abdul Latiff 2020; Khan & Alasmari, 2018; Abdel Haliem, 2018; Stefanova, Bobkina, and Perez, 2017; Qamar, 2016; Mehta & Al-Mahrooqi, 2016). They maintain that literature encourages students to practice their higher order of thinking skills. They stress on the importance of literature reading in stimulating and developing CT skills among EFL learners. The process of reading literature fosters and encourages the skills and talents of CT such as remembering, regaining, and producing various interpretations of the texts in literature (Abdulridha & Abdul Latiff, 2020). According to Rahman and Manaf (2017) reading literary texts encourage students to appear their potential to be insightful of numerous thoughts; to apply what is educated to the real world. Students learn better if they find sympathies between what they learn and their experiences. Furthermore, it is worth noting that among the various genres of literary texts, it is believed that short stories are the most suitable to use in English teaching due to its shortness (Pardede, 2019). In short stories, students should take a critical stance toward the stories, ask questions, and make judgments and so on. **The second**, using proper teaching method through which learners are offered with a safe learning environment, given more opportunity to think, or provided with modelling, practicing, and scaffolding (Tung and Chang, 2009). Studies mentioned the positive links of reading and CT skills (Eftekhar & Kalayeh, 2014; Liaw, 2007; and Mohammadi, Heidari, & Niry, 2012). One effective approach to motivate students to read is the Reader-Response approach (hereafter RRA) (Pasaribu & Iswandar, 2019). This approach recognizes that readers “always add certain individual, cultural, and literary experiences to their reading, which need to be explored and compared” (Garzon & Castaneda-Pena, 2015).

Many researchers considered the RRA as an active agent of determining the meaning behind the texts such as: Stanley Fish, Wolfgang Iser, Hans Robert, Ronald Barthes and Louise Rosenblatt. The approach focuses on what texts do to the mind of the readers, rather than regarding a text as something with dynamic properties. This makes students get experiences from reading tasks; enables students to be critical readers who are capable of determining multi meanings in texts; also, it makes students take an active role, not passive (Abdulridha & Abdul Latiff, 2020). However, there is a lack of major researches in this regard in IKR Universities. Very little attention has been given to the role of literature in promoting students’ CT in general and the role that can the RRA play in particular.

Taking all the aforementioned points into consideration, the present study, which is an experimental one, aims at exploring the role of RRA in EFL university students’ CT development.

1.1 Research Question

The study attempts to investigate and answer the following research question:

Is there any significant difference in the students’ CT skills and its sub-skills after introducing the RRA to teaching short stories?

1.2 Research Hypothesis

It is hypothesized that:

EFL university students’ CT and its sub-skills will not be developed after introducing the RRA to teaching short stories.



2. Theoretical Background and Literature Review

2.1 The Reader Response Approach to Teaching Literature

The origin of the RRA to teaching literature goes back to the reader-response theory (hereafter RRT) which is a literary theory in the literary criticism field (Sinha, 2009; Garzone and Pena, 2015). Many researchers such as (Hall, 2005; Langer, 1994; Purves & Beach, 1972; Purves & Rippere, 1968), argue that the study regarding RR started with I. A. Richards in 1929 and persisted remarkably with Rosenblatt between (1938-1978). Sinha (2009) maintains that it was Louise Rosenblatt who first proposed the RRA in her book entitled “*Literature as Exploration*” in 1938 in direct reaction against Richard’s new criticism principles. It remained unpopular for thirty years, namely from 1930s to 1960s. By the 1960s and long-lasting to present-day as a more or less concentrated drive, RRT had got ample believers to stand a frontal attack on the supports of formalism.

The RRA emphasizes on the process of reading. According to this approach, reading is a process that is based on the transactional theory of reading. In 1978, Louise M. Rosenblatt proposed the “Transactional Theory of Reading”. She took the term from American pragmatists such as Dewey, Bentley, and Pierce. In accordance with this theory, through the act of reading, “the reader and the text transact with each other, each “affects” the other” (Antolinez, 2017, p. 31). Rosenblatt believed that the meaning of a text is interpreted according to the reader’s background knowledge, prior experience, and personal reflections. During the process of reading, the reader interacts with the ideas in the text depending on his/her personal experiences, background information, beliefs, and postulations, and the meaning is formulated due to this transaction (Rosenblatt, 1995). Rosenblatt (1978) explained that “the text is nothing more than ink on paper, until it is read and formulated in the reader’s mind, the text does not contribute to any kind of meaning or literary experience” (cited in Ali, 1994, p.290). The meaning is a result of “the interplay between particular signs and a particular reader at a particular time and place” (Ueai-Chimpletee, 2007, p. 20).

Rosenblatt identified two types of stances of reading that a reader might take while transacting with a text during the act of reading the *effereent stance* and the *aesthetic stance*. The *effereent stance* encompasses a reading goal related to following actions. With this mode, the reader looks for information about the plot, the character, the setting, and etc. in a text. “The reader transacts with texts to construct information, to create an evocation believed to represent the text” (Unrau and Alvermann, 2013, p. 61). The *aesthetic stance* involves a reading that aims at searching for lived experience in the text. With this mode the reader concentrates on a full arousing, aesthetic and emotional experience gained from the text. The reader transacts with the text “by the feelings evoked, the associations and memories that arise, the amount of images that pass through the mind during the act of reading” (Antolonez, 2017, p. 31). Therefore, to the RR theorists the meanings of a text are not to be found in the text itself. They are to be created by the reader’s responses during the act of reading.

Basically, the RRA focuses on the creative role of the reader. Carlisle (2000) describes the RRA as a theory that “emphasizes the creative role of the reader” (p.12). Carlisle (2000) highlights the importance of the dynamic and communicative quality of the RRA, which is in line with the objective and the pedagogical practices in up-to-date methods of ELT. Hence, reading, according to this approach, is “a reflective and creative process and meaning is self-contracted” (Amer, 2003, p.68).



Garzon and Castaneda-Pena (2015, p. 68) define RRA and the process of the transaction as “one where the shape of the gap or entrance in the text is determined by the shape of the reader who enters as well as the text being entered. Essentially, different readers cause the gap to adopt different shapes. Further, what is indeterminate for one reader may not be indeterminate for another.” This indicates that readers effect the literary pieces, have the influence to modify them and interact with them. In plain English, they have an analogous function as the author, as it is stated “the reader co-authors the literary text” (Spirovska, 2019, p. 22). In the RRA, when thinking of the connection between the reader and the text, the construction of meaning in the personal literary experience is the main characteristic (Garzon and Castaneda-Pena, 2015).

To sum up, the RRA considers the text and reader’s interaction as reciprocally reliant on. The text is affected by the reader’s comprehension and ideas. The reader has an effective role in determining the meaning of the text. The text offers “a set of linguistic, conceptual and referential stimuli. The reader, aware of and part of the context, infuses meaning into the textual squiggles and early in the reader-event selects, either consciously or unconsciously, a predominant stance.” (Spirovska, 2019, p.23). Thus, this approach does not view the text as something that cannot be affected by the readers or out of the control of the readers. When interacting with a literary piece, readers are pushed to critically weigh and interpret the text on the basis of their individual experiences, prior knowledge and beliefs.

2.2 CT Skills and the RRA in EFL Literature Class

Sharadgah, Sa'di, and Ahmad, (2019) affirm that “CT is not innate; it is learned, it is a cognitive skill that can be acquired and developed through certain patterns of instructional training” (p.134). In other words, people are not born with CT skills. They need to be trained in order to attain and develop their CT. One effective approach to enhance learners CT skills is the RRA. Sizable researches reveal that the implementation of the RRA is essential to guarantee learner’s engagement with literary text (Gajdusek, 1988; Flood, Lapp, and Nagel, 1993; Khatib, 2011; Antolinez, 2017). It maintains learners’ interaction with the stories from an individual viewpoint (Pasaribu and Iswandar, 2019), subsequently, leads to the development in the CT skills with the learners (Mitchell, 1993; Ali, 1994; Carlisle, 2000; Gonzalez and Courtland, 2009; Trisnawati, 2009; Farahian and Farshid, 2014; Pasaribu and Iswandar, 2019).

Critical reading and personal response are two essential keywords often inherent to the RRA that stimulate CT skills. Critical reading is a process involves CT (Nazara, 2015). Critical reading is, as defined by Ueai-Chimplee (2007), the higher level of reading that a reader is not only needed to understand the meaning, but also analyse, interpret, synthesis, and evaluate the material in the reading texts with rational evidence. According to Al-Alami (2021, p. 335) in EFL contexts, critical reading “involves what is being read, not accepting the printed words at face value, but adopting an attitude of waiting and skepticism”. Therefore, the RRA encourages readers to practice critical reading via focusing on the patterns, suppositions, and the senses beyond the text. Things that should be questioned instead of blindly accepted. Fadhillah (2017, p. 92) is of belief that “If readers sense that assertions are ridiculous or irresponsible (critical thinking), they will examine the text more closely to test their understanding (critical reading)”. Therefore, both CT and critical reading are closely interrelated. Fahim, Barjesteh, and Vaseghi (2012) argue “in order for students to read critically they need to think critically as well” (p. 143).



Personal responses to a fictional work drive learners to interact with the story and with other learners in order to convey their interpretation of the text. It is likely to foster CT skills to support learners appreciate the hidden meanings, differentiate facts from opinions, observe characteristics of the story from various points of view, perceive images from contents, and relate what they have acquired to other aspects of life. Personal response develops the habit of critical reading and practice all the skills that are within the scope of the CT such as: analysing, interpreting, synthesising, reasoning, argumentation, problem-solving, evaluating and etc. (Lazere 1987, Tung and Chang 2009, Bobkina and Stefanova 2016).

In line with what is mentioned above, Lazere (1987) deems that literal and figurative language in a narrative piece has the basic ability to engage learners into personal response so as to make them sharp in reasoning and recognising probable vagueness. Pashangzadeh, Ahmadian, and Yazdani (2016) further elucidate that reading a literary text critically permits learners to realize variety of opinions and consider different sides of form and meaning. Critical and active interaction with writer's viewpoints, language, characters' roles, hidden and obvious ideas and inferences regarding the content of the plots can be existent in fictional texts to involve readers. Moreover, Fadhillah (2017) explains reading with critical eyes permit the reader to construct different personal interpretation, argumentation and explanation. Such variety of interpretations, argumentations and explanations may influence more self-awareness and greater levels of CT skills.

Considerable researches have utilized a number of strategies to implement the RRA that can develop students' CT. For Beach and Marshall (1991), small group discussion motivates students to think more deeply about the text. Carlisle (2000) finds out that reading logs help students read the text closely, trying to understand not only the surface meaning but also the deep meaning of the text. Ungan (2007) postulates that writing personal responses about a narrative piece is the most appropriate way for learners to illustrate their critical reading and CT skills for they demand to read the text profoundly, analyse its plot, themes, characters and connect the piece with other pieces or stories they have studied, heard, or witnessed before. Once they fully comprehend the narrative, they may write their thoughts and feelings. Thus, critical reading and writing are integrated in RR class to serve CT development. Furthermore, Abduljabbar (2019) states that the Socratic questioning is a vital means to foster learners' CT as it usually comes in a sequence of questions and responses between the teacher and his/her students. According to Mechler (2019) and Orakci, Durnali, and Actan (2019) role-play in general and dramatization in particular promote creative and CT skills. For Oster (1989) rewriting narrative from another character's point of view can also cultivate CT. It should be noted that, in the current study and during the treatment phase, all the above-mentioned strategies are utilized.

Scholars acknowledge that with the help of the RRA learners are provided with enough opportunities to demonstrate and cultivate CT. Through critical reading and personal response which are two key aspects in the RRA learners are encouraged to read a text more closely thus think critically.

3- Methodology

3.1 Experimental Design

The current study is an empirical one investigating the causal relation between the RRA manipulated to determine its role in EFL University students' CT skill. A quasi-experimental design was followed in which pretest – treatment - posttest was used. Two groups were taught



short story module by one of the the researchers. One class was assigned as a control group with the traditional teacher-centered approach, while the other was the experimental group being taught in accordance with the RRA. The treatment lasted for 20 weeks in the academic year (2021-2022).

3.2 Participants

The participants of the study were EFL second year students between (19–25) years old from Salahaddin University-Erbil / College of Basic-Education in the academic year 2021-2022. They were randomly assigned in control group (hereafter CG) and experimental group (hereafter ExG).

3.3 Research Instruments

3.3.1 Critical Thinking Test

California Critical Thinking Skills Test (CCTST)- a standardized test was adapted (simplified and shortened) to be used as a pretest and posttest (to evaluate the degree the application of the RRA significantly affected the participants' development in overall CT skills and the five CT sub-skills). The sub-skills were namely **analysis, inference, evaluation, inductive reasoning, and deductive reasoning**.

3.3.2 Material

Five short stories were used as teaching material throughout the course. The stories were selected based on students' English proficiency level, their interest, personal experience, cultural value, and the degree of stimulating their personal involvement. This is in accordance to Collie & Slater (1987) and Lazar's (2009) recommendation.

3.3.3 Model

The Bobkina and Stefanova (2016) model for developing CT was used to base the lesson plan with the experimental group. The CT skills intended to work with the stories in this study were in line with the skills measured by the CCTST. To this end, the model is used as a general framework inserting strategies previously implemented by researchers with the RRA into that model.

3.4 Validity and Reliability of the Instruments

The test and a sample lesson plan were sent to a group of experts in Applied Linguistics and EFL from USA, Iraqi, and Kurdistan Region's public and private universities to be judged on their validity and their suitability to achieve the purpose of the study. The items of the test were validated in terms of appropriateness and difficulty of the language of the items (sentence structure and vocabulary) and also the clarity of them. Moreover, the test was piloted (pre tested) before the true experiment got started. Based on the experts' recommendation while validating the instruments, a great change was made to the test. Out of 34 items 12 items were canceled and the language of the other items were simplified. To assess the reliability of the test (new version), test-retest reliability of the test was estimated as 0.86 which indicate that the test has a very good reliability.



3.5 Procedure

The following procedures were followed for data collection in the present study. At first, the researcher took the administration permission from the department's scientific committee to conduct the experiment. Then, the two groups were randomly assigned into control and experimental group and got equalized. Next, the pretest was utilized prior the true experiment to identify the level of the participants' initial CT ability. After that, 20 weeks of teaching short stories was conducted, three times a week, during which the participants of the experimental group were exposed to the suggested activities and techniques of teaching short stories based on the RRA, whereas the participants in the control group were taught short stories according to the traditional approach followed in the department. At the end of the experiment, the posttest was administrated to determine whether there were any significant statistical differences between the participants' CT skills of both the experimental and the control group and between the experiment group's pretest and posttest results of CT test.

4. Data Analysis and Discussion of the Findings

In order to answer the research question and to investigate whether the students in the ExG developed their CT skills after receiving the intervention through RRA, the data gathered from the pre and post CCTST were analyzed via SPSS program, version (22).

Table (2) displays the mean scores of the two groups before the experiment. It indicates that the participants in both groups had relatively the same level of CT skill as there was no statistically significant difference between the two mean scores.

Table (2) Descriptive Statistics for CG and ExG's pre-test

Test Type	Group Type	N	Mean	SD	Std. Error Mean
Pre-test	CG	30	7.33	1.516	.337
Pre-test	ExG	30	7.90	1.845	.381

To determine how much progress each group had made in the period between pre- and post-tests, descriptive statistics of the students' results on pre- and post- CCTSTs and paired samples t-tests were run. See table (3&4).

Table (3) Paired Sample T-test results of CG (overall pre and post descriptive statistics)

CG	N	Mean	SD	Std. Error Mean
Pre-test	30	7.33	1.516	.2768
Post-test	30	7.07	1.529	.2793

Table (4) Paired Sample T-test results of ExG (overall pre and post descriptive statistics)

ExG	N	Mean	SD	Std. Error Mean
Pre-test	30	7.90	1.845	.337
Post-test	30	11.70	2.087	.381

Table (3) shows the mean score of all the participants on the pre-test for CG which was 7.33 and that on the post-test which was 7.07. The comparison of the tests' shows that instead of gaining score(s) the loss score is 0.26. This suggests that the use of traditional approach did not contribute in developing the students' CT skills at all.



Table (4) shows the mean score of all the participants on the pre-test for ExG which was 7.90 and that on the post-test which was 11.70. The comparison of the ExG’s pre- and post-test shows a quite high gain score which was 3.80. This suggests that the use of the RRA boosted the students’ CT skills quite significantly.

In addition, in order to compare the achievements of the participants in the two groups to discover the effect of the RRA to teaching short stories on EFL university level students’ CT skills, an independent sample T-test was run. The findings are shown in table (5).

Table (5) The Independent Sample T-test Result

		Levene’s Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	1.010	.319	-1.300-	58	.199	-.567-	.436	-1.439-	.306
	Equal variances not assumed			1.128	52.024	.264	.7667	.67956	.59695	2.13029
Posttest	Equal variances assumed	1.626	.207	22.140	58	.000	11.96667	.54050	13.04860	10.88473
	Equal variances not assumed			22.140	55.735	.000	11.96667	.54050	13.04954	10.88379

Based on the results obtained by independent sample t-test, there was a statistically significant difference in the scores for the use of the RRA (M=11.70) and traditional approach (M = 7.90) on condition df (58) = -9.808-, P-value = 0.000, and the Sig.-value of quality variances (0.156) was higher than Sig. (0.05). This implied that utilizing the RRA to teaching short stories had a role in developing students’ CT skills. Particularly, the results indicated that when the RRA was implemented in teaching short stories, the students’ CT skills far better developed than when the traditional approach is implemented.

It can be concluded that the null hypothesis of the study which states that EFL university students’ CT and its sub-skills will not be developed after introducing the RRA is refuted and the alternative hypothesis is accepted.

5. Conclusion and Recommendation

CT has become a major concern of modern education. Literature in general, short stories in particular can be a fruitful avenue for developing EFL learners’ CT. Accordingly, the RRA was followed in a “Short Stories” module so that students cultivated their CT skills. This approach was implemented in several main activities, incorporating various strategies and techniques into each of them. It is concluded that EFL university students’ level of CT is cultivated and improved as a result of using the RRA.

Owing to the positive effect of the RRA, it is recommended that more attention should be paid to implementing this pedagogical method to teaching literature in EFL classes, since it can be used as an effective approach for enhancing students’ CT skills.



7- Suggestion for Further Research

The researchers think that there is a need for additional research studies to confirm, and to offer new insights into, effective teaching practices for literature and language instructions to develop university students' critical thinking. Thereby, to better prepare our students for the demands of this fast-evolving globalized world.

References

- Abdel Haliem, R.O., 2018. Using Short Stories to Enhance ESL Teaching and Learning: A Case Study of Egyptian Students. *Action Research*: University of Oregon.
- Abduljabbar, A.L., 2019. *The predictive utility of critical thinking skills on language proficiency in adult English as a second language learners*. Doctoral dissertation, Grand Canyon University.
- Abudlridha, Q.A. and Abdul Latiff, A.H., 2020. Assessing Iraqi university readers' critical thinking development through the use reader response strategy in the instruction of Shakespeare's literary text. *Humanities and Social Sciences Reviews*, 8(2), pp.123-133.
- AL-Alami, S., 2021. Literature from a Critical Perspective: Food for Thought. *Utopíay Praxis Latino Americana*, 26(1), pp.334-342.
- Ali, S., 1994. The reader-response approach: An alternative for teaching literature in a second language. *Journal of Reading*, 37(4), pp.288-296.
- Amer, A.A., 2003. Teaching EFL/ESL literature. *The Reading Matrix*, 3(2), pp. 63-73.
- Antolinez, W.A.P., 2017. Experiencing Reading EFL Short Stories in the English Classroom. Doctoral Thesis, Universidad Distrital Francisco José de Caldas.
- Beach, R. W. and Marshall, J. D., 1991. *Teaching literature in the secondary school*. San Diego: HBJ.
- Behar-Horenstein, L.S. and Niu, L., 2011. Teaching critical thinking skills in higher education: A review of the literature. *Journal of College Teaching & Learning (TLC)*, 8(2).
- Bobkina, J. and Stefanova, S., 2016. Literature and critical literacy pedagogy in the EFL classroom: Towards a model of teaching critical thinking skills. *Studies in second language learning and teaching*, 6(4), pp.677-696.
- Boloori, L. and Naghipoor, M., 2013. The relationship between critical thinking and performance of Iranian EFL learners on translation tests. *The International Research Journal*, 2, pp.155-165.
- Brime, A. A., 2013. *Investigating EFL Learners' Critical Thinking in Reading Comprehension at Salahaddin University-Erbil*. Unpublished MA Thesis, Salahaddin University-Erbil.
- Carlisle, A., 2000. Reading logs: An application of reader-response theory. *ELT Journal*, 54(1), pp. 12-19.
- Collie, J. and Slater, S., 1987. *Literature in the language classroom: A resource book of ideas and activities*. Ernst Klett Sprachen.
- Eftekhary, A. A., & Kalayeh, K. B. 2014. *The relationship between critical thinking and extensive reading on Iranian intermediate EFL learners*, 623–628.
- Fadhillah, A. M., 2017. Embedding Critical Thinking through Critical Reading in Teaching Narrative Text to Junior High School. *Journal of English and Education*, 5(2), pp. 92 – 102.
- Fahim, M., Barjesteh, H. and Vaseghi, R., 2012. Effects of Critical Thinking Strategy Training on Male/Female EFL Learners' Reading Comprehension. *English language teaching*, 5(1), pp.140-145.
- Farahian, M. and Farshid, M., 2014. A reader-response approach to reading: Does it have an effect on metacognitive reading strategies? *Modern Journal of Language Teaching Methods*, 4(1), pp.371-383.
- Flood, J., Lapp, D. and Nagel, G., 1993. Assessing student action beyond reflection and Response. *Journal of Reading*, 36(5), pp.420-423.
- Gajdusek, L. 1988. Toward Wider Use of Literature in ESL: Why and How. *TESOL Quarterly*, 22(2), 227-257.



- Garzon, E. and Castaneda-Pena, H., 2015. Applying the Reader-Response Theory to Literary Texts in EFL-Pre-Service Teachers' Initial Education. *English Language Teaching*, 8(8), pp.187-198.
- Gonzalez, I., and Courtland, M. C. 2009. Reader response as a focal practice in foreign language acquisition. *Journal of the Canadian Association for Curriculum Studies*, 7(2), pp.110-138.
- Hall, G., 2005. *Literature in language education*. Palgrave Macmillan.
- Khalk, W.M.A., Sheir, A.A. and El Nabawy, E., 2014. Oral questioning technique for developing critical thinking skills in EFL classroom. *Educational Sciences Journal*, 22(1).
- Khan, M.S.R. and Alasmari, A.M., 2018. Literary texts in the EFL classrooms: applications, benefits and approaches. *International Journal of Applied Linguistics and English Literature*, 7(5), pp.167-179.
- Khatib, S., 2011. Applying the Reader-response Approach in Teaching English Short Stories to EFL Students. *Journal of Language Teaching & Research*, 2(1).
- Langer, J.A., 1994. A Response-Based Approach to Reading Literature. Report Series 6.7. University at Albany: State University of New York.
- Lazar, G. 2009. *Literature and Language Teaching: A Guide for Teachers and Trainers Literature and Language Teaching*. United Kingdom: Cambridge University Press.
- Lazere, D., 1987. Critical Thinking in College English Studies. ERIC Digest.
- Liaw, M. (2007). Content-based reading and writing for critical thinking skills in Mahrooqi, R. Denman, Ch. (ed.) *Bridging the Gap between Education and Employment: English language instruction in EFL context*, pp.349-366.
- Mehta, S. R., Al- Mahrooqi, R. (2016) "Learning from the margins: Teaching language, culture and communication through world literature in the EFL classrooms". In *Bridging the Gap between Education and Employment: English Language Instruction in EFL Contexts* (pp. 349-366). Peter Lang AG.
- Mitchell, D., 1993. Reader response theory: Some practical applications for the high school literature classroom. *Language Arts Journal of Michigan*, 8(2), pp.41-53.
- Mohammadi, E. N., Heidari, F., & Niry, N. D. (2012). The relationship between critical thinking ability and reading strategies used by Iranian EFL learners, 5(10), 192–201.
- Nazara, S., 2015. *The Effect of Using Short Stories on Secondary School Students' Critical Reading*. In: *PROCEEDING English Education Department Collegiate Forum (EED CF) 2015-2018*. UKI Press, Indonesia, Jakarta, pp. 20-28.
- Omer, J. I., 2013. *Investigating EFL students' creative thinking in writing at Salahaddin University – Erbil*. Unpublished MA Thesis, Salahaddin University-Erbil.
- Orakcı, Ş., Durnali, M. and Aktan, O., 2019. Fostering Critical Thinking Using Instructional Strategies in English Classes. In *Handbook of Research on Critical Thinking and Teacher Education Pedagogy* (pp. 299-316). IGI Global.
- Oster, J., 1989. Seeing with different eyes: Another view of literature in the ESL class. *TESOL quarterly*, 23(1), pp.85-103.
- Pardede, P., 2019. Using fiction to promote students' critical thinking. *JET (Journal of English Teaching)*, 5(3), pp.166-178.
- Pasaribu, T.A. and Iswandari, Y.A., 2019. A reader response approach in collaborative reading projects to foster critical thinking skills. *LLT Journal: A Journal on Language and Language Teaching*, 22(2), pp.246-259.
- Pashangzadeh, A., Ahmadian, M. and Yazdani, H., 2016. From narrativity to criticality: Developing EFL learners' critical thinking skills through short narratives/stories reading. *Education and Linguistics Research*, 2(1), pp.98-119.
- Purves, A. C., & Beach, R. (1972). *Literature and the reader: Research in response to literature, reading interests, and the teaching of literature*. Urbana, IL: National Council of Teachers of English.
- Purves, A. C., & Rippere, V. (1968). *Elements of writing about a literary work: A study of response to literature*. Champaign, IL: National Council of Teachers of English.
- Qamar, F., 2016. Effectiveness of Critical Thinking Skills for English Literature Study with Reader Response Theory: Review of Literature. *Journal of Arts and Humanities*, 5(6), pp. 37-50.
- Rahman, S.A. and Manaf, N.F.A., 2017. A Critical Analysis of Bloom's Taxonomy in Teaching Creative and Critical Thinking Skills in Malaysia through English Literature. *English Language Teaching*, 10(9), pp.245-256.
- Rosenblatt, L.M. (1995). *Literature as Exploration*. New York: Modern Association.
- Sharadgah, T., A Sa'di, R. and H Ahmad, H., 2019. Promoting and Assessing EFL College Students' Critical Thinking Skills through Argumentative Essay Writing. *Arab World English Journal (AWEJ)*, 10(4), pp.133-150.
- Sinha, S., 2009. Rosenblatt's theory of reading: exploring literature. *Contemporary Education Dialogue*, 6(2), pp.223-237.
- Spirovska, E., 2019. Reader-response theory and approach: Application, values and significance for students in literature courses. *Seeu Review*, 14(1).



- Stefanova, S., Bobkina, J. and Pérez, F.J.S.V., 2017. The effectiveness of teaching critical thinking skills through Literature in EFL context: A case study in Spain. *International Journal of Applied Linguistics and English Literature*, 6(6), pp.252-266.
- Trisnawati, R.K., 2009. Implementing reader-response theory: An alternative way of teaching literature research report on the reading of booker T Washington's up from slavery. *JEE, Journal of English and Education*, 3(1), pp.1-14.
- Tung, C.A. and Chang, S.Y., 2009. Developing Critical Thinking through Literature Reading. *Feng Chia Journal of Humanities and Social Sciences*, 19(3), pp.287-317.
- Ueai-Chimplee, A., 2007. *Effects of English reading instruction based on the reader response approach on critical reading ability and critical thinking ability of upper secondary school students*. Master thesis, Chulalongkorn University.
- Ungan, E.Y., 2007. *A case study on critical thinking: analysis of students' written responses to short stories via bloom's taxonomy*. Doctoral dissertation, Ankara Üniversitesi.
- Unrau, N. J. and Alvermann, D. E., 2013. Literacies and their Investigation through theories and Models. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (6th ed., pp. 47-90). Newark, DE: International Reading Association.

رۆلی جيبه جن کردنی تیۆری وه لآمی خوینەر له سههر باشتەر کردنی کارامایه کانی بیرکردنه وهی رهخنه گرانه بۆ وتنه وهی بابتهی نه ده ب له لایهن قوتابیان زانکۆ: لیکۆلینه وهیه کی نیمچه نه زمونی

خدیجه سعید إسماعیل به شی زمانی ئینگلیزی، کۆلیژی پهروه رده، زانکۆی سه لاهه ددین-هه ولیر khadeeja.ismail@su.edu.krd	فاتیمه رشید حسن باجلانی به شی زمانی ئینگلیزی، کۆلیژی زمان، زانکۆی سه لاهه ددین-هه ولیر fatimah.hassan@su.edu.krd	هازه صالح حسن به شی زمانی ئینگلیزی، کۆلیژی پهروه رده بنه رته، زانکۆی سه لاهه ددین-هه ولیر hazha.hassan@su.edu.krd
--	--	---

پوخته

ئه و تووژینه وهیه هه ولێکه بۆ دۆزینه وهی کاریگه ری تیۆری وه لآمی خوینەر، که به کیکه له و رێگایانه ی قوتابی به چه قی فیربوون داده تیت، له سههر باشتەر کردنی کارامایه کانی بیرکردنه وهی رهخنه گرانه بۆ وتنه وهی بابتهی (کورتیه چیرۆک) له لایهن قوتابیان زانکۆ نه وانه ی زمانی ئینگلیزی وه کو زمانی بێگانه ده خوین. بۆ کۆکردنه وهی داتا کان، ئه و تووژینه وهیه شیوازی نیمچه نه زمونی پهیره و کردوه، ئه م لیکۆلینه وهیه به شداربوانی داباش کردوه بۆ دوو کۆمه له، به کیک له و کۆمه لانه وه ک کۆمه له ی کۆتروۆل کراو وه نه وه یتر وه ک کۆمه له ی نه زمونی به کار هینراون. کۆمه له ی به که م به رێگای لاسای وه کۆمه له ی دووه م به گۆیره ی ستراتیجیه کانی تیۆری وه لآمی خوینەر وانه یان پێگوتراوه. نه نجامه کان ده ریانخست که گروپی نه زمونی نه نجامی باشتریان به ده سه تهینا به به راورد له گه ل گروپی کۆتروۆل کراو. لیکۆلینه وه که کۆتایی دیت به خسته نه رووی هه ندیک راسپاره ده و پێشناز.

ووشه کلپه کان: رێگای وه لآمی خوینەر، کارامایه کانی بیرکردنه وهی رهخنه گرانه، خویندنه وهی رهخنه گرانه، تیۆری وه لآمی خوینەر، وتنه وهی بابتهی نه ده ب.

دور تطبیق طريقة استجابة القارئ في تحسين مهارات التفكير الناقد في تدريس مادة الادب عند الطلبة الجامعين: دراسة شبه تجريبية

خدیجه سعید إسماعیل قسم اللغة الإنكليزية، كلية التربية، جامعة صلاح الدين-أربيل khadeeja.ismail@su.edu.krd	فاطمة رشید حسن الباجلانی قسم اللغة الإنكليزية، كلية اللغات، جامعة صلاح الدين-أربيل fatimah.hassan@su.edu.krd	هازه صالح حسن قسم اللغة الإنكليزية، كلية التربية الاساس، جامعة صلاح الدين-أربيل hazha.hassan@su.edu.krd
---	--	---

ملخص

تحاول هذه الدراسة إيجاد تأثير طريقة استجابة القارئ، وهي من طرق التعليم التي تتمركز حول الطالب، على تحسين مهارات التفكير الناقد في تدريس (مادة القصة القصيرة) عند طلاب الجامعة الذين يدرسون اللغة الإنكليزية كلغة اجنبية. استخدمت الدراسة تصميماً شبه تجريبي كأداة لجمع البيانات. تم تقسيم العينة الى مجموعتين، استخدمت إحدى المجموعتين كمجموعة ضابطة والمجموعة الثانية كمجموعة تجريبية. تم تدريس المجموعة الضابطة حسب الطريقة التقليدية والمجموعة التجريبية حسب استراتيجيات طريقة استجابة القارئ. أظهرت النتائج بأن هناك علاقة قوية بين تطور مهارات التفكير الناقد وطريقة استجابة القارئ عند المجموعة التجريبية. خُتمت الدراسة بطرح بعض التوصايا المتعلقة بقضايا تقنيات التعليم وكذلك بعض الإقتراحات لغرض الدراسات المستقبلية في هذا المجال.

الكلمات الدالة: طريقة استجابة القارئ، مهارات التفكير الناقد، قراءة الناقد، نظرية استجابة القارئ، تدريس مادة الادب.