

RECEPTION OF LITERARY TEXT BY HIGH SCHOOL STUDENTS

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Abstract: *The article investigates the way in which high school students receive literary texts in the context of integrating visible learning technologies. The research was conducted on a sample of 100 11th grade students from the “Andronic Motrescu” College in Rădăuţi, with the objective of analyzing the frequency of reading, preferences for text types and the impact of digital tools on understanding and affective involvement. The results indicate that intrinsic motivation, previous experiences and socio-cultural context significantly influence the reception of literary texts. Digital technologies and visual activities, such as concept maps, multimedia clips and interactive applications, contribute to increasing involvement, developing literary empathy and stimulating critical thinking. The study offers pedagogical recommendations for integrating digital tools in teaching literature, promoting an active and reflective approach, adapted to the diversity of students. The conclusions support the development of a model of good practices that combines traditional and innovative methods to optimize the literary-artistic learning process.*

Keywords: *literary reception; educational technology; visible learning; motivation, literary skills; high school students; digital methodology.*

Introduction

Reading literary texts is a complex, multidimensional process, involving both cognitive and affective, social and metacognitive activities. In high school education, the development of literary reception skills is essential for the formation of critical thinking, creativity and aesthetic sensitivity of students (Callo et al, p. 34). The specialized literature emphasizes that active reading of the text is not limited to the simple decoding of words, but involves a deep analysis of the narrative structure, the identification of themes and symbols, as

well as the evaluation of the author's perspective and the impact on the reader (Hadîrcă et al, 2019, p. 112).

Recent studies in the field highlight that the student's experience in literary reading is influenced by multiple factors: intrinsic and extrinsic motivation, level of linguistic competence, previous reading experiences, family and cultural background, as well as individual learning styles (Hadîrcă et al, 2018, p. 78). Thus, literary reception becomes a dynamic and personalized process, which can be optimized through pedagogical interventions adapted to the specific needs of students.

An essential dimension in contemporary reading research is the integration of digital technologies into the learning process. According to the concept of Visible Learning promoted by Hattie and his collaborators, students benefit from clarity on objectives, constant feedback and explicit strategies, which facilitates active and reflective learning (Marin, 2013, p. 56). In the context of literary education, digital platforms, visual applications, interactive simulations and multimedia resources offer unique opportunities to stimulate students' interest, motivation and involvement, transforming text reading into an interactive and captivating experience (Marin, 2016, p. 87).

Research in the field of reading didactics shows that the use of digital tools can enhance the understanding of literary texts, while developing cognitive, affective and social skills. Students who use interactive technologies demonstrate a greater capacity to analyze characters, identify literary themes and symbols and argue their own opinions (Marin, 2016, p. 134). In addition, the integration of technologies facilitates the adaptation of activities to the individual level of competence and learning style of each student, allowing for personalized progress and effective monitoring of learning (Marin et al, 2016, p. 45).

From a socio-cultural perspective, literary reading is influenced by the family environment, cultural experiences and the level of exposure to varied texts. Students who benefit from favorable reading contexts and teacher support demonstrate greater involvement and a better capacity to interpret and internalize literary messages (Marin et al, 2014, p. 23). In this sense, the present study considers that the integration of modern teaching strategies and digital resources in the educational process not only optimizes the reception of texts, but also contributes to the development of reflective and creative skills, essential for the formation of critical and empathetic readers.

The reception of literary texts by high school students represents a major area of interest both in modern pedagogy and in contemporary educational research. Literature, as a form of artistic expression and

cultural, not only develops linguistic skills, but also contributes to the formation of critical thinking, aesthetic sensitivity and the ability to reflect on social values and norms (Callo et al, 2016, p. 34). In the current context, in which digital technology is becoming increasingly present in the educational process, the study of how students interact with literary texts through digital tools is gaining increased relevance. Visible learning technologies allow teachers to monitor students' progress, provide immediate feedback and adapt activities to the specific needs of each student, which can significantly influence the level of reception and understanding of the literary text (Callo et al, 2019, p. 112).

Recent studies highlight the fact that students' affective and cognitive involvement in literary activities depends not only on the quality of teaching materials, but also on their intrinsic motivation, previous reading experiences and socio-cultural context (Hadîrcă et al, 2018, p. 87). Marin (2013) emphasizes the importance of student-literary work interaction from the perspective of literary-artistic attitudes and values, highlighting the fact that students develop an active reception when they are involved in activities that require analysis, interpretation and critical argumentation of texts (Marin, 2013, p. 134). At the same time, Hadîrcă and colleagues (2018, 2019) emphasize the role of pedagogical strategies and digital tools in the formation of a cultured speaker, emphasizing the need for interactive teaching that stimulates both cognitive and affective skills (Marin et al, 2015, p. 22; Marin, 2016, p. 45).

The main objective of the present research was to identify how 11th grade students, coming from different profiles (human, real, technological) and distinct environments (urban and rural), perceive the reading of literary texts and to what extent digital technologies influence their involvement and performance. In this sense, multiple dimensions of literary reception were monitored: the frequency and type of reading, students' motivation, the difficulties encountered, the degree of use of digital technologies and their impact on the process of understanding and interpreting the text. The analysis of these dimensions allows the development of differentiated teaching strategies, adapted to the level of competence and interests of students, as well as the efficient integration of digital resources in the teaching of literature (Marin et al, 2015, p. 112).

From a methodological perspective, the research uses an integrative framework, combining the descriptive-investigative approach with quantitative and qualitative methods, including questionnaires applied to a sample of 100 students from the "Andronic Motrescu" College in Rădăuți. The sample, consisting of 36 boys and 64 girls, with a

balanced distribution between technological, real and human profiles, reflects the diversity of 11th grade students, allowing the identification of relevant patterns in terms of reading habits, literary preferences and attitudes towards digital activities (Marine et al, 2014, p. 45).

The importance of integrating digital technologies into the teaching process derives from the fact that the digital environment offers interactive and multimodal resources that stimulate both the understanding of literary concepts and the affective involvement of students. The use of multimedia presentations, visual applications, testing platforms and other digital tools facilitates a more active reception, encourages critical thinking and contributes to the consolidation of reading skills (Marin et al, 2012, p. 78). In addition, technologies allow the personalization of the learning process, so that students with different levels of competence can progress individually and benefit from adequate support for the interpretation and analysis of literary texts.

The literature emphasizes that the development of literary skills is not limited to memorizing content, but involves students' ability to identify themes and symbols in the text, analyze narrative relationships, and express reasoned critical opinions. Marin et al. (2016, 2018) highlight those interactive activities, teacher guidance, and student involvement in visual or collaborative projects promote the internalization of knowledge and the development of reflective thinking (Marin et al, 2010; p. 112; Marine et al 2009, p. 45). In conclusion, the introduction of this article places the study in the context of multidimensional research, which considers that the reception of literary texts by high school students is simultaneously influenced by cognitive, affective, social, and technological factors. The study aims not only to analyze reading habits and literary preferences, but also to evaluate the impact of modern teaching strategies and digital tools on student performance, thus outlining an integrated model of good practices in literary-artistic education, applicable in various school contexts (Marine et al, 2023, p. 23).

Research methodology

To achieve the proposed objectives, the research was conceived as a descriptive-investigative study, with a mixed design, integrating both quantitative and qualitative methods. The mixed approach allows the identification of behavioral and attitudinal patterns of students in relation to the reading of literary texts, as well as the assessment of the impact of digital technologies on the learning process (Callo et al, 2016, p. 34).

The study sample consisted of 100 11th grade students of the “Andronic Motrescu” College in Rădăuți, representing the human, real and technological profiles, with both urban and rural origins. The gender distribution was 36 boys and 64 girls, providing a balanced perspective on the diversity of the participants. The sample selection was carried out through non-random sampling, based on the availability of students, an appropriate method for educational research involving volunteer students (Hadîrcă et al, 2019, p. 112). Students were informed about the purpose of the study and participated voluntarily, respecting the ethical principles of educational research, including confidentiality of responses and the possibility of withdrawing from the study at any time (Hadîrcă et al, 2018, p. 87). The research aimed to analyze the relationship between two main categories of variables:

- Dependent variable: the level of reception and understanding of the literary text by students, measured by reading frequency, literary preferences, motivation and difficulties encountered;
- Independent variable: the use of modern teaching strategies and digital technologies (educational platforms, multimedia resources, interactive and visual activities) in the process of teaching–learning–evaluating literature (Marin, 2013, p. 134).

This division allows for the assessment of how innovative methods and digital resources influence students’ cognitive and affective engagement, as well as the development of literary-artistic skills.

Data collection was carried out through structured questionnaires, which included items regarding reading frequency, preferences for types of literary texts, reading motivation, difficulties encountered, as well as the use and perception of digital platforms and visual activities. The items were in closed and semi-open formats, to allow both the quantification of data and the expression of students’ opinions in detail (Marin, 2015, p. 22).

In addition, digital tools were evaluated according to the degree of engagement, efficiency in facilitating text comprehension and stimulating creativity, so as to determine their impact on the visible learning process. This combination of tools allows for an integrative approach, which capitalizes on both quantitative and qualitative data (Marin, 2016, p. 45).

Research procedure

The research was conducted over the course of a semester, with the agreement of the institution's management and in compliance with ethical norms. Students completed online questionnaires using the Google Forms Platform. The data were subsequently centralized, coded

and statistically and thematically analyzed to highlight reading patterns and the use of digital technologies (Marin et al, 2015, p. 112).

Data analysis was performed using descriptive and comparative methods. Frequencies, percentages and distributions of responses were calculated, and the identified patterns were interpreted in relation to the specialized literature on literary-artistic education and visible learning technologies (Marin et al, 2014, p. 78). This approach allowed the development of relevant conclusions for teaching practice and for the integration of digital resources in teaching literature.

Discussion and results

The analysis of students' responses highlights a moderate interest in reading literary texts, with the majority declaring that they read sometimes. A small group of students show a strong passion for reading, while a significant segment shows low or very low interest. This distribution suggests the need for pedagogical strategies that stimulate constant reading and transform the reading activity into an attractive and meaningful experience (Callo et al, 2016, p. 34).

The frequency of reading outside of school indicates that most students read rarely or only occasionally, and only a small percentage engage in reading daily. This confirms the correlation between intrinsic motivation for reading and the frequency with which students engage in extracurricular literary activities (Hadîrcă et al, 2016, p. 112).

Students' literary preferences show a predominant orientation towards prose and drama, while poetry is less attractive. At the same time, almost 40% of students do not have well-defined preferences, indicating both an openness to exploring different genres and a need for didactic guidance for the development of literary taste (Hadîrcă et al, 2018, p. 87).

The main motivation for reading is curiosity, followed by school grades and teacher influence. This suggests that stimulating interest intrinsic value is essential, and teacher involvement can significantly increase student participation in reading activities (Marin, 2014, p. 134).

Regarding the difficulties encountered, students indicate lack of interest, language difficulties, complexity of ideas and cultural context. These obstacles highlight the need to personalize reading recommendations, provide explanatory support and adapt texts to the level of understanding and experience of each student (Marin, 2015, p. 112).

In relation to the use of digital technologies, most students use digital platforms and resources moderately or occasionally, and their impact is perceived positively: multimedia materials make lessons more

interesting, facilitate understanding and stimulate creativity. Visual activities, such as concept maps, multimedia presentations and infographics, increase affective involvement and the ability to interpret literary texts (Marin, 2016, p. 78).

Students also show a favorable attitude towards digital activities, considering that they contribute to the development of critical thinking and to experiencing the emotion of the text. The level of involvement in digital activities is moderate to high, and most students express their desire to participate in more technology-based activities (Marin et al, 2015, p. 112).

The results confirm that the integration of visible learning technologies amplifies both the cognitive and the affective and social dimensions of the literary reception process. Students acquire skills in analysis, interpretation and critical evaluation, while interactive and collaborative activities facilitate the development of literary empathy and the ability to relate their own experiences to the themes and situations in the texts (Marin et al, 2014, p. 45).

Conclusions and recommendations

The study on the reception of literary texts by high school students, in the context of the integration of digital technologies and visible learning strategies, highlighted a complex set of cognitive, affective and social factors that influence student involvement and the development of literary skills. The results obtained show that students show a moderate interest in reading, with a small segment of passionate readers and a significant percentage with low motivation. This emphasizes the need to implement differentiated teaching methods, which stimulate constant reading and transform reading into a pleasant and meaningful experience (Callo et al, 2016, p. 34).

The integration of digital technologies in the literary learning process was perceived as beneficial by most students. Multimedia materials, visual applications, interactive platforms and collaborative activities contributed to increasing affective involvement, developing creativity and deepening the understanding of literary texts. Students reported that these resources facilitate the identification of literary themes and symbols, the argumentation of their own opinions and the development of critical thinking (Hadîrcă et al, 2019, p. 780).

Intrinsic motivation, curiosity and teacher involvement have proven to be determining factors in literary reception, while difficulties related to language, the complexity of ideas and the cultural context require adaptive pedagogical interventions and additional support for students (Hadîrcă et al, 2018, p. 112). Thus, reading activities must be varied, interactive and allow for the personalization of the educational

experience, in order to support students with different levels of competence.

From a social perspective, digital and collaborative activities contribute to the development of communication skills, literary empathy and the exchange of perspectives between students. This approach favors the intersubjective reception of literary texts and the development of a culture of critical and reflective dialogue (Marin, 2013, p. 134).

Based on these findings, the research proposes the following recommendations for teachers:

- Systematic integration of visible learning technologies in all stages of the teaching process, using digital tools that stimulate text analysis, critical thinking and affective involvement (Marin, 2015, p. 45).
- Development of adaptive teaching strategies, which take into account the diversity of learning styles, level of competence and interests of students, for an active and reflective literary reception (Marin, 2016, p. 112]).
- Continuous training of teachers for the efficient use of digital resources, innovative methodologies and formative and summative assessment tools (Marin et al, 2015, p. 87).
- Promotion of collaborative reading and critical discussions through digital platforms, which facilitate the exchange of opinions and the development of literary argumentation (Marin et al, 2014, p. 112).
- Creating a clear and detailed assessment framework for literary reading skills, with specific indicators for the cognitive, affective and social dimensions of the learning process (Callo et al, 2016, p. 34).
- Documenting and disseminating good practices through open educational resources se, methodological guides and curriculum programs, to facilitate the application of research results in diverse educational contexts (Hadîrcă et al, 2019, p. 78).

In conclusion, the research confirms that the reception of literary texts is a multidimensional process, influenced by cognitive, affective, social and technological factors. Innovative teaching strategies, combined with digital technologies and formative assessments, amplify student involvement and the efficiency of the learning process, contributing to the development of literary skills, critical thinking and creativity (Hadîrcă et al, 2018, p. 134).

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