Developing Comprehension & Interpretation Through Reader Response Engagements

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Presentation Outline

- Activity – Graffiti Board
- Activity – Written Conversation
- Overview – Reader-Response Theory
- Overview – Literature Discussion Strategies
- Workshop – Literature Discussions
Graffiti Board

CAP. I

reminds me of my first day of school

Her breakfast was very descriptive

Dad  Mom  Her

Bonillas
Written Conversation

• My experience with Maria Isabel have been positive. I feel it exposed me to another format of Spanish.

• My experience was also positive. I agree with you on the format.

• I didn't like the way the teacher picked on me. I would have hated him and changed classes.

• I would agree. I felt the teacher could have been nicer to me. I also felt bad for Maria when she fell down in front of everyone on the bus and they laughed at her.

• I think the book she chose to read out of the library was an excellent choice. I've read it and could relate.

• I would agree. I read the book she chose when I was younger and I enjoyed it.

• Agreed
Rosenblatt (1994, 1995) → transactional theory of reading and writing

Meaning is “built up through the back-and-forth relationship between reader and text” (Karolides, 1999, 160).

“The literary experience reside[s] in the synthesis of what the reader already knows and feels and desires with what the literary text offers” (Rosenblatt, 1995, 259)
Reader Response Theory

- **Transaction**
  -- reader / text / “poem”
  -- reader and text act on each other
  -- reader creates “poem” → new text
  -- fusion of reader’s background knowledge and his/her experiences reading text
Reader Response Theory

"poem"

reader
text
Reader Response Theory

- **Transaction** → Evocation + Response

- **Evocation** → the reader “lives through” the text and “build[s] up the work under the guidance of the text” (Rosenblatt, 1994, 69)

- **Response** → reflecting on the “poem” (process of negotiation between his/her life experiences and the text)
Reader Response Theory

1. **Evocation**: emotions, memories, experiences, etc. that text conjures up in reader’s mind
2. **Transaction**: web of feelings, sensations, images and ideas evoked while reading the text
3. **Interpretation/Response**: reader’s efforts to describe his/her transaction with the text
4. **Evaluation**: reader’s assessment of the quality of his/her interpretation of text
5. **Criticism**: reader’s estimation of the quality of others’ interpretations of text
# Literature Discussion Strategies

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Workshop

- (1) Think about a course you are currently teaching.

- (2) Consider the text(s) you are currently using in the course.

- (3) Choose 2-3 literature discussion strategies and decide how you will incorporate them into your class.
References