
AN OBSERVATION OF READER RESPONSE APPROACH IN TEACHING SHAKESPEARE THE TEMPEST TO 9TH GRADE STATE BOARD STUDENTS

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Crossref DOI - <https://doi.org/10.63665/rh.v7i2.94>

Abstract :

Read it response theory has significantly transformed the teaching of English language at the secondary level by focusing students centred approach. This study observes the effectiveness of the Reader Response Approach in teaching Shakespeare's The Tempest to 9th Grade State Board students. The active Central role of The reader in concert with the text is express the role of the teacher in the instructional setting is clarified. The research paper provides experience in teaching approaches specifically the difference between traditionally based teaching methods and reader response theory based methods. It includes the appropriate illustrations to entice the pedagogical imagination, classroom discussion, pedagogical practices, constructing textual meanings, personal engagement, critical thinking, learning environment. Using this method effectively in teaching the teacher implicit the meaningful learning with appropriate strategies and the planning in the classroom.

Introduction :

The major foundational theorist of reader response theory Louise Rosenblatt who more emphasizes that reading is a dynamic interaction between the reader and the text in transactional theory. The of literature in secondary school plays an important role in developing student's language skills, critical thinking and imagination. According to the literary pedagogical basis for these approaches nearly the study of text or formation of text do not play a sharpen role rather than that focusing on the readers role plays an objective analysis of their responses.

Reader Response Approach suggests that a literary text does not have a single fixed meaning ;rather ,meaning is formed through the interaction between the reader and the text. As a result students became active participants in learning process instead of passive listeners.

This study aims to observe the use of the Reader Response approach in teaching The Tempest to 9th Grade State Board students and to understand how it affects their interest, participation, and interpretation of the text.

Objectives of the Study :

- To examine the effectiveness of the Reader Response approach in teaching The Tempest to 9th Grade State Board students.



- To encourage students to express their personal opinions, ideas ,and feelings about the literary work.
- To analyze how the Reader Response approach improves students understanding of the play .
- To study the level of student engagement and participation in the classroom during the use of this approach.
- To explore the role of student centered teaching methods in secondary level English Literature classes.

Literature Review :

Reader response in secondary and collage classrooms [Second Edition 2013 - api.taylorfrancis.com] by NICHOLAS J. KAROLIDES emphasizes understanding of reader influences the text. The relationship between reader and text is dynamic. It also stated criticalL literary work is what the author s intention and reader s thoughtful interpretations.

AH Woodruff [2017] has defined that students must to become, engaged readers and thinkers in academics as well as life. Literature become alive when reader believe in literary work and connects to interact within.

Methodology :

This study uses a qualitative and observational research method to examine the effectiveness of the Reader Response approach in teaching Shakespeare’s The Tempest to Grade 9 th State Board students. The research was conducted during regular English lessons.

Approach promotes transaction between readers and the text as readers are given the freedom to analyse literary pieces based on their personal experience diverse cultures and unique prospective so researcher observed a study of a 9th grade students participated in activities and discussions related to The Tempest a play by William Shakespeare. On that researcher encourage students to take part in group discussion, simple observations, and express opinions and feelings about text were utilised to gain innermost thought processing of students about their concepts and their concern. Researcher observed students’ various class room activities such as question answer sessions, reading aloud, and reflective responses were used to understand students’ reaction to play. The researcher observed students participation, interest, and understanding during classroom interaction to record students responses and engagement.

The collected observations were analyzed to understand how the reader response approach influenced the students’ comprehension of the text and their willingness to participate in literary discussions. this method helps in identifying whether the approach made the learning process more interactive and meaningful for secondary level students.

Findings and Discussion :

The observation of the classroom while teaching Shakespeare’s The Tempest through the Reader Response approach revealed several positive outcome. It was found that the



students showed greater interest in the lessons compared to traditional lectured based methods. When students were encourage to share their personal views about the characters ,events, and themes of the play they become more active participants in the classroom.

Many students related to the situations in the play to their own experiences and expressed their opinions freely. This help them understand the story and characters more clearly . Group discussion and interactive activities increased the collaboration among students and created a more engaging learning environment. Even students who were usually quiet in class participated when asked about their personal responses to the text.

Response theory also help students to develop critical thinking skills. Instead of memorizing explanations given by the teachers students try to interpret the meaning of the text in their own way. Different interpretations where shared which discussion more richer and more meaningful However some challenges were also observed. Few students found Shakespeare's language difficult to understand. they need guidance from the teacher to interpret certain part of the play. Time Management was another challenge because discussion based required more classroom time.

Overall the research indicate that reader response approach makes the study more student centred and teaching more interactive. It encourages it encourages students to think independently, improve their comprehension of literary text and increasing their confidence in expressing ideas. Hence this approach can be considered effective for teaching Shakespeare's the tempest grade 9 students.

Conclusion :

This study examines the use of the Reader Response approach in Shakespeare's The Tempest to grade 9 State Board students. The observation shows that when students were encouraged to share their ideas, interpretations, feelings they became more active and interestingly enhanced the classroom teaching. The approach helps the student to connect themselves with the themes and characters of the play which makes them more interactive and easiest way to understand the textual meaning.

The finding suggest that reader response approach supports student centre learning developer ability to express different view points. Although some difficulty in understanding Shakespeare's language takes time to understand guidance from the teacher helps them to overcome the challenges.

Reader response theory has effectively and rolls towards the students. It develops the reader as an independent reader, impactful conceptual reading, improved interaction, boost confidence and subjectivity of text can be gained by this theory. Even engagement in the environment incorporates 3C critical thinking comprehension and competency. Actively learning students are not only hands on but also minds on. Reader response theory makes classroom interaction meaningful learning phenomenal.

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