

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC
RESEARCH**

ABBES LEGHROUR UNIVERSITY OF KHENCHLA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH



Applying the Reader-Response Approach to Enhance Learners'

Autonomy in Analysing Literary Texts

Case study: Third-year Students at The Department of English

University of Badji Mokhtar Annaba

**THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH IN CANDIDACY
FOR THE DEGREE OF LMD DOCTORATE IN DIDACTICS OF LITERARY TEXTS**

Candidate: Miss Amal LAKEHAL

Supervisor: Dr Ahmed BACHER

BOARD OF EXAMINERS

Prof. Baghzou Sabrina (President)	University of Khenchela
Dr. Bacher Ahmed (Supervisor)	University of Biskra
Prof. Kaouli Nadir (Examiner)	University of Batna 2
Dr. Ounis Salim (Examiner)	University of Khenchela
Pr. Halimi Moahamed. Seghir (Examiner)	University of Ouargla
Dr Lebaal Farida (Examiner)	Higher National School of Renewable Energies Batna

2022-2023

ACKNOWLEDGEMENTS

First, all praise of gratitude and thankfulness are due to **Allah** the Almighty for all the bounties he bestowed upon me beyond my expectations among which is the power and patience He granted me to complete this work. Then, peace and blessings of Allah be upon His **Messenger Mohamed** (SLS), who says, “*Whoever does not thank people (for their favors) is not thankful for Allah*”.

I owe profound respect and gratitude to my supervisor **Dr. Bacher Ahmed** whose knowledge and valuable intellectual guidance, instruction, and comments have been constructive to guide me through the bumpy ways of scientific research. I am deeply aware that without his help, support and patience, this investigation would not have been carried out easily.

I have been exceptionally fortunate in the help offered by my teachers in the Department of English language at Abbes Leghrour University of Khenchela. Especially, **Prof. Baghzou Sabrina** who has been a guide to all of us during this Ph.D. journey. I extend also my token of appreciation to **Dr. Ounis Salim** for his help and guidance.

I would like to extend my gratitude to the members of the jury: **Prof. Baghzou Sabrina, Dr Ounis Salim, Prof. Kaouli Nadir, Dr. Lebaal Farida,** and **Prof. Halimi Mohamed Seghir** for their remarks.

I acknowledge, with great respect, the great help that I received from **Dr. Dellali Raheel** who was previously my teacher and a source of inspiration at the University of Badji Mokhtar Annaba and who aided me in my research.

Last but no means least, I sincerely acknowledge the help of my colleagues at the University of Abbes Leghrour Khenchela whom we shared, together, many experiences and went through the rough ride I name **Dr. Djaija Asma, Dr. Boudiaf Asma, Dr. Oumeddour**

Soror, Dr. Belmekki Asma, Dr. Ouchen Nour Houda, , and Dr. Merdaci Najiba, Dr. Khiari Rim.

Dedication

To my Beloved Ones

My father, May Allah have mercy on him,

My mother, May Allah protect her and keep her safe

To My Sisters and Brothers

To my husband

To all of my friends

Declaration of Honour

I, Amal LAKEHAL, hereby certify that my PhD thesis titled “**Applying the Reader-Response Approach to Enhance Learner’s Autonomy in Literary Texts Analysis, Case study of Third-year Students at the University of Badji Mokhtar Annaba**” is a presentation of my original research work. It has not been submitted in substance for any other degree or award at this or any other university or place of learning.

All the material presented for examinations is my work; and whenever contributions from the published or unpublished work of another person in any quotation or paraphrase are involved, they have been duly acknowledged with due reference to the literature which I present for examination.

This work was done under the guidance of Dr Bacher Ahmed.

September 2022

Signature of candidate: **Miss Lakehal Amal**

Abstract

This study aims to investigate the issue of learner dependence on teachers when analysing literary texts in English as Foreign Language (EFL) classrooms. Literary texts, whether authentic, genuine, or pedagogical, offer valuable instructional materials that encompass linguistic, socio-cultural, and socio-political references in the target language. EFL teachers acknowledge the benefits of incorporating literary texts in the classroom, as they foster critical reading, critical thinking, and analytical skills among learners. However, research indicates that EFL learners often struggle with literary analysis, leading to a continued reliance on teachers. EFL teachers, particularly those handling literary texts, value learner autonomy and strive to cultivate it through their instruction, hoping to facilitate learners' independence. This study seeks to explore the actual effects of the reader-response approach (RRA) on learners' autonomy in analysing literary texts. The RRA is grounded in the notion that readers (i.e., learners) play an active role in creating meaning. By employing this approach, learners are given the opportunity to generate unique responses and employ personal experiences to analyze literary texts. The RRA empowers learners to make decisions regarding the interpretation and analysis of literary texts, aligning with the concept of learner autonomy, where learners take charge of their own learning process. The research consists of a two-month mixed-methods case study conducted at the Department of English, Badji Mokhtar University of Annaba, during the 2019-2020 academic year. The study includes a total of 37 third-year learners and 6 teachers. It is hypothesized that the application of the reader-response approach to the experimental group (EG) will enhance their autonomy in literary text analysis. The quasi-experimental design incorporates a pre-test administered to the EG prior to the treatment and a post-test conducted after the treatment. Both qualitative and quantitative data collection tools are utilized, including two months of observations using observation grids and interviews with teachers, providing comprehensive insights into the research. The results are analyzed using descriptive and inferential statistics. Overall, the findings demonstrate an improvement in learners' autonomy during the application of the treatment for analysing literary texts. Additionally, the teacher interviews shed light on their attitudes and thoughts regarding the reader-response approach and learner autonomy, offering valuable suggestions for their implementation. In conclusion, the null hypothesis is rejected, and the alternative hypothesis is accepted.

Keywords: Reader-response approach, learner autonomy, ELT, EFL, Critical Reading, Literary texts, Personal Responses.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

EG: Experimental Group

ELT: English Language Teaching

FL: Foreign Language

LA: Learner Autonomy

M: Mean

RRA: Reader-response Approach

SD: Standard Deviation

TL: Target Language

List of Tables

Table 1.: Research Participants	10
Table 2: distinguishing between autonomous and non-autonomous classroom	47
Table 3: Five-level model of learner autonomy	49
Table 4: Teachers' Answers to the interview	84
Table 5 : Observation Grid / Month 01/ Week 01 Scores	88
Table 6 :Observation Grid / Month 01/ Week 02 Scores	90
Table 7: Observation Grid / Month 01/ Week 03 Scores	92
Table 8:Observation Grid / Month 01/ Week 04 Scores	94
Table 9:Observation Grid / Month 02/ Week 01 Scores	96
Table10:Observation Grid / Month 02/ Week 02 Scores	98
Table 11:Observation Grid / Month 02/ Week 03 Scores	100
Table 12:Observation Grid / Month 02/ Week 04 Scores	102
Table 13:Observation Grid / Month 01/ Week 01 Scores	105
Table 14:Observation Grid / Month 01/ Week 02 Scores	107
Table 15:Observation Grid / Month 01/ Week 03 Scores	109
Table 16:Observation Grid / Month 01/ Week 04 Scores	111
Table 17:Observation Grid / Month 02/ Week 01 Scores	113
Table 18 :Observation Grid / Month 02/ Week 02 Scores	115
Table 19 :Observation Grid / Month 02/ Week 03 Scores	117
Table 20 :Observation Grid / Month 02/ Week 04 Scores	119

Table 21: Observation Grid / Month 01/ Week 01 Scores	121
Table 22: Observation Grid / Month 01/ Week 02 Scores	123
Table 23 :Observation Grid / Month 01/ Week 03 Scores	125
Table 24: Observation Grid / Month 01/ Week 04 Scores	127
Table 25 :Observation Grid / Month 02/ Week 01 Scores	129
Table 26 :Observation Grid / Month 02/ Week 02 Scores	131
Table 27:Observation Grid / Month 02/ Week 03 Scores	133
Table 28 :Observation Grid / Month 02/ Week 04 Scores	135
Table 29 : The summary of the progress scores of learners in the constituents of Analysis, Response, and Autonomy	149
Table 30: Descriptive Statistics of Knowledge and Skills section of the Pretest	151
Table 31: Descriptive Statistics of Habits and attitudes section of the Pretest	153
Table 32 : Descriptive Statistics of Preferences and Likes section of the Pretest	154
Table 33 : Summary of the Results Obtained from the Pretest	155
Table 34: Descriptive Statistics of Knowledge and Skills section of the Posttest	157
Table 35: Descriptive Statistics of Habits and Attitudes section of the Posttest	159
Table 36: Descriptive Statistics of Preferences and Likes section of the Posttest	161
Table 37: Summary of the results obtained from the Posttest	162
Table 38: Comparison of the results of the Pretest and Post-test	166
Table 39: Paired-sample correlations	167
Table 40: Paired-samples Test	168

List of Figures

Figure 1: Research design and the process of collecting data	10
Figure 2: The relationship between learner-teacher autonomy	45
Figure 3: Approaches used in promoting Learner Autonomy	55
Figure 4: Five theoretical perspective that allows the reader, text and author to connect	65
Figure 5: Traditional View of Meaning	68
Figure 6: The view of literary meaning after 'Death of the Author	69
Figure 6: Aesthetic vs Efferent stances	70
Figure 7: Stages to literature Appreciation	78
Figure 8: Total scores of Learners' progress of the Analysis Constituent during 08weeks (02 months)	146
Figure 9: Total scores of Learners' progress of the Response Constituent during 08weeks (02 months)	147
Figure 10: Total scores of Learners' progress of the Autonomy Constituent during 08weeks (02 months)	148
Figure 11: Summary of the results obtained from the Pretest	157
Figure 12: Summary of the results obtained from the posttest	163
Figure 13: Comparison of the results of the Pretest and Post-test	164

List of Appendices

Appendix A: Interview for Teachers

Appendix B: Pre-test and Post-test

Appendix C: Observation Grid

Table of Contents

Acknowledgements	II
Dedication	IV
Declaration	V
Abstract	VI
List of Abbreviations	VII
List of Tables	VIII
List of Figures	X
List of Appendices	XI
Table of Contents	XII

General Introduction

1. Background of the Study	02
2. Statement of the Problem	04
3. Research Questions	06
4. Hypothesis	07
5. Aims of the Study	07
6. Significance of the Study	08
7. Research Methodology	09
8. Data Collection Tools	11
9. Delimitation of the study	12
10. Structure of the Thesis	14

Theoretical Part

Chapter One: Literature in EFL Classrooms

1.1. Introduction	19
-------------------	----

1.2. Definition of Literature	20
1.3. Approaches to Teach Literature	21
1.3.1.1. New Criticism	21
1.3.1.2. Structuralism	22
1.3.1.3. Stylistics	23
1.3.1.4 Reader-Response Approach	23
1.3.1.5. Language-Based	24
1.3.1.6. Critical Literacy	24
1.4. Models used to teach Literature	25
1.4.1. The Cultural Model	25
1.4.2. The Language-Based Model	25
1.4.3. The Personal-Growth Model	26
1.5. Criteria for Literary Text Selection	28
1.6. Benefits of Teaching Literature in EFL Classroom	30
1.7. Challenges in Teaching Literature in EFL Classroom	31
1.8. Conclusion	31

Chapter Two: Learner Autonomy in the EFL Classroom

2.1. Introduction	35
2.2. The Evolution of the concept of Autonomy	35
2.2.1. Autonomy and Education	36
2.2.2. The Different Versions of Autonomy	37
2.3. Definitions of Learner Autonomy	38
2.3.1. Characteristics of Autonomous Learners	39
2.4. Teacher Autonomy	40
2.5. Teacher Autonomy and Learner Autonomy	43

2.6. Autonomous Classrooms	45
2.7. Stages of Developing Learner Autonomy	49
2.8. Fostering Learner Autonomy	51
2.8.1. Learning Strategies to Foster LA	52
2.8.2. Approaches to fostering Learner Autonomy	54
2.9. Learner Autonomy and Culture	56
2.10. Learner Autonomy in the Algerian EFL Context	58
2.11. Conclusion	59

Chapter Three: Reader-Response Approach and Literary Texts Analysis

3.1. Introduction	62
3.2. An Overview of The Reader-Response Theory	62
3.2.1. The Emergence of The Reader-Response Theory	62
3.2.2. The Construction of Meaning in Reader-Response Theory	64
3.2.3. The Interaction Between Text and Reader	65
3.3. Definition of the Reader-Response Approach	66
3.4. The Implementation of The Reader-Response Approach in ELT	71
3.5. The Benefits of the RRA in ELT	72
3.6. The Limitations of the Reader-Response Approach	73
3.7. The Reader-Response Approach and Learner Autonomy	75
3.8. Application of Reader-Response Approach in EFL Classroom	76
3.8. Literature Appreciation and Motivation	77
3.9. Personal Responses and Learner Autonomy	78
3.10. Conclusion	79

Fieldwork

Chapter Four: Research Methodology

4.1. Introduction	83
4.2. Data Collection Tools	83
4.3. Interview for Teachers	83
4.4. Teachers' Responses to the Interview	84
4.5. Observation Grids	87
4.5.1. The Analysis Constituent	87
4.5.2. The Response Constituent	104
4.5.3. The Autonomy Constituent	121
4.6. Pre-test and Post-test Procedures	138
4.7. Conclusion	138

Chapter Five: Data Analysis and Interpretation

5.1. Introduction	141
5.2. Interview for Teachers	142
5.3. The Observation Grids	145
5.3.1. The Analysis Constituent	145
5.3.2. The Response Constituent	146
5.3.3. The Autonomy Constituent	147
5.4. Pre-test and Post-test	149
5.4.1. Pre-test Detailed Results	151
5.4.2. Post-test Detailed Results	157
5.5. Comparison of Pre-test and Post-test Results	164
5.6. Inferential Statistics	165
5.6.1. Hypothesis Testing	165
5.7. Discussion of the Research Findings	167
5.8. Conclusion	168

Chapter Six: Implications for the Research, Recommendations and General**Conclusion**

6.1. Implications for the Research	171
6.2. Suggestions and Recommendations	173
6.2.1. Suggestions to Teachers	173
6.2.2. Suggestions to Learners	174
6.2.3. Suggestions to the Ministry of Higher education (MHE)	176
6.3. Future Research and Further Studies	177
6.4. Limitations of the Study	178
General Conclusion	180
References	184

Appendices**Résumé****الملخص**

General Introduction

General Introduction

1. Background of the Study	19
2. Statement of the Problem	21
3. Research Questions	22
4. Hypothesis	23
5. Aims of the Study	24
6. Significance of the Study	25
7. Research Methodology	26
8. Data Collection Tools	28
9. Delimitation of the study	
9. Structure of the Thesis	29

General Introduction

Teaching literary texts and asking EFL learners to analyze these texts is undoubtedly not an easy undertaking. An authentic literary material presents many challenges to learners on linguistic, sociolinguistic, cultural, stylistic, discursal and pragmatic levels. Nonetheless, over the last decade, more attention has been given to the integration of literature in the teaching of EFL classes. Because of the tremendous help and numerous benefits, which literary texts provide for learners, it has been inevitable but to implement 'literature' in EFL classes. The claim may be put that prior to the 1980s, target language 'literature' in EFL classes was highly neglected. Throughout the 1980s, the focus of teaching the English language was to train and develop learners' communicative skills. With the advent of technology and availability of eBooks and free download of literary works, the implementation of 'literature' in EFL classes was a matter of time. Researchers and teachers have started to believe in what literature has to offer.

The present work aims to examine the effects of the reader-response approach in enhancing learner autonomy in analysing literary texts. The study concerns itself with senior (third year) students and the abilities and skills that they might develop thanks to reader-response approach.

1. Background of the Study

Owing to globalization and the emphasis on the sense of individuality, education has become interested in commissioning individuality and self-leading in education. Learner autonomy has received great significance in the Algerian language-learning context at universities. The implementation of the reform known as LMD by the Algerian Ministry of Higher Education and Scientific Research in 2005. This reform accentuates a system of instruction that gives the learners the priority to adopt an active role in and out of the

classrooms. It focuses on the aspect that language learning responsibility falls on the shoulders of learners and as active participants in the teaching-learning process, they have to decide along with their teachers on everything that concerns their education. This demonstrates that the LMD reform in Algerian universities aims to shift the learning-teaching process from teacher-centered principles to learner-centered principles to meet the advancements in education and the information age. Algerian universities have become aware of the necessity to build and spread the concept of autonomy among teachers and learners.

The application of the concept of autonomy has initially targeted tertiary education, but soon extended to all educational levels. Autonomy is defined as 'the ability to take charge of one's own' (Holic, 1981, cited in Blidi, 2016). In other words, learners are given the latitude to steer and control their learning. Research studies appear in favor of the learner autonomy, as it is effective in building learners' awareness.

What this study aims to examine is how and to what extent autonomy can be achieved when analysing literary texts in EFL classrooms. Although, it is widely known that literature is a very beneficial tool for EFL learners to learn and perceive the language in its natural and native habitat, it still causes a severe problem for EFL learners when attempting to analyze it. Learners have very limited background knowledge and information about literary texts. Most learners are fully dependent on the teachers and they are passive during literature classes, which demonstrates their negative attitudes toward these classes.

This study suggests the reader-response approach that could help EFL learners become autonomous in analysing literary texts. This approach offers a space for learners to be free and produce personal responses to literary texts without the interference of the teacher who plays a subtle role and gives learners the floor to express and create meaning based on their experiences as individuals.

Concerning the given explanation for the real need for the implementation of autonomy, along with the importance of literature in EFL classes. It is high time to find a way to help learners achieve and reach their autonomy in this concern and teachers as well who need to be prepared for learners to be fully involved in all the aspects of the teaching-learning process in addition to their participation in decision-making.

2. Statement of the Problem

Despite the extensive research in the area of teaching literature in the EFL classroom in the Algerian universities, the implementation of RRA in teaching literary texts with a view of enhancing EFL tertiary students' analytical skills remains underexplored. Therefore, this research study comes to fill in a gap in the existing literature aiming to assist stakeholders (i.e., novice researchers and expert researchers).

Forward, teaching literature in EFL class proven a vital aspect to open learners' insights into both the linguistic and cultural aspects of the language that they are studying. The traditional approaches to teaching literature seem to have failed to give learners more independence in their analysis of literary texts and reduced their dependency on teachers' interpretations.

Modern literature-teaching approaches are not only meant to raise the EFL learners' awareness at the linguistic levels but also create social, cultural, and critical competencies. Following this concept, the reader-response approach is quietly focused on the learners' views and comprehension of the literary texts. It allows them to explore their abilities in analysing the texts as individuals with an independent way of thinking without needing the interventions of teachers since the reader-response approach encourages individuality and autonomy in analysing literary texts.

Susann Schuster explains that learners should be in charge of their learning process.

They have to be the centre of this process rather than just take a part in it. Learners must evolve their learning process and concepts like self-direction, self-regulation and individualization should be encouraged in EFL classrooms (Schuster, 2012). She further explains and support the thought that literary texts are beneficial for EFL learners because they are considered authentic materials. Furthermore, they are a way to develop the learner's language ability levels. It is loaded with different aspects that follow the language learning process, Such as, the cultural, social and historical backgrounds that, shape the language. Literary texts allow EFL students to deal with language that is directed at native speakers. Therefore, EFL students develop their language and comprehension skills (Schuster, 2012).

When it comes to literary text analysis, EFL learners are dependent on teachers' autonomy. EFL learners justify their failure to engage meaningfully in the analysis of literary texts by the complicated nature of these texts. This is particularly when they originally lack the background knowledge that would help them perceive the literary texts from different dimensions. Therefore, they find themselves bound to the exclusive knowledge of the teacher and the teacher's help when it comes to literary text analysis.

In recent years, the concept of learner autonomy has gained significant attention in the field of language education. Learner autonomy refers to the capacity of students to take charge of their learning process, make informed decisions, and engage actively in their academic pursuits. In the context of literature analysis, fostering learner autonomy is crucial for developing critical thinking, analytical skills, and a deeper understanding of literary texts.

At the University of Badji Mokhtar Annaba, third-year students in literature courses face challenges in fully engaging with literary texts and independently analysing their content. Traditional instructional approaches often limit students' opportunities to express their personal interpretations and engage with the texts on a deeper level. To address this issue, the reader

response approach emerges as a promising pedagogical strategy that encourages learners to actively respond to literary texts based on their own experiences, emotions, and reflections.

Despite the potential benefits of the reader response approach, its application and impact on enhancing learner autonomy in the analysis of literary texts among third-year students at the University of Badji Mokhtar Annaba remain relatively unexplored. Therefore, this study aims to investigate and evaluate the effectiveness of applying the reader response approach in promoting learner autonomy in the analysis of literary texts among third-year students at the university.

The present research that aims to deal with this problematic issue and attempts provide a much-needed, practical solution for both learners and teachers.

3. Research Questions

Teachers undertake to use literary texts in the target language to enhance EFL learners' linguistics, and socio-cultural competencies. The reader-response approach seems to reinforce learners' critical competence and comprehension of literary texts. Reading literature in the target language fosters learner's analysis of the texts. The aim is to find out whether the reader-response approach can enhance learner's autonomy in analysing literary texts. This leads us to formulate the following research questions:

RQ1: How can the reader-response approach affect third-year students' autonomy in the analysis of literary texts?

RQ2: What effects does the reader-response approach have on learners' responses to literary texts?

RQ3: What are the attitudes of the teachers of Literature on using the reader-response to enhance learners' autonomy in literary texts analysis?

RQ4: How can the reader-response approach change third-year students' perceptions and attitudes towards literary text analysis?

This research tends to answer the above-mentioned research questions, which were framed to guide the study. By providing answers to these questions, it is hoped that this thesis would contribute to the understanding of the effects of the application of the reader-response approach on learners' autonomy in literary texts in addition to the perceptions of teachers concerning this topic.

4. Hypotheses

Considering the above-mentioned research problems and research questions, the current research aims to fill the gap, which is the lack of research concerning autonomy in literary texts in the Algerian research community. The research questions are formulated as to the following hypotheses that have been tested at the end of the research:

Hypothesis 1 (H1): It is predicted that third-year students would develop their autonomy through the application of the reader-response approach to analyze literary texts.

Hypothesis 2 (H2): The application of the reader-response approach will result in a wider range of diverse and unique responses from learners when analysing literary texts.

Hypothesis 3 (H3): Teachers of Literature will generally have positive attitudes towards using the reader-response approach to enhance learners' autonomy in the analysis of literary texts.

Hypothesis 4 (H4): The implementation of the reader-response approach will lead to positive changes in third-year students' perceptions and attitudes towards literary text analysis.

5. Aims of the Study

This research tends to investigate the dimensions of the reader-response approach that allow learners to analyze and decode the various aspects of the literary texts in the target

language. Moreover, it brings issues of dependency on the teacher's autonomy. Hence, rather than enforcing that dependency, this approach enhances the learners' 'autonomy and freedom in reading texts. Encouraging the use of the target language to express learners' feelings and thoughts on literary materials is crucial as it comes to be the main goal of this approach. It also stresses developing the abilities of the learners as separate units and to be more self-directed in their readings of literary texts.

This study aims to tackle the implementation and effectiveness of the reader-response approach in EFL classes in developing learners' independence in reading and analysing literary texts. However, it decreases their dependency on the teachers' autonomy and gives them more space to engage themselves in using critical thinking in analysing the literary texts.

This research aims to cover the next crucial points as well:

- Investigate EFL third-year students' development in terms of literary texts analysis through the application of the RRA in the Department of Badji Mokhtar University of Annaba
- Observe the development of third-year learners' autonomy, analysis and response during the application of the reader-response approach
- Explore the perceptions and positions of the teachers of literature concerning the Reader-response approach, learner autonomy and literary texts analysis
- Assess and determines the final effect of the reader-response approach as an approach that can help learners achieve autonomy and break free from their dependency on the teachers' autonomy.

6. Significance of the Study

This current research focuses on investigating the relevance of the reader-response approach in enhancing EFL learners' autonomy in analysing literary texts. The reader-response

approach was proven beneficial for EFL learners because it provides them with the space and freedom to exploit and use their personal experiences to see how the text can relate to them. Moreover, this study highlights and attempts to fill the gap of the lack of research linking the reader-response approach and learner autonomy in the Algerian EFL classroom.

As the targeted population of this research is third-year Algerian students at the Department of English at Badji Mokhtar University of Annaba and teachers of literature at the Algerian universities, this research would provide a better context for the relationship between applying the reader approach and enhancing learners' autonomy. Finally, this research would be helpful for all literature teachers who have never used the reader-response approach in their literature courses because it would provide a clear image of this approach's benefits for EFL learners specifically and the EFL classroom in general.

7. Research Methodology

Research in education and experimenting on human beings has always been a hard task since it is not possible to have total control over the factors that could affect participants. The researcher could only control the variable, which is the application of the reader-response approach. On account of that, the researcher made her point to resort to a mixed-method approach; it is believed that it is what works best for this case to collect the needed data, where qualitative and quantitative methods were administrated.

In this quasi-experimental design, the researcher used one group only. The group has been tested before the beginning and after the end of the treatment. The researcher decided to exert a non-participant observant role, and the treatment has been applied. The researcher recorded the participants' development during the phase of the experiment through observation grids for the duration of two months (one semester).

The researcher opted for choosing one group of third-year students. We chose third-

year students because it is the last year after studying for two other years and establishing some literary background. Students have already studied for two years and learnt many things concerning themes and different definitions of literary terms. In addition, they have some background from their second year in analysing some literary texts. At this level, they have some experience and they can be tested whether they are ready for an approach that promotes individuality and freedom in the learning process.

The participants from both teachers and learners are as follows:

Teachers	Learners
06	37

Table 1: Research Participants

Following the above steps, *Figure 1* demonstrates the process and different phases of the experiment:

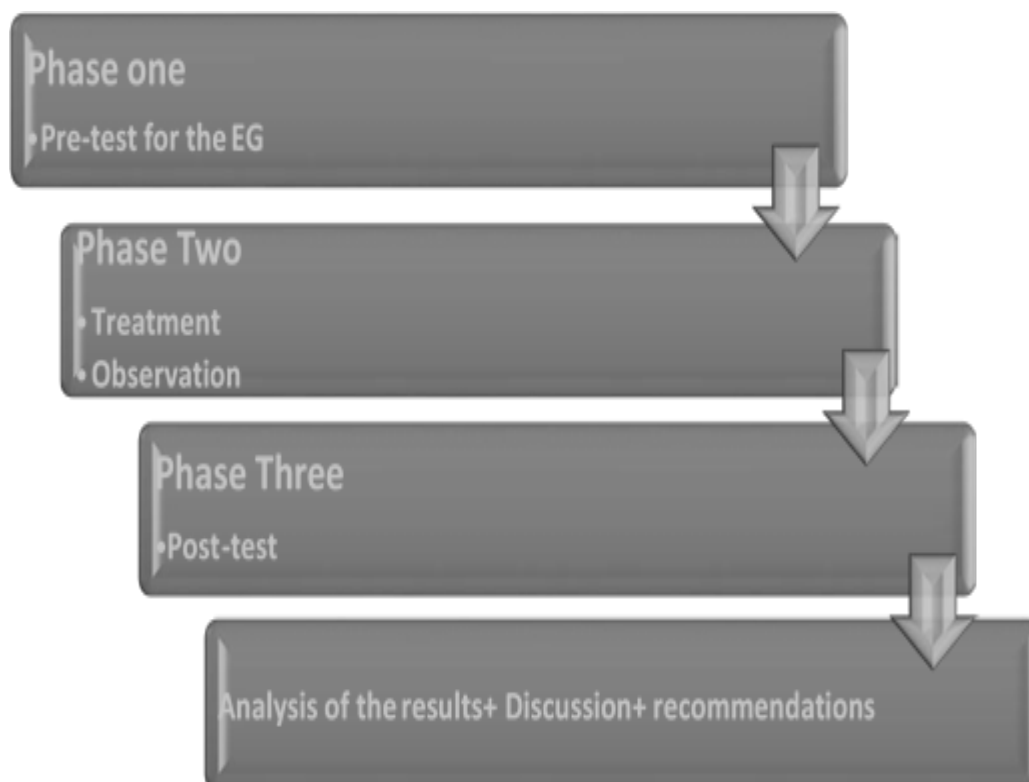


Figure 1. Research design and the process of collecting data

8. Data Collection Tools

To gather the needed data, the researcher will apply the following tools:

- *Teacher's Interview*

Teachers' interviews are considered very beneficial for this research. We aim to collect the opinions and explanations of literature teachers to provide more insight into the completely teaching process of literature courses. Besides, any lacking information could be gathered through this tool of research, and clarified by teachers themselves. The researcher chose an interview tool since the number of participants is small.

The interview for teachers was structured and administrated via google forms. The interview questions were selected to cover all the points and clarifications that this research aims to dwell on. The questions of the interview involve the following: the time allowed for the literature courses, the materials provided, teaching techniques, activities and strategies used. The researcher provided the teachers with the opportunity to express their suggestions on enhancing the curriculum or the material used. The link to the google form of the interview was sent to 06 teachers.

- *Observation Grids*

In our research, an observation grid is required since we need to keep track of the progress of each individual. As the progress of students needed to be recorded weekly, the research employed an observation grid sheet to be filled each week with scores of learners. The participants were tested on three different constituents to be understood well. The constituents are as follows: response, analysis, and autonomy. The obtained scores and results were analyzed and interpreted.

- *Pre-test and Post-test*

Pre-test and post-test are highly recommended when using the experimental method. These tests are used to measure the degree of change before and after the treatment is applied to the chosen group. In our case, we have only one experimental group, the change can be calculated if found and the results will determine whether the treatment has an effect or not.

A pre-test and a post-test were designed after researching how to create a scale to measure learners' autonomy. There were previous researches that helped the research create and administrate a scale to measure the autonomy of learners in analysing literary texts. The test was in form of a Likert scale that have many questions aimed before the beginning of the experiment and after it is done. Due to covid-19 conditions, the test was administered in google forms, sent to the participants where they responded, and sent their answers back. The results obtained from both tests were analyzed, and compared to see whether there is a difference before and after the treatment.

9. Delimitation of the study

The delimitations of a study outline the specific boundaries and limitations within which the research is conducted. For this specific research on applying the reader-response approach to enhance learners' autonomy in analyzing literary texts among third-year students at the University of Badji Mokhtar Annaba, the following delimitations are identified:

- **Sample Size:** The study focuses on a specific population of third-year students at the University of Badji Mokhtar Annaba. The sample size is limited to a specific number of participants, which may affect the generalizability of the findings to a broader population.
- **Duration of the Experiment:** The research is conducted over a period of two months, which may limit the extent to which long-term effects of the reader-response approach

can be observed. The findings may be specific to this particular time frame and may not capture the full potential of learner autonomy development over a more extended period.

- **Focus on Literary Texts:** The study specifically examines the application of the reader-response approach in the analysis of literary texts, with a focus on the novel "The Great Gatsby." The findings may not be directly transferable to other genres or types of texts, as the nature and characteristics of literary texts may influence the learners' responses and autonomy differently compared to other types of materials.
- **Contextual Factors:** The research is conducted within the specific context of the Department of English at the University of Badji Mokhtar Annaba. The cultural and educational background of the participants, as well as the teaching practices and resources available in this particular context, may influence the results. Therefore, the findings may not be universally applicable to other educational settings or cultural contexts.
- **Research Tools:** The data collection methods used in the study include interviews, observation grids, and pre-test/post-test questionnaires. While these tools provide valuable insights into participants' perspectives and progress, they have their limitations. For example, interviews may be influenced by individual bias or subjective interpretation, and the pre-test/post-test questionnaires may not capture all aspects of learner autonomy comprehensively.
- **Researcher Bias:** The study acknowledges that the researcher's perspective and interpretation may introduce some degree of bias in data analysis and interpretation. Efforts are made to minimize bias through rigorous analysis techniques and the inclusion of multiple data sources, but it is recognized that researcher subjectivity may impact the findings to some extent.

These delimitations should be considered when interpreting the findings of the study, as they outline the specific boundaries and limitations within which the research was conducted. Understanding these delimitations provides a clearer context for the interpretation and generalizability of the study's findings

10. Structure of the thesis

The present study falls under two main parts; theoretical part and fieldwork.

- *The theoretical part consists of three chapters:*

❖ *Chapter One:* is a general summary of the use of literature in the EFL classroom; its benefits, as well as the challenges posed when implementing it in the EFL classroom, these points are discussed in this chapter. Next, the approaches that are used to teach literature are also summarized and discussed along with the characteristics taken into consideration when selecting the literature. Moreover, another important element in this study is also observed in this chapter, which is the notion of learners' autonomy in the Algerian context and the application of the reader-response approach in the Algerian EFL classroom.

❖ *Chapter Two:* This chapter focuses on investigating learners' autonomy in literary text analysis. The literature relating to the origins of learners' autonomy, its meaning, characteristics, functions, evolution, types, elements, dimensions and layers were considered. The aim was to provide the readers with the necessary amount of information to allow them to closely examine and understand the concept of learner autonomy.

❖ *Chapter Three:* This chapter continues to investigate further the implementation of the Reader-Response approach to analyze literary texts in the EFL classroom. It also targets the different aspects of the Reader-Response approach, definition, criticism, principles and procedures of this approach. It also aims to investigate what the Reader-Response approach can provide for learners in terms of promoting their autonomy in literary text analysis.

-
- The fieldwork contains three chapters:
 - ❖ *Chapter Four:* contains a presentation of the collected data through teacher's interviews, the observation grids and pre-test/post-test. This chapter aims to provide a clear statement on the data collected and explains the research methodology.
 - ❖ *Chapter Five:* This chapter undertakes to conduct a thorough discussion of the true implications of the findings. It is widely acknowledged that quantitative data, and despite their accuracy and objectivity in approaching the issue under study, they fail to provide an ontological explanation. The current chapter endeavors to explain the findings from insiders' perspectives.
 - ❖ *Chapter Six:* The last chapter is titled implications for the research, discusses the main implications of the findings as far as the teaching of literary texts and analytical skills are concerned. What is more, it spares no effort in providing a list of suggestions and recommendations and a general conclusion all of which target to help decision makers to have the opportunity to make informed decisions.

Theoretical Part

Chapter One: Using Literature in EFL Classrooms

1.1. Introduction	33
1.2. Definition of Literature	33
1.3. Approaches to Teach Literature	34
1.3.1. New Criticism	35
1.3.2. Structuralism	35
1.3.3. Stylistics	36
1.3.4. Reader-Response Approach	37
1.3.5. Language-Based	37
1.3.6. Critical Literacy	38
1.4. Models used to teach Literature	38
1.4.1. The Cultural Model	39
1.4.2. The Language-Based Model	39
1.4.3. The Personal-Growth Model	39
1.5. Criteria for Literary Text Selection	40
1.6. Benefits of Teaching Literature in EFL Classroom	42
1.7. Challenges in Teaching Literature in EFL Classroom	44
1.8. Conclusion	45

1. Introduction

Teaching literature to EFL learners is proven very beneficial for them and its benefits are numerous. It is not only a rich source of authentic materials. It is also a challenge for EFL learners to use the target language, their critical and analytical skills while analysing the literary texts. This chapter is a brief a summary of the main ideas concerning the use of literature in the EFL classroom.

This chapter tends to cover all the concepts concerning the teaching of literature in the EFL classroom. It provides a clear definition of literature and the approaches used to teach it. In addition to the models used to teach literature. The chapter also includes the different criteria followed to select appropriate texts for EFL learners. The challenges also faced while teaching literature are discussed. We have concluded this chapter by providing the benefits of literature and the attitudes of both teachers and learners toward this incorporation of literature.

1.1. Definition of Literature

Literature encompasses all written works. It originates from the Latin word “literatura/litteratura”, which means “learning, writing, and grammar”. However, literature includes all the pieces of writing that are valued as works of art, especially novels, plays, and poems, which exclude technical books and magazines (Oxford dictionary). Later on, the word literature including oral literature is also used to describe the tradition in written civilizations in which certain genres are transmitted by word of mouth or are confined (Britannica).

Moving on, Razavi in her article, *what is literature* claims that there is no fixed definition for literature. The definition of literature is a subjective thing that is absolutely up to each individual. Moreover, literature is just a concept that varies from one mind to another. Therefore, it is extremely up to individuals to consider what fits their tastes in literature. In other words, literature is the construction of society and the individuals are responsible for

making it more real and choosing the context in which they define it (Razavi).

Moving to the definition set by Jim Meyer, who explained both a critical approach and the prototype approach to provide a clear understanding of what makes any work considered literature. On the one hand, he clarified the critical approach that is built around a set of “clear, inflexible boundaries” (Meyer). All of the provided criteria must be met to be considered literature. It is exactly like a checklist and the work must apply to all those standard principles. On the other hand, the prototype approach is more based on the resemblance and crisscrossing aspects between literary works. There is a set of standards that classify a work as literature. The turning point between the critical approach and the prototype approach is that in the latter the principles are flexible. It is not an obligation that the work needs to meet all of the standards, but any resemblance crisscrossed with other works that are considered literature is enough to classify the work. (Meyer).

1.2. Approaches to Teach Literature

It is best to shed some light on the approaches that are used in the EFL classroom to teach literature, for understanding the approaches will help determine how best to approach the literature classes to employ the resources and class material to improve the language. Maley (1998) clarified that the approaches to teaching literature can be categorized into two categories. The first is the critical literary approach; this approach is mainly focused on studying the literature itself and analysing it to understand its meanings. This approach as he stated needs to have a reasonable level of the language itself and a knowledge of literary conventions and vocabulary. Secondly, the stylistic approach presents literature as content for language learning, and it focuses on analysing the language used in literary texts.

Moving forward to a more detailed classification of the approaches that are used in the EFL classroom, Van (2009) provides a detailed classification of all the approaches used as

follows:

1.2.1. New Criticism

This approach separates the texts from all external elements like the intention of the author, the responses of the reader, and the historical/ political and social backgrounds of texts. The approach deals with formal elements of the text with no focus on the artistic side or their beauty. It isolates the text completely and treats only its literary devices. The selected texts in this approach were usually from the canons that are to some extent hard for learners and cause a negative attitude toward literature in general. According to Thomson (1992), this approach excludes all external features that could influence the text. The readers are concerned with recognizing the formal features like themes, symbols, and metaphors. This renders the reading process automatic and the text contained and should be approached with total objectivity.

1.2.2. Structuralism

This approach is focused on the structures and forms and themes that helped produce the meaning. An objective approach neglects the responses of the readers as it has an emphasis on the structure more than anything else does. Structuralism walks on par with the new criticism approach. According to Culler (1982), Structuralism neglects the aesthetic value of literature, but focuses on the structures that are “involved in the production of meaning.”

Carter and Long also stress that (1991) structuralism neglects completely the role of the reader and the influence of any other external factors on the text. They state that: *“instead of being concerned with how a literary text renders an author’s experience of life and allows us access to human meanings, the structuralist is only interested in mechanical formal relationship, such as the components of a narrative, and treats the literary text as if it were a scientific object.”*

Van (2009) summarises that structuralism lacks in failing to reinforce a relationship between literary texts and the personal development of readers leads to the following:

- ❖ An appreciation of the value of literature to their spiritual and emotional lives,
- ❖ An interest in exploring literary themes from different countries to compare cultural differences,
- ❖ Pleasure in understanding the effects of language on a poem's meanings, and
- ❖ Enjoyment of the value of literature in enriching life experiences.

1.2.3. Stylistics

The stylistics approach is all about the language used in literary works; it helps learners see the variety of the language used in literary and non-literary texts. The approach encourages learners and teachers to analyze the language uses and challenges them in their communicative competence skills and their knowledge of the aesthetic literary language.

This approach emerged in the late 1970s. It aims to shift learners' focus to the unconventional features of the language used in literary texts. It also encourages learners to use their background knowledge of the language to judge the aesthetic features found in literary texts. Van (2009) continues with their explanation of the stylistic approach:

The Stylistic approach is relevant because it clarifies one of the rationales for teaching literature: to highlight the aesthetic value of literature and provide access to the meaning by exploring the language and form of the literary text with a focus on meaning. My colleagues agree that the beautiful language of poetry, drama, and fiction are motivating and attractive features.

1.2.4. Reader-response Approach

The reader-response approach promotes a transactional relationship between the reader and the text. The reader plays an important role since they have the liberty to project their personal views and opinions based on their life experiences. This approach has a lot to offer for EFL learners, it helps them to connect with literary texts on a personal level, which helps in their motivation to read literature. This approach also provides the freedom for learners to be independent and break free by leading their learning.

Dias and Hayhoe (1988) explain, “*It is precisely the role of the reader in the act of reading that has not been sufficiently and properly addressed.*” That is why the reader-response covers this point and allow the readers to be active participants during this process of reading. However, there are some problems with this approach, and can be summarized as the following:

- ❖ Students’ interpretations may deviate greatly from the work, making it problematic for the teacher to respond and evaluate.
- ❖ Selecting appropriate materials can be problematic because the level of language difficulty and unfamiliar cultural content may prevent students from giving meaningful interpretations.
- ❖ The lack of linguistic guidance may hinder students’ ability to understand the language of the text or respond to it.
- ❖ The students’ culture may make them reluctant to discuss their feelings and reactions openly.

1.2.5. Language-Based

This approach focuses on the literary language of the text. It helps learners read literature and learn the language simultaneously because it involves various activities and the teacher

plays the role of a clarifier, teachers do not force the analysis but they stimulate the process by providing hints. Van (2009) states that:

This approach meets students' needs in learning a language: students communicate in English to improve their language competence; they develop the necessary skills of working in groups; and they become active learners while teachers support and guide them in the learning process.

This approach is seen as it validates learners' needs because it helps them study literature and the language at the same time.

1.2.6. Critical Literacy

The approach is based on connecting the use of language with social and political power; it helps learners with cultivating their critical awareness of language use in society and build relationships. It also emphasizes that language is shaped by these factors and how they affect the language. Fairclough (1992) declares that Critical Literacy enables students' critical awareness about the role of language in generating, preserving, and changing social relations and power. It is considered "a resource for developing the consciousness" about the relationship between language and society.

Finally, summarizing these approaches demonstrates that the Reader-response approach and the language-based approach are what work for EFL learners even if all other approaches are beneficial in one way or the other.

1.3. Models used to teach Literature

The different models used to teach literary texts will be discussed and the basic ideas and principles surrounding them will be mentioned. The models are the cultural model, the language-based model, and the personal-growth model.

1.3.1. The Cultural Model

The cultural model res learners to investigate and analyze a literary work through different perspectives (social, cultural, political, and historical). This model is teacher-centered and it is based on the teacher providing the learners with the social, political, and historical background of the text. Carter and Long (1991) explain in the following passage:

Teaching literature within a cultural model enables the students to understand and appreciate cultures, ideologies different from their own, and space and to come to perceive traditions of thought, feeling and artistic form of within heritage literature of such cultures endows.

They believe that the cultural model enables learners to understand literary texts from cultural perspectives and it allows them to explore what is the literary heritage of different culture.

1.3.2. The Language-Based Model

The language model is similar to the language-based approach that focuses on the linguistic features of the texts without any consideration for the literary value or any transaction that may happen between the reader and the text. Long and carter (1991) state that this model can “help students find ways into the text in a methodological way”. It promotes students’ language skills and the literary texts could be used as activities for grammar learning and acquiring vocabulary.

1.3.3. The Personal-Growth Model

The personal growth model joins both the principle of the cultural and language models and helps learners develop their linguistic and cultural awareness as well as their growth through their experience with literary texts. This model helps learners “achieve an engagement

with the reading of literary text...and helping them to grow as individuals” (Long & Carter, 1991). It aims to raise and enhance the reading experience of students, which leads to enhance their motivation. Learners when they connect to the literary texts that leads to engaging them more. This model stresses the role of the teachers in selecting the literary texts that it should not only be based on the stylistic features of the texts but it should also encompass the interests of the learners.

These main models cover and focus on one particular area where the existence of a model emphasizing the cultural and linguistic aspects of the language is what the learners need in addition to appreciating their interaction with literary texts as readers so they keep their motivation for reading literature.

From all these approaches and models, Bagherkazemi and Alemi (2010) state that every approach and model has something to offer for the EFL classroom. However, only three of them stand out to be aligned with the new ideologies concerning ELT, which are the personal growth model, the Reader-response approach and the critical literacy approach. These three approaches value the learners as readers and critical thinkers, and they offer them the freedom to express and share personal experiences and opinions; as well as, approaching the texts not only from the structure and from language use but other perspectives. Such as the cultural, political, social, historical and personal perspectives.

1.4. Criteria for Literary Text Selection

The use of literary texts in EFL classrooms has proven to be very beneficial for EFL learners. Sandra McKay argues that “*literature can be useful in developing linguistic knowledge both on a usage and use level*” she also continues to state that using literature “*may increase their motivation to interact with a text and thus, ultimately increase their reading*

proficiency. It may also enhance students' understanding of a foreign culture and perhaps spur their creation of imaginative works" (1982 cited in Nguyen, 2008).

Nga (2003; cited in Nguyen, 2008) established some guidelines and criteria to be considered when selecting literary texts for EFL classrooms. Firstly, the literary texts should be appropriate to the learners' language level in terms of vocabulary and grammar. Otherwise, learners will be demotivated to connect, understand or keep reading the literary text. Secondly, teachers should consider the cultural barriers that learners need to overcome before being exposed. In these terms, teachers need to help learners by introducing them to cultural costumes before exposing them to literary texts. Thirdly, this point is considered vital in literary text selection, which is enjoyment and appeal. To keep their motivation to read literary texts, teachers have to be cautious in selecting materials that please and create a connection for learners as readers to keep their motivation levels high.

Finally, learners' analysis and interpretive skills need also to be considered since it plays a great role in enhancing their performance. In other words, when the selected texts are suited for learners' levels of interpretation, this will help the learning flow going and prevent any reading blocks or hindrances from occurring. Ali suggests the responsibility lies for teachers to select the appropriate literary texts for learners because if it is done properly, learners will perceive "*literature as an experience that enriches [their] life*" (1994 p 289; cited in Hj. Yusoff, 2004).

Shazu summarizes all the criteria for literary texts selection from all the researchers who have spoken about literary texts selection such as Maley (2001), McRae (1997), Colie and Slater (1994), Robert Hill (1995), and Lazar (1993) as follows (31, 2014):

- ❖ The student's cultural background
- ❖ The student's linguistic proficiency

- ❖ The student's literacy background
- ❖ The student's age and level of understanding.
- ❖ Interesting texts
- ❖ Availability and suitability of the text.

1.5. Benefits of Teaching Literature in EFL Classroom

The use of literature in EFL classrooms is very beneficial to Learners in terms of providing many resources, text modals, background knowledge, cultural enrichment and language proficiency. Literary texts provide more content for learners, it is impossible to write without having a schema about that specific topic. Acquiring background knowledge, especially about cultural and social contexts is harder for EFL learners. They usually are not well informed in the cultural and social knowledge of the target language since their primary resource is the context they already have from their mother tongue knowledge.

Another important aspect of using literature in EFL classrooms is that it familiarizes learners with the organization of texts. In addition to how they should order their thread of ideas in a correct form. As Raimes (1983, as cited in Alghonaim, 2020) explained that learners when reading literature for writing, for them the text modal should not be informative, of not what they should do but what they do. Therefore, the text modals brought about by using literature should be treated as samples rather than ideals.

Literature is full of beautiful language and expressions that may help learners work on their creative writing and enhance their style as well. The writing style of EFL learners can be enhanced when reading other original texts (Alasmari & Khan, 2018). In summary, literature is considered very beneficial for EFL learners, the benefits of literature incorporation in EFL classrooms are summarized by Van (2009) as follows:

- ❖ It is a source of meaningful and diverse contexts

- ❖ It provides learners with new vocabulary
- ❖ It attracts learners' attention and motivates their imagination and sense of creativity
- ❖ It encourages learner's critical thinking and cultural awareness
- ❖ It creates a safe environment for learners to explore their views through literary texts and act as active learners.

In line with Van's views on literature use in the EFL classroom, Zoreda and Vivalo-lima (2008) elaborate that literature is a way to strengthen the language through the cultural elements that can be seen in literary texts. They believe that literature aids learners to develop not only their cultural elements but also their interpretive skills of learners. Furthermore, literature is considered a way to cultivate learners' attitudes towards the language's culture. Gajdusek (1988) also elaborates that reading literature motivates learners to produce and write as well as communicate and use the language throughout discussions and analysis in the classroom.

Van (2009) provides a list of recommendations concerning the use of literature in the EFL classroom:

- ❖ *The place of meaning:* Meaning is the result of the two-way relationship between texts and readers, depending on readers' experience, the reading context, and the difficulty, style, and form of literary language. Meaning is also influenced by how students relate to the authors' portrayal of identity, culture, gender, and social class.
- ❖ *The purposes of learning:* the use of literature facilitates language learning because, when it is properly introduced, students enjoy literary style. In addition, they will inevitably forge strong connections with the plots, themes, and ideological assumptions of literature and will become active learners that embrace critical thinking in English.

- ❖ *Activities in the classroom:* The study of literature is amenable to student-centered activities that offer opportunities for collaborative group work such as reader-theater, drama, and other projects where English is the common medium of authentic communication. The choice of texts and activities is crucial because these selections will make the difference between passive reading and active involvement with a literary text.
- ❖ *Role of the student:* Literature has the power to create opinions and individual meanings for students; hence, they will typically be the ones to initiate and sustain activities based on the literary themes that resonate with them. This will help students become active classroom participants and will lead to autonomous learning.
- ❖ *Role of the teacher:* The teacher is an important facilitator and guide when it comes to offering a choice of texts and ways to interpret them. Far from being a passive observer, the teacher must plan and prepare to involve students in lessons and encourage them to express their viewpoints. This entails knowing about the different works of literature to be presented and having a blueprint for lessons, including the essential pre-reading and schemata-building activities.

1.6. Challenges in Teaching Literature in EFL Classroom

Despite all the success that implementing literature in EFL classrooms received, there is still some obstacle for both teachers and learners. Almullah (2006) argues that literature is a source of frustration for EFL learners because of the limitation in their vocabulary. Learners have few words they are familiar with so they are slow readers, and taking a long time to finish literary texts discourages and demotivates them which would lead to creating frustration when dealing with literature in general.

In addition, learners' motivation and preparation play a great role. Most learners do not like literature classes since they always believe the stereotypes about literature classes as boring, in other words, long readings. Farah (2009) states that teachers put a great effort into encouraging passive and demotivated learners to engage with the analysis of the texts but they are faced with failure because literary texts analysis and interpretation need attentive and motivated minds.

Another challenge teaching in EFL classrooms is for teachers when selecting literary texts for learners. To use a literary text effectively and successfully in the EFL context, texts "must be carefully selected and approached in a manner which promotes aesthetic interaction between the reader and the texts". In other words, learners need to be able to read and interpret literary texts without the intervention of the teachers. Learners need to improve their perception of literary texts and value their aesthetic features Gower (1986; cited in Palak, 2020).

The next challenge is what is referred to as multilevel classes where learners' levels vary and the teacher is faced with a dire situation when selecting appropriate materials and literary texts. This leaves teachers with selecting abridged versions of the literary texts (Alshilabi & Idris, p. 358, 2021). Moreover, the time allotted for literature classes is not enough to have extensive reading sessions.

1.8. Conclusion

This chapter deals with the entire concept concerning teaching literature in the EFL classroom. The researcher discussed the different approaches and models that are used to teach literature. Similarly, the importance of literature as enriching materials and challenges found when incorporating it in the EFL classroom. The differences between the approaches and models are numerous and create variations of perspectives, but however, each approach or

model bring a new idea to the field. However, as discussed some approaches are best integrated together so each approach or model would raise up to the challenges and lacks of the other one.

Chapter Two: Learner Autonomy in the EFL Classroom

2.1.Introduction	48
2.2.The Evolution of the concept of Autonomy	48
2.2.1. Autonomy and Education	49
2.2.2. The Different Versions of Autonomy	50
2.3. Definition of Learner Autonomy	50
2.3.1. Characteristics of Autonomous Learners	51
2.4. Teacher Autonomy	52
2.5. Teacher Autonomy and Learner Autonomy	53
2.6. Autonomous Classrooms	58
2.7. Stages of Developing Learner Autonomy	61
2.8. Fostering Learner Autonomy	63
2.8.1. Learning Strategies to Foster LA	65
2.8.2. Approaches to fostering Learner Autonomy	66
2.9. Learner Autonomy and Culture	68
2.10. Learner Autonomy in the Algerian EFL Context	70
2.11. Conclusion	71

2.1. Introduction

This chapter aims to shed some light on the different facets of learners' autonomy in the educational context. Firstly, it discusses the emergence of autonomy as a concept throughout history. Next, a definition for both learner's and teacher's autonomy is provided to explain more what the term "autonomy" covers.

This chapter states the different stages of developing learner autonomy for learners and the general attitudes surrounding this term in EFL classrooms. Forward, the definition of the autonomous classroom, its characteristics, and the roles of both teachers and learners. Continuously, the chapter provides an insight into how to foster learners' autonomy; strategies and approaches are stated in addition to the gains of promoting learners' autonomy.

Additionally, the researcher summarizes the relationship between the concept of learner autonomy and learners' cultural background. Finally, the chapter closes in by emphasizing the ways that both learner autonomy and literary text analysis can be related to obtaining beneficial results for learners.

2.2. The Evolution of the concept of Autonomy

The word "Autonomy" is defined in Britannica as follows: "the state of self-governance, or leading one's life according to reasons, values or desires that authentically one's own. The word autonomy is an ancient word that was derived from ancient Greek words, *autos* meaning self and *nomos* meaning rule" (Taylor, 2017). Kadi converses that the term autonomy was a political and legal term used in the 17th and 18th centuries. The term was used to indicate that individuals are free to manage their legal affairs using contracts. However, the term was later adopted in the education field, and scholars have claimed that education also needs this type of freedom to advance in the learning processes (06, 2018).

The term "autonomy" is not new but rather an old one. Benson (16, 2009) states that when the term was first introduced, it was a non-linguistic term and had no relationship with

education or language learning. He states that the term was adopted in the language teaching and learning field from psychology and educational theory. It is mentioned that the term was first used in the language context and it was a trending topic around the mid-1970s.

Benson argues that the term autonomy existed in other fields but researchers have not come to see its relationship with language learning. He states that until the 1960s that teaching approaches and methods shifted some focus on the learners and learning that the concept of “Autonomy” was introduced to language learning (Pemberton et al., 2009). As mentioned before the concept of “autonomy” was watered down and neglected before the 1970s and that fall under the reason that most teaching and learning processes were not centred on the learner, but rather most of the traditional teaching approaches did not focus on learners’ roles in the teaching-learning processes. With the arrival of the 1970s and the 1980s, the traditional approaches were deconstructed.

The term “autonomy” was introduced because the shift was from a teacher-centred approach to a more learner-centred approach. The notion “of autonomy” was introduced among other notions that support the same principle as autonomy. For example, we have self-instruction, self-assessment, distance learning...etc. (Pemberton et al., 2009).

2.1.1. Autonomy and Education

It is widely known that Henri Holec is called the father of learner autonomy. Holec replaced Yves Chalon who was the founder of the Centre de Recherche et d’Application en Langues as the leader of this foundation that was established by the Council of Europe’s Modern Languages Project at the University of Nancy in France (Kadi 8, 2018). After acquiring the leadership of the project, Holec, in 1981, became the first researcher to create a report that contained a detailed explanation of everything that surrounds the notion of learner autonomy. Through his report, Holec officially introduced the notion of autonomy in education (Kadi, 2018).

The notion of learner autonomy in modern classrooms supports individuality and freedom in the teaching-learning processes. The learner has the right to determine what, how and when to learn (Lakehal, 2021). The idea of autonomy has become popular in the educational field, Little states that: “*Over the past twenty years or so, the concept of autonomy ... has become increasingly important in the educational literature, where it has been viewed as both a desirable goal of education and a constituent element of good teaching and learning.*”(1991, qtd. in Kadi, 2018). Little explains that the concept of autonomy in the educational context was not until the last two decades that it perceived great attention and interest from researchers all over the globe.

2.2.2. The Different Versions of Autonomy

Benson (1997, Shmenk 2005) distinguishes different versions of learner autonomy, they are as follows: political, technical, and psychological; he elaborates more on these versions as follows:

- ❖ The *technical version* of learner autonomy encompasses the act of learning a language without the interference of the teacher. The main concern of this version is that the learner takes complete charge and practices complete autonomy in the learning process; the traditional frame of an institute and the teacher’s influence is absent.
- ❖ The *psychological version* of learner autonomy is described as the ability and the combination of attitudes and habits that help learners be more responsible for their learning process. Benson believes that autonomy is not only a visible idea but also a mental concept that needs recognition (Lakehal 33, 2021).
- ❖ The *political version* of learner autonomy engulfs the learners’ ability to take charge of their learning process. It is making decisions concerning what, when and how to learn. Moreover, the settings of learning in general. The learner

decides and plays an active role along with the teacher in the selection of materials and approaches used during the learning process.

2.3. Definitions of Learner Autonomy

Different researchers have different definitions of learner autonomy. Alternatively, in other ways, the focus of researchers shifts when defining learner autonomy. Benson (339-340, 2016) summarizes the definitions presented by different researchers as follows:

- ❖ Holec (1981) defines learner autonomy as *“the ability to take charge of one’s own learning”*
- ❖ Dickenson (1987) elaborates more on learner autonomy *“Autonomy is a situation in which the learner is responsible for all the decisions concerned with his learning and the implementation of those decisions. In full autonomy, there is no involvement of a ‘teacher’ or an institution. And the learner is also independent of specially prepared materials.”*
- ❖ Little (1991) refers to a learner’s autonomy as creating *“Detachment, critical reflection, decision-making, and independent action”*
- ❖ Little (1994) states that *“ all genuinely successful learning is in the end autonomous”*
- ❖ Benson (2001) describes learner autonomy as *“ the capacity to take control of one’s learning”*
- ❖ Jiménez Raya et al. (2007) describe an autonomous learner as *“self-determined, socially responsible and critically aware”*
- ❖ Macaro (2008) insists that autonomy *“implies taking control not only of the language being learnt but also of the goal and purpose of that learning”*. He continues to add that autonomy means learners having the freedom to express their wants and needs whenever they want and using the language for self-expression.

Looking closely at all these definitions, we notice that the core of being an autonomous learner, is being responsible, an active participant and aware. All researchers agree on the fact that learner autonomy means having the initiation to participate in the learning-teaching process and help make decisions on the workings of this process. Such as the time devoted, the settings, the materials and the approaches or activities used.

2.3.1. Characteristics of Autonomous Learners

Holec is the father of learner autonomy as it was mentioned previously; he provided some characteristics for how an autonomous learner should be. The first characteristic Holec (1981) talks about is the sense of responsibility and the will to take charge of the learning process. He proclaims that learners can only be autonomous when they are fully concerned with the different aspects of the learning process. They need to be aware of all processes and strategies used and then evaluate them and decide what to be added and what could be done. Following the same thought, Holec adds, “The autonomous learner is not automatically obliged to self-direct his learning either totally or even partially” (1988, qtd. in Kadi: 28, 2018).

In other words, the learner is not obliged to be fully responsible or even part of the learning process if the different circumstances surrounding the learners do not allow them to do so. Such as the social and psychological constraints that limit the learner’s power over their learning process.

However, Little (1991) claims that autonomous learner is characterized by being conscious of their learning process. They have to participate in the planning of the activities used and the objectives of the learning. As well as make evaluating their learning and whether it is effective or not (Kadi 28: 2018). Next, Dam explains that autonomous learners “*act independently and in cooperation with others, as a socially responsible person*” (qtd in Lakehal: 44, 2021). In other words, learners need to be willing to be responsible and work

individually or with their classmates. Forward, Thanasoulas (2000) provides a set of characteristics as mentioned in Omaggio (1978):

- ❖ Autonomous learners have insights into their learning styles and strategies;
- ❖ take an active approach to the learning task at hand;
- ❖ are willing to take risks, i.e., to communicate in the target language at all costs;
- ❖ are good guessers;
- ❖ attend to form as well as to the content, that is, place importance on accuracy as well as appropriacy;
- ❖ develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply, and
- ❖ Have a tolerant and outgoing approach to the target language.

These seven characteristics include the different ways learners should be participating and involved in the learning process to be considered autonomous learners. These characteristics conclude that to become autonomous learners, the learners should be conscious of their abilities and the efforts they make during the learning process in addition to their willingness to work in groups and teams with their fellow teens. Huttunen states that “*a learner is fully autonomous when he is working individually or in groups, taking responsibility for the planning, monitoring and evaluating of his studies*” (1986, qtd. in Kad:29, 2018).

2.1. Teacher Autonomy

Little (1995, Smith:89, 2000) on teacher autonomy, explains that it is the usual sense of responsibility the teacher always exercises during the teaching process and that teachers naturally have it. Next, McKenzie explains teacher autonomy as the responsibility that teachers hold over their students and rejects what little say that teachers have responsibility over the limitations faced during the teaching and learning processes. In other meaning, McGrath

provides two different and interrelated dimensions of teacher autonomy. He claims that teacher autonomy resides in establishing freedom from the control of others and teacher autonomy as self-directed professional action or development. In other words, the relation between both dimensions is that to be self-directed, you need to have freedom from the control of others and the opposite (McKenzie 2002, McGrath, 2000, ctd. in Huang:204-205, 2005).

Aoki relates the definition of teacher autonomy to the definition of learner autonomy, she claims that “*if learner autonomy is the capacity, freedom, and/or responsibility to make choices concerning one’s own learning... teacher autonomy, by analogy can be defined as the capacity, freedom, and/or responsibility to make choices concerning one’s own teaching*” (2002, Huang, 2005). She projected the definition of learner autonomy on teacher’s autonomy but she holds on to the notion that teacher autonomy does not imply that teachers can develop the autonomy of their learners whatsoever. The different dimensions of a teacher’s autonomy are summarised as follows:

- ❖ *Capacity for self-directed professional action:* Little claims that teachers who are autonomous need to be capable to show a great responsibility towards their teaching process through reflection and analysis of their practices as teachers. (1995, ctd. in Smith, 2003)

- ❖ *Capacity for self-directed professional development:* Tort-Molony defines the autonomous teacher as “one who is aware of why, when, where and how the pedagogical skills can be acquired in the self-conscious awareness of teaching practice itself”(1997, ctd. in Smith, 2003)

- ❖ *Freedom from control by others over professional action and professional development:* Anderson claims that due to the widespread research on effective teaching in addition to classroom observations to evaluate teachers (1987, ctd. in Smith, 2003).

Thavenius adds a definition that states

“Teacher autonomy can be defined as the teacher’s ability and willingness to help learners take responsibility for their own learning. An autonomous teacher is thus a teacher who reflects on her teacher role and who can change it, who can help her learners become autonomous, and who is independent enough to let her learners become independent.” (Thavenius: 160, 1999, qtd in Kadi, 2018)

In this regard, Thavenius believes that autonomous teachers are usually teachers who promote and encourage learners to be autonomous. This supports the last dimension of teacher autonomy mentioned by Smith who states that teachers need to have freedom from the control of others, which sits right with the definition of Thavenius regarding teachers having independence and allowing their learners to have their independence in the teaching/learning process.

Continuing on the point concerning how an autonomous teacher should be, De Vries and Kohlberg state that:

“...the autonomous teacher can think about how children are thinking and at the same time think about how to intervene to promote the constructive culture. Autonomous teachers do not just accept uncritically what curriculum specialists give them. They think about whether they agree with what is suggested. They take responsibility for the education they are offering children.” (De Vries and Kohlberg 1987:380, qtd. in Kadi, 2018)

This definition suggests that autonomous teachers are initiators and have a critical view of everything that concerns their teaching process and what they present to their learners. Generally, all the presented definitions of teacher autonomy support the notion that at the core,

teacher autonomy requires having freedom and independence in addition to initiation to change and acting according to what they face during their teaching. Moreover, autonomous teachers encourage their learners to be autonomous and responsible for their learning process.

2.5. Teacher Autonomy and Learner Autonomy

The term learner autonomy gained a lot of attention in the last few decades, which in turn gave space for teacher autonomy to emerge as a concept. Lamb (2008) claims that there is a shift in the focus from learner autonomy to teachers' roles and their learning in the teaching-learning process, but the relationship between both is still somehow unclear. However, concerning the relationship between teacher and learner autonomy, Little (1995, 2000, qtd. in Lamb, 2008) states that

(...) the development of learner autonomy depends on the development of teacher autonomy. By this, I mean two things: (i) that it is unreasonable to expect Learner autonomy and teacher autonomy teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner; and (ii) that in determining the initiatives they take in the classrooms. Teachers must be able to exploit their professional skills autonomously, applying to their teaching those same reflective and self-managing processes that they apply to their learning.

In this quote, Little explains that both teacher and learner autonomy are crucial in the classroom and that one cannot exist without the other, teachers cannot foster autonomy if they do not understand what autonomy is. Moreover, teachers must understand autonomy to know how to exploit their professional skills in the teaching process. Another concept in previous definitions of learner-teacher autonomy, researchers always linked these two concepts

together; this only suggests and enforces the interrelationship between them. Thavenius (1999) claims that autonomous teachers are teachers who promote learner autonomy.

Lamb (289, 2000) suggests that the nature of the relationship between learner and teacher autonomy is political. The reason is that it shows there is a shift of power from teacher-centred learning to learner-centred classrooms. It also suggests that both sides (teacher and learners) should be aware of the complexities and constraints following this shift. It is somehow, a way to deconstruct a dependent environment and reconstruct a new democratic and free learning environment. He follows on to add that there are three components to the relationship between teacher-learner autonomy; these three components are critical reflection, capacity, and political freedom:

1. The teacher learns how to (and has, or claims, the freedom to) develop autonomously as a professional, through *critical reflection*
2. The teacher commits to *empowering* his/her learners by creating appropriate learning spaces and developing their *capacity* for autonomy
3. The teacher introduces *interventions, which support the principles, and values that underpin their own* and their learners' autonomy (Lamb 289, 2000).

Lamb (2000) continues to bring these components together to explain the link between components as follows:

- ❖ The teacher needs to reflect on his/her autonomous learning behaviour and consider its implications for his/her learners' learning
- ❖ The teacher's autonomous learning behaviour can take the form of his/her language learning or his/her teaching-learning,
- ❖ This teaching-learning can in part relate specifically to the development of their learners' autonomy.

- ❖ This can lead to a cyclical link between teacher autonomy and innovation toward the development of learner autonomy (see figure 2.1).

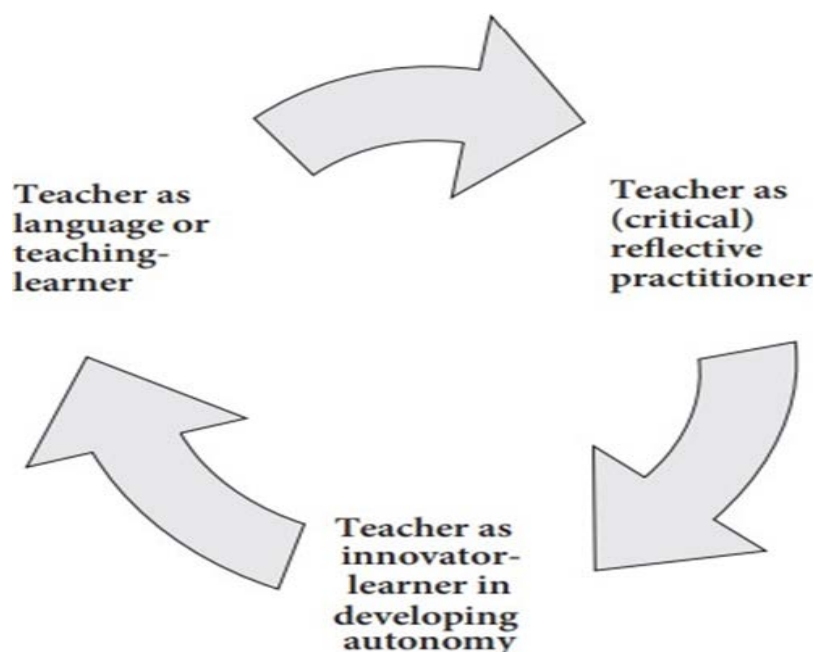


Figure 2. The relationship between learner-teacher autonomy

2.6. Autonomous Classrooms

According to Dam (2000), an autonomous classroom is a learning-centred environment in which the teacher's knowledge about language learning what and how to learn is combined with the knowledge of the learner about themselves, their background, their likes and dislikes, their needs, and their preferred learning styles. It is an environment where the learners are allowed and encouraged to be involved in their learning and they are expected to engage and be aware of the different aspects of the learning process.

In autonomous classrooms, both teachers and learners are expected to direct and lead the learning-teaching process and they are responsible for the results acquired. To achieve a learning-centred environment, some conditions are required to succeed:

- ❖ a willingness on the part of the teacher to let go, and on the part of the learners to take hold;
- ❖ an awareness of what to do and why and how it should be done (this applies to teachers as well as learners);
- ❖ an experience-based insight into the learning process for teachers and learners alike;
- ❖ an atmosphere of security, acceptance and respect (Dam 22, 2000)

These different conditions set by Dam entail that firstly teachers need to be ready to pass on the responsibility of the learning-teaching process to learners and learners in part to accept and hold the responsibility, which means a shift from spoon-feeding learners with the knowledge to be involved and work to acquire that knowledge. Secondly, to achieve an autonomous environment both sides need to be aware of the different workings of how things should be done and the responsibilities and roles they have to play.

Next, both teachers and learners should have experience in the learning-teaching process and the different learning strategies. Finally, to achieve a successful learning-centred environment, there must be trust and respect as well as a safe and secure space. If both sides do not trust or respect each other or feel threatened then they would face a failure in establishing an autonomous classroom. Therefore, there is a need to establish a relationship where the different roles of teachers and learners are known and respected.

Nunan (1996) makes a distinction between autonomous classrooms and non-autonomous classrooms as follows:

Autonomous Classroom	Non-Autonomous Classroom
1. Students make almost all decisions	1. Decisions about learning content and process are made by the teacher.
2. Students 'needs and interests are considered when designing classroom activities.	2. Students have no role in the selection of Learning activities.
3. Assessment and evaluation of learning are driven by the students.	3. The assessment and evaluation are done Through tests and exams.

Table 2: distinguishing between autonomous and non-autonomous classrooms

In the table above, Nunan clarifies the differences between autonomous and non-autonomous classrooms. First, in the autonomous classroom, the decision concerning the aspects of the learning-teaching process is for learners to make. Whereas in non-autonomous classrooms learners are passive and all decisions are made by teachers.

Second, when it comes to the activities in the classroom, the needs and wants of learners are considered to create a challenging learning experience in contrast to the non-autonomous classroom where students have no say in selecting the materials used in the classroom.

Finally, when it comes to assessment, in an autonomous classroom, students drive assessment but in the non-autonomous classroom, students are not allowed to be assessors and mostly they depend on tests and exams to assess students' progress.

Forward, discussing other different roles of teachers and learners in the autonomous classroom. On the one hand, teachers in autonomous classrooms like Marguerite Fitch put it at the annual conference of the American Educational Research Association in New Orleans in April 1994, “*The teacher’s role changes from the ‘Sage on the Stage’ to the ‘Guide on the Side.’*”(Kadi: 36, 2018). On the other hand, as we notice that learning-centred classrooms are more focused on the learner and the learning process, then learners in autonomous classrooms should be:

- ❖ **Responsible:** learners should be responsible and take charge of their learning process
- ❖ **Aware:** learners need to be aware and know everything concerning their learning process
- ❖ **Creative:** learners have to give space for their minds to be creative since they have freedom in an autonomous classroom
- ❖ **Involved:** they should be fully involved and active participants
- ❖ **Self-assessor:** learners need to know how to assess themselves and track their progress.

2.7. Stages of Developing Learner Autonomy

Learner autonomy goes through stages to be fully developed. Nuan (1997, cited in Dang, 2012), claims that there are six developmental stages to learner autonomy. All these stages are summarized in the next table 3:

Level	Content	Process
1- Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their preferred learning styles/strategies.
2- Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options
3- Intervention	Learners are involved in modifying and adapting the goals and contents of the learning program	Learners modify/adapt tasks.
4- Creation	Learners create their own goals and objectives.	Learners create their tasks
5- Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world.	Learners become teachers and researchers.

Table 3: Five-level model of learner autonomy (Nunan, 1997, p. 195, ctd. in Dang, 2012

Table 3 above provides a clear picture of the five levels of developing learner autonomy Nunan. He believes that the first stage is awareness, learners have to be aware of the goals and

content of the learning-teaching process and they are expected to identify and select the strategies and learning styles suitable for them.

In the process of enhancing learner autonomy, there are distinct stages that learners go through, each building upon the previous one. The first stage is involvement, where learners are actively engaged and ready to participate in their learning journey. By providing learners with choices and options, they feel valued and respected, recognizing their active and significant role in the learning process. This involvement empowers learners and motivates them to move to the next level.

The second stage is intervention, where learners take ownership of their learning by actively modifying and adapting goals and materials. With a deep understanding of their individual needs and preferences, learners have the autonomy to tailor tasks and activities to suit their learning styles and interests. They have the agency to eliminate elements that may not work for them and make adjustments to optimize their learning experience.

Moving further, the third stage is creation, where learners become creators of their own objectives, tasks, and content. At this level, learners possess a profound understanding of their strengths, weaknesses, and learning needs. They are no longer reliant on pre-determined choices or offers but rather have the competence and confidence to design their own learning path. They are capable of creating personalized approaches that align with their specific learning objectives, harnessing their creativity and critical thinking skills.

The fourth stage, known as transcendence, represents the highest level of learner autonomy. At this stage, learners have evolved into teachers and researchers, extending their learning beyond the confines of the classroom. They possess a deep awareness of their own learning processes and can make connections between their acquired knowledge and the world outside. Learners reflect on how their newfound knowledge can contribute to societal change,

understanding the practical applications and implications of their learning beyond individual growth.

By progressing through these stages of involvement, intervention, creation, and transcendence, learners gradually develop a sense of autonomy that empowers them to take charge of their learning and extend their knowledge beyond the boundaries of the classroom. This journey towards learner autonomy fosters a deep sense of ownership, motivation, and lifelong learning skills, equipping learners with the ability to adapt, create, and transcend to make meaningful contributions to their own lives and the wider society.

In summary, the progression from involvement to intervention, creation, and transcendence represents the stages of learner autonomy. Each stage builds upon the previous one, empowering learners to actively engage, make choices, modify tasks, and ultimately become creators of their own learning objectives and content. This comprehensive development of learner autonomy not only enhances individual growth but also equips learners with the skills and mindset to contribute to societal transformation.

2.8. Fostering Learner Autonomy

Fostering learner autonomy may be defined simply as aiding learners to become more independent by training them to use language-learning strategies effectively in their language learning process. Therefore, taking the responsibility to control, evaluate and monitor their language learning process.

According to Dam, fostering learner autonomy is “*a move from teacher-directed teaching environment to a learner-directed learning environment.*” (Dam, 2011: 41). Another definition is provided by Esch (2010) who states that:

“... the provision of circumstances and contexts for language learners which will make it more likely that take charge -at least temporarily- of the whole or

part of their language learning programme and which are more likely to help rather than prevent learners from exercising their autonomy.” (Esch, 2010: 37)

Dickinson (1992, 33, ctd. in Ceylan, 86-87 2015) provides six ways that teachers can use to promote learner’s autonomy and help them be independent:

1. Legitimizing independence in learning by showing that we, as teachers, approve, and by encouraging the students to be more independent;
2. Convincing learners that they are capable of greater independence in learning -give them successful experiences of independent learning;
3. Giving learners opportunities to exercise their independence;
4. Helping learners to develop learning strategies so that they can exercise their independence;
5. Helping learners to become more aware of language as a system so that they can understand many of the learning techniques available and learn sufficient grammar to understand simple reference books;
6. Sharing with learners something of what we know about language learning so that they have a greater awareness of what to expect from the language-learning task. In addition, how they should react to problems that erect barriers to learning.

2.8.1. Learning Strategies to Foster LA

O'Malley and Chamot (1990) define learning strategies as follows: “the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information” (qtd. in Thanasoulas, 2000). In other words, learning strategies are means used by learners to aid them to understand or acquire new knowledge.

Next, Wenden (1998) claims that learning strategies are “... mental steps or operations that learners use to learn a new language and to regulate their efforts to do so”. Meaning that learning strategies are organised mental steps practised by learners to learn or facilitate the learning process. These learning strategies are selected through the personal preferences of learners, which may differ from one learner to another.

According to Oxford (1990), learners who use learning strategies make successful learners since they aspire to make their learning process “easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations.” (Oxford, 1990: 8, qtd. Kadi, 2018). This in turn will promote their autonomy and responsibility toward their learning process.

Continuously, Wenden (1998) provides five strategies for language learners to help them build their autonomy and self-directed learning

- ❖ Directed attention strategy in giving priority to the general goals of a task
- ❖ Selective attention gives learners the space to concentrate on the specific aspects of a task
- ❖ Self-monitoring strategy helps learners to check and observe their performance when they are speaking
- ❖ Self-evaluation strategy allows them to evaluate their performance according to their standards
- ❖ Self-reinforcement strategy allows learners to give reward themselves when they succeed in the completion of tasks.

Rubin and Thompson (1982, ctd. in Kadi, 2018) provided strategies that are believed to help learner enhance their autonomy:

- ❖ Self-management strategies: identification of successful learning experiences and the organisation of the study of approach.
- ❖ Planning strategies: the ability to suggest lesson plans and be aware of the content
- ❖ Monitoring strategies: identification of weaknesses, correction of errors, and the evaluation of the learning progress.

Concisely, all these different strategies are considered helpful for learners to build their responsibility toward their learning and promote their autonomy to get rid of the dependence on teachers as providers in the classroom.

2.1.1. Approaches to fostering Learner Autonomy

Benson (2001) suggests that there are six different approaches, which can be adopted to foster learner autonomy: resource-based, learner-based, technology-based, classroom-based, curriculum-based and teacher-based approaches. These approaches will be summarized as follows:

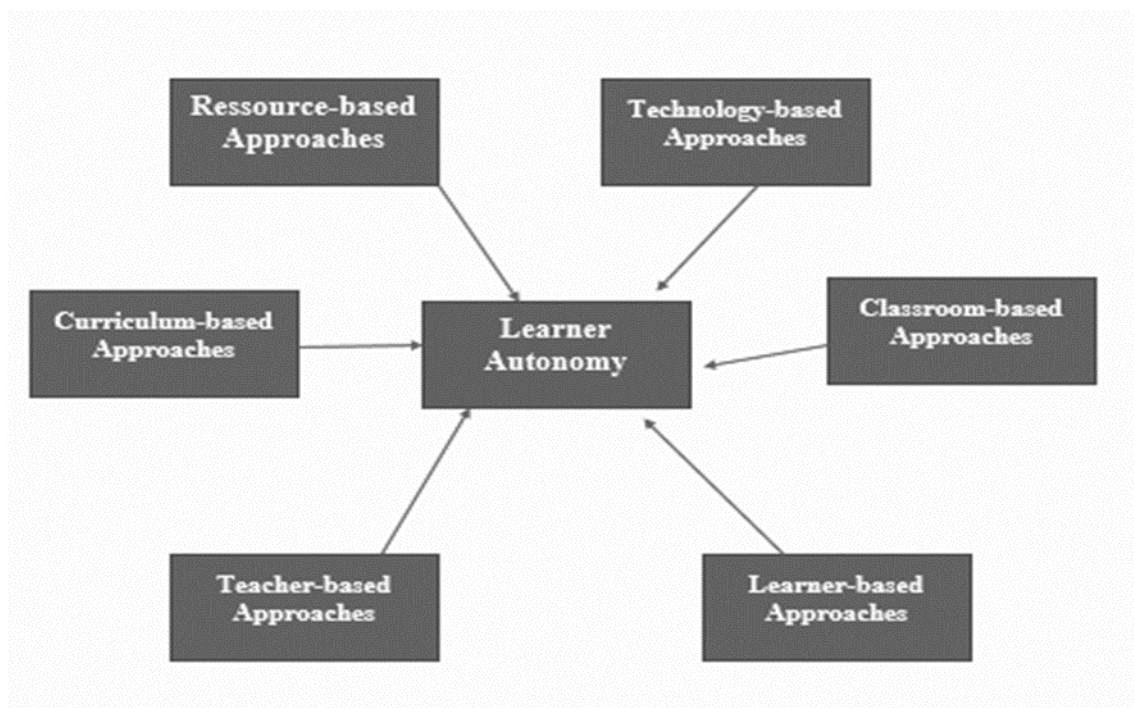


Figure 3: Approaches used in promoting Learner Autonomy

The first approach mentioned is the *Resource-Based Approach*, which is centred on giving learners the chance to be responsible for the resources used in their learning process and gives them independence in using them.

The next approach is the *Learner-Based Approach*; it enables learners to assume responsibility for their learning. Its main objective is to help learners succeed in their training in how to learn and develop their autonomous learning skills.

Thirdly is the *Technology-Based Approach*. It helps in making learning easier due to the global spread of modern technologies. Using technology has become crucial since it is crucial in today's language instruction that promotes learner autonomy.

The fifth approach is the *Classroom-Based Approach*. Its objective is to provide learners with opportunities to be decision-makers in their learning process. Therefore, it reinforces their autonomy in learning by giving them control over the decisions made in the classroom.

The sixth approach is the *Curriculum-Based Approach*. It relies on the concept that learners should be allowed to have control over the language content, which should be obvious in the classroom.

Finally, the *Teacher-Based Approach*. It relies on the concept that not only do learners need to be ready to take responsibility for their learning but teachers as well should be ready to share this responsibility with their learners. This approach encourages teachers to enhance their autonomy, which in turn would lead learners to autonomous learning. According to Benson: “*To create spaces for learners to exercise their autonomy, teachers must recognize and assert their own*”. (Benson, 2001:173)

Although all these approaches differ in ways but agree on the objective that is developing learner autonomy, Benson claims “*it seems likely that it (learner autonomy) will be fostered most effectively through a combination of approaches.*” (Benson, 2001:178). This means that an eclectic approach that combines all these approaches to reach the objective that is promoting learner autonomy is needed.

2.9. Learner Autonomy and Culture

Learner autonomy is not only a psychological concept but it is sociocultural constructed. Autonomy is indeed an innate capacity that should be developed and promoted but the sociocultural background of learners shapes the way they direct everything in their lives and that includes their learning. Ackermann in this regard proclaims, “Without connection, people cannot grow, yet without separation, they cannot relate” (32, 1996).

The impact of culture on promoting or adopting learner autonomy is clear and many researchers have directed their attention to discussing it. Benson (2000) argues, “*If we accept that autonomy takes different forms for different individuals, and even for the same individual in a different context of learning, we may also need to accept that its manifestations will vary*

according to cultural context.” (qtd. in S Fedj, FB Benaissi, 2018). This quote stresses the fact that the development of autonomy differs from one individual to the other. Therefore, it is needed to accept the fact that culture affect autonomy in learning or general life.

Researching the different impacts of culture on learning autonomy has been done in all the cultural settings and the argument has developed from the core that the aims and goals of autonomy like self-direction, independence and freedom agree with the western values and context. Therefore, the argument changed to be from the point of view of western and non-western contexts.

In the Asian context, the teacher is seen as an important figure. Thus, in this case, implementing autonomy in the classroom may be very hard. Since learners believe, that the teacher holds all the power concerning the learning and teaching process. The teacher is responsible for the lesson design, the one who assesses the progress of learners and the one who selects the tasks and strategies used in the learning-teaching process. This means that the Asian culture value the authority of the teacher hold as Benson claims that there are *“doubts about the cultural appropriateness of the goal of autonomy for Asian students have been mainly based on a view of Asian cultures as collectivist and accepting of relations of power and authority”* (2001, p. 56).

Moving to talk about autonomy in the African context and specifically in the Algeria context. The Algerian society tends to follow parents and social conventions because an Algerian student *“progresses in a culture of the group, the family, the community; takes decisions with the parents (family); shares experience with others.”* Benaissi (412, 2015).

Bouhass argues that Algerian EFL students have been raised in an Arab and Islamic society, which has affected their learning and development of autonomy. Algerian learners were raised with the concepts of collaboration, a sense of community and dependency on their parents. Therefore, they are used to someone deciding in their instead, which led to them being

dependent on the teachers. Learners are used to teachers deciding everything concerning their learning, which makes the teacher an important element in the learning process. (Bouhass, 412, ctd. in Lakehal, 2021).

Overall, Harmer, J. (2005) explains that *“attitudes to self-directed learning are frequently conditioned by the educational culture in which students have studied or are studying...autonomy of action is not always considered a desirable characteristic in such contexts”*. This shows the importance of culture in shaping learners’ perspectives toward autonomous behaviours.

2.10. Learner Autonomy in the Algerian EFL Context

The issue of learner autonomy in the Algerian EFL classroom is perceived as a project still in progress. The nature of the Algerian education system is related to social and cultural connections. Sonaiya (2002; cited in Benaissi, 2018) claims that the notion of autonomy is not suited for African settings and that cultural traits related to these countries are similar to the Asian settings. The basics of these cultural and social traits are sampled as the sense of collaboration and figures of authority and indirect expression out of politeness and respect (Benaissi 454, 2018).

Candy stated that individuals are heavily influenced by their upbringing and their culture, he states that *“adults are powerfully affected by aspects of their backgrounds - including family and prior education - in ways that limit and constrain their ability to be self-directing in certain learning situations”* (qtd. in Lakehal 50,2021). This claim supports the concept that the Algerian society everyone is involved in the lives of others. Therefore, the concept of being in charge of one’s learning feels like a strange idea since learners are habituated to the thought that the teacher has all authority in the learning process (Benaissi,454, 2018).

The teachers are perceived as authority figures and they are respected and fully trusted to decide on the behalf of learners on everything that has to do with the learning process. Moreover, one of the cultural customs is indirect communication. Learners tend to express their opinions in an indirect way out of respect and to avoid embarrassment. As a result, most are not well and direct spoken when it comes to expressing their needs and wants concerning the learning process (Benaissi, 2018).

However, it is believed that autonomy in the Algerian EFL classroom is still achievable since Holliday (2003) mentions that each culture has its custom traits and autonomy differs from one culture to the other, which leads to believing every culture can be autonomous in its way.

2.12. Conclusion

This chapter tends to give a clear explanation of the concept of learner autonomy. Learner autonomy is a very complex term that is needed to be carefully examined and thoroughly explained. It is insufficient to look at it from one perspective, but rather one has to dimensionally examine it to better make sense of it, therefore efficiently promote it. The fact that learner autonomy is a universal desirable goal in many educational systems has paved the way for curriculum designers in many countries to adopt it.

Algerian educational policymakers have recently shown an interest in developing self-dependent learning and responsibility to make learners at the centre of the classroom, but, what seems unexplored yet in the literature is the relationship between learner autonomy and the Algerian socio-cultural backgrounds of EFL learners, this issue is further explored in the next chapter.

Chapter Three: Reader-Response Approach and Literary Texts Analysis

3.1. Introduction	74
3.2. An Overview of The Reader-Response Theory	74
3.2.1. The Emergence of The Reader-Response Theory	74
3.2.2. The Construction of Meaning in Reader-Response Theory	76
3.2.3. The Interaction Between Text and Reader	77
3.3. Definition of the Reader-Response Approach	78
3.4. The Implementation of The Reader-Response Approach in ELT	83
3.5. The Benefits of the RRA in ELT	84
3.6. The Limitations of the Reader-Response Approach	85
3.7. The Reader-Response Approach and Learner Autonomy	87
3.8. Application of Reader-Response Approach in EFL Classroom	88
3.9. Literature Appreciation and Motivation	89
3.10. Personal Responses and Learner Autonomy	90
3.11. Conclusion	91

3.1. Introduction

Among all the approaches used to teach literature in the EFL classroom, the reader response approach is considered an approach that promotes the individuality of learners as free readers who can analyse a literary text according to their personal experiences and opinions. Therefore, this chapter is fully dedicated to discussing the different concepts that come with the reader response approach. First, the research provides an overview of the emergence of the reader response theory and its foundation in addition to its definition.

The chapter consists as well of the types and models of reader-response views. It provides a clear understanding of its implementation in ELT. The benefits of the reader response approach to literary texts analysis and the promotion of learner autonomy are primarily discussed. This chapter closes off with some thoughts on the outcome of the implementation of the reader-response approach in EFL classrooms and on EFL learners.

3.2. An Overview of the Reader-Response Theory

Reader-response criticism engulfs many criticisms, all of which focus their attention on the role of the reader as an active participant during the reading and meeting between text and reader. It originated from critical studies and was embraced in interpreting the Bible by biblical scholars (Iser, W., & Tompkins, J, 1984).

3.2.1. The Emergence of the Reader-Response Theory

The emergence of reader-response criticism is traced back to a reaction to the opinions and views of the American New Critics who thrived during the 1940s and 1950s. They stressed the thought that texts are sufficient and should be studied as a separate entity far away from any external interference such as cultural or historical backgrounds in which the text was written. Moreover, both the reader and the author of the texts were disregarded during the analysis or reading of the text (Davies, 2013). External factors were overlooked entirely because they thought that they would divert the reader from the true meaning offered in the

text. The knowledge of the details of the production of the text was unnecessary even if it can be provided. Wimsatt and Beardsley stated clearly in their essay entitled “The Intentional Fallacy”, which is seen as the manifesto of The American New Critics as follows: “*the poem is not the critic’s own and not the author’s*” (qtd. in Davies 14, 2013). This only emphasizes that the text stands on its own as an independent entity and it is treated as that.

The emergence of the reader response criticism was around the 1970s and the 1980s as a rebellion against new criticism bringing new concepts concerning reading texts. The reader-response reshaped all the notions and they were completely contrasted to the ones of new criticism. The focus shifted from the texts as separate entities and only focusing on the text to prioritizing the reader’s roles and the reading experience. Therefore, most reader-response critics believe the meaning is not inherent to the text but rather the reader makes the meaning during the reading (Fowler, R. M., 2008). Despite their divergent views of the reading process, reader-response theorists share two beliefs:

- The reader's role cannot be omitted from our understanding of literature.
- Readers do not passively consume the meaning presented to them by an objective literary text; rather they actively make the meaning they find in the literature (Tyson, L., 170, 2014).

Among the leaders of this theory, we find **Iser Wolfgang, Stanley Fish, Norman Holland, Roland Barthes, Hans-Robert Jauss, Louise Rosenblatt** and **I. A. Richards**.

Although all these critics lead different types of reader-response criticism, they still agree on the main principle of this theory that the reader is an active representative who imports "real existence" to the work and completes the meaning of the text through interpretation. Reader-response criticism encourages the thought that literature should be perceived as a performing art in which readers create their own, possibly unique, text-related performance (Bennett, 2014).

3.2.2. The Construction of Meaning in Reader-Response Theory

The reader-response approach is constructed on the concept that literary works on the outcome from the meeting between reader and text. The readers interpret the literature and relate it according to their personal experiences. Rosenblatt's (1978, ctd. in Mart, 2019) transactional perspective sees readers as experienced builders; in other words, they build experiences throughout their lives and see the text as a way of stimulation to activate and project their experience consequently producing an interpretation to the text (Mart c. 82-83, 2019).

During meaning construction, learners are promoting their thinking skills. They are also getting in touch with different cultures and trying to understand them or the story according to those cultural customs. Moreover, readers are improving their interpretive skills and enhancing their creativity in writing (Oster, 1989; ctd. in Mart, 2019). This actually, proves that reader-response theory by providing learners with the freedom to construct meaning, they are offered a perfect opportunity to engage and enhance many skills.

Another concept concerns teachers' influence on readers (learners) when it comes to producing responses and constructing meanings. Teachers affect helping learners or hindering reader response in discussions of literature in the classroom. Consequently, Hickman (1981) suggests several factors that can be controlled by the teacher in a classroom that can affect learner responses:

- ❖ Accentuating the calibre and relatedness of titles for classroom use;
- ❖ Selecting literature-based materials on the level of learners to assure that they enter the text;
- ❖ Giving a gist of literary texts to recapitulate the tension of discussions and activities;

- ❖ Providing suggestions, encouraging high aspirations, asserting the value of literature, acknowledging flexibility in time and space, and catering for materials to reconcile learners and literature study;
- ❖ Invigorating learning by allowing learners to contemplate literary texts in depth and become makers of meaning.

With all these elements provided by the teacher, learners will be allowed to experience the texts thoroughly and deeply and produce authentic and original responses.

3.1.1. The Interaction between Text and Reader

Reader-response theory suggests that readers engage in a variety of responses depending upon purpose, text and situations (Beach, 1993). He asserts that to get learners to engage with the text and form responses, teachers can use responsive strategies. Such as, engaging, conceiving, connecting, explaining, interpreting and judging. Beach (17, 1993) suggests the following theoretical perspectives that would allow the reader, text and author to connect:

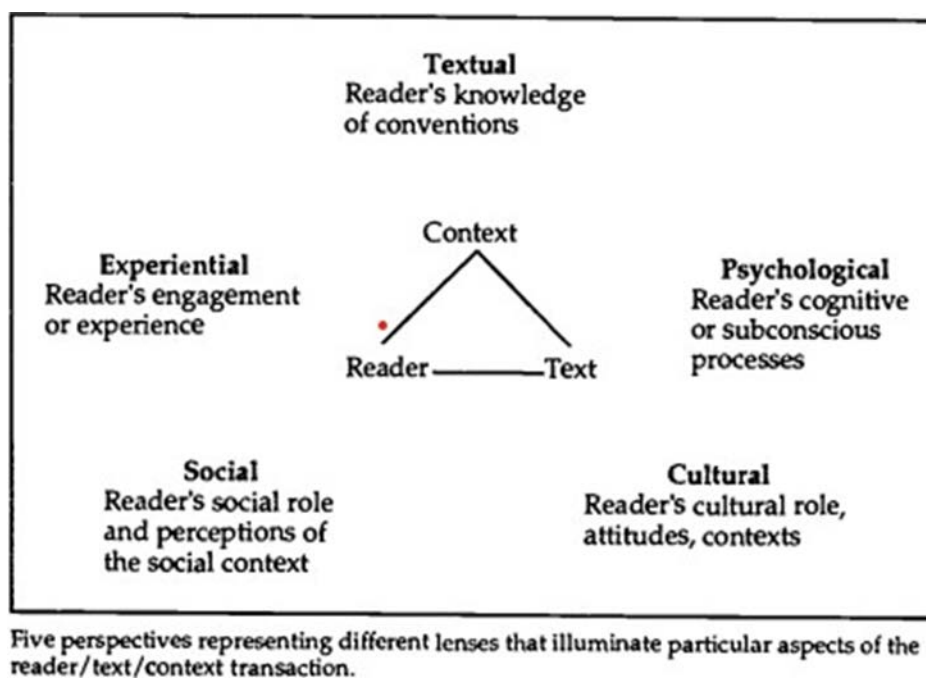


Figure 4: five theoretical perspective that allow the reader, text and author to connect

- ❖ **The textual:** the reader's knowledge of the text and genre conventions.
- ❖ **The experiential:** the reader's experience and engagement with the texts affect his/her responses
- ❖ **The psychological:** the intervention of cognitive and subconscious processes of the reader.
- ❖ **The Social:** interaction of open-ended responses with reader and text.
- ❖ **The cultural:** the reader's belief that culture, attitudes, and values of the reader affect their responses to the text.

The basis of these theories is that reading is non-existent unless readers can make sense of the text based on their transactions with the text. Making meaning is the essential ingredient when reading and responding. Rosenblatt (1988) notes that whether or not readers agree with the intentions of the author, the reader must still interact with the text. This suggests and enforces the importance of the reader over the text and author. She believes that the text does not have meaning but rather it is a guide to readers during the process of meaning construction.

Another concept provided by Bressler (1999) states that "*the concerns, then, of reader-response critics can best be summarised in one question what is and what happens during the reading process?*". In this quote, Bressler stresses the importance of the reading process, which means the time that the reader and the text interact.

3.1. Definition of the Reader-Response Approach

The goal of reader-response criticism is to shift the discussion to readers other than authors and texts. In the last twenty years, such talk has involved a diversity of arguments within literary criticism. Reader-response theory is one of the literary criticism theories that demand learners to criticize the text based on their personal experience, feelings, and opinions. This theory values the readers' role more than the text.

According to Rosenblatt, the reader-response theory leads learners to aesthetic reading, in this reading approach the readers play an active role to construct meanings in the text by connecting their personal experiences and becoming emotionally involved with the text. (Rosenblatt, 1986).

Amer (2003) defines the reader-response theory as a reading process that brings a transaction between the reader and the text. The reader brings h his experiences, opinions, expectations and assumptions. All these elements interact with the text. As a result, meaning is decoded according to that transaction. In accordance, Pike (2003, qtd. in Garzon and Penna, 2015) defines the reader-response approach as follows:

“The transaction is one where the shape of the gap or entrance in the text is determined by the shape of the reader who enters as well as the text being entered. Essentially, different readers cause the gap to adopt different shapes. Further, what is indeterminate for one reader may not be indeterminate for another?”

This definition stresses the differences found in the interpretation of the literary texts through this approach. Different readers bring different meanings that are shaped when the reader interacts with texts and completes the gap in the texts through the experiences that shaped his/her opinions and views. As Justman (2010) justifies that *“The reader co-authors the literary text”*.

The reader-response approach is reader-oriented. Readers use their already built knowledge and experiences to give meaning to a text. Therefore, the readers with their varied interpretations are instructed to explain their interpretations of texts with proof. A reader-response approach does not encourage disorder or support the making up of far-fetched interpretations without enough rationale (Larson, 2009, as ctd. in Benton, 2018). Similarly,

students are asked and motivated to exploit their personal experiences and prior knowledge when interacting with a text.

Next, the reader response approach adopts variations among readers/ learners and recognises that people view pieces of literature in different manners. Students are encouraged to dive more from the textual features and mere words on pages to bring out the deeper meanings and calls for the critic in them to come forward (Graves et al., 2011; ctd. in Benton, 2018).

As opposed to the Traditional approaches in which the text is a container of meaning that is passed on by the author so the reader decodes it as clarified in Figure 3.3.a/b

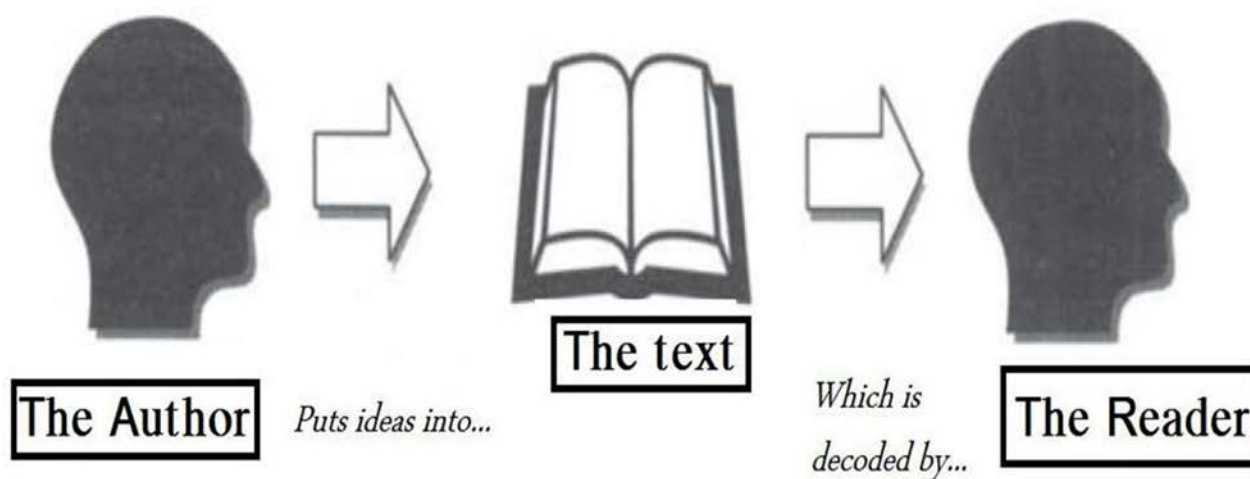


Figure 5: Traditional View of Meaning (Ibid, ctd. in Nedjari, 2016)

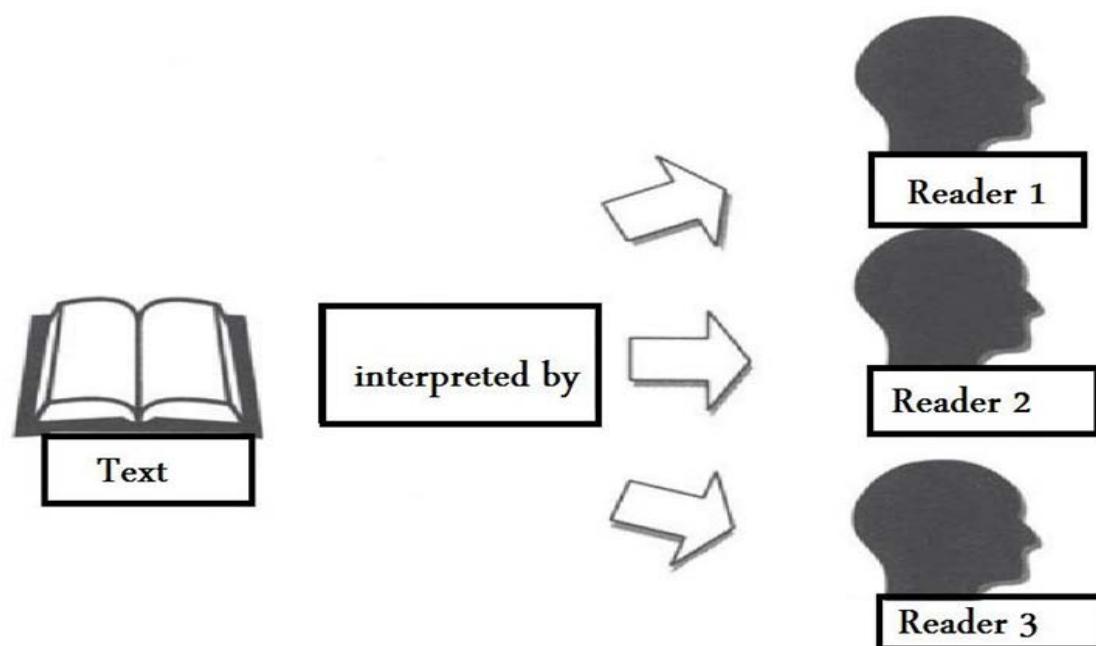


Figure 6: The view of literary meaning after ‘Death of the Author (Ibid, ctd. in Nedjari, 2016)

The reader-response approach value readers as creators of meaning. In addition, the difference between them, make texts exposed to subjectivity which is absent in traditional approaches (see figures 3.3 a/b)

❖ Types of Reading

Rosenblatt defines two types of reading and they are known as reading stances: aesthetic and efferent reading. Readers/learners have to choose the stance that is needed according to the situation they are in (Rosenblatt, 1993). Rosenblatt clarifies that both types are as follows:

- **Aesthetic Stance:** the attention of readers here is diverted towards “*experiencing what is being evoked, lived through, during the reading*”. The term aesthetic here was chosen because the term suggests that perception is made through sense and feelings. The aesthetic stance provides readers/learners with a continuum to experience the text ;
- **Efferent Stance:** readers are expected to provide a clear answer about the meaning of the text. It differs from the aesthetic stance that focuses on emotions

and feelings by focusing on the intellectual concepts and what is to be extracted and retained after the reading process. It is more focused on the stage of post-reading and what the readers got out with (Dilek & Boldan, 2018; Mart, 2019).

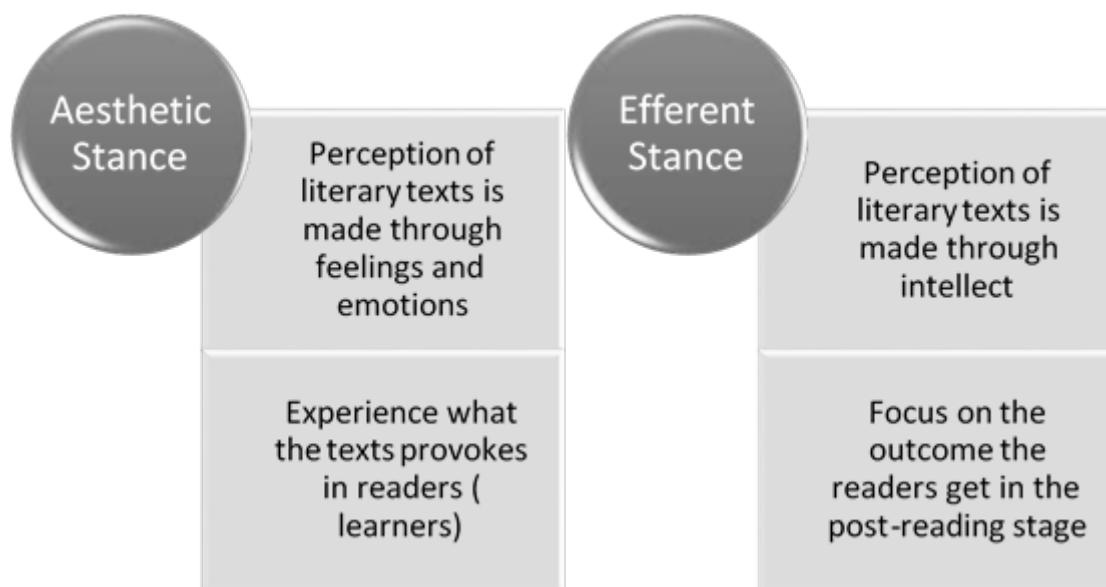


Figure 7: Aesthetic vs Efferent stances

In short, Rosenblatt (1977) put it as aesthetic reading directs learners to live the quality of the experience they are exposed to while efferent reading puts learners in a state that focuses on the information and directions that reside in practical situations (ctd. in Mart, 2019). Overall, the distinction between aesthetic and efferent readings comes from “*What the reader does the stance that he adopts and the activities he carries out to the text*” (Rosenblatt, 1978).

To summarize, the reader-response theory provides learners/readers with an opportunity to be personally involved with the text during the construction of the meaning. It is a means that allows them to come up with different meanings that are bound to differ. For the reason that, these different meanings are made by learners (readers) who are essentially different from the experiences they have and the feelings they live during the reading process. Carlisle (2000) emphasizes the importance of the reader-response approach and its

communicative nature. He “*emphasizes the creative role of the reader*” (qtd. in, Spirovska, 2019).

3.3. The Implementation of the Reader-Response Approach in ELT

Integrating a reader-response approach in the classroom enhances learners' motivation and productivity while analysing literary texts (Dilek & Boldan, 2018). This approach is considered very helpful in keeping learners in language learning engaged and motivated to read literature. The reader-response theory usage in literary texts analysis allows learners not only to engage with text as the only source to depend on but also to create meaning by using their background knowledge when interacting with the text (Rosenblatt, 1990).

Consequently, the activities that are based on the reader-response encourage readers to interact with literary texts to create the meaning that is built upon their interpretations (Pasaribu, 2020). Amer (2003) explains that to apply the reader-response approach in language classrooms to analyze literary texts. Teachers have to introduce learners to the approach and state that there is no correct interpretation in this approach but rather varied and unique responses and meanings are welcome. Amer (2003) suggests a series of activities and techniques that can be used to implement the reader-response approach in language classrooms:

1. Reading logs
2. Response journal
3. Critical questioning and writing
4. Self-questioning
5. Role-play
6. Drama and letter writing
7. Rewriting narratives from another character's point of view (Amer, 2003)

All these techniques and activities help learners in using their creative and critical thinking skills. Adopting the Reader Response Approach in literature teaching practices affects the way learners perceive texts and positions as readers.

Students, through the reader-response approach, have an opportunity to construct their meaning without being dependent on the teacher to provide a standard interpretation. The reader-response approach then is the means that aids them creates an interpretation that is based on their lives (Nedjari, 2018).

3.4. The Benefits of the RRA in ELT

Discussing the benefits of implementing the reader-response approach, many researchers have researched this. Probst (1994 ctd. in Spirovska, 2019) brought some advantages that can be listed:

- Students will learn about themselves, by reflecting upon their behavior and their experiences. In other words, when faced with the same concepts, ideas and experiences in literary texts. They relate to them and start contemplating their decisions and opinions.
- Students will learn about others, developing their empathy and understanding. Meaning that when reading about other people, they will have an insight into their struggles that would lead to them developing their empathy.
- Students will learn about cultures and societies, their varying concepts and issues of human experience. These privileges learners with a free ticket to dive, learn more about other cultures, and develop their intercultural competence.
- Students will learn how texts shape our thoughts or our emotions, and how these texts encourage an individual to see things in certain ways. This concept will teach learners

to see different emotions and form feelings toward them, an emotional connection with text.

Tucker (2000) provides another set of privileges for implementing the reader-response approach. He discusses the significance of reader-response theory in analysing literature. According to him, the benefits are the following:

- It enables the students to experience relevance in the learning task.
- Involves them in active, not passive, encounters with the literature.
- Validates them as critical readers who are capable of determining meaning in texts.
- Provides them with the opportunity to express themselves freely. (2000, ctd. in, Spirovska, 2019)

To make the process of implementing the reader response approach in a classroom. The role of the teacher is a director who guides the discussion. The teacher should focus on guiding the students so they come up with either group or individual responses. Overall, the benefits of the reader-response approach in literary text analysis are considerable. They can be summarised as follows:

- Fostering students' involvement with the literary text,
- Raising students' awareness of the importance of critical reading,
- Creating context in which the text is more relevant and meaningful to the reader,
- Increasing students' participation when encountering literary texts (Spirovska, 2019)

3.5. The Limitations of the Reader-Response Approach

The limitations that can be faced when implementing the reader-response approach can be summarized as follows:

The reader-response approach aims to prioritize learners' responses to literary texts, which may in turn blur the intended meaning of the author. Overlooking the author's meaning may lead learners/readers to form responses from their perspectives and neglect other possibilities

of creating other meanings. In other words, narrowing down the meaning to one perspective. Secondly, the reader-response approach encourages subjectivity and individuality.

This means different readers/learners bring different subjective interpretations to the literary text. Therefore, teachers will find it difficult to decide whether these interpretations are acceptable or not. Here, the teachers play the role of guides and facilitators to stir and stimulate learners' toward the appropriate responses and interpretations (Spirovska, 2019).

The teacher's role in reader response is specified not as an authority that decides the meaning and interpretation of the literary texts, but as a guide to discussions and building meanings. Teachers should encourage learners to create their voices. To facilitate this process, teachers are advised to incorporate technology into the classroom. Blogs, journals, and online discussions allow learners to encounter authentic learning that boosts their literacy skills (Benton, 2018)

As Woodruff and Griffin (2017) agree with Spirovska (2019), they state that the reader response approach has certain liabilities. As discussed previously, they think that neglecting the author's intentions and the meaning given to the text may cause learners to think narrowly and only focus on one perspective neglecting other options. Additionally, subjectivity is overly encouraged. Therefore, learners must understand that no interpretations are valid and responses must at least be built upon the textual material and the context in which it is read (Nedjari, 2018).

Chase and Hynd (1987) believe that the reader-response theory is not easily contained within a clear definition. Researchers in this school of criticism differ when it comes to their ideas and interests concerning the relationship between text-reader. However, they agree that:

- ❖ Meaning is not "contained" in the text, but is derived from an interaction between the content and structure of the author's message and the experience and prior knowledge of the reader.

- ❖ Readers comprehend differently because every reader is culturally and individually unique.
- ❖ Examining readers' responses to text is more valid than establishing one "correct" interpretation of text meaning.

These points make teachers uneasy. They worry that an emphasis on reader response gives learners/readers too much freedom in interpretation, and they demand that teachers should inform their learners that they need to consider what authors intend (Chase and Hynd, 1987).

3.6. The Reader-Response Approach and Learner Autonomy

Reader-response theory in EFL classrooms to teaching literature is characterized by giving learners better opportunities to exercise autonomy. It is believed that the approach of giving them the space to provide personal responses and interpretations makes them more responsible in making decisions about what they are reading and the materials presented to them. Moreover, the incorporation of the reader-response approach in teaching literature in EFL classrooms shows that the used strategies and activities are based on the same principle that learner-centeredness (Nedjari, 2018).

Therefore, the reader-response approach is considered an approach that can promote learner autonomy because both concepts encourage freedom and responsibility in learning. The reader-response approach encourages open discussions about the reading materials that can promote learner autonomy and enhance their creative and critical skills. Thus, it is secure to link the reader-response and learner autonomy and it is safe to think that they share the same objectives.

Granger, Black and Miller (2007) confirm through their research that the reader response-approach shares similar principles with learner autonomy. They indicate that the approach enhanced and fostered learners' comprehension and attitudes towards reading (ctd.

In Pasaribu, 2020). They adopted e-journals in their study, and as we mentioned before, journaling and blogging are one of the strategies that can be used to implement the reader-response approach in EFL classrooms. Reader-response approach application in the EFL classroom program allows students to have freedom and optimal chances to express their voices.

3.7. Application of Reader-Response Approach in EFL Classroom

The Reader-response approach has been adopted in EFL classrooms to teach literature since it is proved very beneficial for EFL learners in literature courses. Amer claims that the reader-response theory views the reading process as a transaction between the reader and the text, with his experiences, assumptions, beliefs and expectations (68, 2003). The principle of this theory came in opposition to the new criticism approach that called for objectivity when dealing with literary works.

Thomson sees that the reader-response approach can help learners follow a set of stages of reading that can put the learner through a movement from emotional closeness to reflective distance towards a deeper understanding of social and ideological aspects of the different social aspects of the text. This is actually, what helps learners develop their analysis skills of literary texts (153, 1987).

Implementing the reader-response approach is very beneficial since it promotes students' engagement and responsiveness to literary texts. It also increases their awareness of that. They can find relatability in literary texts from their lives to their beliefs and attitudes. The reader-response approach provides learners with the opportunity to express themselves freely (Tucker, 2000). Furthermore, it helps foster students' involvement with literary texts and gives them the space to connect and interact with the text. This, in turn, provides a space to be personally involved and as a result free in their analysis of the literary texts.

The reader-response approach encourages learners' individuality and unique responses to literary texts, which provides personal links with the literary texts. When the reader approaches

the texts they are full of past experiences, opinions, and beliefs; as a consequence, the reader (learner) will be encouraged to be autonomous and bring what the texts invoke in them in addition to keeping their motivation high in learning more about the literary texts because they feel involved.

3.8. Literature Appreciation and Motivation

Literary appreciation is an important aspect of literary studies. Donelson and Nilsen (qtd. in Nedjari, 2018) define this concept. Who states that it is the process by which one “gauges one’s interpretive response as a reader to a literary work?” In other words, the readers who appreciate literary works can enjoy reading as pleasurable and they have a better opportunity at understanding the text. Also, give the literary works their value and the appreciation they deserve. This, in turn, motivates learners to read and enjoy more literary works. It also allows them to tolerate the complexities and difficulties they may face. Nedjari (51, 2018) continues to discuss the elements that are categorized in literary appreciation:

- ❖ **Understanding:** of both the explicit and implicit meanings and attempting to interpret the text. A true appreciation of a novel must be the product of a good understanding of it.
- ❖ **Emotional response:** a reader who appreciates a novel displays an aesthetic reading, reacting with a multitude of feelings and emotions that are essential to the understanding of this novel. Pleasure and enjoyment are conditions for appreciation.
- ❖ **Evaluation:** giving merits (and possible demerits) to the literary work. These are judgments about its quality in terms of language and thematic matter.
- ❖ **Realizing the importance of literature** to the reader’s life, and his/her personal development. For developing students’ appreciation of literary texts.

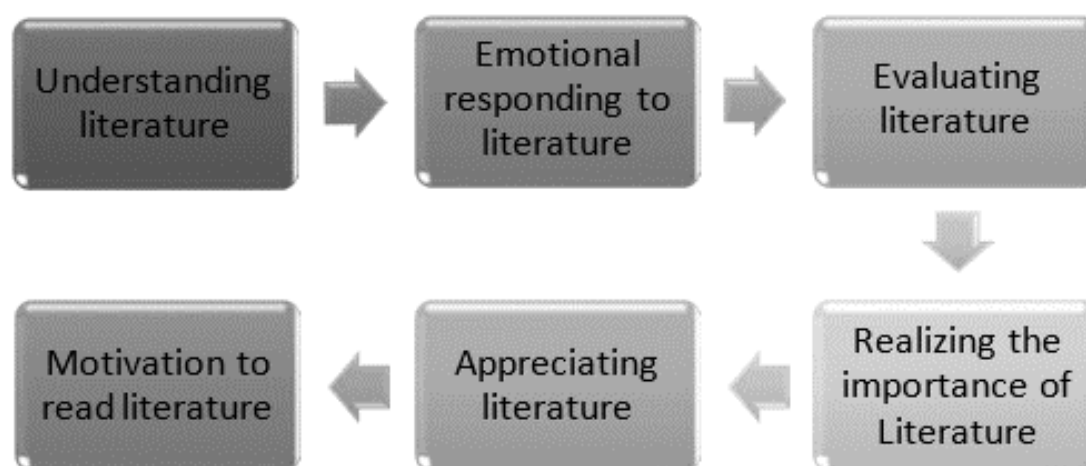


Figure 8: Stages to literature appreciation

All these elements play an important role to enhance learners' motivation to read more especially if they appreciate and know the value of literary works. That in turn will help them develop their unique responses and that requires an acceptable level of learner autonomy.

3.9. Personal Responses and Learner Autonomy

Using literary texts has many benefits for EFL learners. It provides them with a language in context. However, learners are encouraged to produce personal and creative responses to these literary texts. In an autonomous classroom, learners are active participants and decision-makers. Stevens & McGuinn state that *"A great part of the skill of teaching English lies in fostering the appropriate culture of the classroom to give credibility to students' insights and experiences, and in making creative connections with and between them"* (Stevens & McGuinn, 2004). In this quote, Stevens & McGuinn explain that teachers have to work on creating an environment for learners to be able to share their insights and personal experiences and be validated and acknowledged.

Therefore, when learners are given a chance to express themselves and form responses to literary texts. Then, the role of the teachers is that they are responsible for acknowledging

and giving the responses produced by learners the priority to be acknowledged and credibility to be believed. For this reason that if teachers do not receive what learners produce positively that could inhibit and discourage them. Teachers in learner-centred classrooms should always be facilitators and they should subtly help learners in being creative and making connections not only with the literary texts but also with their classmates (Xeri, 2016).

Hullah & O'Sullivan (1996) presents the idea of “reader autonomy”. This concept is built around creating learners (readers) who are autonomous and they interact with the literary texts along with the related tasks to analyse them independently. Little (1991) perceive this concept of “reader autonomy” as the “*capacity for detachment, critical reflection, decision making and independent action' as being at the heart of autonomy*”. In other words, learners when detaching themselves and becoming critical thinkers can make decisions independently and by that, they have achieved the core of autonomy.

3.1. Conclusion

This chapter discussed the reader-response approach, its definition, models, implementations in EFL and benefits. It is understood that the reader-response approach plays a great role in encouraging learners to bring personal responses to literary texts and unique individual interpretations. We provided as well the limitations found when applying the reader-response approach. Moreover, the chapter includes the reader-response approach and its role in enhancing learner autonomy. Furthermore, literary appreciation and its role in motivating learners to read and respond to literary texts along with personal responses and learner autonomy.

It is concluded through the discussed information that was provided, that the reader-response approach have many benefits for learners when analysing literary texts. An approach was brought initially for religious interpretations. However, the approach then proved

beneficial and effective for EFL learners to produce unique and personal responses to literature.

Therefore, achieving their autonomy and breaking away from teacher's authority.

Fieldwork

Chapter Four: Methodology of the Research

4.1. Introduction	95
4.2. Data Collection Tools	95
4.3. Interview for Teachers	95
4.4. Teachers Responses to the Interview	96
4.5. Observation Grids	100
4.5.1. The Analysis Constituent	100
4.5.2. The Response Constituent	108
4.5.3. The Autonomy Constituent	116
4.6. Experiment Procedure	117
4.7. Pre-test and Post-test Procedures	125
4.8. Conclusion	125

4.1. Introduction

This chapter discusses the data collection tools used in this research. The current study aims at observing whether the application of the reader-response approach could enhance learners' autonomy in analysing literary texts in EFL classrooms. To reach accurate and honest results, the researcher used a mixed-method approach to collect the needed data. A sample of 37 students was selected randomly from third-year students at the department of English, from the University of Badji Mokhtar Annaba during the academic year of 2019/2020.

The researcher opted for a non-participant observant role to attain the research findings. The duration of the observation was two months, and the researcher recorded the students' progress in the form of observation grids, 24 grids in general. However, the researcher distributed pre/post tests for the participants before the observation and after. In addition, the researcher opted for an online interview with teachers of literature, where 06 teachers participated. The interview was administrated through google forms and it contains 13 questions. This chapter will provide the different research findings collected through these research tools.

4.2. Data Collection Tools

To achieve the objectives of this study, the researcher opted for an interview with literature teachers. As well as an observation where the researcher acted as a non-participant observer. In addition to pre-test and post-test.

4.3. Interview for Teachers

The interview for teachers was administrated to collect data about the different objectives, techniques and the time allowed for the literature courses. As well as the materials, and type of activities employed by the teachers. Following this, the researcher opted to use google forms to help reach teachers easily by sharing a link to the interview

form with them. The participants were given enough time to respond to the questions.

The researcher collected 06 different responses from literature teachers.

4.4. Teachers Responses to the Interview

Tables 4. Below provide the detailed responses of the 06 teachers interviewed by the researcher

Questions	Participant 01	Participant 02	Participant 03	Participant 04	Participant 05	Participant 06
-01-	More than 5 years	More than 5 years	More than 5 years	More than 5 years	Less than 5 years	Less than 5 years
-02-	Literature is the mirror of societies. Therefore, it is considered a crucial tool to understand the history of a different civilization. Moreover, it has a strong relationship with stylistics and language. teaching literature in the EFL classroom is of paramount importance.	The use of literature as a tool for language teaching is very interesting. it enables the student to think and respond to the text through interpretations	literature is a very helpful source for learners to enrich their linguistic and sociocultural knowledge.	It helps in conceptualizing EFL teaching. It improves learners' vocabulary and raises their awareness concerning the target language	Very Useful	Literature is proven to be an authentic source for learners to engage with the target language
-03-	No	No	No	No	No	No
-04-	Average	Good	Average	Good	Good	Good

Questions	Participant 01	Participant 02	Participant 03	Participant 04	Participant 05	Participant06
-05-	I generally give magistral lectures. I also give the students reading assignments and fill-in reading logs. The reading log develops critical thinking among the students.	I use an eclectic approach depending on the needs of my learners	I try to implement technology to keep my learners motivated	by Question /answer and students' implications	I would rather like to be eclectic.	I like to use what fits the level and needs of my students so I use an eclectic approach
-06-	Yes	Yes	Yes	Yes	Yes	Yes
-07-	Average	Inferior	Average	Average	Average	Inferior
-08-	Yes. I believe when the readers project their background, expectations, and emotions on literary texts, they find out that their experience is worthit.	Yes, I do	Yes. I do believe it promotes learner autonomy because the approach is similar to the main principles of learner autonomy, it encourages individuality and uniqueness	Yes, I do believe that but it needs more work because of the level of learners' interpretation skills	Yes because they are the ones who are meant as readers in "the reader-response" expression	Yes, it plays a great role in doingthat.
Questions	Participant 01	Participant 02	Participant 03	Participant 04	Participant 05	Participant06

-09-	The reading log develops critical thinking among the students.	Guided interpretation	Annotating and pairing work	Teaching critical reading and reading comprehension Teachers practice the criticising g in front of their students. Students practice a lot.	Reading passages and pair work analysis	Activities based on interpretation and comprehension
-10-	I always ask the question what attracts you most while reading an artistic text? I believe that trying to answer this question enhances their autonomy and changes their angle of seeing things.	Subtly guiding them towards the meaning	Allowing them to explore their independence and guide their journey toward autonomy	giving learners the space and time to produce unique responses without the teacher's interference	encouraging them to take the lead in different activities	providing them with an opportunity to engage and be free in treating the activities in the classroom
-11-	Average	Average	Average	Not good	Average	Not good
-12-	Yes and Yes I do encourage them	to an extent, yes, and yes I always encourage it	Not all of them. Yes, I always try to encourage and it works on some occasions	Not that much but I always encourage them.	Not all learners and yes I encourage them to share their experiences and what the text invokes in them	I encourage learners to share their personal experiences but mostly they are hindered by their inner fears
-13-	Lacking	Sufficient	Useful	Basic	Useful	Sufficient

Table 4: Teachers' Answers to the interview

4.1. Observation Grids

The observation as mentioned previously lasted two months. The observation required an observation grid every week. The researcher's observation of learners consists of three constituents as follows: Analysis, Response, and Autonomy. Our observation is focused on these three elements. Each constituent was observed and the learners were given an evaluation for each week, which gives 12 observation grids for each month, 24 observation grids in total. Next, are the observation grids and scores given to learners.

4.1.1. The Analysis Constituent

In the Analysis constituent, there are eight observation grids; the Assessment Criteria are as follows:

- **Literary device identification:** Evaluate participants' ability to identify and analyze literary devices (e.g., symbolism, metaphor, imagery) used in the texts.
- **Textual evidence:** Assess participants' skills in selecting and effectively utilizing textual evidence to support their analysis and interpretations.
- **Critical thinking:** Evaluate participants' capacity to critically evaluate and interpret the literary texts, considering different perspectives and drawing meaningful conclusions.

Students' grading during the observation were as follows:

Level: 3rd year

Academic Year: 2019/2020

Course: Literature Table 6: Observation Grid / Month 01/ Week 01 Scores

constituent 01: Analysis

	0	1	2	3	4	5
1		X				
2	X					
3		X				
4		X				
5		X				
6			X			
7		X				
8		X				
9		X				
10		X				
11		X				
12		X				
13		X				
14		X				
15		X				
16			X			
17		X				
18				X		
19		X				
20		X				

21		X				
22		X				
23			X			
24	X					
25		X				
26	X					
27	X					
28		X				
29		X				
30		X				
31	X					
32		X				
33				X		
34	X					
35		X				
36		X				
37			X			

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	1.054054054
-------	-------------

Level: 3rd year**Academic Year: 2019/2020****Course: Literature** *Table 7: Observation Grid / Month 01/ Week 02 Scores***Constituent 01: Analysis**

	0	1	2	3	4	5
1		X				
2	X					
3		X				
4		X				
5		X				
6			X			
7		X				
8			X			
9		X				
10		X				
11		X				
12		X				
13		X				
14		X				
15		X				
16			X			
17		X				
18				X		
19		X				

20		X				
21		X				
22		X				
23			X			
24	X					
25		X				
26	X					
27	X					
28		X				
29		X				
30		X				
31	X					
32		X				
33				X		
34	X					
35		X				
36		X				
37			X			

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	1.081081081
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature Table 8: Observation Grid / Month 01/ Week 03 Scores

Constituent 01 Analysis

	0	1	2	3	4	5
1		X				
2		X				
3		X				
4		X				
5		X				
6				X		
7			X			
8		X				
9		X				
10		X				
11		X				
12		X				
13		X				
14		X				
15		X				
16			X			
17		X				
18				X		
19		X				
20			X			

21				X		
22	X					
23	X					
24		X				
25	X					
26		X				
27	X					
28		X				
29		X				
30		X				
31		X				
32		X				
33				X		
34	X					
35		X				
36		X				
37			X			

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	1.189189189
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 9: Observation Grid / Month 01/ Week 04 Scores

Constituent 01 Analysis

	0	1	2	3	4	5
1		X				
2		X				
3		X				
4		X				
5		X				
6				X		
7		X				
8			X			
9		X				
10		X				
11		X				
12		X				
13		X				
14		X				
15		X				
16			X			
17		X				
18				X		
19		X				
20		X				

21		X				
22		X				
23			X			
24		X				
25		X				
26		X				
27		X				
28		X				
29		X				
30		X				
31		X				
32		X				
33				X		
34			X			
35			X			
36		X				
37				X		

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	1.351351351
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 10: Observation Grid / Month 02/ Week 01 Scores

Constituent 01 Analysis

	0	1	2	3	4	5
1			x			
2			x			
3			x			
4			x			
5			x			
6				x		
7		x				
8			x			
9			x			
10			x			
11			x			
12			x			
13			x			
14		x				
15		x				
16			x			
17		x				
18				x		
19		x				

20			x			
21		x				
22		x				
23		x				
24			x			
25			x			
26			x			
27		x				
28		x				
29			x			
30		x				
31			x			
32			x			
33			x			
34				x		
35				x		
36			x			
37					x	

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	1.864864865
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 11: Observation Grid / Month 02/ Week 02

Scores Constituent 01 Analysis

	0	1	2	3	4	5
1			x			
2			x			
3			x			
4			x			
5			x			
6				x		
7			x			
8			x			
9			x			
10			x			
11			x			
12			x			
13			x			
14			x			
15			x			
16			x			
17			x			
18					x	
19			x			
20			x			

21			x			
22			x			
23			x			
24			x			
25			x			
26			x			
27			x			
28			x			
29			x			
30			x			
31			x			
32			x			
33					x	
34				x		
35				x		
36			x			
37					x	

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	2.243243243
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 12: Observation Grid / Month 02/ Week 03

Scores Constituent 01 Analysis

	0	1	2	3	4	5
1			x			
2			x			
3			x			
4			x			
5			x			
6				x		
7			x			
8			x			
9			x			
10			x			
11			x			
12			x			
13			x			
14			x			
15			x			
16			x			
17			x			
18					x	
19			x			
20			x			

21			x			
22			x			
23			x			
24			x			
25			x			
26			x			
27			x			
28			x			
29			x			
30			x			
31			x			
32			x			
33			x			
34					x	
35				x		
36				x		
37					x	

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	2.243243243
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 13: Observation Grid / Month 02/ Week 04 Scores

Constituent 01 Analysis

Students	0	1	2	3	4	5
1				x		
2				x		
3			x			
4				x		
5			x			
6				x		
7			x			
8				x		
9			x			
10			x			
11				x		
12				x		
13				x		
14				x		
15			x			
16			x			
17				x		
18					x	
19			x			

20				x		
21			x			
22				x		
23				x		
24			x			
25			x			
26			x			
27				x		
28				x		
29				x		
30				x		
31			x			
32			x			
33			x			
34					x	
35					x	
36					x	
37					x	

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	2.72972973
-------	------------

4.5.2. The Response Constituent

In the Response constituent, there are eight observation grids; the Assessment Criteria are as follows:

- **Articulation of ideas:** Evaluate participants' ability to express their interpretations and insights about the literary texts clearly and coherently.
- **Engagement with the text:** Assess the level of engagement and emotional connection demonstrated by participants in their response to the literary texts.
- **Originality and creativity:** Evaluate participants' capacity to provide unique and innovative perspectives in their responses to the texts.

In the Response constituent, there are eight observation grids as follows:

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 14: Observation Grid / Month 01/ Week 01

Scores Constituent 02 Response

	0	1	2	3	4	5
1		x				
2		x				
3		x				
4		x				
5		x				
6		x				
7		x				
8		x				
9		x				
10		x				
11		x				
12		x				
13		x				
14		x				
15	x					
16		x				
17	x					
18		x				
19		x				
20	x					

21		x				
22		x				
23		x				
24		x				
25		x				
26		x				
27		x				
28		x				
29		x				
30		x				
31		x				
32		x				
33		x				
34		x				
35		x				
36		x				
37		x				

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	0.9189189189
-------	--------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 15: Observation Grid / Month 01/ Week 02

Scores Constituent 02 Response

	0	1	2	3	4	5
1		X				
2		X				
3		X				
4		X				
5		X				
6		X				
7		X				
8		X				
9		X				
10		X				
11		X				
12		X				
13		X				
14		X				
15	x					
16		X				
17	x					
18		X				
19		X				

20	x					
21		X				
22		X				
23		X				
24		X				
25		X				
26		X				
27		X				
28		X				
29		X				
30		X				
31		X				
32		X				
33		X				
34		X				
35		X				
36		X				
37		X				

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	0.9189189189
-------	--------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 16: Observation Grid / Month 01/ Week 03

Scores Constituent 02 Response

	0	1	2	3	4	5
1		x				
2		x				
3		x				
4		x				
5		x				
6		x				
7		x				
8			x			
9		x				
1		x				
11		x				
12			x			
13			x			
14			x			
15		x				
16		x				
17		x				
18		x				
19		x				

20		x				
21		x				
22		x				
23		x				
24		x				
25		x				
26		x				
27		x				
28		x				
29		x				
30		x				
31		x				
32		x				
33		x				
34		x				
35		x				
36			x			
37			x			

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	1.162162162
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 17: Observation Grid / Month 01/ Week 04

Scores Constituent 02 Response

	0	1	2	3	4	5
1		x				
2		x				
3		x				
4		x				
5		x				
6			X			
7		x				
8			X			
9		x				
10			X			
11			X			
12			X			
13			X			
14			X			
15			X			
16		x				
17		x				
18		x				
19		x				

20		x				
21			X			
22		x				
23			X			
24		x				
25		x				
26		x				
27		x				
28		x				
29		x				
30		x				
31		x				
32		x				
33		x				
34			X			
35			X			
36			X			
37			X			

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	1.378378378
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 18: Observation Grid / Month 02/ Week 01

Scores Constituent 02 Response

	0	1	2	3	4	5
1			x			
2			x			
3			x			
4			x			
5			x			
6			x			
7			x			
8			x			
9			x			
10			x			
11			x			
12			x			
13			x			
14			x			
15			x			
16		x				
17			x			
18			x			
19			x			

20		x				
21			x			
22			x			
23			x			
24			x			
25		x				
26		x				
27			x			
28			x			
29			x			
30			x			
31			x			
32		x				
33			x			
34		x				
35			x			
36			x			
37			x			

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	1.837837838
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 19: Observation Grid / Month 02/ Week 02

Scores Constituent 02 Response

	0	1	2	3	4	5
1				X		
2			x			
3			x			
4			x			
5			x			
6			x			
7			x			
8			x			
9			x			
10			x			
11				X		
12			x			
13			x			
14			x			
15			x			
16			x			
17				X		
18			x			
19			x			

20			x			
21			x			
22			x			
23				X		
24			x			
25			x			
26			x			
27			x			
28			x			
29			x			
30			x			
31				X		
32			x			
33			x			
34			x			
35			x			
36			x			
37				X		

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	2.162162162
-------	-------------

Level: 3rd year**Academic Year: 2019/2020****Course: Literature***Table 20: Observation Grid / Month 02/ Week 03***Scores Constituent 02 Response**

	0	1	2	3	4	5
1				x		
2				x		
3				x		
4				x		
5				x		
6				x		
7				x		
8				x		
9				x		
10				x		
11				x		
12				x		
13				x		
14				x		
15					x	
16				x		
17					x	
18					x	
19					x	

20				x		
21				x		
22				x		
23				x		
24				x		
25				x		
26				x		
27				x		
28				x		
29				x		
30				x		
31				x		
32				x		
33					x	
34				x		
35				x		
36				x		
37					x	

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	3.162162162
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 21: Observation Grid / Month 02/ Week 04

Scores Constituent 02 Response

	0	1	2	3	4	5
1				X		
2				X		
3					x	
4					x	
5					x	
6					x	
7				X		
8				X		
9				X		
10				X		
11				X		
12				X		
13				X		
14				X		
15					x	
16					x	
17					x	
18					x	
19					x	

20					x	
21					x	
22				X		
23				X		
24				X		
25					x	
26				X		
27				X		
28				X		
29					x	
30					x	
31				X		
32					x	
33					x	
34				X		
35					x	
36					x	
37					x	

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	3.513513514
-------	-------------

4.5.3. The Autonomy Constituent

In the Autonomy constituent, there are eight observation grids; the Assessment Criteria are as follows:

- **Self-directed learning:** Assess the extent to which participants take initiative in their learning, engage in independent research, and seek additional resources beyond the classroom.
- **Goal setting and planning:** Evaluate participants' ability to set specific goals related to literary text analysis, develop action plans, and monitor their progress.
- **Reflection and self-assessment:** Assess participants' reflective skills, including their ability to evaluate their strengths and weaknesses in literary text analysis, identify areas for improvement, and make adjustments accordingly.

In the Response constituent, there are eight observation grids as follows:

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table .22: Observation Grid / Month 01/ Week 01

Scores Constituent 03 Autonomy

	0	1	2	3	4	5
1	x					
2		x				
3	x					
4	x					
5	x					
6		x				
7	x					
8		x				
9		x				
10	x					
11	x					
12	x					
13	x					
14	x					
15	x					
16	x					
17	x					
18	x					
19	x					

20	x					
21	x					
22	x					
23	x					
24	x					
25	x					
26	x					
27	x					
28	x					
29	x					
30	x					
31	x					
32	x					
33	x					
34	x					
35	x					
36	x					
37	x					

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	0.1081081081
-------	--------------

Level: 3rd year**Academic Year: 2019/2020****Course: Literature***Table 23: Observation Grid / Month 01/ Week 02***Scores Constituent 03 Autonomy**

	0	1	2	3	4	5
1	x					
2		x				
3	x					
4	x					
5	x					
6		x				
7	x					
8		x				
9		x				
10	x					
11	x					
12	x					
13	x					
14	x					
15	x					
16	x					
17	x					
18	x					
19	x					

20	x					
21	x					
22	x					
23	x					
24	x					
25	x					
26	x					
27	x					
28	x					
29	x					
30	x					
31	x					
32	x					
33	x					
34	x					
35	x					
36	x					
37	x					

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	0.1081081081
-------	--------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 24: Observation Grid / Month 01/ Week 03

Scores Constituent 03 Autonomy

	0	1	2	3	4	5
1	x					
2		X				
3		X				
4	x					
5	x					
6		X				
7	x					
8		X				
9		X				
10		X				
11		X				
12	x					
13		X				
14	x					
15		X				
16		X				
17		X				
18	x					
19	x					

20		X				
21	x					
22	x					
23	x					
24	x					
25	x					
26	x					
27	x					
28	x					
29		X				
30		X				
31		X				
32		X				
33	x					
34		X				
35	x					
36	x					
37	x					

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	0.4594594595
-------	--------------

Level: 3rd year**Academic Year: 2019/2020****Course: Literature***Table 25: Observation Grid / Month 01/ Week 04***Scores Constituent 03 Autonomy**

	0	1	2	3	4	5
1	x					
2	x					
3		x				
4	x					
5		x				
6		x				
7	x					
8		x				
9		x				
10		x				
11		x				
12		x				
13		x				
14	x					
15		x				
16		x				
17		x				
18	x					
19	x					

20		x				
21		x				
22		x				
23	x					
24	x					
25	x					
26		x				
27		x				
28						
29		x				
30		x				
31		x				
32		x				
33	x					
34		x				
35	x					
36	x					
37	x					

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	0.5945945946
-------	--------------

Level: 3rd year**Academic Year: 2019/2020****Course: Literature***Table 26: Observation Grid / Month 02/ Week 01***Scores Constituent 03 Autonomy**

	0	1	2	3	4	5
1		x				
2		x				
3		x				
4		x				
5		x				
6		x				
7		x				
8		x				
9		x				
10		x				
11	x					
12		x				
13		x				
14		x				
15		x				
16		x				
17		x				
18		x				
19		x				

20		x				
21		x				
22		x				
23	x					
24	x					
25		x				
26		x				
27	x					
28	x					
29		x				
30		x				
31		x				
32		x				
33		x				
34		x				
35		x				
36		x				
37		x				

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	0.8648648649
-------	--------------

Level: 3rd year**Academic Year: 2019/2020****Course: Literature***Table 27: Observation Grid / Month 02/ Week 02***Scores Constituent 03 Autonomy**

	0	1	2	3	4	5
1		x				
2		x				
3		x				
4		x				
5		x				
6		x				
7		x				
8		x				
9		x				
10		x				
11		x				
12		x				
13		x				
14		x				
15		x				
16		x				
17		x				
18		x				
19		x				

20		x				
21		x				
22		x				
23	x					
24	x					
25		x				
26		x				
27		x				
28		x				
29		x				
30		x				
31		x				
32		x				
33		x				
34		x				
35		x				
36		x				
37		x				

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	0.9459459459
-------	--------------

Level: 3rd year

Academic

Year: 2019/2020

Course: Literature

Table 28: Observation Grid / Month 02/ Week 03

Scores Constituent 03 Autonomy

	0	1	2	3	4	5
1		x				
2			x			
3		x				
4		x				
5			x			
6		x				
7		x				
8		x				
9		x				
10		x				
11		x				
12		x				
13			x			
14		x				
15			x			
16		x				
17			x			
18		x				

19		x				
20		x				
21		x				
22		x				
23		x				
24		x				
25			x			
26		x				
27		x				
28		x				
29			x			
30		x				
31		x				
32		x				
33			x			
34		x				
35		x				
36			x			
37		x				

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	1.243243243
-------	-------------

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table 29: Observation Grid / Month 02/ Week 04

Scores Constituent 03 Autonomy

	0	1	2	3	4	5
1		x				
2			X			
3			X			
4			X			
5			X			
6				x		
7		x				
8		x				
9				x		
10		x				
11		x				
12		x				
13				x		
14		x				
15				x		
16		x				
17			X			
18		x				
19		x				
20		x				

21		x				
22		x				
23		x				
24		x				
25			X			
26		x				
27		x				
28		x				
29			X			
30		x				
31		x				
32		x				
33			X			
34		x				
35		x				
36			X			
37			X			

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	1.567567568
-------	-------------

4.6. Pre-test and Post-test Procedures

In the second part of the present study. A pre-test and post-test (See Appendix B) were administered to the sample of the participants. In addition, they were conducted to measure the effectiveness of the reader-response approach in enhancing learners' autonomy in analysing literary texts. The pre/post-test measured the learner's autonomy in literary classes.

The pre-test and post-test were created via google form to make the process of responding to the question easier for learners. Both tests are in the form of 5-point Likert scale (0 =strongly disagree, 1= disagree, 3=neutral, 4= agree, 5= strongly agree) containing 56 questions divided between three sections, which are skills and knowledge, preferences and likes, habits and attitudes. The results collected will be thoroughly analyzed in the next chapter.

4.7. Conclusion

In this chapter, we provided all the data collected through the research tools used by the researcher. The chapter contains the interview questions and the answers of the participants. Moreover, it contains the observation grids that follow the development of the participants during a period of 2 months. The analysis of all this data will be provided in the next chapter.

Chapter Five: Data Analysis and Interpretation

5.1. Introduction	128
5.2. Interview for Teachers	128
5.3. The Observation Grids	131
5.3.1. The Analysis Constituent	132
5.3.2. The Response Constituent	133
5.3.3. The Autonomy Constituent	134
5.4. Pre-test and Post-test	135
5.4.1. Pre-test Detailed Results	136
5.4.2. Post-test Detailed Results	142
5.5. Comparison of Pre-test and Post-test Results	149
5.6. Inferential Statistics	151
5.6.1. Hypothesis Testing	151
5.7. Discussion of the Research Findings	153
5.8. Conclusion	154

5.1. Introduction

The present chapter, titled "Data Analysis and Interpretation," delves into a comprehensive analysis and interpretation of the data collected in Chapter Five. This chapter encompasses various sources of data, including the insightful interviews conducted with teachers, the meticulous observations documented through observation grids, as well as the results obtained from the pre-test and post-test assessments. Through an in-depth examination of these data sets, this chapter aims to provide valuable insights and shed light on the research questions and objectives. The analysis and interpretation of the data presented in the previous chapter serve as the foundation for drawing meaningful conclusions and contributing to the existing body of knowledge. The data collected from multiple sources offer a rich and diverse perspective, allowing for a comprehensive understanding of the research topic and its implications.

To ensure the accuracy and credibility of the analysis, the researcher opted to employ a combination of descriptive and inferential statistics using the Statistical Package for the Social Sciences (SPSS) software. This statistical analysis approach enables the exploration of patterns, trends, and relationships within the data, providing a quantitative framework for interpreting the findings. By utilizing SPSS, the researcher seeks to present robust statistical evidence to support the conclusions drawn from the data.

The interpretation of the findings entails a careful examination of the data, seeking to uncover meaningful patterns and themes. The researcher aims to go beyond surface-level observations and delve deeper into the underlying implications and nuances present in the data. This qualitative analysis, coupled with the quantitative insights obtained from the statistical analysis, contributes to a comprehensive and well-rounded interpretation of the research findings. Throughout this chapter, the researcher engages in a detailed discussion of the presented data, thoroughly examining its implications and significance. The aim is to provide

a coherent narrative that connects the research questions, the collected data, and the overall research objectives. By exploring the relationships between different variables and analyzing the participants' responses and behaviors, the researcher strives to offer meaningful interpretations that contribute to the advancement of knowledge in the field.

5.2. Interview for Teachers

The findings from the interviews conducted with teachers provide valuable insights into the application of the reader-response approach to enhance learners' autonomy in analyzing literary texts. The teachers' responses shed light on various aspects related to the research topic, specifically focusing on the utilization of the reader-response approach and its impact on learner autonomy.

Firstly, the teachers' experience in teaching literature revealed that four out of six participants have been teaching literature for more than five years, indicating a substantial level of expertise in the field. This extensive experience contributes to their understanding of the benefits of incorporating literature in the EFL classroom. All teachers expressed positive attitudes towards using literature as authentic material, highlighting its usefulness in developing learners' linguistic and sociocultural competencies. They acknowledged literature as a powerful tool for language teaching, fostering critical thinking skills and enabling learners to produce insightful interpretations.

Regarding the time allocated for literature classes, teachers expressed concerns that two sessions per week, totaling three hours, are insufficient to fully explore literary texts and provide learners with ample opportunities for individual expression and oral discussions. This highlights the importance of allowing more time for in-depth analysis and meaningful discussions to enhance learner autonomy in literary text analysis.

The evaluation of literature classes within the participants' departments showcased varying opinions. The majority of teachers considered the literature classes to be good,

emphasizing their positive impact on learners' engagement and development. However, a few teachers perceived the classes as average, suggesting the need for further improvements and enhancements.

In terms of teaching approaches, the interviews revealed that most teachers adopt an eclectic approach tailored to learners' needs and levels. They demonstrate an understanding of the importance of learners' motivation and cater to their individual needs by incorporating technology-based approaches. This adaptive teaching approach reflects the teachers' commitment to meeting learners' diverse requirements and fostering autonomy in the learning process.

An encouraging finding was that all teachers have previously utilized the reader-response approach in teaching literature. This familiarity with the approach indicates their openness and willingness to embrace innovative teaching methods that promote learner autonomy. The teachers recognized the reader-response approach as a means to connect learners' personal experiences to literary text analysis, thereby enhancing their autonomy in interpreting and analyzing literature.

Regarding the evaluation of learners' autonomy in literary text analysis, the teachers' responses varied. While some teachers assessed their learners' autonomy as average, others believed it to be inferior. This suggests that there may be room for improvement in fostering learner autonomy within the context of literary text analysis.

However, teachers unanimously agreed that the reader-response approach plays a vital role in promoting learners' autonomy in analyzing literary texts. They emphasized that when learners connect their personal experiences to the analysis process, it empowers them to take ownership of their interpretations and responses. The reader-response approach aligns with the concept of learner autonomy by providing learners with the freedom to act as individuals and encouraging unique responses to literary texts.

In terms of suggested activities, teachers frequently employed various strategies to enhance learners' interpretation, comprehension, and critical skills. These activities included reading logs, guided interpretations, annotating and pair work, critical reading, reading comprehension exercises, and activities based on interpretation and comprehension. By engaging in these activities, learners were provided with opportunities to develop their autonomy in literary text analysis.

When asked about their suggestions to promote learners' autonomy in literary text analysis, most teachers advocated for a subtle guidance approach, allowing learners to rely on themselves as unique individuals in producing unique responses and interpretations. This further emphasizes the importance of creating an environment that encourages independent thinking and fosters learner autonomy.

Teachers' evaluations of their learners' responses to literary texts varied. While four teachers considered their learners' responses to be average, two teachers expressed dissatisfaction with their learners' responses, indicating a need for further improvement in this aspect.

Regarding learners' willingness to share their responses to texts, teachers' opinions differed. While two teachers reported that their learners were open to sharing their responses, the majority stated that their learners were hesitant and reluctant to share. However, all teachers acknowledged the significance of encouraging learners to share their responses and actively participate in classroom discussions.

In a concise evaluation of the literature curriculum, teachers used terms such as lacking, sufficient, useful, and basic. This indicates that there may be opportunities for further development and enhancement in the literature curriculum to better facilitate learner autonomy in literary text analysis.

Overall, the findings from the interviews with teachers highlight the positive attitudes towards incorporating the reader-response approach to enhance learners' autonomy in analyzing literary texts. The teachers' insights underscore the importance of allocating sufficient time for literature classes, providing diverse teaching approaches, and creating a supportive environment that encourages learners to actively engage in literary text analysis. These findings contribute to the understanding of how the reader-response approach can effectively promote learner autonomy in the analysis of literary texts among third-year students at the University of Badji Mokhtar Annaba.

5.3. The Observation Grids

Under this title, we are going to go through all the participants' scores and analyse their progress over the period of two months.

5.3.1. The Analysis Constituent

As is demonstrated in *Figure 9* below, and concerning the first constituent that is analysis, we find that there is a significant difference between the before and after of the observation. The students' level in analysis started at 1.05 and ended at 2.73. This shows a difference of 1.68 (2.73-1.05). This suggests that the application of the reader-response approach helps them significantly enhance their analysis skills.

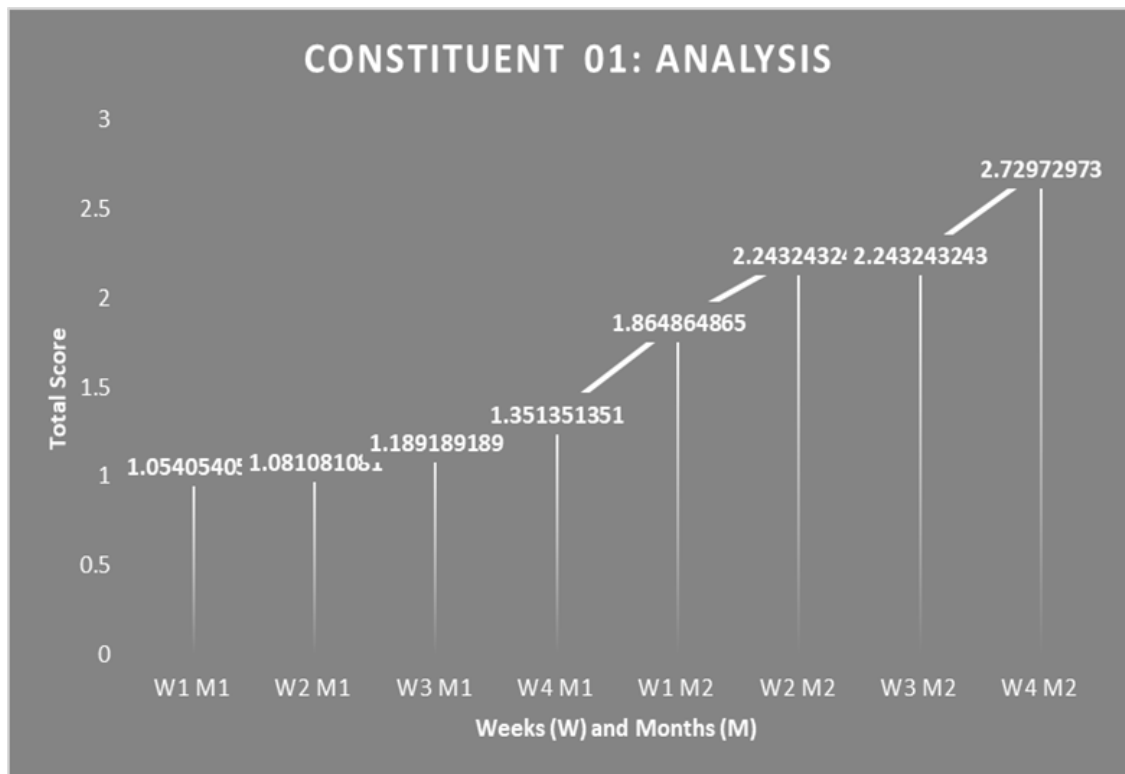


Figure 9: Total scores of Learners' progress of the Analysis Constituent

5.3.2. The Response Constituent

The progress of the second constituent is the response. *Figure 10* includes the scores of 0.92 at the beginning and 3.51 at the end of the observation. This results in a difference of 2.59, which is considered a good result. As it shows, the application of the reader-response approach helped learners remarkably enhance their responses to literary texts and that it has a positive effect on their performance during literary texts analysis.

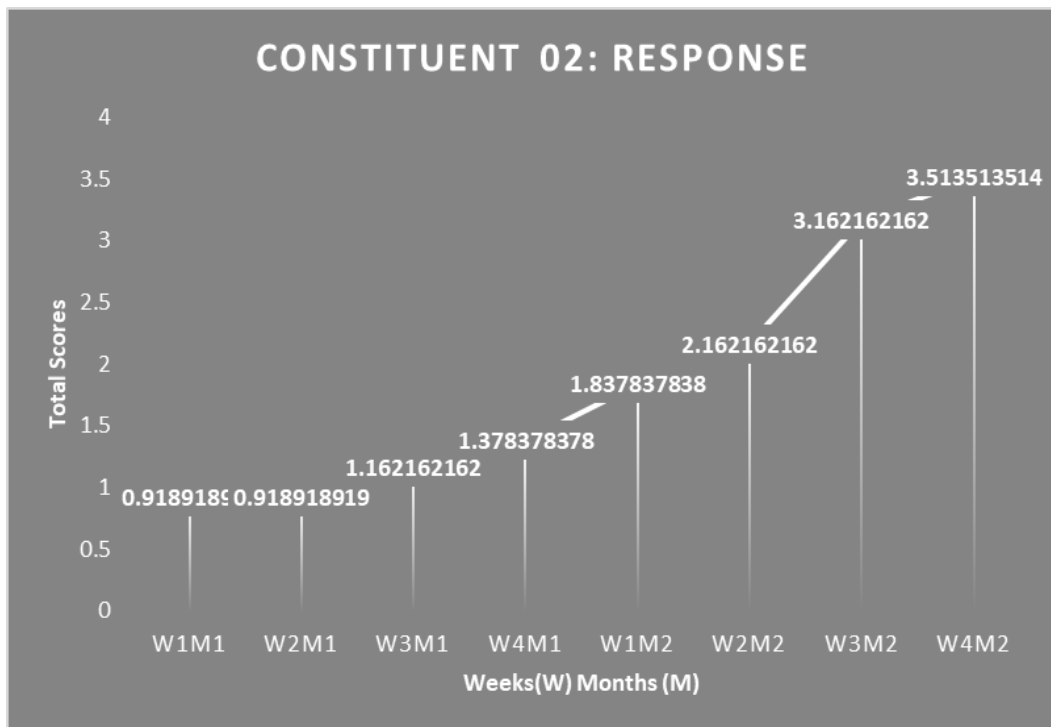


Figure 10 Total scores of Learners' progress of the Response Constituent

5.3.3. The Autonomy Constituent

In the results of the observation of the third constituent that autonomy is shown in *Figure 11*, we have found that the results are as follows: the score started at 0.11 and ended at 1.57. This includes a difference of 1.46. The results show that there is significant progress in the scores and that the reader-response approach has a notable effect on learners' autonomy in literary text analysis.

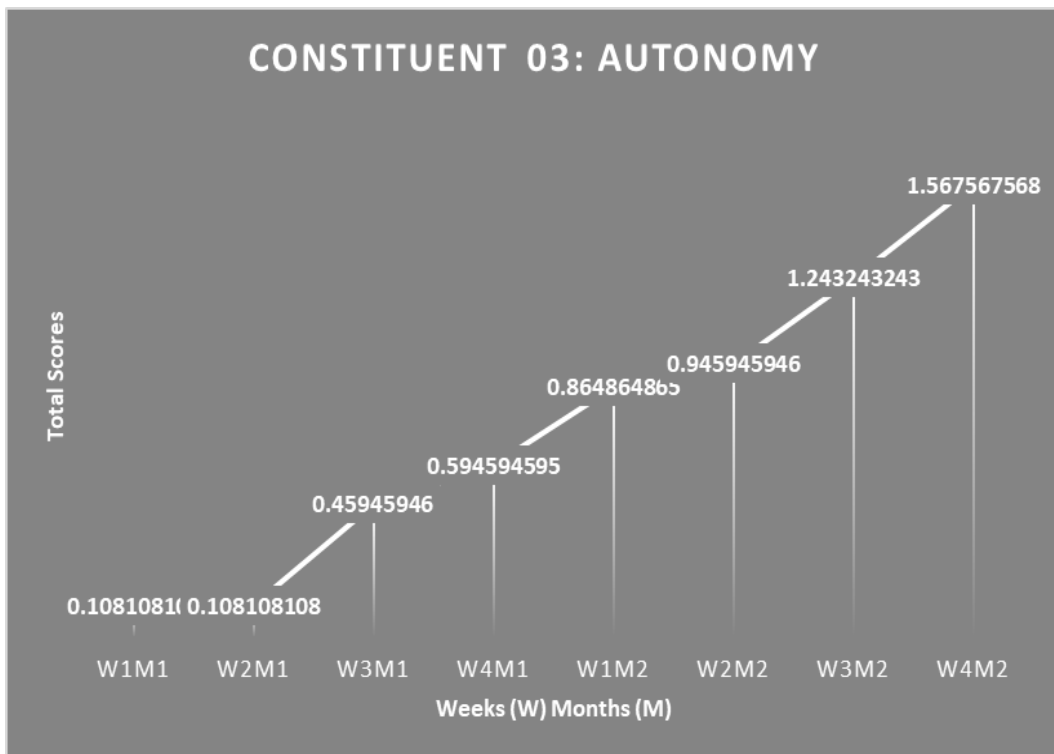


Figure 11: Total scores of Learners' progress of the Autonomy Constituent during 08 weeks (02 months)

In summary, *Table 30* below demonstrates the results at the beginning and the end of the observation:

- The results of the progress of learners in the constituent of response are higher than the other constituents (Analysis and Autonomy)
- The results of the Analysis constituent are highly significant
- The results of the Autonomy constituent are lower than the other constituents, but it is notable to be disregarded.

The Constituent	Period	
	Week 01	Week 08
1- Analysis	1.054054054	2.72972973
2- Response	0.9189189189	3.513513514
3- Autonomy	0.1081081081	1.567567568

Table 31: The summary of the progress scores of learners in the constituents of Analysis, Response, and Autonomy

5.4. Pre-test and Post-test

In the present study, the pre-test and post-test results provide valuable insights into the progress and effectiveness of the reader-response approach in enhancing learners' autonomy in literary text analysis. The analysis of the observation scores and the comparison between the pre-test and post-test responses shed light on the impact of the reader-response approach on participants' levels of autonomy and their ability to analyze literary texts.

The administration of the pre-test aimed to assess the initial levels of the participants before the experiment. This allowed the researchers to establish a baseline and determine the starting point of the participants' abilities in literary text analysis. Conversely, the post-test was conducted to evaluate any differences or improvements that occurred after the implementation of the reader-response approach. By comparing the results of the pre-test and post-test, the

researchers could examine whether the reader-response approach had a significant effect on enhancing learners' autonomy in analyzing literary texts.

To ensure a rigorous analysis, the researcher opted for using statistical analysis techniques. Specifically, the mean and standard deviation of the pre-test and post-test results were calculated. The mean provides an average value that represents the central tendency of the data set. It indicates the typical level of performance among the participants. On the other hand, the standard deviation measures the amount of variation or dispersion of the data values. A low standard deviation suggests that the results are closely clustered around the mean, indicating a more consistent performance. Conversely, a high standard deviation indicates that the data points are spread out over a wider range of values, suggesting greater variability among the participants' responses. By analyzing the results of the pre-test and post-test, the researchers will gain a deeper understanding of the impact of the reader-response approach on learners' autonomy in literary text analysis. The discussion will focus on the changes in the mean scores between the two tests and the corresponding standard deviations. Any significant increase in the mean scores, accompanied by a decrease in the standard deviation, would indicate a positive effect of the reader-response approach on enhancing learners' autonomy and reducing variability in their responses.

Furthermore, the researchers will examine individual participants' progress based on their pre-test and post-test scores. This analysis will provide valuable insights into the specific areas of improvement and the overall effectiveness of the reader-response approach for each participant. The researchers will also consider any potential factors that may have influenced the results, such as the participants' prior knowledge and experience with literary analysis.

In summary, the analysis of the pre-test and post-test results using statistical measures such as mean and standard deviation will offer a comprehensive evaluation of the impact of the reader-response approach on enhancing learners' autonomy in literary text analysis. By

examining the changes in the mean scores and the level of variability among the participants' responses, the researchers can determine the effectiveness of the approach and its potential to foster greater autonomy and analytical skills among the third-year students at the University of Badji Mokhtar Annaba.

5.4.1. Pre-test Detailed Results

As we have mentioned previously, the pre-test contains 56 questions spread over three main sections, which are, Knowledge and skills, habits and attitudes, and Preferences and likes. The form of the pre-test is a 5-points Likert scale that follows the agreement of learners on the provided statements (1= Strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree).

Skills and Knowledge Section

Table 32 demonstrates the results (Means and SD) of the section on skills and Knowledge of learners in the pre-test:

Descriptive Statistics	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	
Statements	37	1.92	0.119	0.722
01- I do not need Teachers to pinpoint my reading choices. I recognize my tastes in books	37	1.65	0.124	0.753
2- I understand difficult words according to the context without needing my teacher's help or stopping to check in a dictionary	37	1.89	0.127	0.774
3- I can analyse characters and quotes from literary texts without needing my teacher's help.	37	1.7	0.128	0.777

4- I can identify my weaknesses in literary text analysis and work on improving them.	37	1.54	0.1	0.605
5- I know how I learn best and how I should approach a literary text.	37	1.62	0.118	0.721
6- The teacher should give me a regular test.	37	1.57	0.113	0.689
7- I understand literary texts better when I analyse them on my own.	37	1.89	0.101	0.614
8- I find it better when I work with my classmates than on my own.	37	1.89	0.149	0.906
9- I only do assignments that are going to be graded.	37	1.7	0.115	0.702
10- I have my ways to test how much I learned from a literary work.	37	1.62	0.118	0.721
11- I express my views on literary texts freely.	37	1.65	0.118	0.716
12- I take risks and communicate my unpopular opinions about literary texts.	37	1.76	0.105	0.641
13- I can only analyse literary texts with the help of my teacher.	37	1.68	0.117	0.709
14- I can choose and read books according to my level in English	37	1.62	0.09	0.545
15- I can identify my own needs to develop my literary analysis abilities.	37	1.97	0.119	0.726
16- I can evaluate my analysis of literary texts.	37	4.08	0.125	0.759
17- I do not depend on the teacher to cover all aspects of a literary text. If they do not explain something, I learn it myself	37	1.86	0.129	0.787
18- I pay close attention to the setting of the story and how the author describes it	37	1.89	0.133	0.809

19- I search for everything about the literary text like the author's biography and what inspired the story.	37	1.51	0.092	0.559
20- I read other people's reviews of the literary texts and it affects how I view the text.	37	1.09	0.9	0.569

Table 32 Descriptive Statistics of Knowledge and Skills section of the Pre-test

Habits and attitudes Section

Table 33 demonstrates the results (Means and SD) of the section of Habits and Attitudes of learners in the pre-test:

Descriptive Statistics	N	Mean		Std. Deviation Statistic
		Statistic	Std. Error	
Statements				
21- I usually set reading goals each year and keep track of them.	37	1.57	0.099	0.603
23- I write book reviews and post them online of my own will.	37	1.92	0.152	0.924
24- I read literary texts for pleasure and analyse them even when they are not part of an assignment or school materials	37	1.86	0.129	0.787
25- If a book is not required for my literature classes, I will not read it.	37	1.81	0.108	0.66
26- I learn better when the teacher writes on the board every key idea and explains difficult words	37	4.11	0.127	0.774
27- If the teacher does not address an idea from the literary text, I will not learn it.	37	1.73	0.138	0.838
28- In literature courses, I like oral discussions and expressing my views	37	2.97	0.27	1.641

29- I would like to share responsibility with the teacher in choosing what parts of literary texts to focus on in classroom discussions.	37	2.05	0.139	0.848
30-Every time I have an assignment, my teacher should correct it, score it and give me feedback.	37	1.73	0.126	0.769
31- If I do not learn something in the classroom, I am responsible for it.	37	1.92	0.125	0.759
32- My success in literary text analysis depends on what I learn in the classroom	37	4.35	0.111	0.676
33- I always write everything that my teacher says during literary texts analysis	37	4.05	0.109	0.664
34- I always put a schedule for reading literary texts.	37	1.73	0.12	0.732
35- I have a specific time for reading during the day	37	1.84	0.131	0.8
36-I always keep a diary or journal to write about what feelings a story evoked in me.	37	1.7	0.122	0.74
37- I always stop reading to write a note or comment on a specific quote/passage.	37	1.78	0.135	0.821

Table 33: Descriptive Statistics of Habits and attitudes section of the Pre-test

Preferences and Likes Section

Table 34 demonstrates the results (Means and SD) of the section of Preferences and Likes of learners in the pre-test:

Descriptive Statistics	N	Mean		Std. Deviation
		Statistic	Statistic	Statistic
Statements			Std. Error	
41- I want the teacher to explain every word and every theme in the literary texts.	37	4.43	0.099	0.603

42- I like to put myself in the place of the characters to understand their decisions and actions	37	1.7	0.115	0.702
43- I like to go beyond what the literary texts present and investigate everything about it without my teacher asking.	37	1.76	0.119	0.723
44- I like to look for the meaning of the idioms and sayings in the text to feed my curiosity	37	1.65	0.118	0.716
45- I like reading books in English to expand my knowledge and develop an analytical mind.	37	1.57	0.099	0.603
46- I like activities that allow me to analyse literary texts on my own.	37	1.7	0.115	0.702
47- I like experimenting and reading different literary genres.	37	1.57	0.099	0.603
48- I like to analyse literary texts on my own and have my teacher grade my written analysis.	37	1.59	0.091	0.551
49- I like learning new words by searching them in the dictionary.	37	1.68	0.117	0.709
50 - I like listening to audiobooks and watching YouTube reviews for literary texts outside the classroom	37	1.73	0.12	0.732
51- I would like to choose the literary texts studied in the classroom.	37	1.84	0.142	0.866
52- I would like to take responsibility for literary text analysis.	37	1.54	0.092	0.558
53- I like to focus on the plot of the story and analyse how the story develops	37	1.86	0.124	0.751
54-I like to guess and anticipate the conflict, climax and ending of the story.	37	1.95	0.134	0.815
55- I do not like cliffhangers in stories because they demotivate me.	37	2.97	0.217	1.323

56- The author's writing style affects my reading experience.	37	2.38	0.227	1.381
--	-----------	-------------	--------------	--------------

Table 33: Descriptive Statistics of Preferences and Likes section of the Pre-test

The provided results of the different sections from the pre-test administered to the participants can be outlined in the following table below that summarises the general mean and Standard Deviation of all sections of the pre-test:

Pre-test Sections	General Means	Standard Deviation SD
Skills and Knowledge	1.814	0.771
Habits and Attitudes	2.320	0.814
Preferences and Likes	1.995	0.771

Table 34: Summary of the Results Obtained from the Pre-test

Results demonstrate that the participants' initial results of the general means are slightly close in the three sections. The general mean of the skills and knowledge is 1.814 with a standard deviation of 0.771. Next, for learner habits and attitudes, the general mean is 2.320 with a standard deviation of 0.814. Finally, as for the preferences and likes of learners, the general mean is 1.995 and the standard deviation is 0.771. To explain more, the standard deviations in all sections ($0.771 < 1.814$, $0.814 < 2.230$, $0.771 < 1.995$) are lower than the general means, this shows that the data is scattered closely around the mean. See *figure 12*

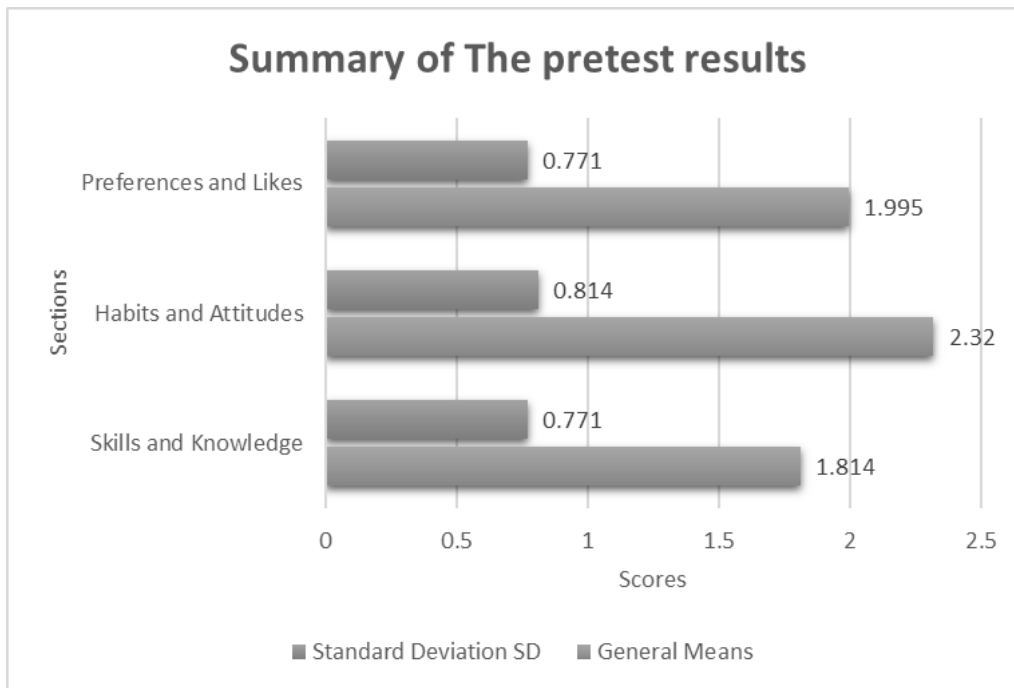


Figure 12 Summary of the results obtained from the Pre-test

5.4.2. Post-test Detailed Results

The post-test contains 56 questions spread over three main sections, which are, Knowledge and skills, habits and attitudes, and Preferences and likes. The form of the pre-test is a 5-points Likert scale that follows the agreement of learners on the provided statements (1= Strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree).

Knowledge and Skills Section

Table 34 demonstrates the results (Means and SD) of the section on skills and Knowledge of learners in the post-test:

Descriptive Statistics	N	Mean		Std. Deviation
		Statistic	Std. Error	
Statements				
01- I do not need Teachers to pinpoint my reading choices. I recognize my tastes in books	37	1.92	0.119	0.722

2- I understand difficult words according to the context without needing my teacher's help or stopping to check in a dictionary	37	4.27	0.126	0.769
3- I can analyse characters and quotes from literary texts without needing my teacher's help.	37	4.27	0.114	0.693
4- I can identify my weaknesses in literary text analysis and work on improving them.	37	4.24	0.112	0.683
5- I know how I learn best and how I should approach a literary text.	37	4.19	0.122	0.739
6- The teacher should give me a regular test.	37	4.08	0.125	0.759
7- I understand literary texts better when I analyse them on my own.	37	4.35	0.104	0.633
8- I find it better when I work with my classmates than on my own.	37	4.3	0.109	0.661
9- I only do assignments that are going to be graded.	37	4.24	0.119	0.723
10- I have my ways to test how much I learned from a literary work.	37	4.14	0.151	0.918
11- I express my views on literary texts freely.	37	4.27	0.12	0.732
12-I take risks and communicate my unpopular opinions about literary texts.	37	4.24	0.119	0.723
13-I can only analyse literary texts with the help of my teacher.	37	4.41	0.106	0.644
14- I can choose and read books according to my level in English	37	4.27	0.126	0.769
15- I can identify my own needs to develop my literary analysis abilities.	37	3.89	0.127	0.774
16- I can evaluate my analysis of literary texts.	37	4.24	0.125	0.76

17- I do not depend on the teacher to cover all aspects of a literary text. If they do not explain something, I learn it myself	37	1.95	0.145	0.88
18-I pay close attention to the setting of the story and how the author describes it	37	4.32	0.135	0.818
19- I search for everything about the literary text like the author's biography and what inspired the story.	37	3.95	0.155	0.941
20- I read other people's reviews of the literary texts and it affects how I view the text.	37	2.68	0.266	1.617

Table 34 Descriptive Statistics of Knowledge and Skills section of the Post-test

Habits and attitudes Section

Table 35 demonstrate the results (Means and SD) of the section on Habits and attitudes of learners in the post-test:

Descriptive Statistics	N	Mean		Std. Deviation
		Statistic	Std. Error	
Statements	Statistic	Statistic	Std. Error	Deviation
	c			Statistic
		c		
21- I usually set reading goals each year and keep track of them.	37	4.27	0.12	0.732
23- I write book reviews and post them online of my own will.	37	4.05	0.139	0.848
24- I read literary texts for pleasure and analyse them even when they are not part of an assignment or school materials	37	4.19	0.115	0.701
25- If a book is not required for my literature classes, I will not read it.	37	4.41	0.119	0.725

26- I learn better when the teacher writes on the board every key idea and explains difficult words	37	4.11	0.127	0.774
27- If the teacher does not address an idea from the literary text, I will not learn it.	37	4.24	0.119	0.723
28- In literature courses, I like oral discussions and expressing my views	37	4.22	0.129	0.787
29- I would like to share responsibility with the teacher in choosing what parts of literary texts to focus on in classroom discussions.	37	2.05	0.139	0.848
30-Every time I have an assignment, my teacher should correct it, score it and give me feedback.	37	4.03	0.162	0.986
31- If I do not learn something in the classroom, I am responsible for it.	37	4.3	0.102	0.618
32- My success in literary text analysis depends on what I learn in the classroom	37	1.92	0.147	0.894
33- I always write everything that my teacher says during literary texts analysis	37	1.84	0.142	0.866
34- I always put a schedule for reading literary texts.	37	4.11	0.121	0.737
35- I have a specific time for reading during the day	37	4.24	0.112	0.683
36-I always keep a diary or journal to write about what feelings a story evoked in me.	37	4.22	0.117	0.712
37- I always stop reading to write a note or comment on a specific quote/passage.	37	4.22	0.123	0.75

Table 35: Descriptive Statistics of Habits and Attitudes section of the Post-test

Preferences and Likes Section

Table 36 demonstrates the results (Means and SD) of the section of Preferences and likes

Knowledge of learners in the post-test:

Descriptive Statistics		Mean		Std. Deviation
	N	Statistic	Std. Error	Statistic
42- I like to put myself in the place of the characters to understand their decisions and actions	37	4.73	0.074	0.45
43- I like to go beyond what the literary texts present and investigate everything about it without my teacher asking.	37	4.73	0.074	0.45
44- I like to look for the meaning of the idioms and sayings in the text to feed my curiosity	37	4.59	0.082	0.498
45- I like reading books in English to expand my knowledge and develop an analytical mind.	37	4.59	0.082	0.498
46- I like activities that allow me to analyse literary texts on my own.	37	4.86	0.057	0.347
47- I like experimenting and reading different literary genres.	37	4.46	0.12	0.73
48- I like to analyse literary texts on my own and have my teacher grade my written analysis.	37	4.73	0.074	0.45
49- I like learning new words by searching them in the dictionary.	37	4.59	0.119	0.725
50 - I like listening to audiobooks and watching YouTube reviews for literary texts outside the classroom	37	4.59	0.082	0.498
51- I would like to choose the literary texts studied in the classroom.	37	4.59	0.082	0.498
52- I would like to take responsibility in literary texts analysis.	37	4.46	0.12	0.73
53- I like to focus on the plot of the story and analyse how the story develops	37	4.59	0.082	0.498
54- I like to guess and anticipate the conflict, climax and ending of the story.	37	4.73	0.074	0.45
55- I do not like cliffhangers in stories because they demotivate me.	37	4.32	0.145	0.884

56- The author's writing style affects my reading experience.	37	4.19	0.164	0.995
--	-----------	-------------	--------------	--------------

Table 36: Descriptive Statistics of Likes and Preferences section of the Post-test

The results we have from the post-test, the different sections of the post-test that are the skills and knowledge, habits and attitudes, preferences and likes, we can look at the general means and standard deviation of each section clarified as follows in *table 37* below:

Post-test Sections	General Means	Standard Deviation
Skills and Knowledge	3.911	0.818
Habits and Attitudes	3.776	0.774
Preferences and Likes	4.250	0.611

Table 37: Summary of the results obtained from the Post-test

We perceive that the general mean of the skills and knowledge section is 3.911 and its standard deviation is 0.818. Next, the general mean of the habits and attitudes is 3.776 and the SD is 0.774. Finally, the general mean of the preferences and likes section is 4.250 and the SD is 0.611. To sum up, the results show that the standard deviation of all the sections is very low than the general means. Therefore, the data obtained from the post-test is closely scattered around the mean and this primarily supports our research aims. The data is more demonstrated in figure 14 below:

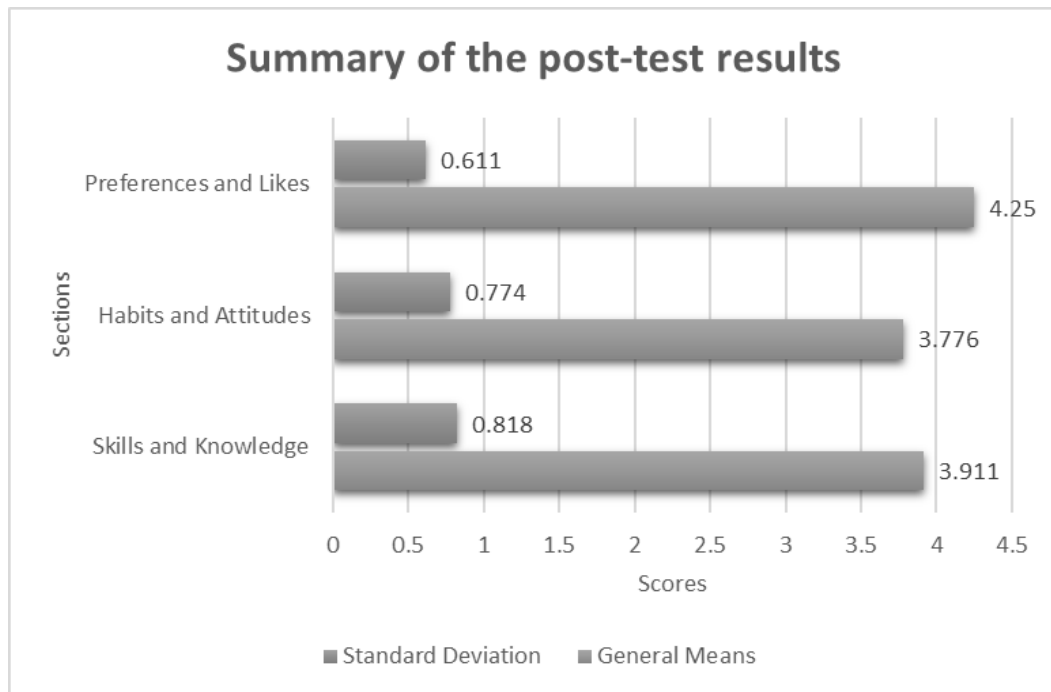


Figure 14: Summary of the results obtained from the post-test

5.5. Comparison of Pre-test and Post-test Results

Sections	Pre-test		Post-test		Mean Difference (MD)
	Means (M)	Standard Deviation (SD)	Means (M)	Standard Deviation (SD)	
Skills and Knowledge	1.814	0.771	3.911	0.818	2.097
Habits and Attitudes	2.32	0.814	3.776	0.774	1.456
Preferences and Likes	1.995	0.771	4.25	0.611	2.255
Average	6.123		11.937		5.814

Table 38.: Comparison of the results of Pre-test and Post-test

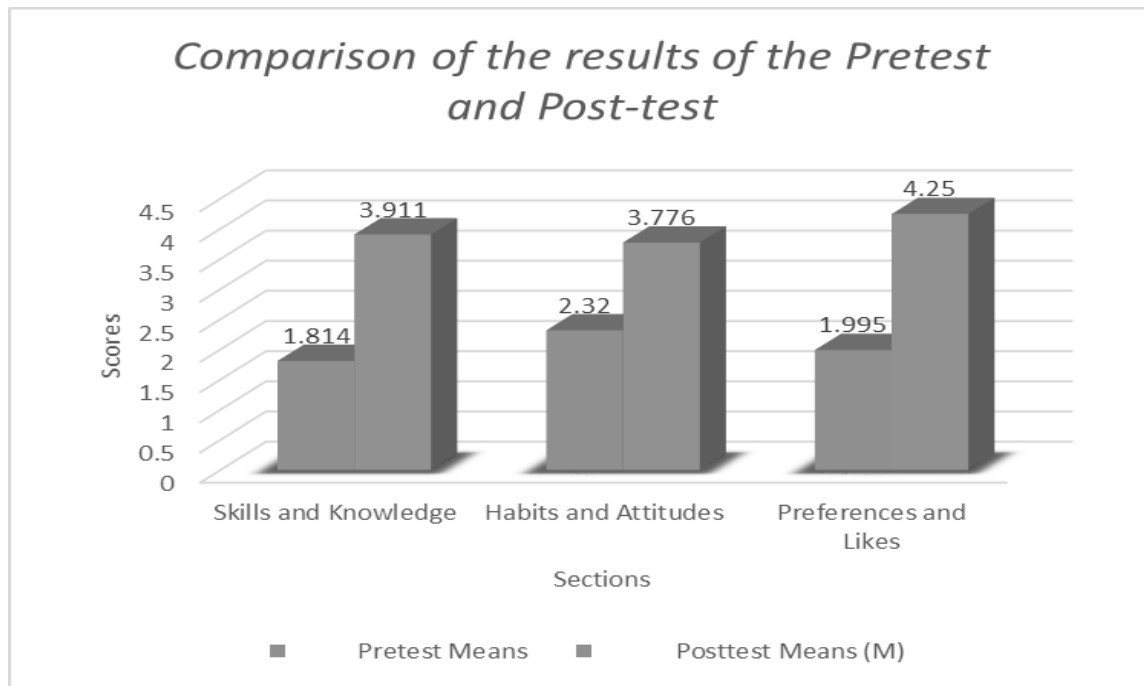


Figure 15: Comparison of the results of the Pre-test and Post-test

Looking at *table 40* and the *Figure 15*, which illustrate the results of the pre-test and post-test that consist of the Mean and Standard deviation, we can notice there is a slight improvement for participants. The Overall mean achieved in the pre-test is $M=6.123$ and the general mean in the post-test is $M= 11.937$. Continuing, the calculated Mean Difference is $MD= 5.814$. This difference is considered a considerable improvement for participants after the application of the reader-response approach during the period of the experiment and after taking the post-test compared to the pre-test results.

Figure 15 above demonstrates the data before and after the treatment divided into sections. In the first section that skills and knowledge with a pre-test mean of $M=1.814$ and a post-test mean of $M= 3.911$, indicating a difference of $MD=2.097$. This shows that there is an enhancement in the knowledge and skills of participants.

In the second section is the Habits and attitudes of the participants, we concluded a pre-test mean of $M=2.32$ and a post-test mean of $M=3.776$, this makes a difference of $MD= 1.456$.

Meaning there is always a significant difference in participants' habits and attitudes concerning literary texts analysis.

In the last section the preferences and likes of participants, we have the results of the pre-test mean which is $M=1.995$ and the results of the post-test mean which is $M=4.25$, making a mean difference of $MD=2.255$. This section is considered the section that achieved a higher improvement compared to the other two sections. These results show that the participants have slightly changed their preferences and likes concerning literary texts analysis.

Finally, having a look at the standard deviation of all three sections in the pre-test and post-test, we can conclude that the pre-test's standard deviations ($SD=0.771, 0.814, 0.771$) are spread around the pre-test means like the post-test standard deviation ($SD=0.818, 0.774, 0.611$).

5.6. Inferential Statistics

5.6.1. Hypothesis Testing

We aim to conduct an objective interpretation and see whether we can validate the hypothesis or not. We will run a *t-test* to conclude whether we can reject the null hypothesis H_0 and accept the alternative hypothesis H_1 . As we know, the *t-test* statistics include two types: the independent *t-test* and the paired-sample *t-test*.

In our case, we will run a paired-sample *t-test* for the reason that in our study, we have only one experimental group and we are going to compare the results of the same participants' pretest and post-test results. This procedure examines the results obtained from two different tests for the same group of participants, resulting in pair results that can be tested and concluding whether there is a significant difference between the means.

Before we run the paired-sample *t-test*, we have to clarify the concept of the *null hypothesis*. As far as we are concerned, descriptive statistics were performed to calculate the means of the pretest and post-test demonstrating that there is a significant difference between

the results. However, these results need to be validated through the testing of the hypothesis.

The aims behind the hypothesis testing are

- To test whether the differences between the pretest mean and post-test mean are significant either reject the null hypothesis H_0 or fail to reject it.
- As the researcher expected the reader-response approach has a positive effect on learners' autonomy in literary texts analysis, we aim to prove that the null hypothesis H_0 is rejected. Therefore, we may accept the alternative hypothesis H_1 .

➤ **The Null hypothesis and alternative hypothesis**

The null hypothesis (H_0): the null hypothesis assumes that there is no significant difference between the mean of the pretest (M_1) and the mean of the post-test (M_2). Therefore, $M_2 \leq M_1$.

The alternative hypothesis (H_1): assumes that there is a significant difference between the mean of the pretest (M_1) and the mean of the post-test (M_2). Therefore, $M_2 > M_1$.

➤ **Paired-sample *t*-test**

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	3	-.429	.718

Table 39 Paired-sample correlations

Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest - posttest	-1.936000	.423132	.244296	-2.987119	-.884881	-7.925	2	.016

Table 40 Paired-samples Test

The paired-sample test was performed to compare the mean scores of the pretest and post-test for the participants' group. The results demonstrate a significant level of $\text{sig.} = 0.016$ which is approximately $\text{sig.} = 0.02$. Before interpreting the results, we have to mention that $\alpha = 0.05$ which means $p < 0.05$. Thus we can conclude that our significance level of $\text{sig.} = 0.02$ is less than the p-value. This leads us to the following conclusion:

For the reason that our $\text{sig.} = 0.02 < 0.05$, the null hypothesis is then rejected. Therefore there is a statistically significant difference between the means scores of the pretest and the post-test ($M_2 > M_1$).

5.7. Discussion of the Research Findings

The researcher used qualitative and quantitative methods to collect the needed data for this research. The researcher administrated an interview with literature teachers for the population of 06 teachers, a sample of 37 learners who participated in the experiment. The participants were observed for a period of 02 months and were evaluated weekly using observation grids. A pretest and post-test were administrated to evaluate the learners before and after the treatment.

The first research tool is the interview with the literature teachers. After interviewing the teachers their responses were mostly in accordance. The questions were about the time devoted to literature courses and the incorporation of literature in EFL classrooms, the benefits of the RRA and learner autonomy. The teachers have a positive attitude towards using literature in EFL classrooms and they mostly believe that two sessions are not enough, especially with the benefits it provides for learners. All teachers have positive attitudes toward the RRA and that it helps learners with improving their autonomy in literary texts analysis.

Secondly, we have the observation grids. Learners were observed for the period of two months on three constituents: analysis, responses and autonomy. There were 24 observation

tables in total. The results of the observation grids show a significant change and enhancement for the learners in the three presented constituents.

Thirdly, the pretest and post-test in form of a five-point Likert scale (1=strongly disagree, 2= disagree, 3= neutral, 4=agree, 5=strongly agree). The tests are divided into sections and they were analyzed according to that. The SPSS statistic program was used to analyze the obtained data. The mean and standard deviations of the tests were calculated and analyzed. We have found a significant difference in mean scores between the pretest and post-test and according to the SD demonstrates that the data is closely scattered around the means of the tests.

Finally, we concluded the data analysis with hypothesis testing. We have conducted a paired-samples test. The null hypothesis states that there is no significant difference between the pretest and post-test mean scores, whereas, the alternative hypothesis states that there is a significant difference between both scores. The test resulted in finding a sig. of 0.02, which is less than the p-value of 0.05. Thus, the null hypothesis is rejected.

5.8. Conclusion

This chapter presented the data analysis and interpretation gathered from the teachers' interviews, the classroom observation, and the comparison of the results obtained from the pretest and post-test administrated for the participants. The findings of the research supported the research problems and hypothesis that the reader-response approach can enhance learners' autonomy in literary text analysis.

The statistical analysis of the results of the pretest and post-test proves that the null hypothesis should be rejected and the treatment done by the researcher has a positive effect on the participants of this study. The progress perceived at the learners' level confirms that the reader-response approach is proven beneficial when it comes to enhancing learners' autonomy in literary text analysis.

**Chapter Six: Implications for the Research,
Recommendations and General Conclusion**

6.1. Implications for the Research	157
6.2. Suggestions and Recommendations	159
6.2.1. Suggestions to Teachers	159
6.2.2. Suggestions to Learners	160
6.2.3. Suggestions to the Ministry of Higher education (MHE)	162
6.3. Future Research and Further Studies	163
General Conclusion	165
References	
Appendices	
Résumé	
الملخص	

Based on the findings of this research, we will provide some suggestions and recommendations concerning the application of the reader-response approach (RRA) to enhance learners' autonomy as was the aim of this research. We will try to clarify the roles of both the teachers of literature and the learners.

6.1. Implications for the Research

This research intended to find the effect of the reader-response approach on developing learners' autonomy. We noticed we tried to provide literature that clarifies the basic concept of shaping autonomy in the educational context in general and the Algerian one in general. Learners' autonomy is based on encouraging individuality, which in turn supports the beliefs of the Reader-Response approach. Learners even unconsciously tend to associate their own life experiences with the literary texts they read as we came to notice from the provided research findings. As a result, they can enhance their freedom as individuals when analysing literary texts by projecting their experiences when forming their responses to texts, which in turn helps them embrace their individuality and form creative and unique responses.

The Reader-Response approach provides the opportunity to find relatability with the characters in the literary texts. When learners come to build emotional ties and attachments with characters or the story in general, they achieve a sense of familiarity and knowledge. That encourages the learners to break free from the old frame of literary text analysis. Learners can interpret the meaning according to their prior knowledge, and life experiences and lose the constant fear of reaching the wrong interpretation or misunderstanding the meaning of the literary texts.

This RRA gives the reader the ability to take charge, be responsible for the process of the reading, and make decisions concerning the meaning and interpretation that feel right to them. This is the core idea of learner autonomy, where learners are in control of their learning

process. Therefore, the approach stresses the same concepts and encourages the learner to be independent in expressing their thoughts and opinions as well as shaping the text's meaning according to their experiences and background knowledge. Moreover, the Reader-Response approach aids learners to create a sense of responsibility and creativity. It also inspires them to use their life familiarity in learning. Hence, learners as individuals have great talents that need to be explored and watered with hard work and efforts to reach the place where the teacher can just play a role of a guide and let learners discover their gifts.

This research aims to investigate the effectiveness of the reader-response approach in enhancing learners' autonomy when analyzing literary texts. Among the research findings, the teachers are supportive of the use of literature in the EFL classrooms and there is a positive attitude in general which is considered a basis. The follow-up observations to the experiment helped the learners' development and helped the researcher follow the progress of the participants in the different components. This supports the hypothesis of the researcher and confirms that the RRA is effective and aided the learners. The research findings conclude that the Reader-response approach can help learners become independent from teachers' autonomy in literary texts analysis. The approach encourages individuality and personal responses that work with learners' autonomy.

By this present study, we hope to provide a clearer image of developing learners' autonomy especially in analyzing literary texts and aiding them to be responsible for their learning process and decision-making. The researcher suggested the RRA and tried to link it with the concept of autonomy. Knowing that most teachers of literature are aware of its benefits and the positive results, it has on learners' development (according to our interview with teachers). The researcher also, by this study, hoped to cover this neglected area of research in Algeria. Where teachers who tried to help learners achieve autonomy in literary texts analysis

believed it to be a hard task. Following up, the research will provide a list of suggestions for teachers, learners, and the ministry.

6.2. Suggestions and Recommendations

We will provide a list of suggestions for learners and teachers while applying the reader-response approach to enhance learners' autonomy.

6.2.1. Suggestions to Teachers

Application of the Reader-Response approach is challenging for teachers as well as learners. Therefore, a set of recommendations for teachers who want to apply this approach was provided as follows:

- 1- Teachers need to understand the theory and follow the needs of learners.
- 2- Teachers need to attract learners' attention to the importance of literature and being initiative in the learning process.
- 3- Teachers should guide their learners to find their motivation
- 4- Teachers should be more open-minded to create an environment for learners to express themselves without judgement.
- 5- Teachers should make use of technology to hook their learners and raise their motivation to read literature.
- 6- Teachers should play the role of guides and facilitators. First, they should subtly guide their learners toward interpretations of literary texts and facilitate the process of analysis without direct interference.
- 7- Teachers should not be in command of the classroom or their student learning, but they rather develop an atmosphere of shared responsibility.

8- Teachers should investigate the provided materials and know how to use them in the classroom.

9-Teachers should be ready to give learners the space to take responsibility for their learning process.

6.2.2. Suggestions to Learners

Not only teachers are concerned with the going of the learning-teaching process, but learners should as well be included and that is what autonomy is. Here is a provided list of suggestions for learners:

1- As teachers should be ready to allow learners to be responsible, learners should be ready to accept the responsibility of their learning process.

2- Learners should play an active role and be aware of everything concerning the learning-teaching process.

3- Learners should be researchers and not depend on the teachers to bring all the materials but they should use the provided technologies to help them improve their knowledge acquisition.

4-Learners should be active participants and help teachers help them to reach their autonomy and not be passive recipients.

5- Learners should develop a positive attitude toward learner autonomy to succeed in developing it.

6- Learners should be involved in literary text analysis rather than reproducing what the teacher provides for them.

7- Learners should read literature outside the classroom environment and for aesthetic purposes when they can come up with personal responses.

8- Learners should read different interpretations of literature to expand their analysis skills and have different views.

Before we close the suggestions provided to learners, we would like to mention some recommendations provided by Brajcich (2000). He proposes that learners should be given opportunities to learn according to their styles and preferences. He provides a list of practical tips to develop learner autonomy in language classrooms:

1. Encourage students to be interdependent and to work collectively. In this way, the students will depend on their teachers less, and gain more autonomy. Pairs and groups can read dialogues together, do information-gap activities and consult each other on the meaning and clarification of the task.
2. Ask students to keep a diary of their learning experiences. This will make students become more aware of their learning preferences and start to search for new ways to become learners that are more independent.
3. Explain teacher/student roles from the outset. Asking the opinions of students on issues related to the roles delivered to teacher and learner can be useful. Learning about autonomy may be something the students are hearing for the first time and some might react negatively to it. Therefore, learning about learner autonomy should be introduced gradually over time as the students experience its benefits.
4. Progress gradually from interdependence to independence. Enough time should be allocated for students to adjust to new learning strategies. The development of learner autonomy should be started from larger groups, then work towards smaller groups, pairs, and finally individuals.
5. Give the students projects to do outside the classroom. This will increase the student's motivation and responsibility.
6. Give the students non-lesson classroom duties to perform. This will also increase the student's motivation.

7. Have the students' design lessons or materials to be used in class. An "interests and ability" inventory at the beginning of every school year is a good practice for this point. This will promote student control over the management of learning resources.
8. Instruct students on how to use the school's resource centres. Students should be encouraged to go and use school libraries, language labs and language lounges.
9. Emphasize the importance of peer editing, corrections, and follow-up questioning in the classroom. This will increase the interdependence among the students involved.
10. Encourage the students to use only English in class. By telling the students that this is a great chance for them to use only English, and few opportunities like this exist for them, students will be able to achieve their goals easier.
11. Stress fluency rather than accuracy. With this, much more information could be conveyed and absorbed if students spent less time worrying about their language accuracy.
12. Allow the students to use reference books. They can develop autonomy and independence by looking up information and meanings on their own, in pairs, or groups.

6.2.3. Suggestions to the Ministry of Higher education (MHE)

Not only teachers and learners are concerned about the educational system, but the ministry of higher education and the policymakers are concerned with all the decisions provided for institutions. Therefore, we aim to provide some suggestions concerning our topic that enhancing learners' autonomy in literary texts through the application of the reader-response approach:

- 1- The ministry should examine the applied teaching methodologies and approaches and provide the universities with everything that is needed to make them successful.

- 2- The ministry should call teachers for periodical training to help the teachers firstly to develop their autonomous levels before trying to help learners develop theirs.
- 3- Classrooms should be ready for learners to provide them with an environment that encourages and supports autonomous learning.
- 4- Autonomy should be stressed and introduced at early stages for learners.
- 5- The ministry should try to find solutions to classroom crowdedness since it is hard to create an autonomous environment where the number of students in a single group is more than 40 students.

6.3. Future Research and Further Studies

Regarding the limitations of this study and the methodological procedures done by the researcher, investigating the application of the reader-response approach to enhance learners' autonomy in literary texts analysis, with the case of third-year students at the University of Badji Mokhtar Annaba. There is more room for further research to cover the shortcomings that may have been overlooked or out of the hands of the researcher. We can state the following points:

- 1- In terms of the duration of this research, we acknowledged that the experiment and observation have taken a period of two months (one semester). This period may have been too short for learners to be familiarized themselves well with the reader-response approach and its benefits when analysing literature. We suggest that the treatment could be applied for a longer time and cover all aspects that could not be covered in the present study to achieve better results.
- 2- Concerning the sample chosen by the researcher, third-year students at the University of Badji Mokhtar Annaba, department of English. As it was explained earlier in this research,

because of the health conditions and the laws of the university, the sample was supposed to include a larger population: one experimental group and one control group. The treatment was applied to only one experimental group (37 students). Therefore, we suggest that future research be applied to two groups and a larger population.

3- The application of the reader-response approach is considered exhaustive for many teachers. They believe that it is somehow impossible to apply this approach, especially with overcrowded classrooms. Moreover, this is a way of hindering its application since it is hard to deal with more than 37 students in the same classroom and provide everyone with an opportunity to engage and share their intake of the texts. Additionally, in teachers' interviews, mostly they are not satisfied with the time allotted for literature classes.

6.4. Limitation of the Study

This study is limited in three different ways. First, the lack of support and help from teachers and learners to respond to questionnaires and participate in the interview has posed a very hard time for the researcher to collect the needed data. Second, the main point of this study is that the researcher conducts a true experiment, but due to the lack of vacant posts and the difficulty of having classes at the Department of English at B. M. University of Annaba, the regulations of the University that prevent doctoral students from teaching the core curriculum.

Therefore, the present researcher has requested assistance from one of the teachers of literature at the Department of Badji Mokhtar University of Annaba, conduct a quasi-experiment for two months (equivalent to a semester), and conduct an observation; the teacher in question has not been cooperative. Third, the experiment was originally meant for a full academic year, but due to the pandemic (COVID-19), the experiment was agreed to be shortened to one semester. In addition, the difficulty of obtaining two groups to carry out the

experiment with a control group and an experimental group led the researcher to make do with only a single experimental group (EG).

General Conclusion

Previously, a discussion of the research findings was provided concerning the research questions and the hypothesis set by the researcher. Therefore, this section tends to summarise the thesis and provide a general conclusion of this whole research. It is difficult to encapsulate all the theoretical concepts provided in the theoretical part, but we will try to provide the key concepts that the research is built around.

The theoretical part of this thesis discussed the implementation of literature in the EFL classroom. Moreover, the necessity of implementing it is for the reason that it has huge benefits for EFL learners. Literature is considered a great source of authentic materials and a helpful tool for enhancing learners' linguistic, cultural, social, and political competencies. However, when it comes to literary texts analysis, learners are faced with numerous challenges including, their lack of vocabulary, their low interpretation skills and cultural references since literature is full of cultural aspects of the target language. That is what pushes learners towards the teachers' knowledge and that makes them completely dependent on teachers. Furthermore, this makes teachers desperate for an approach that would help learners be more free and independent in their learning and especially in literary texts analysis. There exist many approaches to teaching literature in the EFL classroom, and each approach differs in its principles and the aims it seeks. EFL learners when they analyse literary texts, they are faced with difficulties. For that reason, they are dependent on their teachers to produce appropriate and correct analyses. This dependency on teachers results from learners' lack of autonomy skills.

Following the teaching reforms at the university level, learners have to develop autonomous behaviours and become the decision-makers when it comes to the learning process in general and the analysis of the literary text specifically. Consequently, this study titled

“Applying the Reader-Response approach to enhance Learner’s Autonomy in Literary Texts Analysis” aims to shed the light on the above-mentioned problems and present the reader-response as an approach that can help the learners develop their autonomy in literary texts analysis and break free from the dependence on teachers’ analysis skills. The problem of this research resides that Learners are dependent on teachers when it comes to literary texts analysis and producing interpretations of the literary works. For that reason, the researcher has posed five research questions to try to cover all research aspects. This study was conducted during the scholar year of 2019-2020 at the department of English at the University of Badji Mokhtar Annaba. The population included one experimental group a total of 37 participants. Both qualitative and quantitative data collection tools were used to ensure the success of the experiment.

Overall, the research findings have met and answered the provided research questions and rejected the provided null hypothesis (H₀). The collected data was ordered and provided in chapter four, which included the answers to teachers’ interviews and the 24 observation grids that were used to follow up with the learners’ progress during the application of the treatment. In addition to the observation grids and the interview, the researchers used a pre-test and post-test to compare learners’ results before and after the application of the treatment (Reader-response approach). The collected data were examined and analysed quantitatively and qualitatively in chapter five. The statistical analysis of quantitative data consisted of measuring the mean and the standard deviation of the pre-test and post-test results. As for the inferential statistics, the researcher applied a paired-sample t- a test that aims to measure the difference between means for the same group before and after the treatment.

The research findings included the following results:

1- The findings from the interview done with literature teachers demonstrate that most teachers are aware of the benefits that literature provides for EFL learners. Although they agree that achieving autonomy is difficult when it comes to literary text analysis, they still believe that it is not an impossible task. Teachers believe that their learners' autonomy can be evaluated as average and they always encourage them to be more open to sharing the difficulties they face and try to facilitate the process for them. As for the time allotted to literature classes, most teachers showed dissatisfaction believing those 2 sessions are not enough especially if the teacher wants to apply an approach that focuses on individual responses like the reader-response approach. Moreover, classroom crowdedness plays a great role in hindering the creation of an environment to promote autonomous classrooms.

2- The results from the observation grids that were used to track learners' development consider three main constituents that are Analysis, Responses and Autonomy. The results demonstrated that learners revealed a significant improvement for learners in different constituents, which suggests that the treatment (applying the RRA) has a positive effect on third-year students at the University of Badji Mokhtar Annaba.

3- The research findings from calculating the mean and standard deviation of the pre-test and post-test show and confirm the results from the observation. The participants' results assert the benefits and positive effect of the reader-response approach on learners' autonomy in literary text analysis. Later on, a paired-sample t-test was applied to test the hypothesis and confirm whether the research can reject the null hypothesis (H_0), which states that there is no significant difference between the mean of the pre-test and the mean of the post-test. After running the Paired-sample test, the researcher found that the significance of 0.02 is less than the p-value (0.05). This result allowed the researcher to reject the null hypothesis and accept the alternative one (H_1). The founded results indicate that our treatment (reader-response approach) has a positive effect on learners' autonomy in literary text analysis.

List of References

References

- Ackermann, Edith K. "Perspective-Taking and object Construction." *Constructionism in Practice: Designing, Thinking, and Learning in a Digital World*, edited by Kafai, Y., and Resnick, M, Mahwah, New Jersey: Lawrence Erlbaum Associates. Part 1, Chap.2. 1996, pp. 25-37
- Alghonaim, A. (2018). Explicit ESL/EFL Reading-writing Connection: An Issue to Explore in ESL/EFL Settings. Retrieved 6 March 2020, from <<https://www.academypublication.com/ojs/index.php/tpls/article/view/tpls0804385392/1460>>.
- Amer, A. A. (2003). Teaching EFL/ESL literature. *Reading Matrix: An International Online Journal*, 3(2), 63–73.
- Amer, A. A. (2003). Teaching EFL/ESL literature. *The Reading Matrix*, 3(2).
- Bagherkazemi, M., & Alemi, M. (2010). Literature in the EFL/ESL classroom: Consensus and controversy. *LiBRI. Linguistic and Literary Broad Research and Innovation*, 1(1), 30-48.
- Beach, R. (1993). *A Teacher's Introduction to Reader-Response Theories*. *NCTE Teacher's Introduction Series*. National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 50187-0015, \$9.95 members; \$12.95 non-members).
- Beach, R. (1993). *A Teacher's Introduction to Reader-Response Theories*. *NCTE Teacher's Introduction Series*. National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 50187-0015, \$9.95 members; \$12.95 non-members).

- Benaissi, F. B. (2015). Autonomy in Foreign Language Learning and Teaching: A Culture-Bound Concept. *Arab World English Journal*, 8 (1). DOI:<https://dx.doi.org/10.24093/awej/vol6no1.31>
- Autonomy in Foreign Language Learning and Teaching: A Culture-Bound Concept. *Arab World English Journal*, 8 (1). DOI: <https://dx.doi.org/10.24093/awej/vol6no1.31>
- Bennett, A. (2014). *Readers and reading*. Routledge.
- Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman
- Benson, P. (2001). *Teaching and researching autonomy in language learning*. Harlow, England, New York: Longman
- Benson, P. (2009). Making sense of autonomy in language learning. *Maintaining control: Autonomy and language learning*, 1, 13-26.
- Benson, P. (2016). Learner autonomy. In *The Routledge handbook of English language teaching* (pp. 339-352). Routledge.
- Benton, M. (2018). Reader-response criticism. In *International, companion encyclopedia of children's literature* (pp. 112-128). Routledge.
- Bouhass Benaissi, Fawzia. "EFL University Teachers' Autonomy as a Prerequisite to Learners' Autonomy." *Celebrating Diversity*, 2015, Ankara, edited by Burcin Kagitci Yildiz and Sema Turan, Turkey. Cambridge Scholars Publishing, 2018.
- , "Learner Autonomy in Language Learning and Teaching: a Culture-Bound Concept." *Arab World English Journal*, vol.6, no.1, 2015, pp. 409-419.
- Brajcich, J. (2000). Encouraging learner autonomy in your classes. *The Language Teacher Online*. Retrieved March 2, 2009 from <http://www.jaltpublications.org/tlt/articles/2000/03/brajcich>.

- Bressler, C. E. (1999). *An introduction to theory and practice*. New York: Prentice-Hall, Inc.
- Carter, R.A. & Long, M.N. (1991). *Teaching Literature*. London: Longman.
- Ceylan, N. O. (2015). Fostering learner autonomy. *Procedia-Social and Behavioral Sciences*, 199, 85-93.
- Culler, J. 1982. *On deconstruction: Theory and criticism after structuralism*. Ithaca, NY: Cornell University Press.
- Dam, L. (2011). Developing Learner Autonomy with School Kids: Principles, Practices, and Results. In D. Gardner (Ed.), *Fostering Autonomy in Language Learning* (pp. 40-51). Gaziantep: Zirve University
- Dang, T. T. (2012). Learner autonomy: A synthesis of theory and practice. *The Internet Journal of Language, Culture and Society*, 35(1), 52-67.
- Dias, P., and M. Hayhoe. 1988. *Developing response to poetry*. Philadelphia: Open University Press. Fairclough, N., ed. 1992. *Critical language aware - ness*. London: Longman.
- Dickinson, L. (1987). *Self-instruction in Language Learning*, Cambridge: Cambridge University Press.
- Dilek, İ. N. A. N., & Boldan, M. (2018). Implementation of reader-response theory in teaching the short story. *The Literacy Trek*, 4(2), 63-76.)
- Esch, E. (2010). Promoting Learner Autonomy: Criteria for the Selection of Appropriate Methods. In R. Pemberton, E.S.L. Li, W.W.F. Or and H.D. Pierson (Eds.), *Taking Control: Autonomy in Language Learning*. (pp 35-48) Hong Kong: Hong Kong University Press.
- Fairclough, N., ed. 1992. *Critical language aware - ness*. London: Longman.
- Fareh, S. (2009), Challenges of teaching English in the Arab world: Why can't EFL programs deliver as expected? *Procedural Social and Behavioral Sciences* 2 (2010) 3600–3604, Department of English Language and Literature University of Sharjah.

- Fedj, S., & Benaissi, F. B. (2018). Key Conceptions on Learner Autonomy and Particular Links with the Algerian Educational Context. *Arab World English Journal (AWEJ)* Volume, 9.
- Fowler, R. M. (2008). Reader-Response Criticism.” *Searching for Meaning: An Introduction to Interpreting the New Testament*, 127-134.
- Gajdusek, L. (1988). Toward wider use of literature in ESL: Why and how. *TESOL Quarterly*, 22(2), 227-257.
- Garzón, E. & Castañeda-Peña, H. (2015). Applying the Reader-response Theory to Literary Texts in EFL-Pre-Service Teachers’ Initial Education. *Canadian Center of Science and Education* 8(8), 187- 198
- Granger, N., Black, A., & Miller, J. (2007). Exploring the effect of reader response plus on twelfth-grade students with disabilities’ reading comprehension and attitudes toward reading. *Language and Literacy Spectrum*, 17, 14-30
- Harkin, P. (2005). The reception of reader-response theory. *College Composition and Communication*, 410-425.
- Harmer, J.T. *the Practice of English Language Teaching*. (Third Ed.). Essex: Longman
- Hickman, J. (1981). A new perspective on response to literature: Research in an elementary school setting. *Research in the Teaching of English*, 15(4), 343–354.
- Hill, Robert (1995). *Criteria for the selection of literary texts*. Oxford: Oxford University Press.
- Hirvela, A. (1996). Reader-response theory and ELT. *ELT* <, 50(2), 127-134.
- Holec, Henri. *Autonomy in Foreign Language Learning*, Oxford: Oxford University Press.1981.
- Holliday, Andrian. “Social autonomy: Addressing the Dangers of Culturism in TESOL”. *Learner Autonomy across Cultures: Language Education Perspectives*, edited

- by David. Palfrey man and Richard. C. Smith, ndr New York: Palgrave, 2003, pp.110-126.
- Huang, J. (2005). Teacher autonomy in language learning: A review of the research. *Research studies in education*, 3(203-18).
- Hullah, P., & O'Sullivan, B. (1996). Reader Autonomy: Language Learners Responding to Literary Texts.
- Idris, A., & Al Shilabi, AM Teaching Literature in EFL Classroom: Challenges and Prospects- Libyan context.
- Iser, W., & Tompkins, J. (1984). *Reader-response criticism* (pp. 50-69).
- Justman, S. (2010). Bibliotherapy: Literature as exploration reconsidered. *Academic Questions*, 23, 125-135. <http://dx.doi.org/10.1007/s12129-009-9147-1>
- Khan, M. S. R., & Alasmari, A. M. (2018). Literary texts in the EFL classrooms: applications, benefits and approaches. *International Journal of Applied Linguistics and English Literature*, 7(5), 167-179.
- LAKEHAL, B. (2021). *Autonomy in Advanced Language Education: Considerations of the Socio-cultural Dimensions and their Impact on EFL Algerian Students' Learning Expectations and Attitudes* (Doctoral dissertation).
- Lamb, T. (2008). Learner autonomy and teacher autonomy. *Learner and teacher autonomy: Concepts, realities and responses*, 269-281.
- Lazar, G. (1993). *Literature and Language Teaching*. Cambridge: CUP
- Little, D. 1991. *Autonomy: Definitions, Issues and Problems*. Dublin: Authentik
- Maley, A. (1989). Down from the Pedestal: Literature as Resource in Literature and the Learner: Methodological Approaches.

- Maley, A., & Moulding, S. Poem into poem: Reading and writing poems with students of English. Cambridge: Cambridge University Press, 1985.
- Mart, C. (2019). Reader-response theory and literature discussions: A Springboard for exploring literary texts. *The New Educational Review*, 56(2), 78-87.
- McRae, J. (1997) Literature with a small 'l'. Hong Kong: Macmillan Publishers Limited
- Meyer, Jim (1997) "What is Literature? A Definition Based on Prototypes," *Work Papers of the Summer Institute of Linguistics, University of North Dakota Session* Vol. 41, Article 3.
DOI:10.31356/slip.vol41.03 <https://www.researchgate.net/publication/234618484_What_Is_Literature_A_Definition_Based_on_Prototypes>
- Nancy D. Chase and Cynthia R. Hynd (1987). Reader Response: An Alternative Way to Teach Students to Think about Text. *Journal of Reading*, 30(6), 530–540. Doi: 10.2307/40029746
- NEDJARI BENHADJ ALI, Y. (2016). *Enhancing Students' Literary Response and Appreciation for Fiction Using the Reader Response Approach: The Case of Third Year LMD Students at Algiers University 2* (Doctoral dissertation).
- Nguyen Thi Thom Thom / VNU Journal of Science, Foreign Languages .24 (2008) 120-126.
- Nunan, D. (1996). Towards Autonomous Learning: Some Theoretical, Empirical and Practical Issues. Hong Kong: Hong Kong University Press.
- Nunan, D. (1996). *Towards autonomous learning: some theoretical, empirical and practical issues* (pp. 13-26). Taking Control: Autonomy in Language Learning. Hong Kong: Hong Kong University Press.
- Nunan, D. (2003). Nine steps to learner autonomy.

- Pasaribu, T. A. (2020). Challenging EFL students to read: Digital reader response tasks to foster learner autonomy. *Teaching English with Technology*, 20(2), 21-41.
- Pemberton, R., Li, E. S., or, W. W., & Pierson, H. D. (1996). Taking control: Autonomy in language learning (Vol. 1). Hong Kong University press (2009).
- Razanavi, M. What Is Literature? Retrieved 24 February 2020, from <https://www.academia.edu/25747274/What_Is_Literature>
- Rosenblatt, L. M. (1986). The aesthetic transaction. *Journal of aesthetic education*, 20(4), 122-128.1
- Rosenblatt, L. M. (1988). *Writing and reading: The transactional theory* (No. 416). The University of Illinois at Urbana-Champaign.
- Schmenk, B. (2005). Globalizing learner autonomy. *Tesol Quarterly*, 39(1), 107-118.
- Shazu, R. I. (2014). Use of literature in language teaching and learning: A critical assessment. *Journal of Education and Practice*, 5(7), 29-35.
- Sonaiya, Remi. "Autonomous Language Learning in Africa: A Mismatch of Cultural Assumptions." *Language, Culture and Curriculum*, vol. 15, no. 2, 2002, pp.106-116, DOI: 10.1080/07908310208666637.
- Spirovska, E. (2019). Reader-response theory and approach: Application, values and significance for students in literature courses. *See Review*, 14(1), 20-35.
- Stevens, D., & McGuinn, N. *The art of teaching secondary English: Innovative and creative approaches*. London: Routledge Falmer, 2004
- Stratta, L., Dixon, J., & Wilkinson, A. *Patterns of language: Explorations of the teaching of English*. London: Heinemann Educational Books, 1973.

- Taylor, J. Stacey (2017, June 20). Autonomy. Encyclopedia Britannica.
<https://www.britannica.com/topic/autonomy>
- Thanasoulas, D. (2000). What is learner autonomy and how can it be fostered? *The Internet TESL Journal*, 6(11), 37-48.
- Thomson, J. 1992. The significance and uses of contemporary literary theory for the teaching of literature. In *Reconstructing literature teaching: New essays on the teaching of literature*, ed. J. Thomson, 3–39. Norwood, Australia: Australian Association for the Teaching of English.
- Turker F. (1991). USING "LITERATURE" IN LANGUAGE TEACHING, Hacettepe Üniversitesi EAltim Fakültesi Dergisi, 1991, 6/ 299-305
- Tyson, L. (2014). *Critical theory today: A user-friendly guide*. Routledge.
- Van, T. T. M. (2009). The relevance of literary analysis to teaching literature in the EFL Classroom. In *English teaching forum* (Vol. 47, No. 3, p. 2). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Wenden, A. 1998. *Learner Strategies for Learner Autonomy*. Great Britain: Prentice Hall.
- Woodruff, A. H. & Griffin, R. (2017). A Reader Response in Secondary Settings: Increasing Comprehension through Meaningful Interactions with Literary Texts. *Texas Journal of Literacy Education*, 5 (2), 108-116.
- Van, T.T.M. (2009). The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom. *English Teaching Forum*, 3, 2-9.
- Xerri, D. (2016). Creative and personal responses to literary texts in ELT. *The Teacher*, 141, 23-25.

Yusoff, Z. S. (2004). Cultural Familiarity in Literary Texts: Consideration for Text-Selection. *U-TEC*.

Zohra, K. A. D. I. (2018). The Notion of Learner Autonomy in the Algerian EFL Classrooms: *The Case of 4th Year Pupils in Guettaf Mansour Middle School (El-Bayadh)* (Doctoral dissertation, université djilali liabes).

Zoreda, L.M. & Vivaldo-Lima, J. (2008). Scaffolding linguistic and intercultural goals in EFL with simplified novels and their film adaptation. *English Teaching Forum*, 3: 22-29.

Appendices

Appendix A

Interview for Teachers

Interview for Teachers concerning using Reader-response approach to enhance learner's autonomy in analysing literary texts

Dear respected teachers,

I would like to invite you to respond to these interview questions and help me gather the needed data to carry on my research. Thank you in advance for your help.

Regards !

Name:.....

Question 01: How long have you been teaching literature?

Less than 5 years

More than 5 years

Others:

Questions 02: What are your thoughts on incorporating literature in the EFL classroom?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Question 03: Do you think that two sessions are enough for the module of literature?

Yes

No

Question 04: How do you evaluate the literature classes at your department?

Not that good

Average

Good

Question 05: What are the approaches you use to teach literature?

.....
.....
.....

Question 10: What are your suggestions to promote learners' autonomy in literary texts analysis?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 11: What do you think of your learners' responses to literary texts?

Not that good

Average

Good

Question 12: Are your learners more open to sharing their personal responses to texts? If yes, do you encourage it?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 13: In one word, how do you evaluate the literature curriculum?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you for your collaboration.

Appendix B

Learners Autonomy Scale in Literary Texts Analysis (LAS) Pre-Test/Post-Test

*Please read the statements carefully and then proceed to select the appropriate answer according to you. Note that the numbers stands for:

1- Strongly Disagree

Code N:

2- Disagree

3-Neutral

4-Agree

5- Strongly Agree

Knowledge and skills	1	2	3	4	5
1- I do not need Teachers to pinpoint my reading choices. I recognize my tastes in books					
2- I understand difficult words according to the context without needing my teacher's help or stopping to check in a dictionary					
3- I can analyse characters and quotes from literary texts without needing my teacher's help.					
4- I can identify my weaknesses in literary text analysis and work on improving them.					
5- I know how I learn best and how I should approach a literary text.					
6- The teacher should give me a regular test.					
7- I understand literary texts better when I analyse them on my own.					
8- I find it better when I work with my classmates than on my own.					
9- I only do assignments that are going to be graded.					

10- I have my ways to test how much I learned from a literary work.					
11- I express my views on literary texts freely					
12- I take risks and communicate my unpopular opinions about literary texts.					
13- I can only analyse literary texts with the help of my teacher.					
14- I can choose and read books according to my level in English					
15- I can identify my own needs to develop my literary analysis abilities.					
16- I can evaluate my analysis of literary texts.					
17- I do not depend on the teacher to cover all aspects of a literary text. If they do not explain something, I learn it myself					
18- I pay close attention to the setting of the story and how the author describes it					
19- I search for everything about the literary text like the author's biography and what inspired the story.					
20- I read other people's reviews of the literary texts and it affects how I view the text.					
Habits and attitudes					
21- I usually set reading goals each year and keep track of them.	1	2	3	4	5
23- I write book reviews and post them online of my own will.					
24- I read literary texts for pleasure and analyse them even when they are not part of an assignment or school materials					
25- If a book is not required for my literature classes, I will not read it.					
26- I learn better when the teacher writes on the board every key idea and explains difficult words					
27- If the teacher does not address an idea from the literary text, I will not learn it.					

28- In literature courses, I like oral discussions and expressing my views					
29- I would like to share responsibility with the teacher in choosing what parts of literary texts to focus on in classroom discussions.					
30-Every time I have an assignment, my teacher should correct it, score it and give me feedback.					
31- If I do not learn something in the classroom, I am responsible for it.					
32- My success in literary text analysis depends on what I learn in the classroom					
33- I always write everything that my teacher says during literary texts analysis					
34- I always put a schedule for reading literary texts.					
35- I have a specific time for reading during the day					
36-I always keep a diary or journal to write about what feelings a story evoked in me.					
37- I always stop reading to write a note or comment on a specific quote/passage.					
Preferences and likes					
41- I want the teacher to explain every word and every theme in the literary texts.	1	2	3	4	5
42- I like to put myself in the place of the characters to understand their decisions and actions					
43- I like to go beyond what the literary texts present and investigate everything about it without my teacher asking.					
44- I like to look for the meaning of the idioms and sayings in the text to feed my curiosity					
45- I like reading books in English to expand my knowledge and develop an analytical mind.					
46- I like activities that allow me to analyse literary texts on my own.					

47- I like experimenting and reading different literary genres.					
48- I like to analyse literary texts on my own and have my teacher grade my written analysis.					
49- I like learning new words by searching them in the dictionary.					
50 - I like listening to audiobooks and watching YouTube reviews for literary texts outside the classroom					
51- I would like to choose the literary texts studied in the classroom.					
52- I would like to take responsibility for literary text analysis.					
53- I like to focus on the plot of the story and analyse how the story develops					
54- I like to guess and anticipate the conflict, climax and ending of the story.					
55- I do not like cliff-hangers in stories because they demotivate me.					
56- The author's writing style affects my reading experience.					

Level: 3rd year

Academic Year: 2019/2020

Course: Literature

Table: Observation Grid / Month / Week Scores

Constituent:.....

	0	1	2	3	4	5
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						

Scale: 0= Null 1= Inferior 2= below average 3= average 4= above average 5= Superior

total	
-------	--

Résumé

Cette thèse vise à discuter des préoccupations de la dépendance de l'apprenant à l'autonomie de l'enseignant dans l'analyse des textes littéraires. Comme on le sait, les bienfaits de la littérature sont nombreux. Car les textes littéraires qui contiennent des références linguistiques culturelles et politique de langue fournissent ; aux apprenants les moyens d'étude (analyse) authentique. C'est pourquoi, les enseignants pensent que la mise en œuvre des textes littéraires dans les classes d'anglais comme langue étrangère aide les apprenants à améliorer leurs compétences critiques et analytiques. Donc, l'incorporation des textes littéraires dans ces classes a permis d'identifier les manques et les faiblesses des apprenants pendant les cours de littérature. Les apprenants ayant une connaissance limitée de l'analyse de textes littéraires, leur dépendance vis-à-vis des enseignants s'est accrue et ils sont devenus totalement dépendants lorsqu'il s'agit d'analyser des textes littéraires. Les enseignants ont désespérément besoin d'une approche qui pourrait aider leurs apprenants à analyser des textes littéraires et à devenir indépendants de l'influence et des connaissances de base de l'enseignant. Cependant, ce travail vise à rechercher et à étudier l'effet de l'approche de la réponse du lecteur sur l'autonomie des apprenants dans l'analyse des textes littéraires. L'approche de la réponse du lecteur est construite autour du concept selon lequel les lecteurs (apprenants) sont responsables de la création du sens. Cette approche donne aux apprenants la liberté de produire des réponses uniques et d'utiliser leurs expériences personnelles pour analyser des textes littéraires. L'approche de lecteur-réponse permet aux apprenants de prendre des décisions concernant le sens et l'analyse, ce qui soutient le concept d'autonomie de l'apprenant qui repose sur la prise de décisions des apprenants concernant leur processus d'apprentissage. Pour cette raison, cette recherche dans cette thèse fournit un rapport d'une étude de cas de conception à méthode mixte de deux mois, réalisée dans le département d'anglais de l'Université de Badji Mokhtar Annaba au cours de l'année universitaire 2019-2020. Le chercheur inspecte les effets de l'application de l'approche de réponse du lecteur sur l'autonomie de l'apprenant. L'étude de cas a inclus une population totale de 37 apprenants de troisième année et 06 enseignants. Il a été émis l'hypothèse que l'approche lecteur-réponse appliquée au groupe expérimental (GE) les aiderait à accroître leur autonomie dans l'analyse de textes littéraires. Cette recherche quasi-expérimentale utilise un pré-test qui a été donné au GE avant le début du traitement et un post-test après que le traitement soit fait. De plus, des outils de collecte de données qualitatives et quantitatives ont été administrés. Dans un premier temps, une observation de deux mois a été complétée à l'aide de grilles d'observation. Deuxièmement, un entretien avec les enseignants pour couvrir les différents aspects de la recherche a été réalisé. À la fin de l'expérience, les résultats obtenus ont été analysés en profondeur à l'aide de statistiques descriptives et inférentielles. Enfin, résumant les résultats de la recherche, les participants à cette recherche ont montré une amélioration lors de l'analyse de l'autonomie dans l'analyse de texte littéraire lors de l'application du traitement. De plus, l'entretien avec les enseignants a mis en doute les attitudes et les réflexions des enseignants sur les deux concepts et ils ont proposé quelques suggestions sur l'application de l'approche lecteur-réponse et l'autonomie de l'apprenant. Enfin, le chercheur a pu, à travers les résultats de la recherche, rejeter l'hypothèse nulle et accepter l'alternative qui stipule que les apprenants ont montré une amélioration significative dans leur analyse de textes littéraires en utilisant l'approche de réponse du lecteur, ce qui signifie que notre traitement a un effet positif. Sur les apprenants.

Mots clés : Approche lecteur-réponse, autonomie des apprenants, Enseignement de la langue anglaise, Autonomie de l'enseignant, Textes littéraires, Réponses personnelles.

المخلص

تهدف هذه الرسالة إلى مناقشة اهتمامات اعتماد المتعلم على استقلالية المعلم في تحليل النصوص الأدبية. كما هو معروف، فإن فوائد النصوص الأدبية عديدة حيث تعتبر مفيدة جدًا لمتعلمي اللغة الإنجليزية كلغة أجنبية لأنها تزودهم بمراجع دراسية أصلية مبنية بالأساسيات اللغوية والاجتماعية والثقافية والسياسية من اللغة المستهدفة. لذلك، يعتقد مدرسو اللغة الإنجليزية كلغة أجنبية أن استغلال النصوص الأدبية في أقسام اللغة الإنجليزية كلغة أجنبية يساعد المتعلمين على تحسين مهاراتهم النقدية والتحليلية. إن استغلال النصوص الأدبية في أقسام اللغة الإنجليزية كلغة أجنبية إلى إبراز النفاص والضعف لدى متعلمي اللغة الإنجليزية كلغة أجنبية في تحليل النصوص الأدبية. يمتلك متعلمي اللغة الإنجليزية كلغة أجنبية معرفة محدودة عند تحليل النصوص الأدبية، فقد نما اعتمادهم على المعلمين وأصبحوا معتمدين عليهم بشكل كامل عندما يتعلق الأمر بتحليل النصوص الأدبية. وبالتالي، أصبح معلمو اللغة الإنجليزية كلغة أجنبية في أمس الحاجة إلى مقارنة تمكنهم من مساعدة المتعلمين على تحليل النصوص الأدبية ويصبحوا مستقلين. لذلك يهدف هذا العمل إلى البحث والتحقيق في تأثير مقارنة استجابة القارئ على تحقيق استقلالية للمتعلمين في تحليل النصوص الأدبية. مقارنة استجابة القارئ مبنية حول مفهوم أن القراء (المتعلمين) هم المسؤولون عن خلق المعنى الخاص للنص الأدبي. تمنح هذه المقارنة المتعلمين حرية إنتاج استجابات فريدة واستخدام تجاربهم الشخصية لتحليل النصوص الأدبية. كما يسمح للمتعلمين باتخاذ قرارات تتعلق بالمعنى والتحليل، وهو ما يدعم مفهوم استقلالية المتعلم الذي يعتمد على اتخاذ المتعلمين القرارات المتعلقة بعملية التعلم الخاصة بهم. لهذا السبب، يقدم الباحث هاته الدراسة التي تحمل تقريرًا عن دراسة دامت لمدة شهرين، تم إجراؤها في قسم اللغة الإنجليزية بجامعة باجي مختار عنابة خلال العام الدراسي 2019-2020. يفحص الباحث آثار تطبيق مقارنة استجابة القارئ على استقلالية المتعلم. تضمنت دراسة الحالة 37 متعلمًا في السنة الثالثة و06 مدرسا كعينة للدراسة ككل. فرضية الباحث تنص على أن مقارنة استجابة القارئ المطبق على المجموعة التجريبية من شأنه أن يساعدهم على تعزيز استقلاليتهم في تحليل النص الأدبي. يستخدم هذا البحث شبه التجريبي فرضا تم إعطاؤه للمجموعة قبل بداية العلاج (تطبيق استجابة القارئ) وفرضا بعد انتهاء العلاج. بالإضافة إلى ذلك، تم استعمال أدوات جمع البيانات النوعية منها والكمية. أولاً، تم إجراء ملاحظة لمدة شهرين لمراقبة تطور المتعلمين خلال تطبيق المعالجة. وقام الباحث أيضا بإجراء مقابلة مع المعلمين لتغطية جوانب مختلفة من البحث. في التجربة، تم تحليل النتائج التي تم الحصول عليها بدقة باستخدام الإحصاء الوصفي والاستنتاجي. أخيراً، بتلخيص نتائج البحث، أظهر المشاركون في هذا البحث تحسناً في تحقيق استقلالية في تحليل النص الأدبي أثناء تطبيق العلاج. علاوة على ذلك، أدت مقابلة المعلمين إلى توضيح مواقف المعلمين وأفكارهم حول كلا المفهومين وقدموا بعض الاقتراحات حول تطبيق مقارنة استجابة القارئ واستقلالية المتعلم. أخيراً، تمكن الباحث من خلال نتائج البحث من التحقق من الفرضية المطروحة والتأكد أن مقارنة استجابة القارئ ساهمت في إبداء تحسناً كبيراً في تحليل النصوص الأدبية بالنسبة الي المتعلمين المشاركين في الدراسة. مما يعني أن علاجنا المطبق له تأثير إيجابي على المتعلمين.

الكلمات المفتاحية: مقارنة استجابة القارئ، استقلالية المتعلمين، تدريس اللغة الإنجليزية، النصوص الأدبية، الاستجابة الشخصية.