#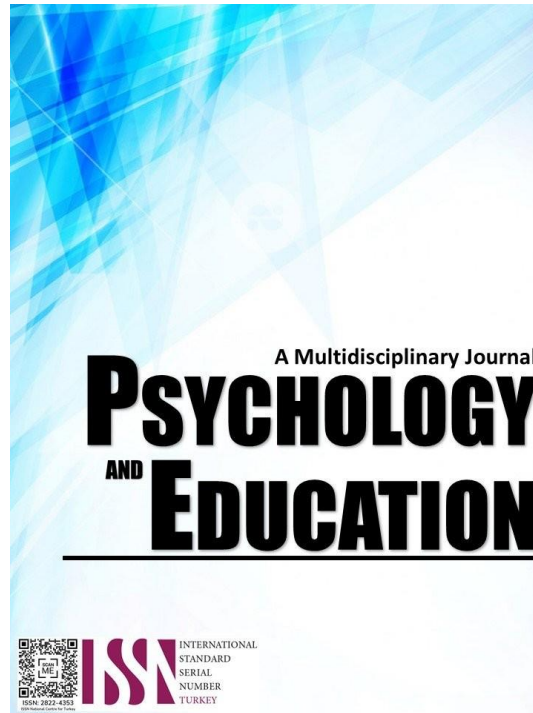 IN-DEPTH EXPLORATION OF LEARNING ENGAGEMENTS' EXPERIENCES OF READER-RESPONSE APPROACH IN ANGLO-SAXON LITERATURE: A MULTIPLE CASE STUDY

In-Depth Exploration of Learning Engagements' Experiences of Reader-Response Approach in Anglo-Saxon Literature: A Multiple Case Study

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Abstract

This study employed a multiple case study design to investigate how Grade 9 students of Polomolok National High School, Cannery Site, Polomolok, South Cotabato experienced the Reader-Response Approach with Anglo-Saxon literature. Purposive sampling yielded eight (8) participants from SPJ, SPA, SPS and regular programs who underwent in-depth interviews ensuring their privacy through informed consent for anonymity and confidentiality. Thematic analysis revealed four main challenges that students faced: language barriers, complexity, comprehension difficulties, and navigating multiple interpretations. However, students also developed eight strategies to overcome these challenges, which included active engagement, seeking guidance, repeated readings, and making personal connections. Furthermore, the research identified five key insights for the students, such as deeper understanding, critical thinking development, and reader-transformation into active participants. These findings offer valuable implications for educators, as understanding student challenges and strategies allows teachers to tailor instruction for improved student engagement and learning outcomes. Ultimately, the Reader-Response Approach, when implemented effectively, can foster deeper understanding, critical thinking, and personal connections, empowering students to become active participants in their literary journeys.

Keywords: *english, grade 9 learners, reader-response approach, anglo-saxon literature, multiple case study, Philippines*

Introduction

In the modern educational landscape, the role of the teacher is both essential and challenging, especially in the domain of literature instruction. Although various pedagogical approaches can be elucidated through theoretical models and recorded in scholarly texts, their effective implementation frequently necessitates flexibility and creativity to successfully engage learners. Teachers are not only tasked with delivering content but also with stimulating curiosity and ensuring that the lesson resonates with students on both intellectual and emotional levels. As various scholars have noted, the effectiveness of teaching methodologies can significantly influence student engagement and learning outcomes (Martins et al., 2024). Thus, it becomes crucial for educators to employ diverse pedagogical approaches that can capture students' attention and foster a love for literature.

Moreover, the intricate nature of literature pedagogy demands a departure from conventional methods that prioritize superficial comprehension, as traditional approaches like rote memorization and surface-level questioning often impede the development of critical thinking and analytical skills essential for exploring deeper textual themes and conflicts (Bhattacharya, 2022). To address this, an effective literature curriculum should embrace frameworks like Reader-Response Theory (RRT), which, as articulated by Saffian (2022), fosters active engagement by enabling students to connect their personal experiences and emotions with the text, thereby enhancing comprehension, promoting meaningful dialogue, and creating a more dynamic learning environment (Delanoy, 2024; M. Jones, 2018; Lewis, 2019).

Nevertheless, despite the evident advantages of such student-centered approaches, Filipino students frequently encounter difficulties with reading comprehension and engagement, often lacking the requisite skills or motivation for profound literary interaction (Bean & Melzer, 2021). This underscores the urgent need for culturally responsive pedagogical practices that acknowledge diverse backgrounds (Chi, 2023). This is further underscored by the 2022 PISA results, revealing that only 25% of Filipino students meet minimum proficiency standards across subjects, with reading comprehension being a significant concern (Chi, 2023; Organisation for Economic Co-operation and Development, 2023), thus necessitating targeted educational interventions and addressing systemic issues such as socio-economic disparities and limited resources (Mahoney et al., 2021).

Furthermore, in Polomolok National High School, a microcosm of national educational challenges, recent reading evaluations reveal a concerning struggle where only two out of ten students demonstrate a low level of reading performance in English, highlighting a significant disparity across its specialized programs—Journalism, Arts, Sports, and Regular—despite DepEd Memorandum No. 173, s. 2019, which outlines a strategic reading program and the broader "Hamon: Bawat Bata Bumabasa" initiative aimed at fostering nationwide literacy (Department of Education, 2019).

This context underscores a critical research gap: the paucity of experiential studies on the application and adaptation of Reading Response Theory (RRT) within the Philippine secondary education setting, especially within specialized programs, to address the unique cultural and socioeconomic realities of Filipino learners more effectively than traditional pedagogical approaches have achieved. Consequently, this study aimed to investigate the utilization of the Reader-Response Approach in learning Anglo-Saxon literature from the perspective of Filipino secondary school students, seeking to bridge the gap between traditional methods and student-centered

literary instruction and ultimately contribute to improved literacy outcomes in the Philippines by adapting RRT to local needs.

Research Questions

This study sought to address the following research questions:

1. How do Grade 9 learners describe their engagement with the Reader-Response Approach in learning Anglo-Saxon literature?
2. What are the similarities and differences in various cases of learners' experiences while immersing themselves in the Reader-Response Approach in learning Anglo-Saxon literature?

Literature Review

This part covers the literature and readings linked to the study's topic. Books, periodicals, and the internet were used as sources of information. The various data, perspectives, and resources presented by the multiple researchers aided me in resolving the various concerns surrounding this study.

Relationship of Reading and Text

There are many different types of students in today's classrooms, each with their viewpoints. Consequently, due to the rise in diversity, educators now understand how critical it is to build a connection between the curriculum and students' personal lives in order to hold their attention and provide meaningful learning experiences. In this context, integrating reader response into the curriculum—as opposed to traditional teacher talk—will result in enhanced reading comprehension and engagement. Moreover, reader response encourages student interactions with the text and with one another. In fact, teachers' views of a certain work are frequently imposed upon students when they are reading literature (Ainsworth & Vygotsky, 2020; Alsup, 2020; Beach & Marshall, 2018; McWhorter, 2019; Wilhelm & McVee, 2019).

For instance, a study by Bender et al. (2020) found that using reader response activities in a multicultural literature unit led to significant gains in both reading comprehension and student engagement, particularly among students from diverse backgrounds. Thus, educators might consider integrating these strategies to support diverse learners and enhance overall classroom dynamics.

Additionally, another study by Johnson (2021) compared traditional teacher-centered instruction with reader response activities in a diverse classroom. The findings revealed that students in the reader response group demonstrated a deeper understanding of the text and were more likely to participate in classroom discussions. However, suppose teachers share their reactions to a text before asking students to disclose their reactions. In that case, they are mistakenly teaching students that there is only one correct interpretation of a piece of literature, which could lead to students developing a negative opinion about reading in general. Indeed, teachers often immerse students in their analysis of a literary text simply because they are familiar with the piece and feel more comfortable expressing their thoughts than allowing students to interpret it "incorrectly" (Alsup, 2020).

Reader Response Theory

To begin with, Reader Response Theory posits that reading literature is a complex process in which readers recall, retrieve, and reflect on their previous experiences to construct various meanings from the text. According to Beach (2018), reading literature often involves social dilemmas and conflicts, necessitating personal interpretations from readers. Meaning making occurs as readers select and reflect on their responses to the text, emphasizing the active role they play in this process.

Furthermore, Rosenblatt's Reader Response Theory highlights the critical role of the reader in interpreting texts. While teachers may find it more convenient to impart their interpretations directly, students benefit from opportunities to think critically and independently about texts without being overwhelmed by external viewpoints. This theory supports an engaging learning environment, fostering thoughtful and critical readers. The application of Reader Response Theory (RRT) within a balanced classroom program allows students to express their voices freely. Rosenblatt strongly advocates for facilitating a transactional process that nurtures democratic participation in a non-threatening atmosphere, particularly during classroom discussions. Key aspects of response-based pedagogy include collaboration and cooperation, enabling students to reshape and reconstruct meanings within the social practice of literacy. By emphasizing collaborative reading, educators can promote essential interpersonal connections during the reading and interpretation process, extending educational benefits beyond traditional teaching methods (Watkins, 2020).

In addition to this, Spirovska (2019) underscores the interdependent relationship between the text and the audience, asserting that "the reader-response theory views the text and reader interaction as mutually dependent." This perspective aligns with Mart (2019) assertion that the reader-response theory relies on the text's assumptions and hinges on a mutual relationship between the audience and the literary work. Additionally, Davis (2019) identifies activities such as clarifying, examining, integrating, debating, interpreting, assessing, addressing problems, deducing, logical reasoning, and applying as essential elements of proficient critical thinking skills.

Moreover, Rosenblatt emphasizes that reader response theory focuses on the reader's experience, particularly their emotional responses, suggesting that multiple meanings can arise from a single text. She differentiates between "reading for joy," where readers engage with a text for pleasure, and "reading because a student has to," where texts are assigned in educational settings (Browne et al., 2021). Furthermore, Daubert (2019) asserts that RRT is transactional, meaning that meaning is constructed through the relationship between

the reader and the text, relying on each individual's prior knowledge and experiences. Each reader brings unique beliefs and contexts to the reading experience, leading to varied interpretations and deeper comprehension.

Concepts and Principles of Reader-Response Theory

Each reader brings their own set of experiences, knowledge, beliefs, and biases, which significantly shape how they interpret a text. This idea can be analogized to viewing the world through different colored glasses; the lens through which a reader views the text is colored by their individual background. For example, someone with a scientific background might focus more on literal interpretations, while an artistically inclined reader might uncover symbolic meanings. In essence, the text does not hold a single, fixed meaning. Instead, it acts as a set of prompts that guide readers toward constructing their understanding. Meaning is constructed within interpretive communities—groups of readers who share similar assumptions and interpretive strategies. For instance, readers from the same generation may interpret a text dealing with teenagers similarly due to shared experiences. Ultimately, meaning making is a collaborative process shaped by both individual perspectives and broader community contexts (Evans, 2019; Spivey, 2023).

Transaction and Dialogue

Having established that Reader-Response Theory revolves around the active participation of readers in constructing meaning, it is essential to delve deeper into the nature of this interaction. Central to this theory is the concept that reading is not a passive process but a transactional one. This transaction reflects a dynamic conversation between the reader and the text, where textual gaps and ambiguities stimulate the reader's active engagement. Instead of simply receiving the author's intended meaning, readers fill these gaps with their own experiences, beliefs, and cultural contexts. In this way, the text becomes a springboard for the reader's imaginative and intellectual participation, leading to individualized responses and interpretations (Mart, 2019).

Furthermore, Reader-Response Theory challenges the traditional notion that literary texts convey fixed meanings. Rosenblatt's idea of "transactional reading" emphasizes that meaning emerges from the interaction between the reader and the text (Rosenblatt, 1994). This paradigm shift from authorial dominance to reader-centered interpretation aligns with the theory's core principle: that readers bring their unique perspectives, knowledge, and expectations to their engagement with texts. Each reading, therefore, becomes a personalized experience in which meaning is constructed rather than merely discovered. This dynamic process is not a one-way street; it requires the reader to actively negotiate meaning in a continuous dialogue with the text.\

Critical Inquiry and Engagements

Following the reader's active engagement through the transactional process, critical inquiry and engagements build upon this interaction by encouraging readers to delve deeper into the layers of meaning within a text. Reader-Response theory promotes not just personal interpretation, but also critical analysis, asking readers to question underlying assumptions, biases, and ideologies embedded within the text. By interrogating the text from a critical standpoint, readers are empowered to move beyond surface-level interpretations, engaging with the material in ways that challenge both the content and form of the work. This deepened inquiry fosters a richer understanding of literature, emphasizing the reader's role in actively constructing meaning through intellectual and reflective engagement (Sproles, 2019).

Moreover, Reader-Response Theory draws from feminist, postcolonial, and critical race perspectives to enhance this inquiry, particularly focusing on how social power structures and historical contexts influence both the creation and reception of texts. Through these lenses, readers are encouraged to explore how factors such as gender, race, class, and ethnicity shape the way stories are told and interpreted (Ladson-Billings, 2019; Weathers, 2020). This encourages readers to critically reflect on how their identities and personal experiences may influence their reading of a text, broadening their interpretive lens while simultaneously criticizing dominant cultural narratives. By examining these socio-cultural influences, readers develop a more inclusive view of literature, challenging conventional readings that may overlook marginalized perspectives and experiences. In this way, critical inquiry not only deepens the reader's understanding of the text but also fosters awareness of broader societal implications.

Possible Benefits of RRT

Literature thrives on the dynamic interplay between text and reader, and Reader-Response Theory (RRT) embraces this interaction by positing that meaning is not solely contained within the text but actively constructed through the reader's unique lens. One of the core benefits of RRT is its ability to foster deeper meaning-making within readers. According to Beach and Marshall (2018), RRT encourages readers to engage actively with the text, prompting them to question, connect, and critically analyze it, resulting in a richer understanding of the nuances and complexities embedded within literature. This active participation, as demonstrated by Altinok and Kocakaya (2020), has been shown to significantly improve students' critical thinking skills.

By inviting readers to relate the text to their own lives and experiences, RRT makes literature more personally relevant, enhancing both engagement and motivation. Cho and MacArthur (2023) observed that RRT activities helped students connect texts to their personal values and social identities, fostering a more profound and meaningful exploration of shared human experiences. This connection not only transforms reading into an active, purposeful endeavor but also deepens comprehension by encouraging readers to consider how literature mirrors real-world issues and personal challenges (Altinok & Kocakaya, 2020; Beach & Marshall, 2018).

In addition to fostering personal connections, RRT empowers readers to articulate their interpretations and engage in meaningful discussions. As Sun and Xu (2020) observed, when readers justify their perspectives using textual evidence and engage in respectful dialogue with others, they hone critical thinking, communication, and collaboration skills. This aspect of RRT transforms the often-intimidating world of literature into a more inviting space, where diverse interpretations are not only accepted but celebrated, encouraging readers to develop a genuine love for reading.

Understanding Literature Responses

To begin with, measuring reader engagement with literature, especially among young adults, has long been a challenge. In recent years, contemporary scholarship emphasizes the pivotal role of the reader's response in understanding texts, suggesting that reading is not merely a quest for a single, definitive meaning. Rather, it is an interactive process where readers actively engage with the text, bringing their personal experiences, beliefs, and perspectives into the interpretive process. As a result, this interaction allows interpretations to evolve and reflect the reader's internal world, transforming the reading experience into a dynamic exchange between the reader and the text (Altinok & Kocakaya, 2020; Wilhelm & McVee, 2019).

Furthermore, rather than viewing reading as a solitary pursuit, it should be seen as an interactive process. In fact, the meaning derived from a literary work is not fixed; it is shaped by the reader's unique perspective, demonstrating the fluid and multifaceted nature of interpretation. Therefore, in this transformative process, the personal encounter between reader and text is celebrated, and the resulting interpretation can reshape the reader's sense of self and their understanding of the world.

Moreover, literature responses go beyond simple enjoyment and personal connections. By engaging with works that spark the imagination, readers are allowed to reflect on their human condition, moving between literature and their personal lives. Consequently, this engagement fosters greater self-awareness and a deeper understanding of the world (Fialho, 2019; Gabrielsen et al., 2019; M. Jones, 2018).

Understanding Anglo-Saxon Literature

Anglo-Saxon literature, culture, and language serve as foundational elements of English literature, providing crucial insight into the heritage that forms the basis of modern English literary traditions and significantly influencing subsequent English culture. This heritage is often incorporated as a required course in English Language and Literature departments, underscoring its importance. However, many students encounter difficulties in comprehending and engaging with Anglo-Saxon literary texts, primarily due to the complexities inherent in Old English (Golban, 2020). One of the most prominent works in this literary tradition is the epic poem "Beowulf," which not only marks the beginning of Danish glory but is also regarded as one of the most significant literary achievements in world literature. This poem encapsulates the cultural heritage of the ancient English people, known as the Anglo-Saxons, and reflects their societal values and traditions. The literary development of England can trace its roots back to this era, with the Anglo-Saxons laying the groundwork for modern English civilization through their contributions to governance, societal structures, and religious practices. Consequently, this period is pivotal, not only for the evolution of literature but also for shaping national identity (Shaw, 2024).

Consequently, the themes prevalent in Anglo-Saxon literature—such as honor, generosity, unity, and glory—continue to resonate with modern authors and are found throughout contemporary literary works (Golban, 2020). To fully appreciate this legacy, it is essential to delve into the historical context of the Anglo-Saxons, examining their interactions with various groups throughout history. The early inhabitants of England included the Celts, who were among the first invaders from Europe.

These formidable warriors placed great value on nature and demonstrated respect for women. However, the Celts ultimately faced defeat at the hands of Roman troops led by Claudius. The Romans played a crucial role in shaping the development of the region, profoundly influencing architecture, politics, language, and military organization during their approximately 400 years of occupation. Following this period, a new wave of settlers arrived from Denmark and Germany, showcasing their impressive maritime skills and introducing their own cultural practices while largely rejecting the established Celtic traditions (Baker, 2021).

Methodology

Research Design

The current study adopted a qualitative research design, specifically employing a multiple-case study approach. Case study research is a qualitative method that enables researchers to explore real-life, contemporary bounded systems or multiple bounded systems over time through in-depth data collection, utilizing various sources of information to generate detailed descriptions and case themes (Priya, 2021; Schoch, 2020). In this case, the bounded systems involve the experiences of students interacting with the Reader Response Theory within the context of learning Anglo-Saxon literature. The focus on multiple cases rather than a single instance provides richer insights into how diverse learners respond to the literature in question. By focusing on multiple cases, this study also aims to identify broader patterns while maintaining attention to context-specific details.

Additionally, qualitative research as a whole serve as an umbrella term for a variety of methodologies that prioritize understanding individuals' subjective experiences, meanings, and perspectives. This approach contrasts sharply with quantitative research, which

primarily relies on numerical data and statistical analysis. Instead of focusing on numbers, qualitative research emphasizes thick descriptions, rich narratives, and a deep understanding of the phenomena being investigated. Researchers in qualitative studies utilize flexible research designs, such as case studies, ethnographies, and phenomenological approaches, to explore the multifaceted nature of human experiences. Through methods like interviews, observations, and document analysis, qualitative researchers gather nuanced data that can reveal complex patterns and connections within the subject matter (Braun & Clarke, 2019; Denzin et al., 2018; McGannon et al., 2021).

In terms of data collection methods, qualitative research offers a range of options. One of the most common methods is conducting in-depth interviews, which allows participants to share their experiences in their own words. Focus groups are another popular method, providing opportunities for collective discussions on specific topics. Observational techniques, particularly useful in ethnographic research, allow for real-time data collection of participants' behaviors in their natural environments. Purposive sampling is typically employed, where participants are selected based on their relevance to the research question rather than at random. Since the goal of qualitative research is to gain deep insights into specific experiences rather than to generalize findings to a larger population, sample sizes tend to be small but deeply informative (Robinson, 2024).

Moreover, this study's multiple-case design is particularly well-suited to investigating the use of Reader Response Theory in learning Anglo-Saxon literature. This design provides a thorough exploration of the subjective experiences and interpretations of several participants within the learning environment, allowing for a nuanced understanding of how individuals engage with the theory and the literature in question. Data collection methods, including in-depth interviews, will capture detailed narratives and emotional responses, offering a comprehensive view of the learners' experiences. This approach is crucial for illuminating the complexities of reader responses and the varying ways students interpret and engage with Anglo-Saxon texts (Hunziker & Blankenagel, 2024).

Furthermore, the multiple-case design enhances the robustness of the research by allowing the researcher to examine patterns, similarities, and differences across cases. This comparative element not only provides deeper insights into the phenomenon being studied but also helps to generate more generalizable knowledge while acknowledging context-specific differences. By examining multiple cases, this study also strengthens the validity and reliability of its findings through triangulation, where data collected from different sources across cases corroborates and supports the overall conclusions. As a result, this design ensures a more credible and well-rounded exploration of how Reader Response Theory can enhance the study of Anglo-Saxon literature (Hayashi et al., 2019; Lemon & Hayes, 2020; Meydan & Akkaş, 2024).

Ultimately, by combining qualitative research methodologies with the multiple-case study design, this study is well-positioned to contribute valuable insights into how students interpret and engage with complex literary works. The flexibility of qualitative research allows for an in-depth exploration of individual learner experiences. At the same time, the multiple-case approach ensures that broader patterns and conclusions can be drawn, offering a comprehensive understanding of the educational applications of Reader Response Theory.

Participants

The primary objective of a qualitative multiple case study was to obtain information by engaging individuals who were involved or affected by the issue under investigation. This case study aimed to learn about the Reader-Response Theory Approach as utilized in learning Anglo-Saxon Literature, all through the perspective of the participants who knew and experienced the studied topic from this perspective.

Moreover, the research participants of this case study were eight (8) learners of Polomolok National High School. Their willingness to participate in the study served as evidence that enough data had been gathered for the case analysis. A purposive design was employed to identify the unique cases of the participants for this investigation. This entailed locating and selecting individuals or groups of individuals who were particularly informed or experienced about a particular topic or interest.

Furthermore, purposive sampling was utilized as a non-random sampling technique where researchers purposefully selected participants based on specific characteristics or traits. This technique is often used in qualitative research to ensure that the sample reflects the research question or objective. According to Robinson (2024), asserts, its utility lies in its ability to select individuals who can offer a wealth of diverse information, allowing researchers to explore nuanced perspectives and experiences. Other scholars, such as Staller (2021), argued that purposive sampling was particularly valuable for exploring extreme or deviant cases. Despite criticism from some scholars, purposive sampling remained a popular and effective sampling technique in qualitative research (Ahmad & Wilkins, 2024).

In this study, I established specific criteria for selecting the unique cases to be examined. To begin with, it was essential that participants were Grade 9 learners who were enrolled during the 2022-2023 academic year. Additionally, they needed to be 15 years old and could be either male or female. Furthermore, the participants had to be part of one of three designated special programs in the school, along with the mainstream program. Moreover, their overall weighted average had to meet the necessary thresholds established for their respective categories. This selection process included identifying one fast reader and one frustrated reader from each program. Finally, to ensure ethical compliance, participants were required to obtain parental or guardian consent before participating in the study.

Exclusion criteria included students who have previously participated in similar studies to avoid any potential bias or individuals with a medical history that may interfere with the study's findings. Students who did not meet the required age and years of experience as program holders were excluded. It acts as a filter, allowing researchers to create a homogeneous and appropriate study sample. Regarding the withdrawal criteria, participants were verbally informed of their right to withdraw and in writing through an informed consent form. They were assured that withdrawal would not affect their relationship with me, or any other entity involved in the study. I documented the reason for withdrawal (if provided) and the date of withdrawal.

Procedure

In qualitative multiple case study research, the meaning structures people used to organize their experiences and make sense of their surroundings were identified through interviews. The informants often took these structures for granted since they were hidden from direct sight; however, qualitative interview techniques disclosed such meanings. A qualitative research interview was a dialogue whose goal was to collect descriptions of the interviewee's life world by interpreting the importance of the described phenomena. A qualitative research interview aimed to study the experiences, views, or beliefs on a specific subject or topic. Compared to data acquired using quantitative approaches such as questionnaires and interviews, qualitative research methods helped researchers better understand societal patterns (Bhasin, 2019; Tracy, 2019).

Furthermore, a rigorous data gathering procedure was essential because it ensured that the data acquired was both defined and correct and ensured the reliability of subsequent decisions based on the results' reasons. The process served as a benchmark against which to gauge progress and, in some situations, a target for what had to be improved. The three simple proposals were helpful in this scenario, as they recommended that the three primary phases for acquiring reliable data were planning, acquisition, and future proofing. Every study, without a doubt, benefited from careful planning. The goals of a particular study were identified, known, and understood at this stage. When collecting data, it was equally essential for the researcher to have a systematic format for the acquired data, such as questionnaires and guide questions (Bingham, 2023).

Significantly, data must be future proof, implying that the collected data must be consistent, private, and secure. The researcher conducted in-depth interviews with study informants and took notes. Before conducting in-depth interviews with the study participants, ethical considerations were adequately observed. The researcher used the fundamental ethical principles of consent and confidentiality (Hwang, 2023; Klykken, 2022).

To ensure the ethical and social components of the research endeavors, the researcher evaluated and created protocols while conducting this case study. They obtained permission from the administration of the concerned school as well as the parents of the informants as they were still considered minors.

Following that, letters of invitation to participate in the study were sent to those who had been identified as potential informants. When the informants agreed to the request, the data collection process began. The researcher explained the study's objective to the informants and obtained their consent as well as their parents, advisers, and guardians to record their responses for analysis and interpretation, assuring them that their responses would be kept strictly confidential.

The informants were told of their position in the study and how they were involved. The researcher had no personal stake in any qualitative personal narratives recorded. The following tactics or undertakings were observed during data collection after approval was obtained and after, the guide questions were thoroughly evaluated to guarantee the suitability and validity of the study instrument.

First, the researcher assembled the required resources, including the venue and the audio/voice recorder. During the initial encounter with the informants, the location and time were selected, and purposeful observations were made to acquire firsthand information about people and places at the research site.

Second, the informants were given a copy of the consent form to sign before the interview. It included the study's objectives, approaches, methodology, confidentiality, advantages, and the researcher's contact information. If questions or clarifications about the purpose arose, the informants were given every opportunity to ask. The consent forms were retrieved with no further queries or clarifications. A consent form for the participants followed it. According to the document, the agreement was not merely for conducting research but also for becoming a partner and co-researcher with the informants.

Third, after the interview process, the researcher transcribed the audio recordings to represent the conversations accurately. To validate the findings, member checking was employed, allowing informants to review and confirm the transcripts. Once they were satisfied with the transcripts, the informants provided their approval, thereby enhancing the credibility of the research data. Additionally, numerous data sources were used in the case study data collection approach, including interviews, documents, and observations.

Data Analysis

In this research study, data analysis entailed summarizing the information gathered and presenting the findings to communicate the most significant aspects. The data was evaluated using a data reduction method, visualization, generating conclusions, and verification (Hancock et al., 2021; Mezmir, 2020).

Three steps were used in the data analysis. It is called analysis to break down a whole into its constituent parts for individual study.

Data analysis takes raw data and turns it into information that users can use to make decisions. Data is collected and examined to answer questions, test hypotheses, or disprove theories (Castleberry & Nolen, 2018; Tracy, 2019).

Data Reduction Method. The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choosing the basic things, focusing on important things, looking for themes and patterns (Mezmir, 2020).

Firstly, the researcher collected data about the reader-response approach in learning Anglo-Saxon literature through interview and documentation. The researcher then transcribed the data. The irrelevant data was the data with no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed the data in the descriptive form.

Visualization. Data display was the second element or level in Miles and Huberman's model of qualitative data analysis (Muda, 2019). This stage marks a significant progression from the initial phase of data reduction, which primarily involves selecting, focusing, simplifying, and abstracting raw data. Data display goes a step beyond data reduction to provide an organized, compressed assembly of information that permits conclusion drawing. A data display was created in the form of an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data.

Data displays, whether in word or diagrammatic form, allowed the analyst to extrapolate from the data enough to begin to discern systematic patterns and interrelationships. At the display stage, higher order categories or themes emerged from the data that go beyond those first discovered during the initial process of data reduction.

Generating Conclusion and Verification. The third step of qualitative data analysis is generating conclusion and verification. Throughout the data collection and analysis, the researcher began to make temporary conclusions and note regularities, patterns, explanations, possible configurations, causal flows, and propositions (Johnson et al., 2019). After the data was collected, the researcher drew conclusions based on the findings. These conclusions were verified throughout the research process.

The case study approach was chosen for this research because it is popular across disciplines and allows for an in-depth analysis of a specific case or example (Hancock et al., 2021). It is both a research method and a strategy. In this type of research design, a case can be an individual, an event, or an entity, as determined by the research questions.

There are two variants of the case study: the single-case study and the multiple-case study. The former design can be used to study and understand an unusual case, a critical case, a longitudinal case, or a revelatory case. On the other hand, a multiple-case study includes two or more cases or replications across the cases to investigate the same phenomena (Sneed et al., 2020).

Multiple cases are selected so that "individual case studies either (a) predict similar results (a literal replication) or (b) predict contrasting results but for anticipatable reasons (a theoretical replication)". When the purpose of the study was to compare and replicate the findings, the multiple-case study produces more compelling evidence so that the study was considered more robust than the single-case study (Spooner & Myres, 2024).

To write a multiple-case study, a summary of individual cases should be reported, and researchers need to draw cross-case conclusions and form a cross-case report. With evidence from multiple cases, researchers may have generalizable findings and develop theories. emphasizes that a multiple-case study is rather a sophisticated research design (George, 2019).

In-case analysis was a research method that involved examining a specific case or example in depth to gain insights and develop theories. Moreover, in-case analysis was a qualitative research method used to study complex phenomena within their real-life context. This approach involved conducting an in-depth analysis of a specific case or cases, with the aim of generating rich and detailed insights into the phenomenon of interest. The researcher gathered data through multiple sources such as interviews, observations, and document analysis, and then analyzed the data to identify patterns and themes. In-case analysis can provide a deep understanding of complex issues within their real-world context and can be particularly useful when studying topics that are not easily measurable or quantifiable (Morgan & Nica, 2020).

In addition, cross-case analysis is a method of qualitative data analysis that involves comparing and contrasting multiple cases or instances of a particular phenomenon. It allows researchers to identify patterns, similarities, and differences across cases, and to develop a deeper understanding of the phenomenon being studied. This analysis enables researchers to draw conclusions about the generalizability of their findings, as well as to identify areas for future research. By examining data from multiple cases, cross-case analysis helps to ensure the validity and reliability of research findings (Cole, 2024; Hunziker & Blankenagel, 2024).

Ethical Considerations

A primary ethical consideration in this qualitative research had distinct implications. These issues and concerns arose from the methodology employed in the study. The ethical challenges in this research pertained to the proper operation of the study, confidentiality, and anonymity. This study adhered to the RMMC Ethics and Review Committee's ethical norms, particularly regarding the population and data management, including, but not limited to:

Voluntary Participation. Participants were given the choice to engage in the study without any consequences, reprisals, or loss of benefits. Following the presentation of the study's purpose, their rights to contribute to the body of knowledge were carefully assessed

and anticipated. In this study, participants were not compelled to participate; they had the option to discontinue their involvement at any time if they felt uncomfortable.

Privacy and Confidentiality. Participants had the right to privacy, which was protected without their informed consent, in accordance with the existing Data Privacy Act of 2012, which safeguards the fundamental human right to privacy. One technique employed in this qualitative study to maintain privacy and confidentiality was giving participants the option of not disclosing their identities on the survey form. Additionally, the demographic data of participants, such as age, gender, occupation, employment status, and health conditions (if any) were not published, ensuring anonymity and privacy. Consequently, their identities were kept confidential for their protection, and their responses to the survey questionnaire items remained private.

Informed Consent Process. Within the study's scope, transparency and informed consent were emphasized. Prospective participants were provided with comprehensive information about the research goals, procedures, and potential benefits before voluntarily agreeing to participate. This consent was documented in writing, ensuring a clear record of the information provided and the voluntary nature of their involvement. Participants in the study were minors and required parental approval before participating. They were informed of their rights, including confidentiality and the ability to withdraw at any time. Their names were not included on the survey questionnaire to further protect their anonymity.

Data Protection. Furthermore, any collected data was protected, and any information was released only through a strict informed consent process. Participants had control over their personal information to reduce their concerns regarding the unintended use of their data.

Recruitment. Participants were informed why they were selected to partake in the study. The purpose of the survey was explained to them to enhance their understanding of the study's significance. Along with the consent letter, the rationale for the research and its significance were also discussed.

Risks. Researchers ensured that the study proceeded only if an appropriate positive benefit-risk ratio was established. Protecting participants from significant harm was of utmost importance. The study prioritized participants' welfare and avoided any harm by maintaining the confidentiality of their identities. Their security and safety remained the researchers' highest concern, ensuring that they were physically, emotionally, and socially prepared to participate.

Benefits. This study aimed to benefit participants by serving as an eye-opener for Department of Education (DepEd) officials, school administrators, and elementary teachers. It could assist them in creating programs and methods to maximize the use of Reader Response Theory (RRT) in learning Anglo-Saxon Literature among students in public schools. The study was conducted for a specific purpose: to serve internal and external stakeholders, particularly students. Additionally, the researchers aimed for beneficence, ensuring no harm to participants while contributing to further research in related areas. The ultimate goal was to achieve meaningful learning for all.

Plagiarism. The study contained no evidence of misappropriating someone else's work. It was subjected to plagiarism detectors such as Grammarly and Turnitin. As the researcher, I aimed to maintain positive character and integrity, which are associated with moral virtues and values. I possessed a solid understanding of plagiarism's implications, which contributed to creating a credible research paper.

Fabrication. The study exhibited no indications of deliberately misrepresenting the work conducted. There was no fabrication of data or results or any attempt to present inaccurate conclusions. I employed and integrated relevant theories and inferential concepts throughout the study.

Falsification. The study did not involve misrepresentation of the work to fit a model or theoretical expectation, and there was no evidence of overclaiming or exaggeration. Furthermore, the study did not manipulate the data, which would involve formulating misleading statements, disregarding important details, or altering materials, tools, or methodologies.

Conflict of Interest (COI). There was no evidence of a conflict of interest in the study. All potential conflicts of interest were disclosed, including any circumstances where professional judgment about primary interests (such as participants' welfare or the validity of the research) could have been influenced by secondary interests (such as financial or academic gains). Additionally, I did not exert control or influence over the participants, and they were not coerced into participating in the study.

Deceit. The study contained no evidence of misleading participants regarding any potential risks. Adequate protection of participants' rights was ensured throughout the investigation, particularly given their higher education status. Balanced and appropriate ethical principles were adhered.

Permission from Organization/Location. As the researcher, I followed established protocols. Upon receiving approval from the panelists, the adviser, and the RMMC Ethics Review Committee, I sought permission from the school principal of the selected public school in Region XII to conduct the study through a formal letter. Subsequently, I wrote a formal letter addressed to the school administrators involved in the study.

Authorship. I am enrolled in the RMMC Graduate School; the study underwent revisions based on the advisor's suggestions throughout the completion of this paper while adhering to the guidelines set forth by the RMMC Ethics Review Committee.

Results and Discussion

The data explained the similarities and differences between the challenges, response to challenges, and benefits gained in the utilization of the Reader-response approach in learning Anglo-Saxon Literature. Results were based on the responses to the first two research questions. Each identified case is related to the emerging themes.

Table 1. *Similarities and differences in various cases of learners towards immersing to reader-response approach in learning Anglo-Saxon Literature*

Category	Emergent Themes	Indication/Case		Remarks
		Similarities	Differences	
Challenges	Language Barriers	InL1, AL2, EmL3, ExL4, ImL5, PL6, RL7 and CL8		InL1, AL2, EmL3, ExL4, ImL5, PL6, RL7 and CL8 has the challenges encountered in 3 emergent themes.
	Language Complexity	InL1, AL2, EmL3, ExL4, ImL5, PL6, RL7 and CL8		
	Struggling to Understand			
	Multiple Interpretation	InL1, AL2, EmL3, ExL4, ImL5, PL6, RL7 and CL8	IML5	Only IML5 has challenges in multiple interpretation
Strategies	Active Engagement	InL1, AL2, EmL3, ExL4, ImL5, PL6, RL7 and CL8		InL1, AL2, EmL3, ExL4, ImL5, PL6, RL7 and CL8 has the same strategies employed to better comprehend the text like active engagement & guidance and support
	Guidance and Support	InL1, AL2, EmL3, ExL4, ImL5, PL6, RL7 and CL8		
	Repeated Readings			AL2 & IML5 used repeated readings as strategy
	Personal Connection to the Text	AL2 and IML5		AL2, EXL4, IML5, and RL7 used repeated readings as strategy
	Collaborative Learning	AL2, EXL4, IML5 and RL7	EML3	Only EML3 used collaborative learning as strategy.
	Critical Thinking & Prior Knowledge		EXL4	Only EXL4 used critical thinking & prior knowledge as strategy.
	Self-Reflection & Questioning		RL7	Only RL7 used self-reflection & questioning as strategy.
	Holistic Reading Engagement		CL8	Only CL8 used holistic reading engagement as strategy.
Insights	Deeper Understanding	InL1, AL2, EmL3, ExL4, ImL5, PL6, RL7 and CL8		InL1, AL2, EmL3, ExL4, ImL5, PL6, RL7 and CL8 have an insight in deeper understanding
	Development of Critical Thinking Skills	INL1, AL2, EML3, IML5, RL7 and CL8		INL1, AL2, EML3, IML5, RL7 and CL8 have an insight into development of critical thinking skills
	Application of Daily Life Skills			INL1 and PL6 has an insight into the application of daily life skills
	Knowledge Sharing	INL1 and PL6		Only AL2 has an insight into knowledge sharing
	Engaging in open dialogue		AL2	Only EXL4 has an insight into engaging in open dialogue
	Transformation through Reader-Response Approach		EXL4 PL6	Only PL6 has an insight into transformation through a reader-response approach

Language Barriers

This theme emerged from the responses of all key informants. The emergent theme of language barriers in the context of Old English literature poses a formidable challenge. The intricacies of comprehending Old English words and contextual nuances create a significant hurdle, leading to misconceptions and misunderstandings in the interpretation of Anglo-Saxon literature.

The conventional focus on grammar correction and literary analysis may inadvertently contribute to misconceived notions, obscuring the broader historical and cultural aspects embedded in the language. Master's students grapple with the dual challenge of deciphering archaic linguistic structures and avoiding an overly narrow focus on grammar, as constructing accurate grammar is essential for comprehensive understanding. Navigating these language barriers requires a nuanced approach that encompasses both linguistic mastery and a holistic appreciation for the socio-cultural context, fostering a more profound and well-rounded interpretation of Old English literature within the realm of academic pursuits.

Language Complexity

This theme emerged from the responses of all key informants. The exploration of Language Complexity emerges as a critical theme when considering the challenges faced by Grade 9 English Learners utilizing the Reader-response approach in the study of Anglo-Saxon Literature. A pivotal concern lies in the intricate vocabulary inherent in such literary works, inevitably leading to comprehension hurdles for learners. Despite the conventional belief that repeated reading aids in understanding, this approach proves insufficient, underscoring the necessity for a more nuanced reader-response comprehension strategy. Additionally, the linguistic divergence between modern and Old English poses a formidable obstacle, particularly in grappling with grammatical disparities.

This linguistic dissonance not only hampers the mastery of syntax but also impedes the learners' ability to forge a meaningful connection with the literature, as the unfamiliarity with profound English words further compounds the challenge. In navigating the complex linguistic landscape of Anglo-Saxon Literature, Grade 9 English Learners encounter a multifaceted barrier that demands a comprehensive and tailored pedagogical approach to foster a more profound understanding of the texts.

Struggling to Understand

Another common emergent theme among all the key informants is Struggling to Understand. The utilization of the Reader-response approach in teaching Anglo-Saxon Literature presents Grade 9 English Learners with a myriad of challenges, encapsulating a struggle to understand the core elements of this literary tradition.

Firstly, the intricate themes and symbolism inherent in Anglo-Saxon literature prove to be formidable hurdles, as students grapple with decoding the nuanced layers embedded within the texts. The presence of advanced vocabulary compounds the difficulties, requiring a heightened level of linguistic mastery for comprehension.

Furthermore, the subjectivity of the Reader-response approach offers a valuable advantage by encouraging students to share their unique perspectives and personal experiences. This individual engagement enriches classroom discussions and promotes intellectual growth. However, this exploration also adds complexity to the learning process, as students must navigate their interpretations, especially when studying the rich themes of Anglo-Saxon Literature.

Thus, the interplay between personal interpretation and textual understanding poses a challenge for educators. They must balance freedom of expression with the need for students to grasp the cultural and historical contexts of literature. This highlights the complexities of teaching, as the journey to literary mastery is intertwined with each student's unique learning experience.

Active Engagement

This theme emerged from the responses of all key informants. At the heart of this discourse lies the imperative of Deep Engagement and Comprehension, where learners are not merely passive recipients but active participants in the interpretative process. By fostering a dynamic connection with the text, students delve into the intricacies of Anglo-Saxon Literature, transcending surface-level understanding to construct meaning through personal responses. This paradigm shift in approach underscores the symbiotic relationship between Teaching and Learning, emphasizing the role of educators in cultivating an environment conducive to interactive exploration.

Furthermore, the integration of Memory Techniques and Support emerges as a pivotal factor in sustaining this engagement, ensuring that students not only absorb the nuances of the literary canon but also retain and apply this knowledge. Thus, within the pedagogical landscape of Grade 9 English Learners, the confluence of deep engagement, effective teaching strategies, and memory reinforcement crystallizes into a cohesive framework for navigating the challenges inherent in the utilization of the Reader-response approach for Anglo-Saxon Literature.

Guidance and Support

The emergent theme of Guidance and Support, intrinsic to the strategies employed by Grade 9 English Learners in navigating the Reader-response approach to Anglo-Saxon Literature, underscores a multifaceted approach to address challenges. Central to this discourse is the imperative of hands-on guidance from the teacher, wherein educators assume a pivotal role in scaffolding the learning experience. Through personalized, individualized support tailored to address the unique challenges faced by each student, a pedagogical

Selvera & Garvida

environment is cultivated that facilitates a deeper understanding of the intricacies inherent in Anglo-Saxon Literature. In tandem with teacher guidance, the integration of online resources serves as an indispensable tool, offering supplementary materials and interactive platforms that extend and enhance the learning experience.

Additionally, peer support dynamic emerges as a valuable component, fostering collaborative learning environments where students can engage in dialogue, exchange insights, and collectively navigate the complexities of the literary canon. Within this framework, the amalgamation of teacher guidance, individualized support, online resources, and peer collaboration manifests as a comprehensive strategy to fortify Grade 9 English Learners in their exploration of the Reader-response approach to Anglo-Saxon Literature.

Repeated Readings

AL2 and IML5 realized the importance of repeated readings resulting in enhanced knowledge and understanding. In the Reader-response approach to Anglo-Saxon Literature, the strategy of Repeated Readings emerges as a key component. Beyond the conventional approach to literature, this method involves iterative comprehension building. Encouraging multiple readings of a text helps students become familiar with the material and uncover new meanings each time. This approach goes beyond memorization, allowing for deeper engagement and appreciation of the complexities of Anglo-Saxon literature.

Personal Connection to the Text

This is one of the similarities identified by each participant among AL2, EXL4, IML5 and RL7. At the core of the Reader-response approach is the emphasis on establishing a personal connection to the text. This strategy seeks to bridge the gap between the reader and Anglo-Saxon literature by fostering intimate textual relatability. Through activities that encourage personalized literary significance, students are prompted to find relevance in the material to their own lives, making the content more meaningful and memorable. This emotional textual bond, forged through a personal connection, not only enhances comprehension but also nurtures a lifelong appreciation for the richness of Anglo-Saxon literary works.

Deeper Understanding

In the pursuit of deeper understanding through the Reader-response approach in Anglo-Saxon Literature, Grade 9 learners employ a multifaceted strategy that accentuates personalized interpretation exploration. Moreover, encouraged to delve beyond the surface, learners actively engage with the text, unraveling its layers through the lens of personal experiences and perspectives.

In addition, this strategy fosters a dynamic interaction with literature, transcending rote learning and allowing for a nuanced comprehension that extends beyond the confines of traditional teaching methodologies. Furthermore, by encouraging learners to form a personalized connection with the material, educators facilitate a more profound understanding of Anglo-Saxon Literature, nurturing a love for literature that extends beyond the classroom.

Development of Critical Thinking Skills

The development of Critical thinking Skills was one of the emergent themes under the category of insights gain. This emergent theme came from the responses of INL1, AL2, EML3, IML5, RL7 and CL8. The utilization of the Reader-response approach in Anglo-Saxon Literature by Grade learners strategically focuses on the development of critical thinking skills. Moreover, through analytical thought cultivation, students are prompted to dissect the text, discerning underlying themes, motivations, and authorial choices.

In addition, this approach not only enhances their ability to analyze literature but also nurtures interpretive skill development, enabling them to articulate and defend their perspectives cogently. Furthermore, by fostering cognitive flexibility, this strategy equips learners with the tools to navigate the complexities of Anglo-Saxon Literature, empowering them to approach literary texts with a discerning and analytical mindset that extends beyond the classroom setting.

Application of Daily Life Skills

The emergence of the theme involving INL1 and PL6 in the Application of Daily Life Skills was noted within the insights gained category. Grade 9 learners engaging with the Reader-response approach in Anglo-Saxon Literature strategically integrate the application of daily life skills into their literary exploration. Recognizing the real-world relevance of the material, students actively extract insights that can be applied to their lives. By discerning life applicability, they go beyond the theoretical and connect the literature to practical aspects of their existence. This approach transforms literature from a mere academic exercise into a tool for personal and practical insight integration. Through this strategy, students not only gain a profound understanding of Anglo-Saxon Literature but also acquire skills that have tangible applications in their daily lives, fostering a holistic and enduring appreciation for literature. It describes the differences between the Challenges encountered by Grade 9 Learners in the Utilization of Reader-response approach in Anglo-Saxon Literature.

Multiple Interpretation

Multiple Interpretations have appeared in the answer of IML5 in which she is struggling to analyze and interpret the given text or context due to multiple interpretations. The emergent theme of Multiple Interpretation, inherent in the challenges faced by her utilizing the Reader-response approach to Anglo-Saxon Literature, navigates the complex terrain of subjective understanding within the literary

context. As students engage in the intricacies of this historical genre, the challenge arises from the plurality of interpretations that the text affords. This multifaceted nature prompts learners to grapple with diverse perspectives, fostering critical thinking and analytical skills. Moreover, the dichotomy between the desire for objective comprehension and the reality of subjective interpretation emerges as a central pedagogical conundrum. The Reader-response approach, while empowering learners to imbue the text with personal meaning, simultaneously demands a nuanced understanding of historical and cultural contexts.

Collaborative Learning

EML3 believes that the complexity of Anglo-Saxon Literature becomes more manageable through collaborative learning strategies. Peer-driven discussion platforms allow her to share insights, fostering a collective understanding. Joint textual analysis sessions and interdisciplinary group projects promote a collaborative environment where learners benefit from diverse perspectives, ultimately enhancing their grasp of the material through shared exploration.

Critical Thinking and Prior Knowledge

To surmount language complexity, EXL4 engages in critical thinking and draws upon prior knowledge. Strategic pre-reading analysis equips her with the tools to decipher intricate vocabulary, while integrating contextual knowledge to help bridge the gap between modern and Old English. Socratic questioning techniques encourage a deeper exploration of themes, empowering students to approach Anglo-Saxon Literature with analytical rigor. This method fosters a classroom environment where intellectual curiosity thrives.

Self-Reflection and Questioning

In the Reader-response approach, RL7 believes that self-reflection and questioning serve as catalysts for meaningful engagement with Anglo-Saxon Literature. Personal response journals and metacognitive questioning frameworks prompt students to articulate their thoughts, fostering a more profound connection with the material. By encouraging introspection, she paves the way for a more personal and authentic interpretation of literary works.

Holistic Reading Engagement

To fully appreciate the richness of Anglo-Saxon Literature, a holistic reading engagement approach is essential for CL8. Organizing literary appreciation, and facilitating interactive reading immerses her in a multi-sensory experience. By embracing literature as a dynamic and interconnected entity, he can inspire a lifelong love for reading and a more comprehensive understanding of Anglo-Saxon texts. It describes the differences between the insights gained by the Grade 9 learners in the utilization of Reader-response approach in learning Anglo-Saxon Literature. The theme Knowledge Sharing, Engaging in open dialogue, and Transformation through Reader-response approach. Further explanations of the data are provided below.

Knowledge Sharing

In navigating the complexities of the Reader-response approach to Anglo-Saxon Literature, educational support, empowerment through teaching, familial involvement, and mentorship emerge as integral elements in the answer of AL2. Educators are crucial in providing tailored guidance and resources, empowering students to take ownership of their learning. The inclusion of families in the learning process enhances support, and the sense of responsibility and mentorship ensures a nurturing educational environment, fostering a lifelong appreciation for literature and facilitating both academic success and personal growth.

Engaging in Open Dialogue

Engaging in Open Dialogue within literature involves encouraging students to understand diverse viewpoints in texts, fostering a nuanced appreciation for varied interpretations as what the answer of EXL4. She believes that by promoting active discussion, she can enhance critical thinking skills and cultivate an environment where learners can articulate and defend their perspectives while remaining open to alternative readings.

This approach not only deepens comprehension but also instills a culture of respect for differing opinions, preparing students for thoughtful engagement in broader dialogues. Overall, the emergent theme underscores literature's transformative power in fostering open-mindedness, empathy, and meaningful discourse among readers.

Transformation through Reader-response approach

The transformative potential of the Reader-response approach is evident in the reflections of PL6, as she highlights a shift from passive reception to active engagement with literature. Through increased interaction and connection with the text, she experiences a profound transformation in their appreciation and comprehension of literary works. Actively engaging with the reader response approach becomes a key driver of this transformation. It empowers readers to contribute to the meaning of the text and fosters a reciprocal relationship between the reader and the narrative. Overall, the approach reshapes the reading experience, elevating it from passive exercise to a participatory and enriching journey.

Through their reflective responses, these informants reveal both common challenges they faced and unique strategies they utilized to navigate their literary studies successfully. By analyzing their experiences, we can gain a deeper understanding of how individual

contexts influence the learning process and the varying levels of engagement with complex literary texts. These lived experiences provide a rich qualitative dataset that can inform pedagogical practices, guiding educators in developing more effective and empathetic approaches to teaching historical literature.

Challenges

Four main themes emerged from the informants' experiences: Language Barriers, Language Complexity, and Struggling to Understand. Language barriers underscore the challenges of engaging with Old English due to its unfamiliar syntax and vocabulary. The intricate sentence structures and archaic words can impede comprehension, making it difficult for modern readers to grasp the intended meaning. As a result, the beauty and depth of the literature often remain obscured, leaving readers frustrated in their efforts to connect with this rich linguistic heritage.

Similarly, another recurring theme in the challenges the informants encountered was Language complexity. This includes the challenges readers encounter when understanding intricate themes and symbols in texts. These difficulties often arise from nuanced language, varied meanings, and diverse metaphors. To fully grasp these elements, readers benefit from a strong vocabulary and an appreciation of cultural contexts, allowing for deeper analysis and comprehension of the main ideas and messages. Additionally, another emergent theme was Struggling to Understand. It reflects the confusion stemming from the diverse interpretations of the material. With learners viewing the text through the lenses of their individual backgrounds and cultural biases, an added layer of complexity becomes prevalent that hinders the learners from comprehending and engaging with the text. Notably, the theme of Multiple Interpretations was unique in the case of informant IML5. This observation highlights the diverse ways individuals can perceive and interpret literary works. IML5's perspective underscored that personal experiences and backgrounds significantly influence how texts are understood, revealing the rich complexity inherent in literary analysis.

Strategies

A total of eleven themes surfaced regarding strategies used by Grade 9 learners. Active engagement, expressed by informants INL1, PL6, and CL8, emphasizes their proactive participation with texts. Guidance and Support emerged from informants INL1, AL2, EML3, EXL4, IML5, PL6, RL7, and CL8, underscoring the significance of peer and teacher assistance. Repeated Readings, noted by AL2 and IML5, and Personal Connection to the Text, identified by AL2, EXL4, IML5, and RL7, highlight the importance of making literary content relatable. Other strategies, such as Collaborative Learning, Critical Thinking, Self-Reflection, and Holistic Reading Engagement, reflect a comprehensive approach to understanding complex literature.

Insights Gained

The insights gained from utilizing the Reader-response approach yielded eight key themes that underscore the benefits of this pedagogical method. Common themes identified among the informants included Deeper Understanding, Development of Critical Thinking Skills, and Application of Daily Life Skills, all of which illustrate how students can gain valuable insights that extend beyond the literature itself. Informant AL2 specifically noted the importance of Knowledge Sharing, which fosters a collaborative learning environment. In addition, EXL4 emphasized the value of Engaging in Open Dialogue, suggesting that discussions around the texts lead to richer interpretations. Lastly, informant PL6 highlighted the theme of Transformation through the Reader-response approach, indicating a profound shift in their understanding and appreciation of Anglo-Saxon literature. Moving from seeing literature as a distant, intimidating subject to a personal, relevant, and engaging experience. These themes highlighted the humanistic potential of the approach, extending beyond mere academic achievement to a fundamental change in the learner's relationship with knowledge and self.

Conclusions

This study investigated the use of the Reader-Response Approach (RRA) in engaging Grade 9 learners with Anglo-Saxon literature. While initial hurdles with unfamiliar language and historical context were present, the RRA ultimately fostered deeper understanding, critical thinking, and appreciation for the complexities of the texts. Through active engagement strategies, collaborative learning, and self-reflection, students transcended the limitations of the text and embarked on a journey of personal discovery. The act of interpreting, analyzing, and questioning, fueled by diverse perspectives within a supportive environment, allowed students to construct their own meaning and develop a deeper connection with literature.

Moreover, the study also emphasizes the crucial role of well-equipped teachers in implementing the RRA successfully. This includes facilitating discussions, providing scaffolding for struggling students, and creating a safe space for diverse interpretations. Future research can address identified challenges, such as individual differences and assessment methods, by exploring differentiated instruction, technology integration, and fostering intercultural dialogue within the classroom. Overall, this study provides evidence that the RRA, implemented thoughtfully, can unlock the world of Anglo-Saxon literature for Grade 9 learners. By empowering them to actively engage, analyze complexities, and connect with the texts, the RRA opens doors to a deeper understanding of literature, themselves, and the world around them.

To further optimize this pedagogical method, it is recommended that future research investigate its long-term impact on student engagement across diverse texts and explore how individual factors such as learning styles, prior knowledge, and cultural background

influence its effectiveness. Additionally, developing innovative and multifaceted assessment strategies that extend beyond conventional testing methods is crucial to accurately capturing the comprehensive learning outcomes this approach facilitates. Moreover, the need for comprehensive training programs and ongoing support for educators is emphasized, as it is essential to ensure effective implementation and equip teachers with the necessary skills and resources.

To maximize the benefits of the Reader-response approach, it is advisable to conduct further research into differentiating instruction to cater to diverse learner needs through scaffolding activities, varied prompts, and alternative forms of expression. Investigating technology integration, including collaborative online platforms and interactive resources, holds significant potential for enhancing the approach. Moreover, future studies should emphasize the role of this method in fostering intercultural dialogue and understanding within diverse classrooms, highlighting the value of diversity in literature education. Longitudinal studies are recommended to systematically track and analyze the long-term effects on student engagement, critical thinking skills, and overall appreciation of literature. By addressing these areas, future research can significantly enhance the impact of the Reader-response approach, fostering deeper learning and a sustained passion for literature among Grade 9 students.

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