Leveling up the Performance of EFL Students by Using Personal Response Approach

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Abstract

Reader Response Approach is one of these modern approaches which emphasizes on the creative role of the reader, so the current study sheds light on a fresh look at the reader response theory to enhance students' performance through meaningful interactions with literature. It is an approach of teaching that gives the students opportunity to learn English , and helps them to learn and practice in class and solve their problem personally. Personal -Response approach is one of the literary criticism approachs in which the readers can involve their personal opinions, feelings, and background knowledge to create meanings of the text. Moreover, PRA helps the students' reading comprehension by giving response o f what they read. The present study aims at: Investigating the impact of using personal response approach on developing the leveling of students' performance in EFL recognition and production and finding out the effectiveness of the personal response approach in improving efl students' performance in learning English language. The hypothesis of the current study states that there is no statistically significant difference in the mean performance scores of the experimental groups' recognition and production levels in the posttest. To achieve the aim and confirm its hypothesis the experimental design which is Non-Randomized Experimental Group Pretest- Posttest Design is used. The sample of the

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current study consists of (60) students who have been chosen from fifth scientific stage at Ibn -Al-Muaatum secondary school for boys in Tikrit. (30) students have been chosen to be the experimental group, and (30) students have been chosen to be control group. Both groups have been equalized in such variables of educational level of parents, testees age, English grades achievement in fourth stage, and the pre-test of both groups. To analyze the obtained data, different statistical means have been used T-test, weighted mean and percentile mean to measure the students' performance.

Keywords: Approach , performance , English , Experimental group , Randomized

رفع مستوى أداء طلاب اللغة الإنجليزية كلغة أجنبية باستخدام نهج الاستجابة الشخصية

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الملخـص : نهـج استجابة القـارئ هو أحد هـذه الأسـاليب الحديثـة التـي تؤكد علـى الـدور الإبداعي للقارئ ، لذا فإن الدراسة الحالية تلقي الضوء على نظرة جديدة على نظرية استجابة القارئ لتحسين أداء الطلاب من خلال تفاعلات هادفة مع الأدب. إنه نهج في التدريس يمنح الطـلاب فرصـة لتعلم اللغة الإنجليزية ، ومساعدتهم على التعلم والممارسة في الفصل وحل مشكلتهم شخصيًا. نهج الاستجابة الشخصية هو أحد نهج النقد الأدبي الذي يمكن للقراء من خلاله إشراك آرائهم الشخصية ومشاعرهم وخلفياتهم المعرفية لخلق معاني النص. علاوة على ذلك ، يساعد التقويم الريفي التشاركي الطلاب على فهم القراءة من خلال إعطاء استجابة لما قرأوه. تهدف الدراسة الحالية إلى: التحقيق في تأثير استخدام نهج الاستجابة الشخصية على تطوير مستوى أداء الطـلاب في التعرف على اللغة الإنجليزية كلغة أجنبية وإنتاجها. تنص فرضية الدراسة الحالية على عدم وجود فروق ذات دلالة إحصائية في متوسط درجات الأداء لمستويات التعرف على المجموعات التجريبية وإنتاجها في الاختبار البعدي. ولتحقيق الهدف وتأكيد فرضيته ، تم استخدام التصميم التجريبي وهو عبارة عن اختبار تمهيدي لمجموعـة تجريبية غير عشوائية. تكونت عينة الدراسة الحالية من (60) طالباً تم اختيارهم من المرحلة العلميـة الخامسـة في ثانويـة ابن المعتم للبنين في تكريت. تم اختيـار (30) طالباً ليكونوا المجموعـة التجريبيـة ، و (30) طالبـاً ليكونـوا مجموعـة ضـابطة. وقـد تـم معادلـة كـلا

المجموعتين في مثل هذه المتغيرات الخاصة بالمستوى التعليمي للوالدين ، وعمر الممتحنين ، وتحصيل درجات اللغة الإنجليزية في المرحلة الرابعة ، والاختبار القبلي لكلا المجموعتين. لتحليل البيانات التي تم الحصول عليها ، تم استخدام وسائل إحصائية مختلفة اختبار T ، والمتوسط المرجح والمتوسط المئوي لقياس أداء الطلاب.

الكلمات الدالة: المنهج ، الأداء ، اللغة الإنجليزية ، المجموعة التجريبية، العشوائية.

1.Introduction

Speaking a foreign language is a complex process that involves language proficiency, skills, and the use of strategy. Communication through English for academic purposes courses is a basic requirement for learners of English as a foreign language, but it can be challenging. To improve the quality of speech, strengthen the components of speaking competence, and increase the learner's awareness of metacognition. Early views of teaching speaking considered speaking to focus on presenting grammatical structures through question-and-answer instructions or the use of written words. In the second half of the twentieth century, a number of teaching approaches, such as audio-linguistic, situational and functional approaches, were developed to give a major role to teach pronunciation skills and grammatical accuracy, while the interactive speech style and level of perception in real communication have been widely ignored. There are several approaches which are frequently used by the teacher to enable students solve their problem personally, according to the researcher.

2. Methodology
2.0 Introductory Note
This chapter is specified to the procedures followed to fulfill the aims of the study and verify its hypotheses, and also sheds light on the following points :
1. Experimental design.
2. Population and sampling.
3. Equalization between the experimental and control group.
4. Validating the test, ascertaining its reliability and analyzing its items.
5. Administrating the constructed test.
6. Manipulating the statistical procedures for the treatment of the researcher data.

2.1 Experimental Design
Miller (1984 ,p.2) refers to the design of an experiment is the general plan which is to be used in testing a given prediction. This plan specifies the way in which the relevant data are to be collected. Seltman (2018) mentions that Experimental design is a careful balancing of several features including "power" , generalizability , various forms of "validity" , practicality and cost(p.3) . Berger P.D., Maurer R.E.,and Celli G.B. (2018) state that an experimental design is the aggregation of independent variables, the set of amounts, settings or magnitudes (called levels) of each independent variable, and the combinations of these levels that are chosen for experimental purposes(p.1). That is, the core of an experimental design is to answer the three – part question:

1) Which factors should we study?
2) How should the levels of these factors vary? and in
3) what way should these levels be combined?

The demanded experimental design in the current study is named "non – Randomized Pre- Post- test Design" Consequently, two groups of the fifth scientific (biological branch) preparatory school students are the sample of the study. The experimental design is shown in table (1)

Table (1)

The Experimental Design

Group	Pre-test	Independent Variable	Dependent Variable	Post-test
Experimental Group	Students' Performance in English Literary Texts	Personal- Responses Approach	Students' Performance in English Literary Texts	Students' Performance in Personal Response Approach
Control Group		Approach Traditional		

2.2 Population and Sample

Richards (2001) defines the population to the people about whome information will be collected (p.57).

The population refers to the entire set of individuals to which findings of the survey are to be extrapolated (Paul. S. Levey, Stanley Lemeshow ,2008, p.11).While   a smaller group or subset of the total population is the sample(Louis Cohen, Lawrence Manion and Keith Morrison,2000, p.92). The whole population of the present study includes 80 fifth year students of the Ibn-Al-Muaatum Secondary School in Tikrit, during the academic year 2021/2022.The students are grouped into three sections: (A, B and C). Sections (A) and(B) have been randomly selected to be the experimental and control groups whose total number seventy-five . Section(A) consists of thirty-seven students while section (B) consists of thirty -eight students. Seven students are excluded from section(A) and eight students are excluded from section (B).
Those students are employed for the purpose of the pilot study. Thus, thirty students have been selected from section (A) as an experimental group and thirty students from section (B) as a control group. Therefore, the total number of the involved sample is sixty who represent (80) percent of its original population, as shown in table (2).

Table (2)
The Population and Sample of the Study

Groups	No. of Population	No. of Pilot Students	No. of sample Students
Experimental	37	7	30
Control	38	8	30
Total	75	15	60

2.3 Equivalence of the Two Groups

Equalization considers some variables that may cause gradual variation in the graduates' achievement or may affect the result of the study.

The equalization between the two groups requires controlling the following variables which may cause a variance in the students' achievement such as: the students' age, parents' educational level, students' achievement in English in previous academic year (Good, Barr and Douglas, 1976, p.366).

3.3.1 Age of the Students

The students' age in months for the two groups are counted till the first of January 2022 to find out whether there is any difference between their ages, as shown in appendix (A). By applying the t-test- formula for two independent groups, it is found that there is no significant difference between the experimental group and the control group in their age since the means scores value of the experimental group is (199.86) and the standard deviation is (5.21) and that of the control group is (201.90) and the standard deviation is (5.01). The Calculated t-value is (1.539) which is found to be lower than the tabulated value which is (2.00) at the degree of freedom (58) and the level of significance (0.05). This means that the students of the two groups are equal in their age, as shown in table (3).

Table (3)

The Mean, Standard Deviation, T-Value of Students' Age

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
CG.	30	201.90	5.01			58	0.05
EG.	30	199.86	5.21	1.539	2.00		

2.3.2 Parents' Educational level

2.3.2.1 Fathers' Educational level

The chi-square calculation has been used to determine whether or not there was a statistically significant difference in educational level between the fathers of the students who participated in the study. Following analysis, the calculated value (2.153a) was found to be lower than the tabulated value (9.48), with (4) degrees of freedom and a level of significance (0.05), indicating that there is no statistically significant difference between the two groups in terms of fathers' educational level, as illustrated by the table (4).

Table (4)
The Chi-Square Value of Fathers' Educational Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Bachelor	13	10	23				
Diploma	3	4	7				
Higher Studies	1	3	4	2.153a	9.48	4	0.05
Primary	5	7	12				
Secondary	8	6	14				
Total	30	30	60				

2.3.2.2 Mothers' Educational level

To determine if there are statistically significant differences between the two groups in this variable, the chi-square calculation was used to compare the data from the two groups. The educational levels of the mothers in both groups are found to be equal. Because of the degree of freedom (4) and the level of significance (0.05), the calculated value is (1.195a), which is lower than the tabulated value (9.48) at the degree of significance (0.05). As seen in the table (3.5), there is no statistically significant difference between the two groups concerning this variable (5).

Table (5)
The Chi-Square Value of the Mothers' Education Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Bachelor	17	8	9				
Diploma	12	6	6				
Higher studies	1	1	0	1.195a	9.48	4	0.05
Primary	13	6	7				
Secondary	17	9	8				
Total	60	30	30				

2.4.3 Students Previous Year Degrees in English

Students' achievement in the final exam of English during the previous academic year (2020-2021) has been reviewed and compared, as shown in the appendix (B). The mean scores value of the experimental group is (65.06) while that of the control group is (64.56) with standard deviations, (11.77) and (12.73), respectively. The calculated t-value is found to be (0.158) which is less than the tabulated value (2.00), at the degree of freedom (58) and (0.05) level of significance. This result indicates that there is no significant difference between the two groups in their previous achievement, as shown in table (6)

Table (6)
Mean scores, standard deviations, and t-value for the Students Previous Year Degrees in English

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
CG.	30	64.56	12.73	Calculated	Tabulated	58	0.05
EG.	30	65.06	11.77	0.158	2.00		

2.5 Students' Scores in the Pre-Test

The pre-test has been conducted for equalization (see appendix C). Both of the experimental and control groups are submitted to the same pre-test. The mean pre-test scores for the experimental group are (41.43), while the mean pre-test scores for the control group are (39.83), with standard deviations of (18.58) and (9.40), respectively,

for the two groups. At the degree of freedom (58) and the level of significance (0.05), the calculated t-value is determined to be (0.421), which is lower than the tabulated value (2.00). As indicated in the table, this result implies that there is no statistically significant difference between the two groups in the pre-test, as shown in table (7).

Table (7)
The T-Test Value of the Two Groups in the Pre-test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
CG.	30	39.83	9.40	Calculated	Tabulated		
						58	0.05
EG.	30	41.43	18.58	0.421	2.00		

2.6 Instructional Material and Students' Instruction

This research has been conducted in fifth -year scientific preparatory school students at Ibn Al-Muaatam Secondary School for Boys in Salahuddin/Tikrit, during the academic year 2021/2022.The researcher chooses a sample then separates them into two groups (control and experimental) each group 30 students. The material which has been taught to the two groups of students is "English for Iraq", specifically, Literature Focus (drama and drama in Iraq) and the researcher uses also authentic text (The Monkeys Paw).

The first material, Literature Focus consists of two sections. The researcher does only one section which consists of introduction about drama, drama in Iraq, Jawad-Al- Assadi and his play (Baghdadi Bath).

The experiment of this study has been done in the first semester of the academic year 2021-2022. The two groups of study began on 13th of November and continued for about eight weeks, and ended on the fifteen of January 2022.

The experimental group is taught drama by using Personal Response Approach in order to give students chance to criticize the text based on their personal experience, feelings and opinions, while control group is taught literary text by using traditional methods.

2.6.1 Lesson Plan for the Experimental Group

Date: Sunday 13th of November.

Class and section: Fifth preparatory school students.

Topic: Baghdadi bath

Aim: -To encourage students to read a range of different texts, to increase their knowledge and develop creative thinking by using personal response approach.

-To foster higher-order and critical thinking, and to learn to describe, evaluate and discuss more challenging reading texts.

Steps of presenting the lesson material:

Warm-up

In this study, the researcher desires to investigate the differences in motivation, reading comprehension skill and vocabulary acquisition of two intact groups after the process of treatment. In teaching literature, the warm-up is a necessary and dynamic stage for an effective start of the lesson. This stage involves some activities to enable students to know the reason for reading literature and to present the text in enjoyable and exciting way by using one of the literary criticism approach(personal/response approach). Also to link the previous lesson with the present one to connect their information so as not to break the series of their ideas.If it is the first lesson, the researcher should explain the nature of this theory or approach and its function to the

students in order to familiarize pupils with the context of what they will have been doing.

The researcher, from the beginning, reminds and encourages students how to remove their shy feeling and tension and to not worry about any difficulty while they are reading the literary text, the procedures which the researcher followed in the classroom:-

From the beginning, researcher gives the students an introduction about literature and the importance of teaching it, in addition, she explains and clarifies some important terms and write it with definitions on the board to help students to understand the context of what they will have been studying but it is essential, at the same time, to ask students about vocabulary and let them to participate and give their opinions in order to develop their thinking skill and remove any negative feelings. For example:

    A. Drama is ---------------
    B. Play is ------------
    C. There are two types of drama: ------------, ----------------

  In both the experimental and control groups, the assignment was given to the students not all together, but one at a time, they were asked to read the play (Baghdadi bath) for the following lesson.

    In the experimental group, the reader-response approach to reading literary text(play) was implemented. The crucial difference in this group that the teacher created the opportunity for the students to express their own predictions about the upcoming events through ask them some questions, for example, about the message of this play or the main character of it so in this group, the student was the center of the class while the teacher or researcher took the role of a conductor only, controlling the turn takings, posing thought provoking questions and initiating discussions.

1. Write sentence from the play on the board and ask students what does the short passage evoke? In order to increase students' achievement in translating literary text.

2. Ask students to voice their versatile opinions about the main characters of this play, whether they liked them or not and if they knew anyone with familiar personality traits in their real lives.

3. Compare characters:

▪ *make a three column chart*

  - label the left column, character 1; the middle coloumn, shared traits; the right column, character2.

    ▪ *Fill in the chart as you read.*

4. Read the play aloud.

5. Ask students about the mood or feeling the atmosphere of the play created in them and then asked them to conclude whether this play is tragedy or comedy? And why?

6. Another question about setting, for example, why the author choose this setting to convey the message of the play? it is a symbol of what? then asked them whether they would have chosen a different setting or environment for

this play and then they proposed their idea of what the ending to that play would be?

7. Overall, the main debates were carried on amongst the students, expressing

their internal thoughts and feelings to a single aspect and reacting to others' viewpoints.

8. At this point, the class discussion was directed towards the expression of the students' reactions to the ending, if they would have chosen a different ending for this play. Any probable changes in their prior interpretation or feelings towards characters or event were also talked about.

9. After the completion of discussions on all elements of the play, the researcher asked them to answer the questions about this play in the students' book.

2.6.2 Lesson Plan for Control Group

Date: Monday 14th of November.

Class and section: Fifth preparatory students.

Topic: Baghdadi bath.

Aim: To encourage students to read a range of different texts, to increase their knowledge and develop creative thinking.

Steps of presenting the lesson material:

Warm-up

In teaching any literary texts, the warm- up is an essential point for an affective start of the lesson. This point or stage involves some activities to enable students to know the reason for reading the text and to present text in enjoyable and exciting way. Also to connect the previous lesson with the present one to connect their information so as not to break the series of their ideas.

In the control group the traditional method of teaching literature was pursued and the main focus of attention here was on the reading the text and only the main elements that affect on the text. In this group, the researcher was the center of the class, directing students to reach the one correct interpretation of the text.

1. Read aloud and write the difficult words on the board while students read the text.
2. The debate started with the researcher asking about the summary of the play.
3. Ask about characters, the main theme and other literary aspects ; however, it was the researcher who stated the final correct interpretation and explanation.
4. Ask them to answer the questions about this play from the students' book.

2.7 Construction of the Study Tools

To achieve the objectives of the study, one instrument is constructed and applied, it is post-test which is used to measure pupils' performance in learning English literary texts.

2.8 Test Construction

The post-test is used to discover the results, so the researcher designs a test based on the topic that has chosen at the beginning of the study to measure whether there are statistically significant differences between the control and experimental groups. The post-test contains (5) questions, each question consisting of different elements from the other, as shown in the table (8) below

Table (8)
The specifications of the Content, Behaviors, Items, Category and Marks of the Post-test

Level	No. of Questions	Content	Behaviors objectives	Category	No. of Items	Marks
Production	1	Read the scene carefully then answer the question below according to the point of view-Reading passage	Answer the questions about the scene .To measure knowledge, ability, and evaluation	Semi-objective	5	25
	2.A	Give the meaning of the following words-remembering information	Write the same meaning of the words. To assess students' performance in remembering information.	objective	5	15
Recognition	2.B	Match the words in list A with the suitable words in list B	Match the words that have the same meaning to assess understanding of meaning and comprehension	Objective	5	10

Production	3	Complete the following	Complete the sentences to measure the understanding and evaluate the ability of comprehension	Semi-objective	5	10
	4	Read the stories and explain the questions below	Explain the questions according to the point of view to measure students' literary text ability, creative and prior knowledge.	subjective	5	20
	5	Read and analyze the main idea of the following text.	Analyze the main idea of the text to measure students' literary text ability, creative and prior knowledge.	subjective		20

Question one asks the pupils to read the scene from "Baghdadi bath" and answer to the questions below. It consists of five items. The purpose of this question is to enhance linguistic and literary students' achievement and ability. The total score of the first question is (25), the correct answer gains five score and the incorrect gains zero.

Question two consists of (A) and (B) : A-which is consists of five items , each item is given three marks. The purpose of this question is to enhance students' performance in remembering information. Also (B) includes five items, each item is given two marks. The purpose of this question is to
enhance students' knowledge and comprehension. The total score of this question is (25).

Question three is to complete the sentences. It consists of five items, each item is given two marks. The purpose of this question is to enhance student' production. The total score of this question is (10).

The fourth question is to explain some questions about two stories, this question consists of five items, each item is given four score. The purpose of this question is to enhance students' creativity and prior knowledge.

The fifth question is to analyze the main idea of the text. The purpose of this question is to enhance students' ability to translate a literary text. The total score of this question is (20).

The posttest has been simultaneously administrated to both groups (the experimental group and the control group) on the 15 of January, 2022. The allocated time for answering the test was seventy minutes. Later on, the test papers have been collected in order to be scored.

2.9 Validity of the Test

Validity refers to how accurately a method measures what it is intended to measure. Louis Cohen, Lawrence Manion and Keith Morrison (2000) confirm that validity is "an important key to effective research". If a piece of research is invalid then it is worthless (p.105). Validity is thus a requirement for both quantitative and qualitative naturalistic research. Validity, then, should be seen as absolute state (Gronlund,1981, p.82). So validity is a very important and useful concept in all forms of research methodology. It's primary purpose is to increase the accuracy and usefulness of findings by eliminating or controlling as many confounding variables as possible, which allows for greater confidence in the findings of a given study. Miller et al. (2010) stated that, if the test measures the intended purposes this time the test is called a valid test (pp. 280-283).

2.9.1 Face Validity

According to Oluwatayo (2012), face validity refers to "researchers' subjective assessments of the measuring instrument as to whether the items of the instrument appear to be relevant, reasonable, unambiguous and clear" (p.392).

Face validity is a subjective judgment on the operationalization of a construct. To ensure face validity of the test , it has been exposed to experts in the field of methodology of EFL and linguistics who are requested to give their agreement , modification or any additional comments about the test in order to evaluate the suitability of questions for the objectives of the study and for the students' level.

2.9.2 Content Validity

Content validity is defined as "the degree to which items in an instrument reflect the content universe to which the instrument will be generalized" (Straub, Boudreau et al., 2004, p.10). In general, Content validity involves evaluation of a new survey instrument in order to ensure that it includes all the items that are essential and eliminates undesirable items to a particular construct domain (Lewis et al. ,1995, Boudreau et al. , 2001, p.84) .

The content analysis of the test items is based on Bloom's Taxonomy of cognitive domains to state the behavioral objectives. The cognitive domain begins with the lower cognitive level and ends with the higher cognitive level, which is creation.

2.10 Pilot Study

Pilot study is a small feasibility study designed to test various aspects of the methods planned for a larger, more rigorous, or confirmatory investigation (Arain, Campbell, Cooper, and Lancaster, 2010, p.1).

The primary purpose of a pilot study is not to answer specific research questions but to prevent researchers from launching a large scale study without adequate knowledge of the methods proposed (Polit and Beck, 2017, p.80). A pilot administration is said to increase the reliability, validity and practicability (Cohen et al., 2007, p.341).

Conducting a pilot test is strongly preferred for the current study. For this purpose, (15) students are chosen randomly from Ibn-al-Muaatum Preparatory School for Boys. On the 13th January 2022, the pilot test was carried out in a normal situation and classroom condition. In particular, the pilot test has been intended to estimate the time required for answering the test and to know whether the questions are clear for the subjects. The pilot test has revealed that the required time to answer the whole items of the test is (60) minutes. In addition, the test was piloted in order to:

- Measure its reliability.
- Measure item difficulty, easiness and discrimination.
- Estimate the time allotted for completing the test.

2.11 Reliability of the Posttest

The reliability of a test is a critical characteristic of a good test. It is said that a test is trustworthy if the degree of accuracy of the exam is stable and consistent each time it is administered under the same conditions to the same sample of pupils (Veram and Beard, 1981, p.860). One of the necessary characteristics of a good test is reliability. Alderson (1995) states that "reliability is the extent to which test scores are consistent"(p.294).

According to Ravitch (2007), reliability is defined as "a measure of consistency in testing. " A person who took two distinct versions of the same test on two different days should have received equal results on both tests (p.70), for example.

\This formula is used to determine how reliable the post-test is by comparing it to a control group. When the coefficient is calculated, it is determined to be (0.78), which is considered appropriate.

2.12 Item Analyses

2.12.1 Difficulty Level

The difficulty level is specified as the ratio of the students who replied correctly to each item (Rosas, 2000, p.3).

Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010, pp. 1-70).

It was found that the current test items' DL range from (0.31) to (0.69), as shown in table (3.10).

2.12.2 Discrimination Power

Discrimination power means " calculating the degree to which a particular item's results correspond with the results of the entire test' (Alderson, 1995, p.80). This means that an object is deemed to have weak power of discrimination if it is correctly scored by high-skilled students as well as low-skilled students. Item discrimination refers to the degree to which an object makes a difference between good and poor testers. An object has the good power of discrimination if it collects the right answers from the good students and the wrong answers from the bad students. It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown, 2010, p. 71).

The results obtained indicate that the test item DP ranges from (0.26) - to (0.66). The table below shows the test items in DP and DL:

Table(9)
The Difficulty level and discrimination power

Question	Item	Higher	Lower	Difficulty	Discrimination
Q1/	1	28	9	0.66	0.63
	2	25	14	0.69	0.36
	3	23	9	0.63	0.46
	4	22	6	0.65	0.53
	5	21	6	0.67	0.50
Q2\A	1	18	6	0.50	0.66
	2	17	9	0.43	0.26
	3	17	8	0.56	0.30
	4	16	5	0.68	0.36
	5	15	6	0.55	0.30
Q2/B	1	12	6	0.46	0.50
	2	12	5	0.48	0.58
	3	12	7	0.45	0.41
	4	10	4	0.66	0.50
	5	10	3	0.40	0.58
Q 3\	1	12	7	0.56	0.41
	2	10	6	0.33	0.33
	3	10	5	0.37	0.41
	4	10	6	0.31	0.33
	5	10	5	0.45	0.41
Q 4\	1	24	8	0.65	0.66
	2	22	6	0.65	0.66
	3	20	5	0.67	0.62
	4	20	6	0.50	0.58
	5	19	6	0.43	0.54
Q 5\	1	19	8	0.44	0.45

2.13 Final Administration of the Posttest

After verifying the validity, reliability and polite administration, the posttest has been applied on the 15th January 2022 for both experimental and control groups. The test papers have been distributed to the involved testees who are required to read the

instructions carefully and put their answers clearly on their test papers within the limited time of the test.

After that, all the test papers have been collected to be scored according to the designed scoring scheme.

2.14 Statistical Means

The statistical tools which have been utilized in the present study to analyze the collection that is, as follows:

1. **T-test for Two Independent Samples** is used to find out the significance between the two groups in the equalization of age and literature scores. It is also used to find out the significance of differences between the two groups in the posttest.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{(N_1-1)S_1^2 + (N_2-1)S_2^2}{N_1+N_2-2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

(Glass and Stanley, 1970: 295).

X1 = the mean of the experimental group
X2 = the mean of the control group
n_1 = the number of students in the experimental group
n_2 = the number of students in the control group
S_1^2 = the variance of the experimental group
S_2^2 = the variance of the control g

2. The T-test for two paired Samples is also used to find out the significance of differences between the recognition and production levels.

(Devellis, 2003: 26).

$$T = \frac{\bar{d}}{Sd/\sqrt{N}}$$

T= Test – value
N= Number of Students

3. Chi^2: It is used to find out the significance of differences in the variable of parent's education.

$$x^2 = \sum \frac{(O-E)^2}{E}$$

(Healy, 2012:275).

O = the observed Frequencies
E = the Expected Frequencies

4. Alpha Cronbach Formula: It is used to calculate the internal consistency of the tests**.**

$$a = \frac{n}{n-1}\left[1 - \frac{\sum si_2}{sx_2}\right]$$

Where:
n= Number of items in a test
Si_2= The variance of single items
Sx_2= The variance of the total test

(Stevens, 2007: 160).

5. Standard Deviation: it is used as a second step to reach the final t-value score.

$$SD = \sqrt{\frac{\sum (x-\bar{x})^2}{N-1}}$$

(Alderson et al, 1999: 267-277).

SD = standard deviation

N = number of students

S = the score

$\sum r$ = the sum

6. Difficulty Level: It is used to measure the difficulty level of the posttest items.

DL = HC- LC / N

HC = high correct

LC = low correct   (Madsen, 1983:181).

N = total number of the tastes

P = $\frac{Tu+Ti}{2(n)(s)}$

P = item difficulty

Tu = The total of all the correct marks in the upper group.

Ti = The total of all the correct marks in the lower group.

n = Subjects number in one group.

S = The higher mark for each component.

7. Discrimination Power: It is used to measure the discrimination power of the test items.

D = $\frac{Tu-Ti}{(n)\frac{1}{2}/s}$

D = item Discrimination   (Ebel and Frisbie, 1991:231)

Tu = The total of all the correct marks in the upper group.

Ti = The total of all the correct marks in the lower group.

n = Subjects number in one group.

S = The higher mark for each component.

3 . Result

In order to acquire the mean scores for the experimental group's accomplishment at the recognition level and the mean scores for the experimental group's achievement at the production level are computed and compared to see if there is a statistically significant difference between them. The acquired data indicate that students' mean scores at the production level are (36.53) and at the recognition level are (33.66). The t-test formula for two paired samples is employed, and the calculated t-value is (6.048), whereas the tabulated t-value is (2.06), This means that there is a significant difference between students' achievement at the recognition level and that at the production level and for the benefit of the production level, that means that the hypothesis is rejected. As shown in the table below:

Table (10)

Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Production	30	36.53	5.16			24	0.05
Recognition	30	33.66	5.14	6.048	2.06		

4 . Findings

The present study aims at: Investigating the impact of using personal response approach on developing the leveling of students' performance in EFL recognition and production. According to the obtained results of the test, in relation to the students in the preparatory level, it has been noticed that teaching literature by using the personal

response approach as a new approach has an effect on the experimental group; that the calculated t- value of (8.093) which is found to be higher than the tabulated t- value (2.04). Because, the experimental group is exposed to modern strategies and activities of the personal response approach

The hypothesis of the current study which states that there is no statistically significant difference in the mean performance scores of the experimental groups' recognition and production levels in the posttest is accepted. It emphasize that there is no significance difference between the experimental group mean scores in recognition and production level in favor to the production one. Data analysis of the current study provides support to the findings of the previous studies. It is found that
there is a significant difference in the performance of students who have been exposed to the personal response approach as compared to the performance of those who are not exposed to it.

The results indicate the effectiveness of the RRA program. These results may be attributed to the effect of the types of reading questions and activities. The reading questions and activities did not focus on literal content of the novel. In other words, these questions required students to construct new meanings and express their own interpretations of the events and characters' behaviors. They encouraged students to reflect critically on their life, cultural values and personal experiences. The reading questions and activities provided students with rich input. The group and class oral discussions of these questions and activities provided students with authentic opportunities to listen to different meaningful interpretations and points of views. During the sessions, the teacher continually reminded the students that there was not just one correct interpretation to the questions, and there could be as many acceptable interpretations as possible. This, in turn, lessened their reluctance to express their ideas freely and raised their self-confidence level with reference to their reading ability. Moreover, the reading activities encouraged students to think, compare and accept others'

5. Conclusion

According to the obtained results of the current study, the researcher concludes that the benefits of the Reader-Response Approach implemented in literature courses are numerous. Among them, we can include fostering students' involvement with the EFL learning , raising students' levels and performance.

Also from the study and the participants' reactions, several conclusions can be drawn. One of the conclusions is that the implementation of the reader-response approach in a literature classroom beneficial, promote students' participation and their responsiveness towards literary texts. Another benefit is increasing students' awareness that literary texts are relevant and related to students' lives, beliefs and values.

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