

## INVESTIGATING STUDENTS' ATTITUDES TOWARDS THE EFFECT OF IMPLEMENTING THE READER- RESPONSE APPROACH IN LITERATURE CLASSES ON DEVELOPING THEIR CRITICAL THINKING

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### ABSTRACT

The current article aims at investigating EFL university students' attitudes towards the effect of implementing the reader-response approach (Rosenblatt's Transactional Theory) on developing their critical thinking. To this end, the study adopted quantitative method of data collection. A questionnaire was administrated to 30 EFL undergraduate sophomore students at Salahaddin University-Erbil / College of Basic-Education. The results revealed that students had positive attitudes towards the use of the approach. The selected sample of students also considered the critical questioning activity more powerful than the rest of the activities in improving their critical thinking.

**KEY WORDS:** Reader-Response Approach, Critical Thinking Skills, Students' Attitude, Teaching Literature, Critical Questioning.

### 1. INTRODUCTION

Developing college students' critical thinking (CT) proficiency has been reckoned as a crucial goal by Iraqi Kurdistan Region (IKR)'s Higher Education system since the commence of the Reform movement and the introduction of Bologna Process into the system. This is in the hope that with good CT skills, undergraduate students can be better trained to function and practice their rights and responsibilities in a worldwide community (Tung and Chang, 2009, p. 288). Although CT has been regarded as a core area to be established and assessed in the region's higher education sector for more than a decade, CT teaching still requires to be implemented more systematically and effectively in the classrooms so as, to ensure the enhancement of the students' employability. It is found out that EFL undergraduate learners do not have well developed CT skills. They suffer from the lack of essential CT skills. Researches argue that EFL students' performance in higher-level of thinking is in general poor. They assert that there are many shortages and gaps within the education system, in teaching methods, and weakness on the part of the learners. In this respect, it is

acknowledged that the main reasons behind the low capacity of CT are the lack of having effective teaching goals, inappropriate methodology and activities, and uninteresting teaching and learning material used inside the classroom (Nazar, 2018, p. 19).

In an attempt to change/ improve the current situation of the students' CT ability and help them develop those skills, the reader-response approach (RRA) to teaching short stories was employed, by the researchers of the current study, with second-year students who were doing their B.A. in English at Salahaddin University-Erbil / College of Basic Education for the academic year 2021-2022. To bring about the main objective of the course which was basically developing students' CT skills, several activities were designed and several strategies based on the principles of the reader-response pedagogy were utilized. The role of the RRA to develop CT in literature classes has been widely acknowledged by many scholars and researchers in teaching EFL field such as; Ali 1994; Carlisle, 2000; Ueai-Chimplee, 2007; Farahian and Farshid, 2014; Garzon and Castaneda-Pena, 2015; Soiferman and Straw, 2016; Spirovska, 2019. However, recent research indicates that the highest proportion of the EFL literature teachers

at Salahaddin university are implementing lecture-based method which is known as content-based approach instead of the RRA (Hassan and Rassul, 2014). An important point to be noted here is that throughout the process of teaching and learning, students' attitudes become of great importance and are likely to play a vital role in altering the current learning and teaching situation. Studies show that educators should closely investigate their students' views on learning to know how they observed their attitude (Lailiyah and Wediyantoro, 2021). Likewise, Bloemert, et al (2019, p. 373) assert that knowing students' attitudes toward a learning environment influences the amount of their learning which in turn affects the efficacy of the instructional method employed.

Taking all the points mentioned earlier into consideration, the present study seeks to identify the significant aspects of the attitudes of EFL students concerning the implementation of the RRA in teaching short stories and its effect on developing and enhancing their CT proficiency. Therefore, this study aims to answer the following research questions:

1. What are the students' attitudes towards the effect of implementing the RRA in literature classes on developing their critical thinking?
2. Which of the group activities is the most beneficial in terms of developing students' CT from the participants' perspective?

### **2.1 Critical Thinking**

Teaching CT is a chief objective of modern education, as it provides students with the experience needed to reason about social concerns in a fast-shifting world. To develop such ability, students must go beyond memorizing textbook information and learn to enhance skills including evaluating information, assessing alternative proof and arguing with solid reasons. These skills in CT are not only fundamental for students to be successful at school, but also necessary for their future careers and social affairs where right decisions are to be made cautiously and individually every day.

There are plenty of definitions of CT but the only consensus definition that offers a thorough understanding of the concept and a very good base for dealing with CT is American Philosophical Association's Delphi report (1990) definition which encompasses an appropriate set of cognitive and metacognitive skills and reads:

The process of purposeful, self-regulation judgment, which results in interpretation,

analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological or contextual consideration upon which that judgment is based (Facione, 2015, p. 3).

Gunesdogdu (2015) states that the report further provides explanations on the meaning of each CT skills mentioned in the definition and as follows:

1. Interpretation: the skill to comprehend and explain the meaning connected with information, practices, and beliefs.
2. Analysis: the skill to find relationships, planned and inferential, amongst depictions of information, practices, and beliefs.
3. Evaluation: the skill to judge the credibility of depictions of a one's views or beliefs, and to judge the power of the associations on which those depictions are based.
4. Inference: the skill to find and use related portions of depictions in order to arrive at rational conclusions, or make hypotheses or estimations.
5. Explanation: the ability to express and validate a person's reasoning.
6. Self-regulation: the skill to assess a person's individual course of reasoning, employing analysis abilities, and throughout inquiring, revising and validating person's outcomes.

### **2.2 The Reader-Response Approach**

The RRA is an approach used in teaching literature that is based on the reader-response literary theory. It is a teaching approach wherein students are not forced to stick to one correct interpretation of a text, but rather required to respond to the text grounded on their past experience, personal feelings, and views. Reader-Response Theory (RRT) places importance upon the readers' role the most. It usually leads to the esthetic reading, in which it is the reading process that the readers play an active role to create meanings of the text by connecting their experience and emotional competence (Rosenblatt as cited in Iskhak, 2015). Tompkins (1980) argues that RRT is simply a term to associate the criticism of a text particularly related to the readers' responses as the valued interpretation. Van (2009) also values the concept by maintaining that a text, could be decoded differently since each reader has their individual feelings and experiences.

### **2.3 Strategies Used While Implementing The Rra**

Many strategies have been used by researchers and scholars in RR class since the

RRT has been translated into practice. The followings are some which have been utilized when the approach was implemented for the purpose of conducting the current study:

#### **1-Reading Logs**

Reading logs is one of the techniques of free writing applied in the RR literature class. This technique is similar to response-journal in that they are both informal, personal, and expressive writing that inspires students to explore and foster understandings into the text they read (Shelton1994). Students are required to do this task while reading the text through answering limited and closed ended questions (Carlisle 2000). It helps students keep concentrating during the reading practice and exceed literal understanding towards an esthetic interpretation of the text (Delarriva and Basabe, 2015). Moreover, it boosts “the intense personal nature of reading” (Carlisle, 2000, p.14).

#### **2-Response Journal**

Response-journal is, as defined by Fulps and Young (1991, p. 109), “informal, written communication between two or more people about something one has read”. It encourages learners to transact with the text so as to accomplish personal responses from it hence moving progressively towards critical understanding of the text. It is “a sourcebook, a repository for wanderings and wonderings, speculations, questions ...in effect, a place to make room for the unexpected” (Iskhak et al. 2017 p.834). What makes the response journal different from reading logs is that teachers could ask their students do the task at any time before reading, while reading, and after reading processes. Besides, students are required to deal with broader and more open-ended questions.

#### **3-Critical Questioning**

One of the most vital facets of the application of the RRA in literature classes is the nature of questions educators ask throughout classroom discussion stage. According to Shelton (1994), questions need to be designed in such a way that encourage both classroom discussion as well as each student’s personal interpretation. Reader response educators must ask questions about an activity that is mainly different and personal, in a way that encourages individual interpretation, creativity, and CT. Probst (1994, p. 43) states that “the questions we raise to help students read and write are critically important because they should support (encourage) without restricting”. Encouragement without restraint is the essential issue in the questions raised by the teacher and

must pervade all class discussion in factual reader response environment.

#### **4-Role Play**

Role-play simply is “the learner’s interaction with literary work in a particular text that learner access” (Nguyen 2021, p.304). It is an oral activity that has an element of creativity (Davies 1990, p. 87). Through role-play activities, learners are motivated to be engaged in kinesthetic, cognitive, and emotional experience. Consequently, the activities foster learners’ aesthetic meaning making ability and looking for multiple meaning of a story as well as their critical and creative thinking abilities.

#### **5-Letter Writing**

Letter writing is one of the interactive post-reading techniques that allows readers to relate to the narrative that they read in much more personal manner and provide students with opportunity to convey their own individual response to the literary texts utilized in the reader-response pedagogy. Elliot (1990) argues that such activity brings learners into a realistic dialogue with story and inspires them to deeply consider its value.

#### **6-Rewriting Narratives From Another Character’s Point Of View**

This strategy is one of the ways in which students are encouraged to have their experiential aesthetic responses (Tomlinson 1998), and create their own personal versions of a literary text. This strategy was first implemented by Oster (1989). He argues the importance of focusing on point of view in literature class mentioning that it broadens learner’s vision and develops CT by producing the different ways a condition can be imagined.

#### **7-Poster Design**

Another collaborative activity that often places learners at the center of the learning process is poster design. Posters are colorful, attractive learning media which can enrich the learning environment (Osa and Musser 2004, p. 16). According to Gordon (2021) poster projects play a vital role in literature classes. Gordon maintains that assigning poster designs provides students with a productive method to collaborate with peers and display their understanding. He further adds that working students with simple stories prepares them to work on more complicated tasks.

### 3. METHODOLOGY

#### 3.1 Participants

The participants in the current study who gave responses to the questionnaire were 30 undergraduate EFL sophomore students at Salahaddin University-Erbil / College of Basic-Education in IKR. It should be noted that these 30 students had already taken a reader-response-based short story course that targeted at developing their CT.

#### 3.2 Research Instrument

To achieve the aim of the study, the researchers designed a questionnaire to find out EFL students' attitudes towards the effect of implementing the RRA on developing their CT skills. The questionnaire comprised 20 closed-ended items of 1-5 Likert scale forms. The aim was to investigate the participants' degree of agreement with the benefits of the activities used in developing their CT after they were taught short story course by using the reader-response pedagogy. Furthermore, based on the activities applied during the phases of teaching in which CT was practiced, the items of the questionnaire in terms of the researched activities were divided into three categories, namely: Schema Activation Activities (SAA), Critical Questioning (CQ) for in-class discussion, Writing Tasks (WT) questions. It should be noted that the researchers designed the questionnaire by consulting a number of sources, namely (Ruff, 2005; Tung & Chang, 2009; Hassan & Rassul, 2014; and Bobkina & Stefanova 2016).

#### 3.3 VALIDITY AND RELIABILITY OF THE INSTRUMENTS

The research instrument was sent to a panel of juries specialized in Applied Linguistics and EFL from USA, Iraq, and Kurdistan region's universities to judge its validity. The items of the

questionnaire were validated in terms of their relevance, clarity and accuracy. The questionnaire was piloted before its main administration in terms of clarity and difficulty of the language (grammar and vocabulary). As a result, some modifications were made. The Internal consistency of the questionnaire was estimated via the Cronbach alpha reliability test as being 0.873 which is a high reliability index for a questionnaire.

### 4. DATA ANALYSIS AND DISCUSSION OF THE RESULTS

This section presents the findings obtained from the questionnaire. SPSS software (version 22) was used to analyze the collected data.

To answer the first research question, the data collected by the questionnaire were analysed. Thus, the researchers defined the range of the mean for each 5 Likert scale point in the questionnaire. Accordingly, mean score 1 to 1.80 is used to show strongly disagree which is regarded as the lowest range of agreement with the items. Next, score 1.80 to 2.60 is used to show disagree. From 2.60 until 3.40 is identified to show undecided. While score 3.40- 4.20 is given to agree point. Finally, mean score from 4.20 to 5 is identified as strongly agree which is the highest range of agreement with the item. However, with the reversed (negative worded) items such as items 6,13,20 the range is reversed i.e., 1 to 1.80 is used to indicate strongly agree, 1.80 to 2.60 is used to show agree. 3.40- 4.20 is given to disagree point, and 4.20 to 5 is identified as strongly disagree. "With negatively worded items – that is, items which address the opposite of the target concept – the scores are reversed before analysis (i.e., 5 becomes 1, 4 becomes 2, etc." (Dörnyei and Taguchi, 2010, p. 27). Tables (1&2) illustrates the interval range to interpret mean for each positive and negative worded item.

**Table (1):** The mean interval range for positive worded items

Strongly Disagree (SD)	Disagree(D)	Undecided (UD)	Agree (A)	Strongly Agree (SA)
(1 : 1.80)	(1.80 : 2.60)	(2.60 : 3.40)	(3.40 : 4.20)	(4.20 : 5)

**Table (2):** The mean interval range for negative worded items

Strongly Agree (SA)	Agree(A)	Undecided (UD)	Disagree (D)	Strongly Disagree (SD)
(1 : 1.80)	(1.80 : 2.60)	(2.60 : 3.40)	(3.40 : 4.20)	(4.20 : 5)

#### 4.1 Participant's Degree Of Agreement With The Benefits Of Schema Activation Activities

Table (3) illustrates the results obtained from the first domain of the students' questionnaire,

namely students' attitudes towards SAA which comprises six items.

**Table (3):** Statistical analysis of the degree of agreement on each item of the benefits of SAA on developing participant's CT

No.	SAA	Participants Answers of the Scale Points						% of agreement	Mean	SD	Ranks
		SA	A	UD	D	SD					
1	SAA helped me make personal connections between the stories and my real life.	6.9	75.1	6.9	10.3	0	82.0	3.73	.726	9	
2	SAA helped me cultivate critical thinking.	20.7	51.7	17.2	10.3	0	72.4	3.83	.889	8	
3	SAA improved my imagination for the coming situations in the stories.	31.0	51.7	6.9	6.9	3.4	82.7	4.00	1.00	3	
4	SAA helped me understand the meaning of the stories.	20.7	31.0	27.6	13.8	6.9	51.7	3.45	1.183	18	
5	SAA were good learning activities.	13.8	58.6	27.6	0	0	72.4	3.86	.639	6	
6	SAA decreased my motivation to read stories.	3.4	6.9	17.2	37.9	34.5	10.3	3.93	1.067	5	

The 1<sup>st</sup> item received 82% of the students' agreement with Mean=3.73 and SD=0.726. This very good percentage of agreement shows students' approval of the necessity of the SAA in terms of connecting the main ideas in the stories with their own personal and social lives in developing the students' CT skills.

As for the 2<sup>nd</sup> item, 72.4% with Mean=3.83 and SD=0.889 of the students expressed their agreement that SAA helped them develop their CT abilities. This reveals that the majority of the students got benefit from the activities implemented in this phase which included **pre-reading questions related to the stories and making predictions.**

Concerning the 3<sup>rd</sup> item, 82.7% with Mean=4.00 and SD=1.00 of the students showed agreement that the activities triggered their imagination to think and predict the forthcoming events in the stories. This high percentage of responses denotes that SAA is necessary to engage the students in reading as an aesthetic reading and thinking processes.

As for the 4<sup>th</sup> item, it is evident that more than half of the students agree with that SAA helped them understand the meaning of the stories 51.7% with Mean=3.45 and SD=1.183.

this extent of agreement indicates that SAA had affected the students' understanding of the meaning of the stories.

Regarding the 5<sup>th</sup> item, it is revealed that 72.4% of the participants agree that the learning activities in this phase were good learning activities with Mean=3.86 and SD=0.639. This finding shows that being an important phase of the RR classroom, SAA appears to be willingly accepted by the students as a source of good learning activities.

Only 10.3% of the respondents agree with the 6<sup>th</sup> item with Mean=3.93 and SD=1.067. The item states that SAA decreased their motivation to read stories. This result indicates that 72.4% of the participants disagree and strongly disagree with the item. It further means that, SAA did not have a negative effect on the learners' motivation and could not hinder their CT development.

#### 4.2 Participant's Degree Of Agreement With The Benefits Of Critical Questions

Table (4) illustrates the results obtained from the second domain of the students' questionnaire which was allotted to the students' attitudes towards CQ. This domain comprises seven items.

**Table (4):** Statistical analysis of the degree of agreement on each item of the benefits of CQ on developing participant's CT

No.	CQ	Participants Answers of the Scale					% of agreement	Mean	SD	Ranks
		Points								
		SA	A	UD	D	SD				
7	CQ made me aware of the way how to evaluate and integrate knowledge I obtain.	17.2	48.3	24.1	10.3	0	65.5	3.72	.882	11
8	CQ helped me learn to accept my other classmates' opinions and interpretations during the class discussion	48.3	34.5	13.8	3.4	0	82.8	4.28	.841	1
9	CQ helped me freely express my opinions about the different aspects of the story	20.7	44.8	24.1	3.4	6.9	65.5	3.69	1.072	14
10	CQ helped me explore the depth of my thinking	27.6	24.1	37.9	10.3	0	51.7	3.69	1.004	13
11	CQ helped me develop my analytical skills	13.8	48.3	24.1	6.9	6.9	62.1	3.55	1.055	17
12	CQ increased my understanding of the stories.	24.1	51.7	6.9	10.3	6.9	75.8	3.76	1.154	10
13	QC made me think about only one correct interpretation of a story.	3.4	13.8	31.0	41.4	10.3	17.2	3.41	.983	20

The 7<sup>th</sup> item received 65.5% of the students' agreement with Mean=3.72 and SD=0.882. This percentage of agreement shows students' awareness of the demands to evaluate and integrate the knowledge they obtain as a result of introducing the RRA in the form of critical questions.

As for the 8<sup>th</sup> item, 82.8% with Mean=4.28 and SD=0.841 of the students expressed their agreement that CQ helped them learn how to take into consideration each other's opinions and interpretations during the class discussion. This reveals that majority of the students got benefit from the CQ sessions.

Concerning the 9<sup>th</sup> item, 65.5% with Mean=3.69 and SD=1.072 of the students showed agreement that CQ phase helped them freely express their opinions about the different aspects of the stories. This percentage of responses denotes that a reasonable number of the students hold the view that CQ is necessary to encourage them to exchange their beliefs, views, ideas, and feelings while they respond without any pressure or threats for one correct answer. This indicates the significance of

considering students' voice and opinion in the process of meaning-making.

Concerning the 10<sup>th</sup> item, it is evident that more than half of the students strongly agree and agree that QC helped them explore the depth of their thinking 51.7% with Mean=3.69 and SD=1.004. This degree of agreement indicates that CQ had affected the students' thinking ability through inquiry.

Regarding the 11<sup>th</sup> item, it is evident that 62.1% of the participants strongly agree and agree that the QC helped them develop their analytical skills with Mean=3.55 and SD=1.005. This finding shows that being an important phase of the RR classroom, QC appears to be willingly accepted by the students as an outstanding medium for developing their analyzing ability.

The elicited data about the 12<sup>th</sup> item attracts attention to the fact that 75.8% with Mean= 3.76 and SD=1.154 agree and strongly agree that CQ increased their understanding of the stories. This was due to their engagement in a series of questions and inquiries between them and their teacher. This result shows the importance of considering students' engagement to develop the meaning of the stories.

Only 17.2% of the respondents strongly agree and agree with the 13<sup>th</sup> item with Mean=3.41 and SD=0.983. The item states that QC made them think about only one correct interpretation of a story. This result indicates that half of the respondents disagree with the item, which in turn means that the RRA learners are not expected to consider only one ready-made correct interpretation of the story. On the contrary, students are encouraged and motivated

to speak with multiple voices and see with multiple eyes; issues that broaden their imagination and promote more thinking skills.

#### 4.3 Participant's Degree Of Agreement With The Benefits Of Writing Tasks

Table (5) illustrates the results concerning the third domain of the students' questionnaire, namely attitudes towards WT. This part comprises seven items.

**Table (5):** Statistical analysis of the degree of agreement on each item of the benefits of WT on developing participant's CT

No.	WT	Participants Answers of the Scale								
		Points					% of agreement	Mean	SD	Ranks
SA	A	UD	D	SD						
14	WT helped me express my personal opinions, reactions, and feelings.	31.3	44.8	13.8	10.3	0	76.1	3.97	.944	4
15	WT provided me with enjoyable and safe atmosphere.	37.9	20.7	31.0	10.3	0	58.6	3.86	1.06	7
16	WT promoted my confidence.	13.8	58.6	13.8	13.8	0	72.4	3.68	.801	19
17	WT helped me rewrite the stories from another character's points of view.	34.5	48.3	6.9	10.3	0	82.8	4.07	.923	2
18	WT helped me analyze the stories in terms of what it might mean symbolically.	20.7	41.4	24.1	13.8	0	62.1	3.69	.967	12
19	WT helped me reflect my thoughts and check my understanding regarding the contents of the stories.	24.1	34.5	31.0	3.4	6.9	58.6	3.66	1.111	15
20	WT made me misunderstand life and the world around me.	6.9	6.9	17.2	51.7	17.2	13.8	3.66	1.078	16

The 14<sup>th</sup> item received 76.1 % of the students' agreement with Mean=3.97 and SD=0.944. This high percentage of agreement shows students' belief of the need of writing tasks in the form of strategies such as **writing letter to characters, rewriting narratives from another character's point of view, writing different end to the stories/providing continuation to the stories, and diary entries** to express their personal opinions, reactions, and feelings.

As for the 15<sup>th</sup> item, 58.6% with Mean=3.86 and SD=1.06 of the students expressed their agreement that WT provided them with an

enjoyable and safe environment. This percentage of responses students' view that the RRA in the form of WT is necessary for creating enjoyable and nonthreatening classroom environment that provides them with enough time and chance to handle the story easily and decreases anxiety.

Concerning the 16<sup>th</sup> item, 72.4 % with Mean=3.68 and SD=1.00 of the students agreed that the activities promoted their confidence. This finding supports the assumption that the RRA increases students' self-confidence in reflecting on their ideas and feelings. Due to students' personal engagement with the text, the

RRA empowers them to be more confident in conveying their views and feelings.

With regard to 17<sup>th</sup> item, it is evident that a considerable percentage of the students strongly agree and agree with that WT based on the RRA helped them rewrite the stories from another character's points of view 82.8 % with Mean=4.07 and SD=0.923. This high extent of agreement indicates the importance of considering points of view in literature classes since it broadens learners' imagination and fosters CT by generating multiple ways to imagine a situation.

Regarding the 18<sup>th</sup> item, it is evident that 62.1 % of the participants agree that the activities in this phase helped them analyze the stories symbolically with Mean=3.86 and SD=0.639. This finding shows that being an important phase of the RR classroom, WT appears to be willingly accepted by the students as good learning activities that helped them analyze the symbolic meaning of the stories.

The response to the 19<sup>th</sup> item, showed a percentage of agreement 58.6 % with Mean=3.66 and SD= 1.111 that WT helped them

reflect on their thoughts and check their understanding regarding the contents of the stories and the interpretations made during the previous phase. This indicates that reflection is one of the important aspects of the critical thinking skill as a critical thinker is a reflective one especially when it comes to the improvement of their own and other' thought consciously, they should evaluate it.

Only 13.8 % of the respondents strongly agree and agree with the 20<sup>th</sup> item with Mean=3.66 and SD=1.078. The item states that WT made them misunderstand life and the world around them. This result points that 68.9 % disagree with the items. This means that WT did not have a negative effect on the students' understanding of life and the world around them.

In order to answer the second research question which states "Which of the group activity is the most beneficial in developing students' CT from the participants' perspective", the mean, the standard deviation, range, minimum, and maximum statistics of each group of variables (activities) were computed and compared as in Table (6).

**Table (6):** Mean and standard deviation of each activity (set of items)

Activity	N	Range	Minimum	Maximum	Mean	SD
SAA	30	2.29	2.43	4.71	3.7291	.55636
CQ	30	2.67	2.33	5.00	3.8103	.57169
WT	30	2.86	1.86	4.71	3.7586	.61576

The table shows the mean average of each activity (set of items) which indicates that CQ—that is, in-class discussion activities – most affected students' CT development more than others while the RRA is implemented. In other words, the descriptive analysis of the three domains indicates that students think they benefited most from CQ activity during the course in terms of their CT development. However, the results demonstrate that the Mean and SD of the three sets of items are very close to each other 3.8103, 3.7586, 3.7291 and 57169, .61576, .55636 respectively. This outlines that students got benefits from all activities and they have collective agreement in this respect.

This result is in line with that obtained by Tung and Chang (2009) in a quasi-experimental study that aimed at improving CT through literature in non-English major class in Taiwan. The findings of their study highlighted that their students found CQ prompted in-class discussion more effectively compared to other activities as

far as the development of their CT was concerned.

To sum up, based on the results collected from the questionnaire, a high percentage of the participants showed positive attitude towards using the RRA in teaching literature for developing CT skills. It should be noted that the findings of this study are in line with those found out by Al-Bulushi (2011); Khatib and Farahian (2013); Iskhak et al. (2017); and Kaowiwattanakul (2021); all of which represent quasi experimental studies conducted in Oman, Iran, Indonesia, Macedonia, and Thailand respectively.

## 5. CONCLUSION AND RECOMMENDATION

The current study aimed to explore the university EFL students' attitude towards the implementation of the RRA. After the presentation of the points pertinent to actual classroom practices, the majority of the students



stated an undoubted agreement with the use of the RRA strategies in teaching EFL literature classes. Although generalizations cannot be made to all EFL students in IKR, the positive attitudes of the participants are promising at least in terms of aiding the educators to obtain perspective of literature teaching in our universities. It is highly recommended that EFL literature teachers should apply the RRA in their classes now since the study provides them with the evidence of approval of the approach.

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