

**EXPLORATION OF READER RESPONSE APPROACH IN TEACHING ORAL  
LITERATURE IN SECONDARY SCHOOLS**

**By**

**MUYAMA MIRIAM**

**BU/UP/2019/1416**

**A research report in partial fulfillment for the requirement of the award of Bachelor's  
Degree in Education, English Language and Literature in English from Busitema  
University, Faculty of Science and Education**

**Jan, 2023**

**STATEMENT OF DECLARATION**

I Muyama Miriam, Reg. No. BU/UP/2019/1416 I do hereby declare that this research report is original and has not been published and/or submitted for any other degree award to any other University before.

MUYAMA MIRIAM

 ..... Date. 24/02/2023

**ENDORSEMENT BY THE SUPERVISOR**

This research proposal has been prepared under my supervision upon appointment by Busitema University.

Madam Nakazinga Racheal

 ..... Date.. 24/02/2023

## **DEDICATION**

I dedicate this research report work to my beloved father Mr. Mausso Alex for your love, motivation, inspiration and financial support.

I also dedicate this work to my mother Mrs. Nasongo Agnes for choosing to give me life, praying for my success.

## **ACKNOWLEDGEMENT**

On the occasion of presenting this research report, I wish to express my deep and profound gratitude to a number of persons who have contributed to the completion of this research report.

First of all, I express my deep gratitude to God, the supreme guide, for His grace which has always been sufficient to me and for giving me strength to fight a good fight. Thank you God for bestowing your blessings upon me in my entire endeavor during this research report

I am grateful to my respected Dean Faculty of Science and Education, Dr. David Kani Olema for providing a conducive environment for study.

I also express my heartfelt gratitude to Doctor Tendo Shira Namagero Head of department of languages (English and literature) for rendering all possible help and support during the development, implementation and presentation of the research report. I am forever grateful.

I am extremely grateful to Madam Nakazinga Racheal my research Supervisor for her valuable guidance and encouragement throughout my humble endeavor. God bless you abundantly.

## **SUMMARY**

Reader-response theory focuses on readers' responses to literary texts. Proponents of reader-response theory believe that literature has no objective meaning or existence; rather, readers bring their own thoughts, moods and experiences to whatever text they are reading and get out of it whatever they happen to base on their own expectations and ideas. In addition, Oral literature evolved from oral tradition, and was composed by illiterate raconteurs and transmitted by word of mouth from one generation to another. It is a collection of oral materials of high quality and was composed verbally through creative use of imagination by an artist in non-literate societies. Mbunda (2006) defines oral literature as a verbal art of essentially non-literate societies composed extemporaneously before a traditional audience and transmitted from one generation to another by word of mouth.

However, Rock high school, Tororo vividly helped me in conducting this study since it consisted of students of different backgrounds and cultures. This qualitative study was to explore how oral literature is taught using the reader response approach in secondary schools. The population consisted of the students and teachers of English and literature. The sample consisted of about 20 students randomly selected and 3 teachers purposively selected within the population area. Interviews and observations were used during this qualitative research study.

Regarding the ethical considerations, the researcher provided the respondents with the necessary information concerning the main purpose of the research in relation to the research objectives and she was in position to keep the privacy and would not disclose the confidentialities of the respondents.

## Table of Contents

STATEMENT OF DECLARATION .....	i
ENDORSEMENT BY THE SUPERVISOR.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
SUMMARY .....	v
List of Tables and Figures.....	ix
CHAPTER ONE .....	1
INTRODUCTION.....	1
1.1. Background of the study .....	1
1.2. Statement of the problem .....	3
1.3 Purpose of the study.....	3
1.4. Scope of the study.....	3
1.5. Research objectives of the study .....	4
1.6. Research questions of the study.....	4
1.7. Significance of the study .....	4
1.8.1 Limitations of the study.....	5
1.8.2 Delimitation of the study.....	5
1.9 Assumptions of the study.....	5
CHAPTER TWO .....	7
REVIEW OF RELATED LITERATURE.....	7
2.1 Theoretical History and the Development of Reader Response approach .....	7
2.2. Teaching in accordance with the reader-response approach.....	8
2.3. Role of the teacher. ....	9
2.4 Some forms of oral literature.....	11
2.4.1 A myth.....	11
2.4.2 A riddle .....	12
2.4.3 Proverbs.....	13
2.5 Perceptions of teachers and students about oral literature.....	13
CHAPTER THREE .....	16
RESEARCH METHODS.....	16

<b>3.0 Introduction</b> .....	16
<b>3.1. Research design</b> .....	16
<b>3.2. Methodology</b> .....	16
<b>3.3. Location of the study</b> .....	16
<b>3.4. Target population of the study</b> .....	17
<b>3.4.1 Sampling design</b> .....	17
<b>3.4.2 Sampling procedure</b> .....	17
<b>3.4.3 Sample size</b> .....	17
<b>3.5 Sources of data</b> .....	17
<b>3.6 Research tools and instruments</b> .....	18
<b>3.6.1 Interview schedule</b> .....	18
<b>3.6.2 Observations</b> .....	18
<b>3.6.3 Validity of the research instruments</b> .....	18
<b>3.7 Data analysis procedures</b> .....	19
<b>3.8 Ethical considerations</b> .....	20
<b>CHAPTER FOUR</b> .....	21
<b>PRESENTATION OF THE FINDINGS AND DATA ANALYSIS</b> .....	21
<b>4.0 Introduction</b> .....	21
<b>4.1 To investigate on the role of teachers in teaching oral literature using the reader response approach.</b> .....	21
<b>4.2 To examine how oral literature was taught in relation to the reader response approach.</b> .....	21
<b>4.3 To explore the perceptions of teachers and learners towards oral literature.</b> .....	22
<b>4.3.1 The teachers' perceptions towards teaching oral literature.</b> .....	22
<b>4.3.2 The learners' perceptions towards learning oral literature.</b> .....	23
<b>4.4 To identify which forms of oral literature can teachers teach using the reader response approach?</b> .....	24
<b>CHAPTER FIVE</b> .....	25
<b>DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS</b> .....	25
<b>5.0 INTRODUCTION</b> .....	25
<b>5.1 DISCUSSION OF THE FINDINGS</b> .....	25
<b>5.1.1 To investigate on the role of teachers in teaching oral literature using the reader response approach.</b> .....	25



<i>5.1.2 To examine how oral literature was taught in relation to the reader response</i> .....	25
<i>5.1.3 To explore the perceptions of teachers and learners towards oral literature</i> .....	26
<i>5.1.4 To identify which forms of oral literature can teachers teach using the reader response approach?</i> .....	26
<b>5.2 CONCLUSION</b> .....	26
<b>5.3 RECOMMENDATION</b> .....	27
<b>References</b> .....	A
<b>Appendices</b> .....	B
<b>Appendix A: Research Tools and Instruments</b> .....	B

**List of Tables and Figures**

TABLE 1 APPENDIX B: RESEARCH TIMELINE.....B  
TABLE 2 APPENDIX C: ESTIMATED BUDGET ..... **ERROR! BOOKMARK NOT DEFINED.**

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter presents the background of the study, statement of the problem, purpose of the study, scope of the study, research objectives of the study, significance of the study, research questions, research hypothesis, and limitations of the study.

#### **1.1. Background of the study**

Theorists of the Reader-response theory like Richards in the principles of literary criticism; practical criticism (1924) and Louise Rosenbatt (*Literature as Exploration*) contend that the theory focuses on the activity of reading a work of literature because basing on this school of thought, the literary text has no life of its own without the reader since the reader brings something to the text that completes it and that makes each reading different. In fact, reader-response theorists believe that even the same reader reading the same text on two different occasions will probably produce different meanings because so many variables contribute to our experience of the text. In the same way, Reader-response critics turn from the traditional conception of a work as an achieved structure of meanings to the responses of readers as they read a text. By this shift of perspective, Kelly Griffith (2002) in writing essays about literature contends that a literary work is converted into an activity that goes on in a reader's mind; that is, a reader's experience and the text. It is through this interaction that meaning is made. Proponents of this school of criticism believe that literature has no objective meaning or existence; rather readers bring their own thoughts, moods and experiences to whatever text they are reading and get out of it whatever they happen to base on their own expectations and ideas.

As far as the teaching of literature involves different activities in which students use English, it may also play an important role in generating output, that is to say spoken or written production in English. Swain (2000) argues that students also need to practice using a language in order to learn it, and that there are several ways in which they can learn from the language they produce themselves. Output can, for instance, help students notice the ways in which their linguistic proficiency may be improved. The teaching of literature can consequently contribute to the development of students' English skills in numerous ways (Swain, 2000).

Finally, there are also certain scholars who argue that working with literature may also promote students' cultural competence. Collie and Slater (1987, as cited in Parkinson & Reid Thomas,

## References

- Beach, R. (1993). *A Teacher's Introduction to Reader-Response Theories*. NCTE Teacher's Introduction Series. National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096.
- Beach, Richard W. and James D. Marshall, (1991). *Teaching Literature in the secondary school*. New York: Harcourt, Brace, Jovanovich.
- Benton, M. (2018). Reader-response criticism. In *International companion encyclopedia of children's literature* (pp. 112-128). Routledge.
- Browne, S., Chen, X., Baroudi, F., & Sevinc, E. (2021). *Reader Response Theory*. Oxford University Press.
- Chua, S. H. (1997). *The reader response approach to the teaching of literature*.
- Davis, T.F. & Kenneth, W.(2002). *Formalist criticism and Reader response theory*. New York: Palgrave.
- Finnegan Ruth (1970) *Oral Literature in Africa*. Great Britain Oxford University Press.
- Griffith, K. (2002). *Writing essays about literature: (A guide and Style sheet)*. Thompson Heinle Incorporation.
- Inglis, P. (2016). Review of Karolides: *Reader Response in Secondary and College Classrooms*. OJS 2.4. 8 *Demonstration Journal*, 1(1).
- Løvstuhagen, A. T. (2012). *Teaching literature in lower secondary school: Is the teaching of literature in the 9th grade based on the personal-response approach, or the reader-response approach to literature?* (Master's thesis).
- Rosenblatt; Louise, (1938). *Literature as Exploration*. New York: Modern Language Association.
- Tompkins; J, (1980). *Reader response criticism: From formalism to post-structuralism*, John's Hopkins Press, Baltimore.