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***EFL Learners' Emotional Responses Towards Reading
T.S. Eliot Poetry : A Case Study of Second Year Master
students of English at University of Abbess Laghrour
–Khenchela.***

*Dissertation Submitted to Department of English in Partial Fulfillment of the
Requirements of the Degree of Master in Language and Culture .*

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Dedication

“Motivation *is* what gets you started. Commitment is what keeps you going”, we dedicate this dissertation to our beloved parents who never stop giving of themselves as much as they can.

To our beloved brothers and sisters **.Mayssoune ,Wassim , Aya , Abd Elhak , Hichem, Youcef and Saliha.**

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Abstract

The present study was carried out to investigate English foreign language learners emotional responses towards reading Eliot's poem namely, '*The Waste Land*'. In order to examine EFL learners responses , the study depends on a mixed method; through using non- experimental research with convergent – parallel approach. The sample in this study was 39 participants, all the subjects were Master 2 year students of English from the university of Abbes Laghrour – Department of English – Khenchela . The sample was selected basing on non- probability purposive sampling. The data collected involves using both questionnaires and interviews. The findings demonstrate that Eliot's poem affects EFL learner's emotions and thought. Thus the interview examines the learner's aesthetic experience, and how the learners link their experience and prior knowledge with the fictional world while reading the literary text.

Key words : EFL , Modern poetry , Aesthetic reading , Efferent reading , Eliot 's' '*The Waste Land*'.

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List Of Abbreviations

COVID-19	Corona Virus Disease 2019
EFL	English as a Foreign Language
ELL	English Language Learner.
ESL	English as a Second Language .
L1	First Language .
L2	Second Language.
RRT	Reader Response Theory.
WWI	World War one .

General Introduction

1- Introduction

Literature is a product of human, which reflects their various experiences and ideas. Literature has two main functions ; first through the power of literary devices , it can move the reader 's mind and heart , and second through its rich and valuable content, it works as a technique to transmit particular messages and information .

(Wellek & Warren ,1948)

Literature is considered as the main vehicle for teaching and learning authentic language. It is the proper place where the language gets super position. Literary works provide additional material used to put students in touch with varied creative use of the language, grammar practice, vocabulary learning , and critical thinking.(Liaw ,2001,p . 32)

Poetry is one of the literary genres that is the most condensed form and hence the one that imposes an extra burden on the translator, especially due to the claims of the complex relationship between form and function in addition to the literary features of the source poem such as sound effects , morphophonemic, selection of words, and figurative language (Riffaterre,1992 ,pp.204-205)

Likewise, attention should be given to one of the influential writers; T .S .Eliot ; he was one of the eminent and prominent figures in the20th century as a poet of war who was able to predict what will happen in the near future , by making connection between the existing panorama with the modern age by using mythical method ; through'' The Waste Land'' Eliot discussed the real picture of the crises time known as ''**age of worry**'' was a bleak picture of modern world , it is based on pessimistic view, fragmentation, well -known for allusiveness and cultural resources . (Cooper, 2006)

However, when learners try to read, analyze and interpret the different segments of Eliot's 'The Waste Land' for the first moment they become like a prisoner. The poem lead them to move from word level to the world level and brings to their mind how this puzzle piece is meaningful, and how it is related to their life and perceptions, and does Eliot life transmit in the poem, and this work as challenge for the reader's psychology and mentality.

2 –Background of the study

Reader Response criticism is not considered to be a conceptually unified critical position, but a term that has to come to be associated with the work of critics who use the words reading, the reading process and response to mark out an area of investigation. (Tomkins,1994)

Govndorajou and Mukunda (2013), in their study in the Malaysian context, show that, Reader-Response theory [...] sees the reader as an active participant who produce a unique reading experience because he brings into the reading experience his own physical and psychological conditions causing his personal history to become entrenched into the creation and interpretation of the text (p.79)

Hence, the theory shifts the critical focuses from text to the reader. It can be one of the underpinning theories in literature pedagogy for the betterment of EFL teacher training preparation.

The reader response theory provides pedagogical tools for increasing students' interaction with the texts, the reader response is a top-down model in which readers gain meaning from texts through transactions between the reader and the text. (Rosenblatt, 1938). also the theory denote that to interpret a piece of literature is effective because students formulate their own generalization about the text rather than passively accepting the teacher's response to it. (Mitchell, 1993)

When the text is brought into the reader's mind, the words begin to form meanings based on the

readers' prior knowledge, experience, feelings, memories and associations called forth by the act of reading (Alverman & Pheleps, 2002)

Around the application of reader response on the use of reading long in novels; it indicates that students have been stimulated to go beyond the first barrier of semantic understanding and move towards critical appreciation, student response to text include: anticipating, being retrospective, picturing, interacting, evaluating. (Garlisle, 2000)

However, the application of the Reader Response theory on poetry namely Eliot's poetry, the critics focus on the act of reading as series of strategic decisions and attitude by the reader. They base on poem structure then giving much interest to reader response to the poem, for this reason this study will focus on how the reader responds to the different elements of the poem. As well as to know whether they are emotionally and mentally affected, and what are their different reactions to Eliot's poem namely "The Waste Land".

3- Statement of Purpose

It is anticipated from the review of literature that many researchers have conducted several studies on reader's responses toward literary production in its different genres, that the reader is an active participant who creates the meaning from text and interprets its different elements, but it is also clear that more research needs to be done on the topic of EFL learners responses to foreign literature as Eliot's writing. It is not clear how the learner interprets it and how they react or respond to the modernist pieces of writings. The gap that will be investigated is that how the selected poem will affect the readers' thoughts, cognitive processes, receptive and productive skills and how they will be emotionally touched; the focus is on the extent to which T. S. Eliot's "The Waste Land" teases the reader's mind and moves his emotions. Thus, the purpose of this study is to examine whether Eliot translates his feelings and

way of thinking through the poem and how it will affect the readers.

4 -Research Questions

As a guide to this study we developed :

Central question :

To what extent T.S .Eliot poem teases the reader's mind and moves his emotions ?

Sub questions:

- 1-Does Eliot poem affect the reader's mental state?
- 2- To what extent does Eliot poem change the reader's view to the world?
- 3-Does Eliot poem affect the reader's emotion and thought?
- 4-How the reader responds to the different puzzle pieces that make-up The Waste Land?

5 -Hypotheses

On the grounds of the above-cited questions the following hypothesis were put forward:

- 1- Eliot's poem 'The Waste Land' has impact on the EFL learners mental skill.
- 2- Learner's investigation of The Waste Land helps them to have a deeper awareness toward the world around them.
- 3- Eliot's poem leads learners to respond by communication and express their emotions.
- 4- Learners find The Waste Land difficult for interpretation and analysis.

6 -Significance of the Study

This study will be significant in many ways, as it will examine and identify the nature of the EFL students' responses toward reading Eliot's poetry, namely 'The Waste Land'. Also, it will examine the learners' reading process and how they recognize the values, attitudes and

themes explored in the work as well to see to what extent the poem affects the students' psychological state and mental state.

7-METHOD

1.7 Participants:

In this study the sample will be Master two year students at the departments of English, university of Abbess Laghrour Khenchela, during the academic year 2019 - 2020. They will be a mixed gender about 39 participants. We will adopt non-probability sampling by using Purposive Sampling Technique to select our participants , basing on the sample characteristics that can fit the research objectives .

Since, the base of this study is mixed method; we will use both questionnaires and interview to obtain data. Because we could not work with students because of some circumstances, we base on semi- structured interview by introducing online interview; the data will be analyzed by using Content Analysis by following this path: categorizing and coding, then interpretation.

The data collection involves also using online Questionnaire. The data will be analyzed by using Statistical Analysis, numbers graphics through following some steps: preparing data, analyzing, representing and interpreting results.

2-7 Methods of Data Collection

Mixed method will be the basis for this study because we will investigate a phenomena. We will seek to understand the main response of readers toward Eliot's poem. Here mixed method is a procedure for collecting and analyzing and mixing both quantitative and qualitative methods in a single study.

The main reasons behind using it:

- It provides a better understanding of research problem or issue than either research approach

alone.

- The use of several means to examine the same phenomena.
- It provides strength that offset the weaknesses of both quantitative and qualitative research.
- It helps to explain the findings or how causal process work.

We will focus on Quantitative – Qualitative models in this study in order to see if the poem affects the student's psychological state and mental one.

CHAPTER ONE : MODERN LITERATURE IN ENGLISH FOREIGN LANGUAGE CLASSROOMS .

The present chapter investigates the place of teaching modern literature in EFL classroom. It is divided into three sections; the first section offers coverage on literature as well as a brief history. In addition, it deals with the main characteristics, and the different strategies and methods of teaching modern literature, as well as the learners emotional reactions behind teaching foreign literature in EFL classroom . The second section gives an overview of poetry as a literary genre: its definition, history, characteristics, as well as various techniques of teaching poetry in EFL classroom, in addition to the main impacts of foreign poetry on learners and their attitudes towards teaching it. The third section provides a brief overview to Eliot's life, major themes and poetic techniques. Also it provides a summary of Eliot's literary masterpiece " The Waste Land ".

1 - Definition of Literature

Literature is a challenging concept to be defined from one perspective. The term literature is derived from the word " "litera " that indicates that any written material is qualified to be called literature which means that literature is a vague term which usually denotes works which belong to the major genres :epic , drama , lyric , novel , short story(Bwalga ,2006)

Moody (1971) defines literature as « an umbrella term giving information on every business. » (p. 299). According to Monireh (2016), literature is a cultural, social, and relative category realized differently within various cultural boundaries (p.2). Literature is also defined as a work that represents « an array of human values, emotions, actions, and ideas in story form » (Bressler, 2001, p.14). Accordingly, we can say that literature is a form of human expression, generally as imaginative or creative writing which has a special taste of artistic value.

1-2 Modern Literature

Ousby (1996) introduced modernism as a term that is employed for:

"... An international tendency in the arts brought about by a creative renaissance during the last decade of the 19th century and lasting into the post- war years. Strictly speaking , modernism cannot be reliably characterized by a uniform style or even described as a ‘movement’ , since it embraced a wide range of artistic movement ,including symbolism, impressionism, post –impressionism, futurism, constructivism, imagism, vorticisme, expressionism data and surrealism’’ . (P, 263)

Levenson (2002) considers the modernist movement as :’’creative violence’’. It denotes that modern literature marked by a strong break with literary tradition into new internal and mental trends .Modern literature incorporates new aspects of literature, which cover innovative forms of expression, style and a breaking away from established rules and traditions of the previous eras.

1-3 The History of Modern Literature

Literary modernism is a twentieth century movement, which takes new aspect of literature. The exact period in which the movement appears is much debated by critics.

Brooker (1972)argues that some critics extend the period from 1880 to1950, while some other divide the period and ‘ give priority to the prewar years’’, or ‘past- war years’’.

But, some other critics believe that the movement started in 1890 and finished in 1945 when the second world war was over. (p.4)

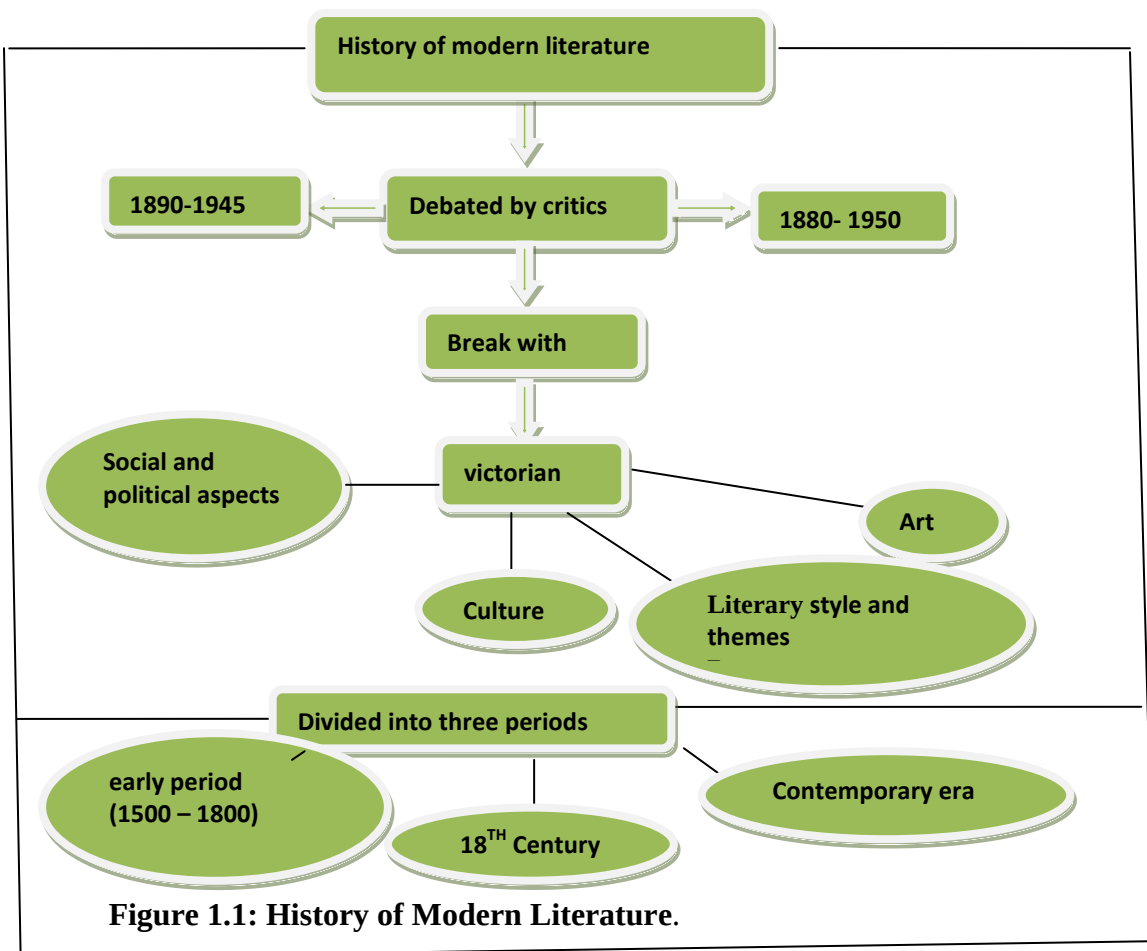
Hence ,« It is understood that modern artists are those who experimented with new ways of seeing, expressing new ideas and methods » (cianelli, 2009)

Accordingly this literary movement emerged as a visceral reaction against the Victorian culture and aesthetic, it was new way to re-examining all aspects of life and turning away from the realities of political and social fragmentation, and breaks with traditional ways of viewing and interacting with the world.

“Modernism” is the representation of the experience of “Modernity”, a chronological period .Modernity in turn is defined by processes of “modernization”- industrialism, democratization, nationalism, urbanization, secularization, consumerism, scientism and so on. (Berman, 1983)

The modern era is further divided into some periods:

- **The Early Period :** it refers to the period approximately from 1500 to 1800 , this era spans the two centuries between the Middle age and the Industrial revolution that provides the basis for modern European and American society .
- **The 18th Century Enlightenment :** it is dawning as” the age of revolutions”
- **Our Present Or Contemporary Era :** it begins with the end of revolution in 19th century and including world war one, world war two, and the cold war .(Sherry,2017)



1-4 Features of Modern Literature

Modern literature represents a stark shift, it is characterized by numerous features that can be categorized into:

- **Stream of Consciousness :**

It is coined by James in his book ‘ ‘ principles of psychology ‘ ‘as:

...Is the name for a special mode of narration that undertakes to reproduce, without a narrator’s intervention, the full spectrum and the continuous flow of a character’s mental process, in which sense perceptions mingle with conscious and half- conscious thoughts memories, expectations ,feelings, and random associations .(1971 ,p.202)

Which means they turned from the narrative techniques, and from objective descriptive world to subjective personal world .

- **Individualism :**

Individualism in modernist narratives reflects the artist's perspectives and views as against the conventional narrative norms; it is covered with "Individual consciousness".
(Matz2004, p.58)

In other words, it's about the alienation of man in modern society.

- **Irony :**

It is defined as: « a statement in which the meaning that a speaker implies differs sharply from the meaning that is ostensibly expressed ». (Abram1971, p.97)

- **Symbolism :**

Modernist writers infused objects, people, place, and events with significant meaning. The use of symbols was innovation; they left much more to the reader's imagination than earlier writers. (Wellek , 1970)

- **Fragmentation :**

« The process by which two or more genres combine to form a new genres or subgenre; by which elements of two or more genres are combined in a single work ». (Duff, 2000)
Consequently, it is the combination of different elements, concerning plot, characters, imagery, and factual references. Are fragmented and dispersed through the entire work to create something new.

1-5 Techniques and Strategies Used To Teach Literature In EFL/ESL Classrooms

There are different flexible approaches and techniques suggested to teach literature in

EFL classroom .Literature becomes a driving force in EFL education, it is seen as an authentic material that motivates students and enables them to become active readers.

Carter and Long (1991) described three main models of teaching literature in EFL classroom.

- **The cultural model:**

It requires learners to explore the different social, political, literary, ideological, and historical context of the text.

- **The language model :**

It refers to language based approach. . It enables learners to access a text in a systematic and methodological way to have a specific linguistic features.

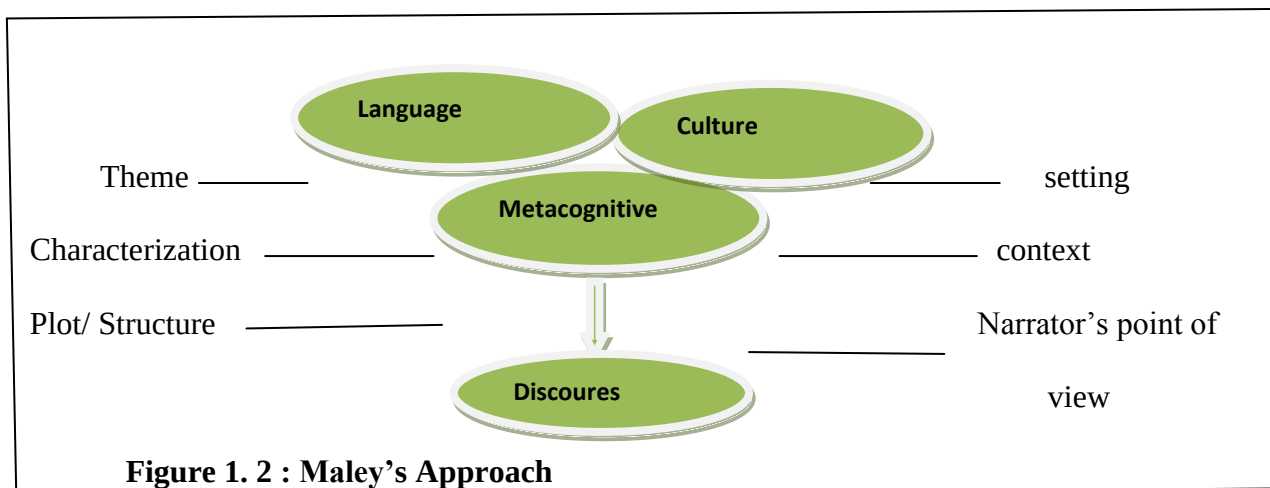
- **The personnel growth model :**

Learners are encouraged to express their opinions, feeling , as well as make connections between their own personal and cultural experience with those expressed in the text .

- **Reading Circles Technique :**

It provides students with a certain task to do in the discussion they are : group discussion leader , summarizer, connector , word master, passage person, and culture collector. (Daniels, 2002)

Maley's (1989) approach to teach literature .It focuses on literary elements of text such as setting, characterization , plot, theme ,and narrator's point of view . It helps the student to get knowledge and to have an effective discussion . (pp, 1-9)



1-6 The Learners Emotional Reaction To Literature

Writers themselves explore their own emotions in their writings ,and encoding the process of emotional exploration that is explored in turn by their readers. Emotions are central to the experience of reading literary fiction , not just during reading but also before and after reading.(Djikic & oattey, 2006)

Literary reading led us to examine our selves , thinking about relating others to ethical issues , and to life in general. (Nussbaum, 2001) As well as the readers who find an artistic simulations of social problems in book, they tend to get better abilities of empathy and theory of mind and perform better in social reasoning.(Djitic & oatley, 2013)

Therefore , the literary texts are written to induce emotions in the reader , either by form or content (Miall&Kuiken ,2002).

Simple stories that include subjective feeling of so called approach- oriented emotions of ‘anger’ , and happiness are felts as increased activity in the upper limbs , whereas the story that induces sadness is felt as increased activity in the upper limbs. Similarly , poetry is considered , like songs or movie clips , to induce very specific moods of short durations. (Nummenman , 2014) ;

The reaction of the reader depends on literary words used in it , such as ‘‘happy’’, or ‘‘death ‘‘ that may produce a faster responses in variety of explicit and implicit tasks than do the natural words such as ‘‘table ‘‘.(Ludtke & Meyer , 2014); both negative and positive words interfere faster reaction than the neutral ones. There is a slight that the negative words are more arousing than positive ones. (Bradley & Long, 1999)

However, the emotional status of the reader has impact on how readers process , and how they remember text information. Readers in happy mood were more likely to engage in text based inference, and are more likely to paraphrase parts of text and better memory for important details in text than reading in neutral mood .(Bohn-Getter & Rapp , 2014)

the emotional experiences or feelings during reading often are described via four levels :
Evaluative , Aesthetic , Narrative , Self- Modifying .

- **Evaluative feeling :**

The literary text content and form evokes the learner’s emotions , which contribute the reader’s enjoyment , understanding , and satisfaction.(refer to the reading activity itself)

Aesthetic feeling: (artifact emotions)

It refers to the form aspect that keeps the reader’s attention. Similarly, refers to the emotions directed toward the formal features of the text , as appreciating the beauty of the form .
(Miall & Kuiken , 2002)

- **Narrative feeling : (fictional emotions)**

It is about the feeling deriving to the plot or one of the characters, and events (the story world), and feeling like one is part of the scene. It can include : identification , sympathy ,and empathy .

- **Self modifying :(the reader's sense of self)**

The reader personality has a role in how literary text affects their emotional experiences, the learners involve their feelings , and examine how this emotional expressed in the text can affect their reading comprehension. (Miall & Kuiken , 1999)

For Nussbaum (2001) there are three taxonomies of the feeling that reading elicits :

- Feeling for the sense of life created by the author.
- A renewed feeling for one's own possibilities in response to literary work .
- Delight at coming to understand. (p.272)

1-7 Reasons of Teaching Literature in EFL Classroom

Literature is an important key knowledge to be engaged in EFL curriculum as a subject due to numerous reasons that Beach, Appleman , Hynds and Wilhelm (2011) summarized as :

- **Ranging Abilities in the Classroom :**

In each classroom a distinctive ability found; the readers have different levels of understanding as well as with reading. Literature in such case will help in developing various activities that will cover the students' needs either by being challenged for the first level or helps struggling readers. (p.10)

- **Providing Opportunities:**

Engaging each learner in the learning process is a vital aspect. Whenever students are given a chance to select the text they will read their sense of ownership a responsibility crops up which makes the learners complete the activity for being a part of planning and selecting it.(p.10)

- **Cultural Understanding and Awareness:**

Elsewhere, Nedoma and Mayer (2007) seem to agree upon the following : “it had to be a part of teaching English to support cultural understanding”(p.6) ; literature is a reliable resource that provides a well-organized and rich authentic written material which traces fundamental human issues leading students to adjust to new linguistic issues, forms and conventions of writings to understand what is beyond the word level.

- **Linguistic Enrichment:**

Roebuck (2015) considers teaching literature as a helpful way to construct an original verse that translates the learners’ sense of identity and an authentic voice which appeals students to a continued chain of developed verbal communication skills and abilities , he adds that literature can be introduced as an instructional device , a mean that improves both reading and writing skills of any learner as well as like an enjoyable text in case it had been introduced effectively (pp .1-2).

- **Representation of Various personal Thoughts :**

Basically, All kind of texts poetry - oral or written - has historically been the ultimate form used to express personally valuable statements in writing, singing or even in addressing public speeches (Hanauer ,2004). Yet any personal ideas , beliefs and orientations can be transmitted via literary texts either for the sake of introducing them or persuading readers, which makes it a treasure that can be tough in EFL classrooms so that various beliefs , ethics, attitudes, values and norms... are introduced.

- **Psychological and Cognitive Progression:**

Ward (2013) “poetry is a powerful medium for building on students’ knowledge and allowing for the connection to self, others, and the world because poetry encourages expression of

emotions, can help to develop higher order thinking skills, and develop ways of knowing”(p.17)

.Studying literature –especially poems- will raise their analytical sense as well as they will be motivated to communicate with their colleagues trying to break any psychological bounds so that they won’t face hardships with foreigners.

- **Easy to Be Tough:**

Antika (2016) proclaims that poems become the most valuable mean in language teaching due to their short length, perfectly suitable for a single classroom lesson, their structure that is off the wall , and their linguistic features .(p.27)

- **Memorability.**

Literature, especially poetry and songs, is memorable it helps in learning by heart dozens of vocabulary (Maley & Moulding ,1985).

- **Motivating material:**

Literature is more likely to activate and motivate a learner than being used as a teaching material since it is produced by a writer who knows what she/ he is writing about and deals with subjects and themes which may interest the learner .(Duff & Maley ,1990).

- **Familiarity :**

Learners will be familiar to written language functions, different structures that are possible to use, as well as how to connect and order ideas .

(Collie& Slater 1987, p.5).

- **Personal Involvement:**

Literature is featured by playing both roles “a rule-based system” and “socio-semantic system”. (Collie& Slater 1987,p.5).

- **Critical Thinking Development :**

Shirley (1983) believes that literature teaching sharpen thinking skills so that the learner respond easily to various texts, as well as they will identify easily the function of connotations, imagery, denotations and symbolism. (p.1)

1- 2. Modern Poetry In EFL Classroom

2-1 Definition Of Poetry

Oxford university press (2013) , defines poetry as a word that is derived from the **Greek word ‘poiesis making’** . Poetry is a form of literature that uses aesthetic and rhythmic qualities of language (sound, symbolism and metre).

In a general sense, poetry is defined as ‘‘ the expression of imagination’’ which means poetry lifts the veil from the hidden beauty of the world and makes familiar objects be as if they were not familiar (Shelley 1909-1914,para.1-3). Moreover ,poetry is any kind of verbal or written language that is structured rhythmical and is meant to tell a story or express any kind of emotion , ideas (Ollila & Jantas, 2006,p.1) .As upshot , poetry is a literature genre based on the distinctive style of writing that uses a formal organization and that is often divided up into lines or stanzas . Color ,rhythm ,language, imaginative style are all the instruments and materials of poetry .

2-2 History Of Modern Poetry

Poetry ,at the start of modern period, had ceased to be the most important literary genre. Its traditional place had been taken over by prose fiction during eighteenth century during the Romantic period (1800-1850). It was the dominant literary type in the day of Dickens , and George Eliot , in 1890s , there was a little audience for poetry due to the terms of sales ; which means that the publishing trade took little interest in poetry and most of the poet held jobs or Poetry and

novels had been used during Victorian period (1837-1901) , but novels were the dominant one had private in come.

Then at the close of the great modern development had seen a sharp rise in the amount of poetry published and plateau was reached in(1900-1908) , with the emersion of ‘‘**Imagism** ‘’(theory or practice of group of poets in England and America between 1909-1917 who believed that poetry should employ the language of common speech rhythm).

In the late 1910 and the 1920 s , saw a large advance both in number and worth volumes of poetry , and many prominent writers appeared such as : Frost ,Eliot, Pound As well as there were differences in situation between English and American poetry in the modern period , the audience of poetry increased in the united states during the first world war compared with that of England. (Perkins 1976,pp 12-335)

2-3. Characteristic Of Modern Poetry

Modern poetry utilizes different writing technique which resulted an unprecedented kind of poetry.

- Modern poetry differed drastically from antedate nineteenth century Victorian poetry which was ‘‘a rather blurry , messy sort of period , a rather sentimentalists , mannerish sort of period’. (Pound 1968,pp 11-14) . (mannerish refer to mannerism is a European art style, that exaggerates such qualities as ideal beauty)
- What characterized this period was experimentation skepticism ,and questioning as maintained by(Parab ,2013 ,pp 10-24)
- Discontinuity ,fragmentation, and self-consciousness .(Mandal & Modak , 2013,p.5)
- It focuses on virtues of experimentalism ,individualism and intellectualism rather than vulgarity and philistinism. (Asadi & Salimi , 2013 ,p. 3)

- Modern poetry is infused with diction and rhythm and established by non-metrical means ,and often written in free verse , it hilights on images and symbols. (Hess , 2015)

2-4 Teaching Strategies of Poetry in EFL Classrooms

Poetry became a powerful tool for language learning. The evocative character of poetry , its imagery, its appeal to feelings and personal experience make it very interesting and enjoyable for foreign language learners (Llach ,2007). In teaching and learning poetry , Parkinson and Thomas (2000) state three ways in encouraging students teaching and learning :

- **Paraphrasing Meaning** : students indicate what the poem is about – events , descriptions ,emotions,... . By using different words.
- **Linguistic Features** : It is a systematic description of the language of the poem, base on the concepts of regularity, deviance, phonemic, and mimes.
- **Personal Reaction** :It includes an account of how this has changed in the course of rereading and analysis and an attempt to find objective reasons for subjective reactions.

Also teachers can use other several approaches as Savvidou (2004) suggested a combination or integration of cultural model , language model and personal growth in teaching literature.

In addition to that , teachers can use **Integrated approach** , which is a linguistic approach which uses some strategies used in stylistic analysis through exploring the text content and form. The teacher guides students through some classroom activities that are divided into three categories : **pre-reading, while-reading, post-reading** activities (Panavelil ,2011). Another approach is the **Reader- Response** rooted in transactional theory .Accordingly, reciprocal relationship between the reader and poem is important in interpreting meaning rather than seeking for fixed, single interpretation. (Hirvela,1996)

2-5 EFL Learners Attitudes Towards Teaching Foreign Poetry

Teaching poetry in EFL classrooms seems to be hard task to be performed by teachers owing to the unexpected reactions students may show towards the piece selected .Attitudes are composed of cognitive and affective components ; they are controlled by beliefs , emotions, values...
.(Mcgroarty, 1996).

Roebuck (2015) states “I have witnessed a variety of reactions to poetry: some students readily embrace verse, reveling in the opportunities it provides for creative expression; some students dutifully trudge along, reading and reciting without complaint; and some students despise every stanza, begrudging the moments spent trying to understand the language and struggling through assignments that demand a demonstration of critical thinking”. (p.1)

With poetry incompetent teachers, the print and the very nature of its presentation in books – The alien diction, conventions, and queer associations to things that are worlds apart and of Course the string of mind boggling questions that follow the poem” (p. 187)

Such stances -especially those with nonchalant and negative attitudes - can be changed whenever the appropriate materials and teaching techniques are used. Cheek Choy and trod (2002)reached that many students may ‘*respond poorly*’ either when the culture is difficult and complicated to be understood by them or because the linguistic nuances (p.129). Reactions of students differ from one learner to another because of many reasons; being unfamiliar with grammar, vocabulary or even the structure of sentences used may affect the learner’s understanding leading to unpredictable reactions. Furthermore, Ghastly, Seta, Muthusamy and Josef (2009) confirm that such reactions refer to learners’ inclinations, prejudices, ideas, fears, convictions concerning the topic treated (p.51). Whenever they were not flexible he will ‘*respond negatively*’.

In addition, some students may ‘*respond in a careless manner*’ for disliking poetry because of incompetent teacher, bad experience or the usual questions that follow the poem (Kennedy &

Goya, 1994.p.187). Whereas, other learners tend to believe that teaching poetry is '*irrelevant*' to their linguistic need. (saykhan, a2014)

2-6 The Impact of Teaching Modern Poetry in EFL Classroom

Poetry and literature are inseparable and interrelated, teaching classic poetry is an obligation; however, teaching modern poetry is a necessity. Involving modern poetry in the program is very big step to be taken by teachers due to its powerful impact. Benton (1990) pointed out that the verse has a potentiality on students' learning since it fulfils things that the prose itself cannot do; it highlights and channels the learner's ideas (p.27).

Moreover, poetry helps learners to deepen into the power of words, make connections to their personal life, and build critical thinking (young 2007, p.50). Furthermore, Roebuck (2015) says that "common structural components of poetry, such as rhyme and alliteration, are very useful for improving phonemic and sound awareness" (p.4); those components emaciate poems reading and raise their pleasure to read and reread them. In addition, Desai and Marsh (2005) behold that poetry helps to impact and articulate their lived experiences while visualizing new possibilities (p. 72). Modern poetry doesn't convey how old people used to live, love and survive only but it reflects current situations via introducing nowadays issues clearly then it sheds light on how they are solved. Besides, poetic discourse allows understanding of the other's experiences which plays a role in improving concepts of human diversity (Hanaper 2003,p. 79). Incorporating poetry in the syllabus will elevate students' tolerance – they intervene easily in both linguistic and situational contexts- they will know what to say and how to behave in a given situation.

Hismanoglu (2005) emphasizes on the linguistic part saying that students will appreciate and esteem poetry writing process, they will be aware of how poetry is composed and structured and they will be able to detect the deep meaning. It accentuates the language use beyond one

structure (p.61). Taking as an example English language and Arabic one that are quite different languages, English statement would start by the doer rather than the action because they focus on 'the who' much more, unlike Arabic that initiates with the verb than the doer since they centralize 'what happened' which tells thing about both cultures.

Having a powerful impact on students through teaching poetry is very challenging. The teacher should be extremely aware of the capacities existing in his classroom so that s/ he avoids mismatching the poem's features with their abilities. Anticay (2016) asserts "Poetry which will be taught to students should have an appropriate level of complexity that challenge but not intimidate" (p.28). Yet, it builds graded readers whose language is reveals through three types of control: the lexical one which refers to vocabulary, the structure control that involves how the sentence is structured, whereas, information control is achieved via restricting the number of characters or to how deep a given concept is defined (Hedge, 1885).

Nevertheless, teaching modern poetry in EFL classroom has a negative poll as well :

- Some teachers do not understand that many interpretations are allowed to exist.
- The large number of students is not suitable for student's participation, discussion and trainings.
- Students are interested in the literal meaning and they consider figurative language is the only obstacle.
- Instead of personal responses, the learner will line a reaction based on the teacher's opinion.
- Exam planned time is very short which prevents students from using their imagination and showing their creative side.
- Reading poems aloud, that is very effective way in teaching poetry, is not used.
- Symposiums on modern poetry teaching methods are rarely held.

-Poetic texts are not presented in a way that encourages students to connect it to their actual life.

-Students' creativity is not stimulated since they try to imitate the poet's form starting from the first line to the whole poem.(Saykhan ,b 2014)

3 .Eliot And Literature

3-1 Eliot's Biography

Thomas Stearns Eliot was born on **September 26, 1888** in ST .Louis, Missouri on the bank of the Mississippi river in late 18th century America. Into a prominent family with roots in Boston and the New England of the early pilgrims.

His father **Henry Ware Eliot (1843- 1919)** was a successful business man .His mother **Charlotte Champed Stearns (1843- 1929)** was a social worker. Eliot was the last of six surviving children, known to family and friends as **Tom**.

When Eliot was seven he began his formal education he attended a small elementary school, then in autumn **1898** entering smith academy in order to prepare for university study.

In 1905 was enrolled at Milton , he completed his year successfully and headed for Harvard.in1906 he read and studied widely in several disciplines as sciences ,traditional humanities and studying the literatures of several countries, languages, history, and philosophy.

Summer 1914 he moved to England to complete his study in Oxford university, he published his poem « The **Love Song of J. Alfred Prufrock** ».

Also Eliot married **Vivien Haig- Wood** , and he met **Ezra Pound** who played a major role by introducing Eliot's works to the British society and edited most of his works .

Early 1920 Eliot' entered one of his most fertile periods; both psychological and physical ailments; though he published his greatest work « the waste land »in 1922. The positive turn in his life when

he joined **Faber and Faber** house 1925. He converted to Anglicanism in 1927. Eliot got the Nobel prize for his greatest poem the waste land on November 1948 . He died on **1,4 , 1965** because of respiratory illness . (Cooper , 2006,pp. 1-21)

3-2 Eliot Poetic Technique

The Waste Land continued to be described as ‘‘an extremely eccentric work’’ (Korg, 1960, p.456) Eliot turns from history , but it is clear that the waste land called a war poem. Its disarrangement and fragmentation echo the wondering experience of the war as the poem alludes to events of the previous ten year. (Patil, 2012, pp.1-9)

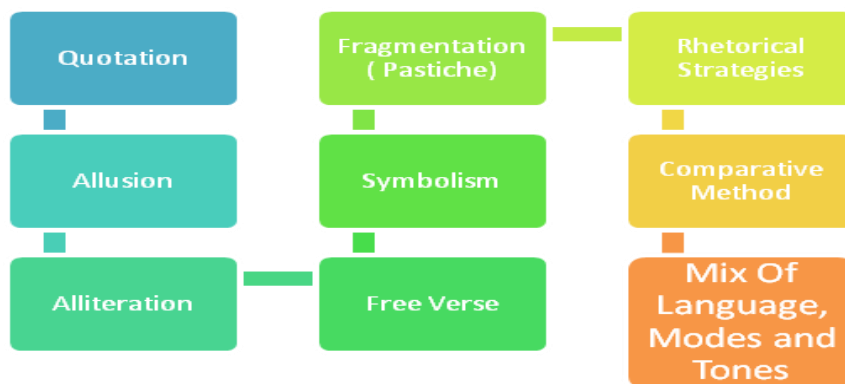
Additionally, the poem as a whole is two larger structures which presents the banalities of modern life side by side with the wealth of dark, suggestive myth explored in the Golden bough. It attempts to see at once what is hidden in the memory of the race and what is obvious in the present, the grotesquely mingling of contradictory elements that results the true surrealist vein. (Fir, 1971) The waste land is known as the major statement of modernist poetics, both for its broad symbolic significance and for Eliot’s masterful use of formal techniques. The waste land made use of allusion, quotation, in several language, a variety of verse forms and a collage poetic fragments to create the sense of speaking for an entire culture in crisis also a mix modes and tones, as well as Eliot ability to meld a deep awareness of literary tradition with the experimentalism of free verse; to fuse private and public meanings, and to combine moments of lyric intensity into a poem of epic scope. In addition to that Eliot bases on ‘‘allusion’’ in his poem, that serves various functions: to give symbolic weight to the poem’s contemporary material, and encourages a sort of free association in the mind of the reader, establish a tone of pastiche. Eliot also makes use of ‘‘alliteration’’; Eliot adopted this old English technique from Pound. (Lewis, 2007, pp.129-151)

Gardner(1949) finds that the most certain sign of Eliot's greatness as a modernist poet, it was the way he used language, in that quality of his poetry which is best converged through one of his famous phrases which is "auditory imagination"(p.87)

Likewise, Eliot adopted a fresh techniques as the Rhetorical strategies in which Eliot points out the insufficiencies of the comparative method employed by Eliot such cultural comparisons.(Manganaro, 1992)The fragmentary quality of the poem contributes to the expression of a fragmentary world but admits : "effective as this use of pastiche is in many place,[...] there is so much of it in the waste land that it be came as mannerism and Eliot cannot be wholly acquitted of over loading this poem with recondite learning "(pinto,1965)

For Eliot's mythical method Wilson (1967), points out that "[t]he poet of the waste and is living half the time in the real world of contemporary London and half the time in the haunted wilderness of the medieval legend. (pp .1-90) The poem achieves its unity by constant references to the underlying myth, and to related myths of death and re-birth. (Gardner, 1949)

Eliot also adopts the expression of a single protagonist, various facts of those characters are represented by the different men and women .(Foster,1945) Consequently the characters of the waste land are limited and defined by their circumstances, the protagonist of the poem is composed of all the various characters appearing in the poem.



. Figure 1.3: Eliot's Poetic Techniques

3-3 Eliot 'S Themes

Modern poetry is based on new and wide range of subjects, themes and issues. While traditional poetry has been limited subjects of universal significance, general human appeal. (Collins & Rundle, 1999)

Eliot demonstrates the theme of crisis and tension in the modern society, he was aware of the disorderly and fragmented social condition of their time .(Albright,2006 ,p.63)

Bloom(1999)asserts'' That The Waste Land is a testament to the disillusionment of a generation , an exposition on the manifest despair and spiritual bankruptcy of the years after world war I''(p.40) Similarly, the waste land as a metaphor that expresses the cultural infirmity of Europe after the great war[as] a sign of [the] post-war time.(Ross,1984 ,p.134)

Furthermore, the waste land incorporates multiple moral and critical subjects. That indicates the way in which the world- mankind- lives and behaves in the eye of modernism. It seeks to express the image of modern philosophy, culture, and art of western civilization. Eliot in other way in the waste land connects the contemporary tensions with the past, referring to some well- known mythical elements from both the East and west. Eliot illustrates the catastrophes as having time less belonging as demonstrates the contemporary malaise into an eternal problem of man.(Bhagawatia,2012 ,p. 337) ; « ... past and the present merge together and antiquity is brought into the embrace of contemporary, so that a poem of four hundred thirty liner acquires a disillusionment in cultural history of the entire humanness . (Bhagawatia, 2012, p337) However, the poem displays the failure in different moods and situations as loss of faith , '' In light of the desolation of the west, Eliot feels that another renaissance is necessary ; the preceding one tore western society from its root, the Christianity religion' .'(Hentea,2010 ,pp18-317) ; ''the poem is a profound and a very moving picture of

modern man spiritual plight''.(Coote,1985 ,p.31)Which means that Eliot's seek to show the fragile psychological, and faithful of humanity in modern era , and who discusses city life its barrenness, hectic activities, sex, perversities immoral attitude of city people, with loss of religious tradition , spiritual sterility, this leads to man alienation and suffering. In the other hand , in the waste land life devoids meaning I death, the contrast between life and death demonstrates the people of the waste land losing their spiritual values and ethos , are fascinated with death rather than life

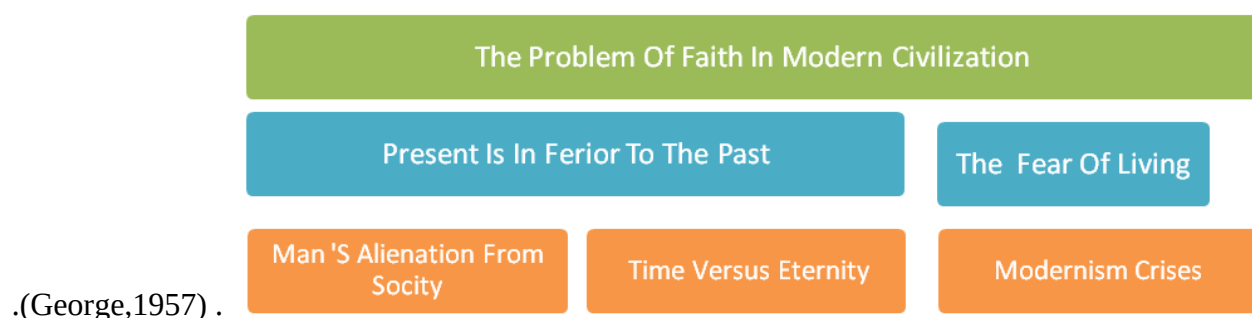


Figure 1 . 4: Eliot's themes.

3- 4 Summary of the Waste Land

'The waste land' is a modern literary masterpiece of the twentieth century published in 1922. The original manuscript of The Waste Land considered being complex, mystical visionary, and longer, but Ezra Pound gave some constructive suggestions to Eliot about the structure of the poem. It is divided into five sections: **The Burial of the Dead**, **A Game of Chess**, **The Fire Sermon**, **Death by Water**, and **What the Thunder Said** .Each section focused on different issues.

The poem attempts to integrate a sense of fragmentation and disorder in its vary texture, there were a sudden changes of time, location, characters, speaker, even the language. And integrated elements from many more cultures, myth, artists, and alludes to numerous works of literature, quotation, and symbolism, as well as amalgam of Western, Hindu, and Buddhist concepts and allusions.

The waste land introduced in a chaotic time , it is a text of the first world war and personal document as well .Eliot introduced the post –war situation in Europe and London, he suggested that the war played a significant part in bringing about this social psychological and emotional collapse, as well as loss of belief in traditional values. The poem explores themes of death, rebirth, fear, depression, objection, and history as a cycle through a fragmented dramatic monologue. (Cooper 2006, pp. 62-79)

Literary modernism is a twentieth century movement, it is characterized by using stream of consciousness, irony, fragmentation. Literature is considered as a promoting tool for language learning purposes and intercultural competence as well as communicative competence. Basically, teachers use different approaches and methods to teach modern literature in foreign classroom as: Language based approach, personal growth model, or Reading circles technique. Poetry as a part of literature used in teaching and learning in EFL classroom ,by using some approaches and techniques as the Integrated Approach, Reader-Response .Modern poetry shifts from the traditional one in language, and structure . Through using foreign poetry in classroom it can enhance more extensive vocabulary knowledge, and increases the learner's productive skills. as sample of figurative writer during modernist period Eliot's demonstrates in his greatest work "The Waste Land" major techniques such as fragmentation and allusion by this in which he investigate some themes as death, man alienation ,and loss of faith and culture .

CHAPTER TWO :

READER RESPONSE THEORY.

The second chapter involves a detailed presentation of the Reader Response theory. It aims to discuss the benefit of this theory in EFL context, and generating the learners' response toward reading literary text. It is divided into three sections, the first section focuses mainly on the historical background and the main types of the theory. The second section deals with reading process and the creation of meaning as well as types of reading and the transactional relationship between reader and text. The third section offers possible ways to implement the theory by using different strategies and activities, also the role of the prior knowledge and cognitive strategies to interpret literary text, and the basic values of using the theory.

2 - An Introduction to Reader Response Theory

Eagleton (1983), has characterized the history of modern literary theory as occurring in three stages: aromatic'' preoccupation with the author'', a new critical '' exclusive concern with the text'', and finally, '' a marked shift of attention to the reader over recent years''. This is due in large part to the emergence of Reader Response theory. (P .74)

RRT is a school of literary theory began in 1960's, '70s in USA and Germany. It is a backlash against the proponents of '' New criticism'' that achieved prominence in the 1940's, 1950's, and assume that the meaning existed solely in text, but RRT underscores the fact that meaning is created through transactional process between the text and the reader, the theory

focuses on the individual work of the reader, and analyzes the reader's role in the production of meaning. The theory is introduced by some critics who center the movement as: Norman Holland, Stanley Fish, Wolfgang Iser, Hans Robert Jauss, Roland Barthes, Louise Rosenblatt. (Mailloux, 1982)

Rosenblatt (1938), points that reader response or transactional theory, 'arises in direct opposition to new criticism'; new criticism focuses on what can be found in the text, while reader response takes the ideas of textual reading a step further and 'assumes an equal closeness of attention to what that particular juxtaposition of words stirs up within each reader'. (p.137)

Reader Response theory is a movement within literary criticism that links form to response; it emphasizes the study of reading over the formal features. Actively it might be used to formulate questions intention or response. (Scott, 1994)

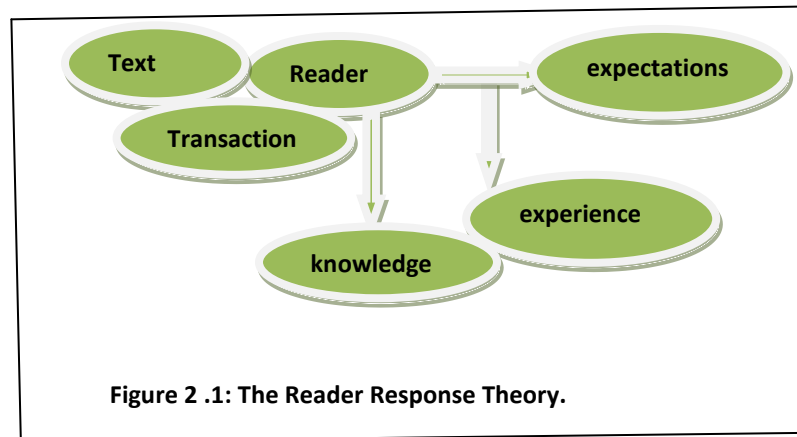
RRT views the reading process as a text in which the reader with his past experience, belief, expectation and assumption interacts with perspectives in the text, and meaning is determined as the result of his transaction. Thus, reading in this approach is a reflective and creative process and meaning is self-constructed (Amer, 2003, p.68)

Hence, the reader is an essential participant in the reading process and the reader's reactions are based on his prior beliefs and attitudes, which means self-determination or their self-improvement, the reader interprets the text in a way that reveals his identity.

On this base Rosenblatt (2005) claims « aesthetic reading happens if students have repeatedly found that, in approaching a text called a 'poem' or a 'story' they can assume that they are free to pay attention to what the words call to consciousness » (p.37). for Connell (2000) « the synthesizing process of aesthetic experiences is distinctive from non-aesthetic experiences because : it involves 1) an organic immersion in reader's prior beliefs and experiences, 2) a connection to emotional drives , and 3) a stimulation of imagination ».(P .31) . According to Just

man « the reader coauthor the literary text » (2010 p.121)

Which means that aesthetic act of reading is the context driven, and the reader's interpretation of a Text is not a description, but the re-creation that he makes to the text to find the meaning .



2.2 Types of Reader Response Theory

RRT recognizes that readers “ always bring certain personal, cultural, and literary repertoires to their reading, which need to be explored and compared. In addition, people have one perception when they read a work for the first time, and very different one, when they reread” (Woudlief & Cornis-pope, 1995)

One foundational component of reader response theory is that literature is not considered to be in isolation from the reader, theorists recognize that the meaning produced depending on the reader's knowledge, experience, specific social and cultural contexts, this signified that the reader response does not come from one side, everyone is different in their perspective in meaning a literary work.

The reader response theories are divided into five categories: textual, experiential, psychological, social and cultural; every perspective classified based on three aspects: reader, text, and context. (Beach, 1993)

- ***Textural Theories of Response***

It is an orientation toward the text, they focus on the way readers draw on, and deploy their knowledge of text or genre conventions to respond to a specific text.

For example: how readers respond to mystery story? They tend to use their knowledge and strategies of mystery genre in order to predict the story outcomes. (Beach, 1993, p.8-9).

Rosenblatt (1988) concludes that reading is a complex, self-correcting transaction between the reader and texts, that is continuous to arouse and fulfill expectations until finally, a synthesis or organization, more or less coherent and complete, emerges as the result of a two- and from interplay between reader and text. (p.71)

- ***Experiential Theories of Response***

They focus on the nature of the reader's engagement or experiences with texts that allow them to describe and identify characters, visualize the setting, elaborate on the textual world, to draw connections to their own lives and detach themselves from the story by relating it to their life experiences.(Beach, 1993, p.8-9). Proficient readers engage in reading literary text in three dimensions:

“evocative dimension”, the reader enters the story world, and shows interest to the plot.

“connective dimension” the readers use more analytical activities, for elaborating on the story world and connecting literature to their life.

“reflective dimension” readers consider the significance, conventions and understand reading as transaction and evaluate both author and themselves as readers. (Wilhelm, 1997)

« Text must be read and interpreted by the individual; the reading will be influenced by the individual's experience and stance. If the text is more than a literal piece, ” the reader must have the experience, must 'live through' what is being created during the reading » (Rosenblatt, 1995, p.33)

- ***Psychological Theories of Response***

They focus on the reader's cognitive or subconscious process, and how these processes vary according to both unique individual personality and developmental. (Beach, c1993, p.8-9)

Holland (1990), believes that reading is a deeply personal, emotional, and psychological process during which the reader, and the text interact to create meaning. As he contends « It is impossible to subtract the subjective element in reading from the objective, for each helps create the other [through] each reader's .characteristic psychological process » (p.40)

Hence, Holland invoked the premises of ego-psychology to describe how readers read according to a tacit narrative (called an identity theme), the reader response is not as one guided by the text but rather as one motivated by deep seated, personal, psychological needs.

As well as, Holland points that reader's motives strongly influence how they read, and their interpretation reveals about themselves, not about the text, and their reaction to literary text is the same psychological responses they bring to events in their daily lives for example:

Someone is quick to dislike new acquaintances that remind him of his alcoholic father, and then he dislikes any fictional character that reminds him. Holland calls the pattern of our psychological conflicts and coping strategies or identity theme, to every situation we encounter.

As example:

A reader who at some point in his life have felt victimized perhaps neglected by a parent; this reader defenses probably would be raised by character of Pocola in « Toni Morrison's The Bluest Eye » (1970) because he would perceive her as a victim as himself had been. (Mambrol, 2016)

- ***Social Theories Of Response***

They focus on the influence of the social context on the reader text transaction, and what we take to be our individual subjective response to literature is really a product of the interpretive community to which we belong.(Fish ,a1980)

- **Cultural Theories of Response**

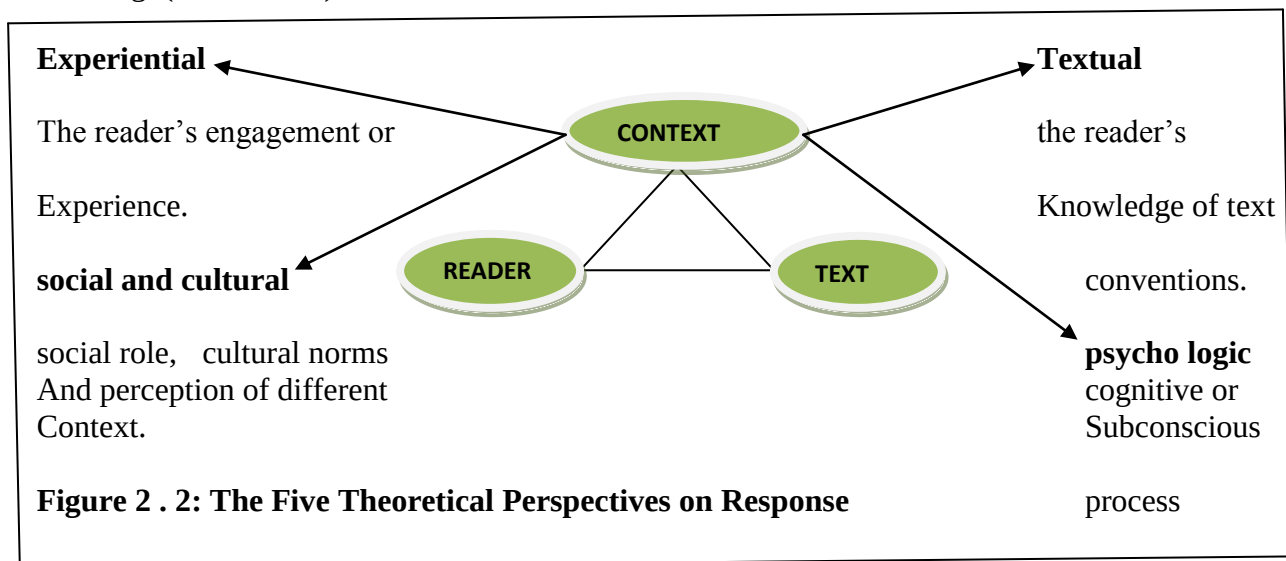
They focus on the way the reader's cultural roles, attitudes, values, as well as the large culture historical context shape responses.

As example:

Members of a religious sect are socialized to respond to sacred texts according to their cultural values of that sect (Beach, 1993, p .8-9)

Fish introduced the concept'' interpretive community'' through which the meaning is attributed to a text through readers who are members of such group share certain '' interpretive assumptions'', about the diversity of reader's interpretations of literary texts. The readers do not defer their interpretation

Of a story, poem, or even a single sentence until the end they create a meaning based upon limited knowledge. Fish sees the modification of prior interpretations as an inherent part of the text meaning. (Fish, b1980)



2. 3 Problematize the Relationship between Text and Reader.

The literary work is a combination of text and the subjectivity of the reader. Iser (1978) maps

out three domains for exploration, the first involves the text in its potential to allow and manipulate the production of meaning, the text as a skeleton of schematized aspects that must be actualized or concretized by the reader. Second, he investigates the processing of the text in reading of central importance here are the mental images formed when attempting to construct a consistent and cohesive aesthetic objectivity. Finally, the communicatory structures of literature to examine the conditions that give rise to and govern the text-reader interaction (p .2)

Similarly, reading is a dynamic, cognitive, and interactive process between the reader and the text. The reader and text are crucial, that the text is not finished product without the reader's construction of meaning, which is shaped by the reader's prior knowledge.

However, the text is a potential source which is concretized by the reader according to his different extra-literary stand, art, view, values, or personal experience .A sort of oscillation is set up between the power of text to control the way it is read and a reader's concretization of it in terms of his /her experience. (Isir, b1978). Likewise, a text which is well- presented in all aspects would attract a reader and evoke his/her interest in reading. (Herlina,2016) ; when a text interests the readers' emotional response this leads to raise their motivation and contributes to improve attitudes, engagement , and enjoyment with reading, also the text that matches student's language ability, level, interest, age, gender, and prior knowledge will give a positive impact on text comprehension .

(Kucer,2001)

As well as the more familiar language used in the text , such as the actions of characters, the description of the setting and the sequence of events, the closer the reader's predications will correspond the author's expression and the easiest that text will be for readers to comprehend . Therefore, learners who read the same text could end up with different understanding of the text. (Narvaez, 2001)

In other words, there are no universal implied readers there will be as many implied readers as there are many different texts, because each text has its own implied reader, and that is why we cannot read all texts comfortably.

Furthermore, the text is an event act as stimulus for eliciting ideas from the reader and shapes their experiences. The relationship between text and reader can be described as dialogue where the reader try to:

- 1- Develop a tentative frame work in response to the ‘‘cues ‘’of the text.
- 2- Form expectations that influence selection and synthesis of responses.
- 3- Experience fulfillment or frustration of those expectations.
- 4- Adjust expectations.
- 5- Synthesise meaning. (Rosenblatt, 1978)

6- 2. 4 Reader Response to Literature in EFL Classroom

2 .3 .1Advantages of using literature in EFL classroom

In recent years, there have been a strong move towards the study of literature, mainly the integration of culture in the academic curriculum. Therefore, many researchers claim the need to include literary texts into the L₂ curriculum or alternatively advocate a context-based curriculum that would include literature components. (Liddicoat, 2000)

Literary subjects play very important roles in the context of teaching EFL learners. In the classroom, teachers should enable learners to realize the main concern, while reading a story for instance , is not about what they understand’’ but how they fell’’ when a teacher asks learners to respond, he/she is asking them to go deeper, ask critical questions , argue with the author and make a connection to their own lives.(Harvey,2000 ,P.38)

In many language classrooms, the story is not being read as literature but as a piece of information.(Carlisle,2000,p.13); Hence, the teaching of literature is seen as information of othering exercise rather than an aesthetic experience in which the reader has a response to the event, which involves the free expression of his thoughts and feelings about the text (Rosenblatt,1985 ,p.40); The teacher should discuss with his learners the difference between “reading literature ” and reading for “ information “.Studies on the application of literature in EFL classroom indicate its significance since it allows student to have :

- **Authenticity :**

Literature is inherently authentic and provides authentic input for language learning. (Ghosn, a2002); the language of literature is very authentic; it’s about the use of language in the context and is easily etched on human mind.

- **Motivation :**

Literary texts are very motivating due to their authenticity, and the meaning for context it provides. (Ghosn.b2002)

- **Critical Thinking :**

According to Lang (1997), literature allows students to reflect on their lives, learning, and language, literature can open’’ horizons of possibility, allowing students to question, interpret, connect, and explore’.’(P .607)

- **Cultural Awareness :**

Literature is believed to give access to the other ways of seeing the world, it opens up for interaction with the other .In its representation of cultural otherness in ways which appeal to our emotions, literature makes it easier to put one self into the position of others, which can make pupils develop new ways of seeing both self and other .(Kramsh,1993) ; literature deals with

universal concepts such as : love, death, nature, politics ... ,this similarity and even the difference between cultures and languages promotes both cultural and intercultural awareness.

For, Parkinson, and Thomas (2000), they believe that literature can provide the following:

- Linguistic model: literature provides excellent writing and linguistic diversity.
- Extension of linguistic competence.
- Mental training.
- Authenticity.
- Memorability.

2.3.2 Difficulties of Using Literature in EFL Classroom

Despite the advantages of using literature in the language classroom which have been mentioned in the previous section, some difficulties can be faced in EFL class as: language itself, cultural issues, or text selection.

- **Language :**

It refers to syntax, vocabulary, considered to be complicated. That is probably the reason why students often feel that literature'' does not stick to the most common usage, but exploits and even distorts the accepted conventions in fresh and unexpected ways''.

(Lazar, 1993, p .115)

- **Cultural Issues :**

Cultural issues are considered to be a problem when it comes to the use of literary texts in EFL classroom, literature is saturated with cultural concepts that might frustrate that inexperienced reader. Even in the case that teachers may feel determined to include L₂ cultural elements in their EFL classes, this often present a distorted reality. (Lima, a 2005)

- **Text Selection :**

It is considered to be difficult task for both teacher and students. « a number of different factors such as learner's language proficiency, age, gender, and background knowledge »(Khatibe,2011 ,p .204) ; these factors are important to provide students with a literary experience may also result in a source of conflict, simply because students do not have the linguistic, literary, and cultural competence to tackle the text.(Lima,b2005,p.186

- **Literary Concepts And Notions :**

Unfamiliarity with certain literary genres and conventions might also bring about certain sort of problems. An example is exposing the beginners to James Joyce's « Ulysses » which bases on stream of consciousness, lack of knowledge lead learner to see literary text complicated. (Maley, 1989)

2-5 Types of Reading

Reading is not a monolithic activity, as there are a variety of texts that the reader encounters with different stances. This stance is a reflection of the reader's purpose for reading and involves the reader's expectation of a particular text. The type of interactions the reader shows toward the text can be classified into two types of reading'' Efferent ' and ''Aesthetic''. The readers always adopt a stance while they are reading, which influences their transactions with the texts. 'Efferent stance'' deals more with the "cognitive part ", it is a referential, factual, analytic, logical, and quantitative aspect of meaning. It bases on narrowing the zone of attention. While, '' Aesthetic stance 'deals with sensuous side, it is affective, emotive, and qualitative. It bases on broader field of awareness. The text itself is neither efferent nor aesthetic; instead our purpose for reading texts determines which stance we assume.

For example:

As a reader of Shakespeare's'' Henry IV'' play, we can be fully engaged in emotional drama of the play while acquiring historical information. (Rosenblatt, 2004)

Basically, in the efferent reading readers are not interested into the rhythms of language or styles, but they learn something valuable to them and obtain a piece of information such as reading news paper, textbook, legal brief, but aesthetic reading traces the reader's engagement in the experience of reading itself, they read for entertainment in order to experience thoughts, feelings, and emotions as in the play, poem, and stories.

Table 1 .2: The Difference between Aesthetic and Efferent Reading.

Aesthetic reading	Efferent reading
Feeling based	Information based
More personal and experiential	Attention to the structure of the language and the analysis of literary elements
What was interesting	Generate opinion
Broader awareness	Narrowing attention

2-6 Reader- Response as an Approach in EFL Classroom

The Reader Response approach imposed itself as a student-centered method of teaching and learning literature. There are an apparent advantages concerning the application of the reader response approach in EFL classroom. It can elicit learner's personal response to a set of literary texts, as well as the use of the language in the context. A number of activities or techniques can be

used for implementing the approach in classroom. Teachers can utilize small group multitasking, and by covering six steps: study, teach, create artistic works, and do met cognitive

Activates, respond, and write. (Bahrain, 2007)

For Amir (2003), teachers can focus on:

- 1- Reading logs.
- 2- Response journal.
- 3- Critical questioning and Wittig.
- 4- Role - Play.
- 5- Drama and lettre Wittig.
- 6- Rewriting narratives from another character's point of view. (p.68)

Thomson (1987) introduces the **developmental model** of a Reader- Response approach, that there are several levels of response to literary text, for deeper understanding of social and ideological aspects of the text. Thomas defines the level of developmental models as:

Level 1: **Literal Understanding**, the students read at the level of basic understanding without paying close attention to details or involving analysis.

Level 2: **Empathy** includes personalizing the text and relating it to their own lives and sympathy, with some characters.

Level 3: **Analogy** which refers to making connections between the reader's personal experience and the fictional events.

Level 4: **Reflection** includes deeper understanding and evaluating the characters and the theme of a story.

Level 5: **Evaluation of fiction**, seeing the literary text as the construction of the author, and analyzes the author's social and cultural values in comparison with the reader's values.

Level 6: **Recognition**, the reader becomes aware of the reading process and their own self

understanding. (P .153)

2 .7 the Role of Background Knowledge

« Prior knowledge, defined as, » the sum of what a person knows about the content of a text » (Brandao & Oakhill, 2005, p.688); prior knowledge that is critical to reading, categorized into two different categories.

Knowledge of the form: it provides the reader with linguistic information about text including semantic and syntactic patterns. Whereas, **knowledge of substance** provides information to the reader about cultural pragmatic and topic information .(Eskey, 1986)

According to Rosenblatt(1995), « A novel or a poem or play remains merely ink spots on paper until a reader transforms them into a set of meaningful symbols »(p .24) ; The novel or poem or play exists, after all only in interactions with specific minds, it's an individual and unique occurrence .The readers use prior knowledge, information ,and experiences stored in the mind to make meaning from a text .During reading the reader integrates this personal knowledge with author's words creating an original text. What readers bring to a text affects their ability to comprehend the author's words. A literary work interacts with the mind and emotion of a particular reader that any values be derived from literature must emerge from a personal, esthetic experience of the works themselves. The reader brings to the work personality traits memories, of past events, present needs and preoccupation, a particular mood of the moment, and a particular physical condition. The students emphasized literature as a mean of enlarging their knowledge of the world ,because through literature they do not acquire so much additional information as additional experience new understanding is converged to them in a living, vivid, and dynamic way, they meet new characters, or new social conditions and human conflicts directly and personally .(Rosenblatt, 1937, pp32-47)

As well as, schema theory is based on the belief that 'every act of comprehension involves one's knowledge of the world.(Anderson al,1977 ,p.73) ; the text must activate in the readers all of the appropriate cognitive schemata in order to be comprehended, when reading a story with familiar theme, especially one from the native culture , L₂ readers might more easily activate the appropriate background concepts and hence more efficiently process the text .It is not only important for the reader to have the background knowledge to read more efficiently, but that knowledge also needs to be activated.(Adams&Bruce,1980)

Basically, every reading material requires its own background , different background knowledge would influence student 's reading comprehension, literacy is acquired through a person's experience and interactions with it , each person's experiences are unique to them . Which makes the process of literacy acquisition unique to every person.

2 .8 Cognitive Strategies of Reading

« reading is a process to understand use, reflection ; and engage within texts, in order to achieve one's goals to develop one's knowledge and potential, and to participate in society » (Kendeou,2014) ; Reading comprehension is developed through some cognitive strategies ; these strategies include practice, receiving and sending message, analyzing , reasoning , and creating structure for input and output. These cognitive strategies applied in order to get the student's improvement or reading comprehension test. (Sahrul, 2014)

For Gaye (1977) cognitive strategies are an internal process known as the learning process of control, they serve as a way to modify and regulate the learning process. In this way students try to overcome difficulties or problems faced. These strategies deal with how to remember, and how to convey ideas reflexively and analytically. (P.167)

Reading strategies are divided into two major categories:

‘‘Met cognitive’’ and ‘‘Cognitive’’ reading strategies ; **Met cognitive** strategy involves thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self- evaluation of learning after the language activity completed .(Skehan 1989,p.87), in other words cognitive strategy is about over viewing and talking with already known material , it involves finding out the language learning, planning for a language, and self- evaluation.

According to Brown (1994), **Met cognitive** strategies include : « checking the outcome of any attempt to solve a problem, planning one’s text move, monitoring the effectiveness any attempted action, testing, revising, and evaluating one’s strategies for learning » (p.115)

Cognitive strategies in reading : William and Burden (1997) state cognitive strategies are seen as mental process directly concerned with processing of information in order to learn, that is for obtaining, storage, retrieval or use of information.

In general, studies in both L₁ and L₂ reading research provide a binary division of cognitive strategies as ‘‘ bottom-up’’ and ‘‘ top- down’’ ; the bottom up model as the « common sense notion » and reading is meant to be a process of decoding, identifying letter and phrases, in order to get the meaning, on the contrary, ‘‘ top-down’’, requires the readers to make predictions about the text content by relating the new information difficulties or problems faced, this strategy deals with how to learn, how to remember , and how to convey ideas reflexively and analytically .(p.148)

Basically ,cognitive strategies involve getting the idea quickly, skimming and scanning by using resource for receiving, sending messages, reasoning , and deductively , taking notes.

2 -9 the Role Of Reader Response Theory In EFL Classroom

RRT plays an important role in literature pedagogy. It offers both theoretical development and practical accounts. There has been a shift from structure or text-oriented approach supported in

new criticism view, to aesthetic experience- based approach supported by reader response theory.

(Grossman,2001)

Tucker (2000), discussed the benefits of using Reader Response in EFL classroom as :

- 1- It enables the students to experience relevance in the learning task.
- 2- It Validates learners as critical readers who are capable of determining in texts.
- 3- The learner is an active, not passive, encounter with the literature.
- 4- It Provides readers with the opportunity to express themselves freely. (p.199)

RRT creates an atmosphere of free expression and motivates students to speak their minds and change their ideas; the aim is to gain more insight not to win a debate. Furthermore , to find the common denominator in student's different point of view. This can boost communication and help introverts get involved. As well as to elicit response from students as a way to know their emotional and intellectual responses are a good base for discussion and writing. (Probst, 1987)

Reader-Response theory is one of the literary criticism theories in which the students are required to criticize the text based on their experience and prior knowledge. It is divided into five categories, textual, experiential, psychological, social and cultural. The basic postulates of the theory in class emphasis the crucial role of the reader in the creation of meaning, and their aesthetic experience when reading a literary text. The theory strategies and activities can potentially involve reader's cognitive and affective aspects that are indicated by their reflections of their active classroom involvement.

The benefits from the Reader-Response theory implementation in literature courses are numerous among them, promoting aesthetic experience, empowering student's voice, and improving student's motivation and interest in reading as well as literary achievement.

CHAPTER THREE:

RESEARCH METHODOLOGY

This chapter was devoted to the research methodology of the research .It provides description of setting and participants engaged in the study. As well as a brief description of the questionnaire and interview as the main instrument used to collect data. Yet, an explanation of data collection process and techniques and the types of data collected.

3 -1 Research Design

The method used for this study is a mixed method paradigm , as a purpose to investigate EFL learners' response toward reading T.S. Eliot poetry namely'' the waste land''. We opt for the mixed method research to provide a deeper understanding of student's reaction and responses. Mixed method research is viewed as the third methodological movement includes both qualitative and quantitative dimension , as Onwvegbuzie (2004) claims'' The class of research where the researcher mixes or combines quantitative and qualitative research techniques , methods , approaches , concepts , or language into a single study'' .(p.17).

Similarly to Kuckartz (2014) mixed method refers to movement that is around 1980 's, when sociologists tried to resolve the disagreement between the qualitative and quantitative paradigm by combining both into a third way. (pp. 27- 28). Mixed method research is an

emergent methodology of research that involves a systematic integration, or mixing of qualitative and quantitative data at the same time, and assessing information using parallel constructs for both types of data. Also the two types of data can provide validation for each other, and create a solid foundation for drawing conclusions about the intervention. Buke (2007) stands that this approach is ...” the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches for the broader purposes of breadth and depth of understanding and corroboration ‘’ (p. 123) , basically , Mixed method is flexible , and the synthesis that includes ideas from quantitative and qualitative research offers more comprehensive approach to answer research question ; the qualitative method is often constructivist and conduct exploratory research , and the quantitative are rather positivist and focus on hypothesis testing , here mixed method takes a stands in between.

Mixed method provides more evidence for investigating a research problem than either quantitative or qualitative research alone. Researchers are enabled to use all of tools of data collection available rather than being restricted to the type of data collection typically associated with quantitative research or qualitative research , it helps to answer questions that cannot be answered by quantitative or qualitative approach alone .

3 – 2 Participants and Setting

This research investigates EFL learner responses toward reading Eliot poetry. It takes place at Abbess Leghrour Khenchela University. It is specifically implemented in the ‘letters and languages faculty’, which is one of six faculties the university is composed of. The target population involves about 39 English LMD students . Probability sampling is adopted to carry on the study, via using simple random sampling technique in order to give each subject an opportunity

to answer. Additionally, we opt for Master Two as a sample because we assumed that they tackled the poem we select which is “The Waste Land”.

3-3 Instruments of data collection

3. 3. 1- Description of the questionnaire

The learners’ questionnaire consists of 22 questions, it is organized into five sections, each section intended to investigate and provide particular information. The questions used was a combination of closed- ended and open – ended.

Most of the questions was a choice questions in which the participants asked to show their degree of response and opinion toward the varied statement presented. In addition to open- ended question, for that we base on’’ Wh’’ questions in which the students were given the opportunity to provide their own answers and provide a brief explanation. The goal of the questionnaire is to examine the student’s responses and opinion toward reading Eliot’s poem ‘’the waste land.’’ The first section aims at knowing the learners attitudes toward reading English literature, and the difficulties they face. The second section aims at examining the student’s opinion toward reading poetry. The third section aims at revealing the students attitude toward reading Eliot’s “the waste land”. The fourth section aims at showing the students’t responses and evaluation of the work presented. . The fifth section aims at exploring the learners knowledge and reaction to the poem characters, themes and how this affects their feeling and view to the world.

The questionnaire was administrated on 13 Jun 2020 due to the university circumstances that were going through, as well to the pandemic that affects the country.

3.3.2 - Description of the Interview

We conducted an online interview due to the pandemic which affects the country. With open-ended questions with five Master two year English students at Abbess Laghrour university . Five

students were selected due to their pleasurable reading of poetry . The students interviewed on 29 Jun , the main reason of this interview is to get a full understanding of how students interacts and responds emotionally to reading poetry .

The interview contains 13 questions. These questions designed from general questions about learners' attitudes and responses toward reading poetry, into specific ones to identify their kind of feeling they experienced from the poem. The interview was semi- structured. The questions were an online form. We send them the questions; also we give them chance to say if some of the questions are difficult, also we give them sufficient time to think carefully.

3 . 4 Procedures of Data Collection

This study employs mixed method to investigate students ' emotional responses when reading "The Waste Land" . Data collection took two ways ; two distinctive instruments in parallel are used .

In one hand, a questionnaire was designed to be addressed to English students in order to uncover their personal reactions towards the poem selected , yet to scrutinize the psychological reflection and cognitive one .It was adopted as an instrument in 'quantitative data gathering' because it provides numerical data .First, questions were typed on Google forms website on the internet. Then , It was distributed online via 'face book' on a group created by students that gathers third year students of 'Abbes Laghrour university'. Their answers were received through emails of researchers. The responders spent 6 days in a whole to reach the specified number of the sample (39 learner).

On the other hand, a structured- interviewing was adopted as a second instrument with seven students from the same sample in order to reinforce the reliability of the study and findings . It was very helpful in collecting 'descriptive data' .Thereby , it was involved as an

essential tool in conducting the other section of mixed design which is “qualitative research” .

The interview was typed and doled out online to carry on the investigation. Their answers retrieved back after waiting 4 days.

3 . 5 – Data Analysis and Finding

The research data gathered through qualitative and quantitative procedure. The unit of analysis was students’ emotional reactions towards reading Eliot’s poetry.

An online response was the base of this study; we used learners’ online responses to start analyzing, organizing, and naming the categories of this study. The online data gathered by interviewing the students’ individually. As well as we focus on the learners’ opinion, and response toward reading poetry.

The data were coded when we read and re-read the written answers, as a way to select the patterns and find the relationship among them. The findings divided into two sections , the first section bases on the learners’ aesthetic and efferent reading , as well Beach’s five theoretical perspectives on response basically Experiential , Psychological and cultural . Second section opts for the various ideas and themes captured from the data using multiple reading the masterpiece by the five students.

3. 5.1 Analysis of Questionnaire

Question 1 : I Really Enjoy Reading English Literature .

Table 3.1 . Students’ Attitude Towards Reading English Literature .

Option	Number	Percentage
Strongly Disagree	2	5.4 %
Disagree	1	2.7 %
Agree	21	56.8 %

Strongly Agree	13	35.1%
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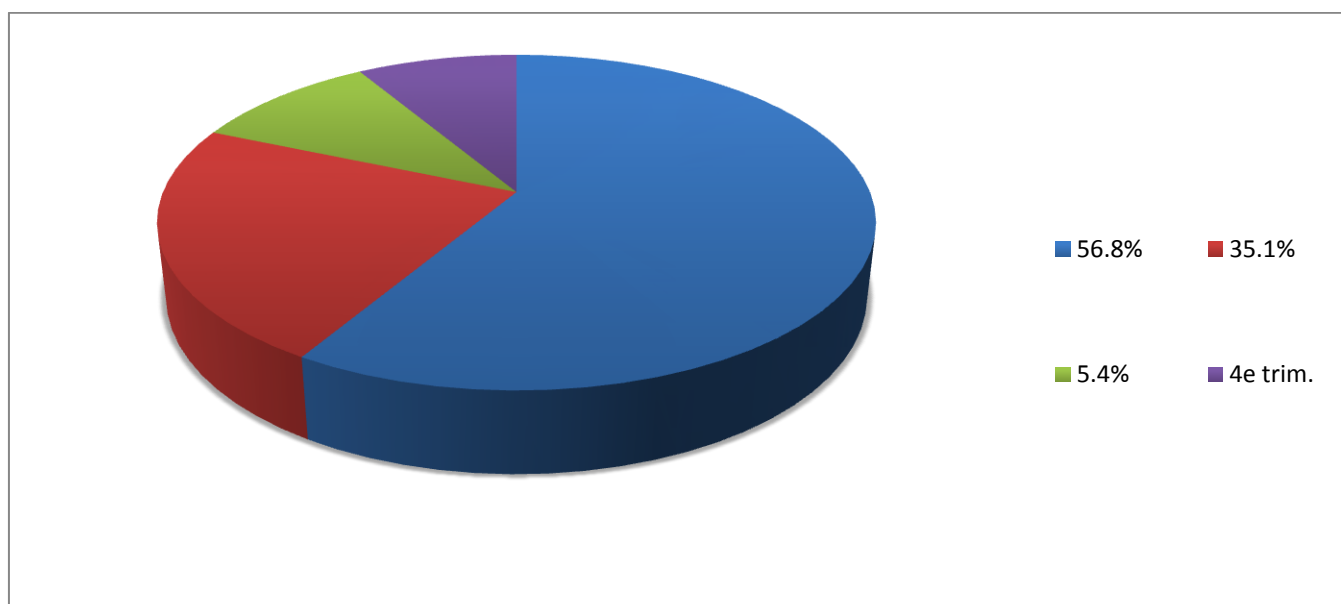


Figure 3.1 . Student Attitude Towards Reading English Literature .

From the table 1.3. it is noticed that the majority of respondents 21 students who illustrate 56.8% enjoy reading English literature . Yet , 13 student that represent 35.1% agree strongly on the fact that reading is very enjoyable skill . Whereas, 2 respondents who resemble 5.44% decided to disagree strongly on being delightful during reading..

Question 2: I Find Reading English Literature Personally Rewarding .

Table 3.2 . Students' Reactions Towards Reading English Literature.

Option	Number	Percentage
Strongly Disagree	2	5.4%
Disagree	1	2.7%
Agree	24	64.9%
Strongly Agree	10	27%

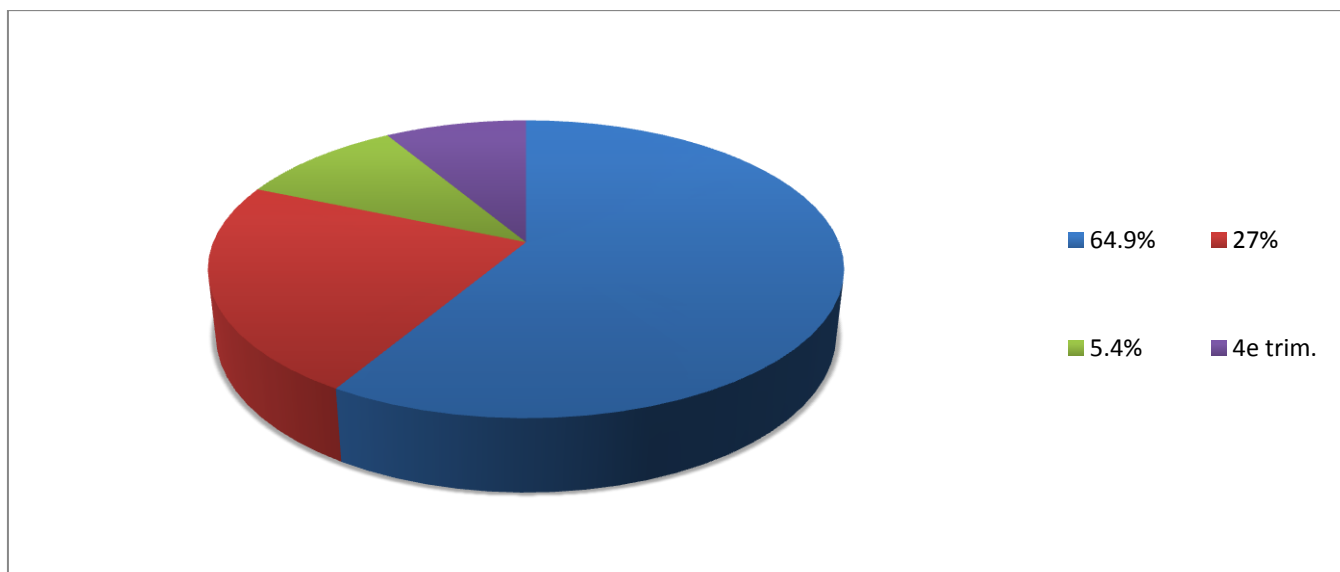


Figure 3.2 . Students’ Reactions Towards Reading English Literature.

As shown in the table3.2 , according to the majority of the respondents (24 student) who illustrate 67.6% of reading is actually rewarding ; “Agree” suits them as an answer. Whereas, 10.8 % of them have negative position ; they disagreed

Question 3: Reading Literature Is Frustrating When You Do Not Know The Vocabulary.

Table 3.3. Students’ Difficulties In Reading Literature .

Option	Number	Percentage
Strongly Disagree	4	10.8%
Disagree	7	18.9%
Agree	19	51.4%
Strongly Agree	7	18.9%

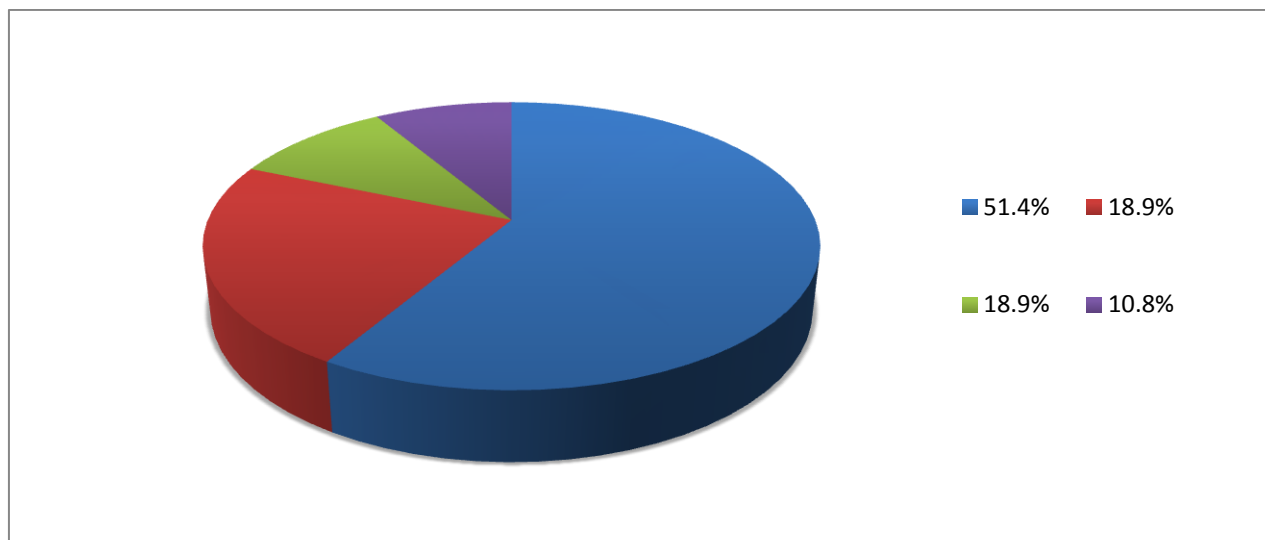


Figure 3.3. Students' Difficulties In Reading Literature.

By examining the table 3.3 ,we can clearly observe that 19 students who represent 51.4% find reading literature frustrating and difficult ,when the vocabulary is ambiguous and they have a little knowledge about it . 7 students who represent 18.9% % agreed on being discouraged to read in case they don't have sufficient lexical and linguistic familiarity.

Question 4: I Try To Read As Much English Literature As Possible.

Table 3.4 . Student Level Of Reading English Literature.

Option	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	4	10.8%
Agree	26	67.6%
Strongly Agree	7	18.9%

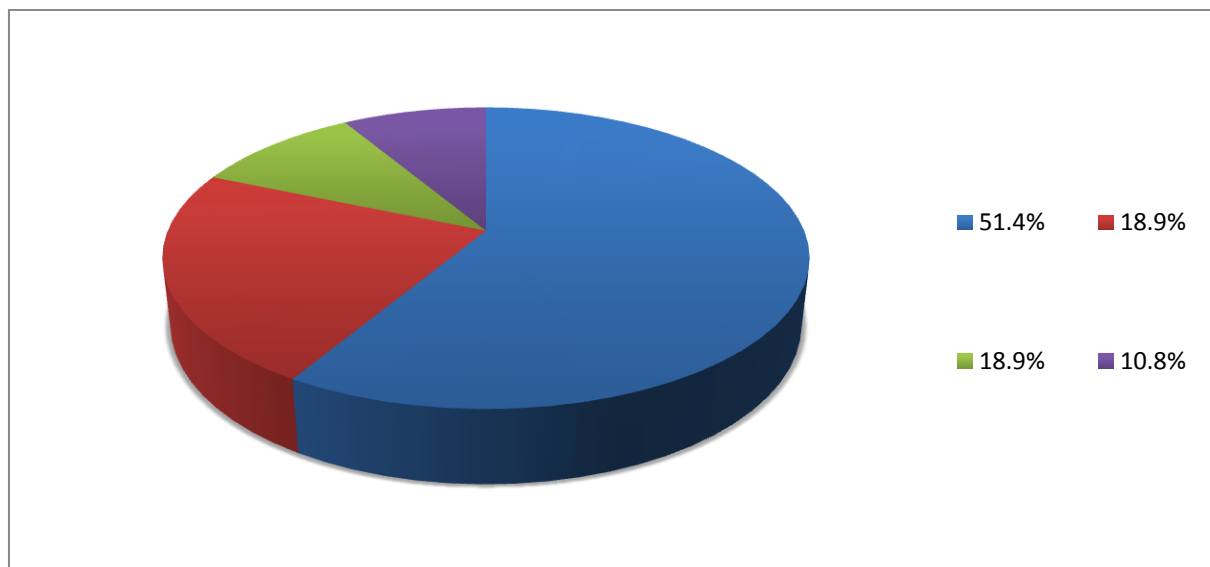


Figure 3.4. Student Level Of Reading English Literature .

From the table 3.4 . we can find that 67.6 % of respondents try to read as much as they can, but 4 students who resemble 10.8% does not consider reading to be a vital skill to be practiced. However, 2.7 of them decided to disagree strongly .

Question5 : I Find English Poem Very Difficult To Understand .

Table 3.5. Students' Difficulties in Reading Poem .

Option	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	14	37.8%
Agree	15	40.5%
Strongly Agree	7	18.9%

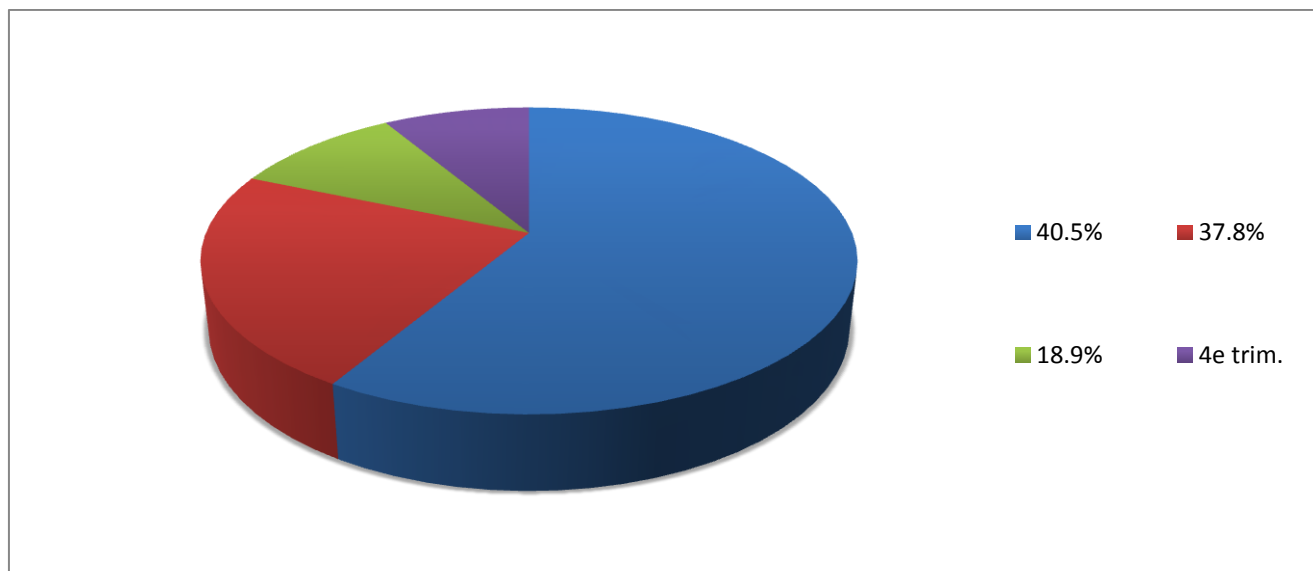


Figure 3.5. Students' Difficulties in Reading Poetry .

Table 3.5 indicates that the majority of students (15 ones) who represent 40.5% agreed upon that English poems are very difficult to be understood , unlike 37.8% of them choose “disagree” as an answer to the question posed .

Question 6: Reading Poems Is Not Important

Table 3.6. Students' Attitude Towards Reading Poetry .

Option	Number	Percentage
Strongly Disagree	14	37.8%
Disagree	15	40.5%
Agree	6	16.2%
Strongly Agree	2	5.4%

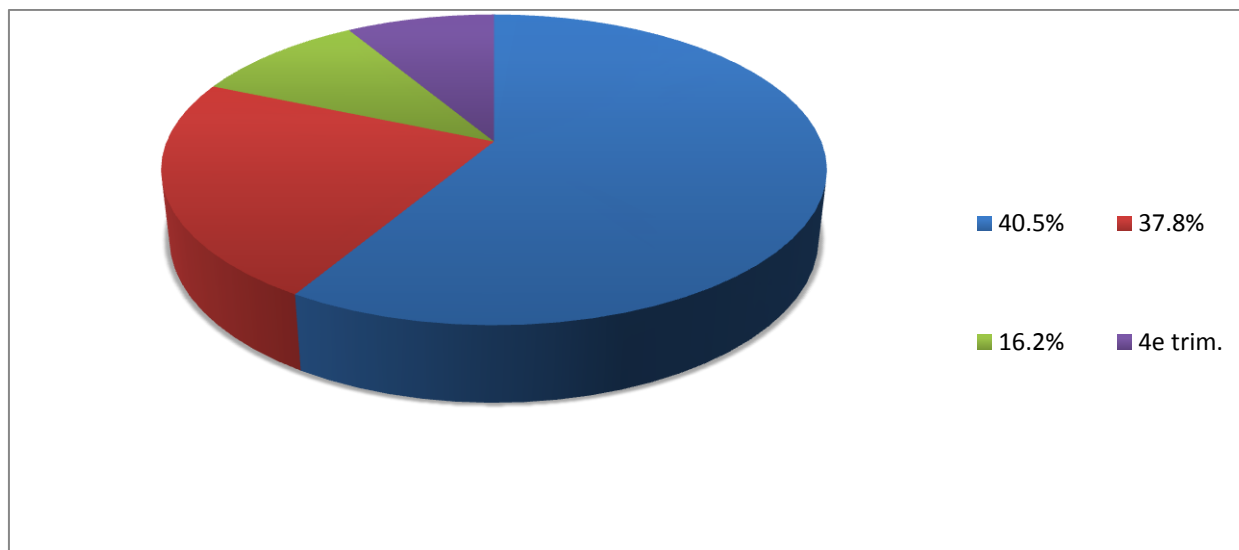


Figure 3.6.Students' Attitude Towards Reading Poetry .

Table3.6 shows that 15 respondents who represent 40.5% of students find reading poems very important task . However, 16.2 % of them reading poems have no importance.

Question 7: I Read English Poem Only As A Part Of My Study.

Table 3.7 Students' Choices Of Reading .

Option	Number	Percentage
Strongly Disagree	2	5.4%
Disagree	18	48.6%
Agree	16	43.2%
Strongly Agree	1	2.7%

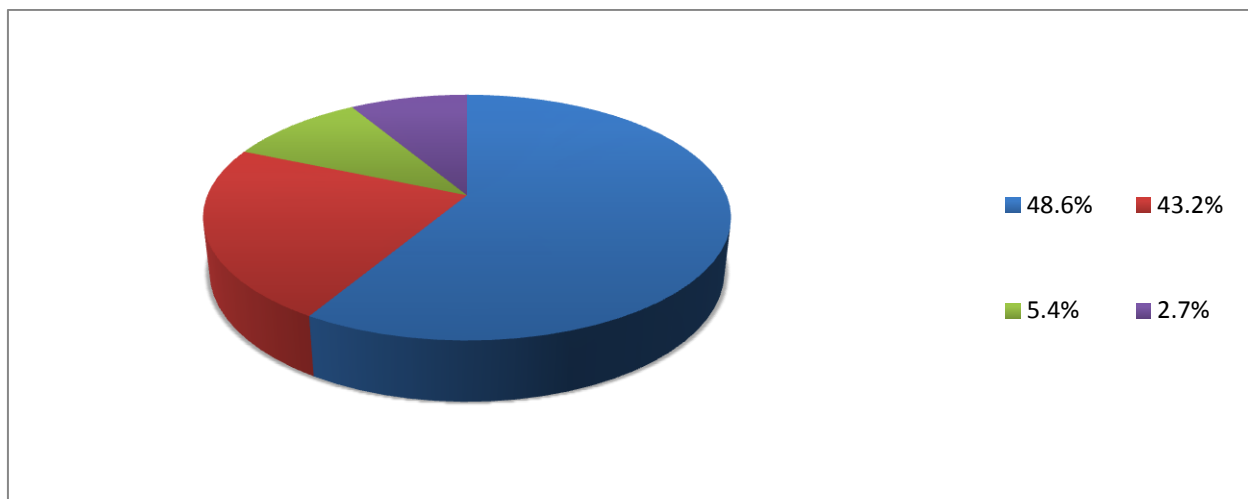


Figure 3.7.Students' Choices Of Reading .

By examining the table 3.7, we can find that 48.6% of students do not read poems as a part of their study only , 5.4 % of them also strongly oppose linking reading poems to classroom only. Whereas, 43.2 % agreed upon reading poems only when they are designed by teachers in the classroom.

Question 8: I Would Rather Spend My Free Time Watching Tv Than Reading English Poems .

Table 3.8. Students' Preferences

Option	Number	Percentage
Strongly Disagree	3	10.8%
Disagree	23	59.5%
Agree	10	27%
Strongly Agree	1	2.7%

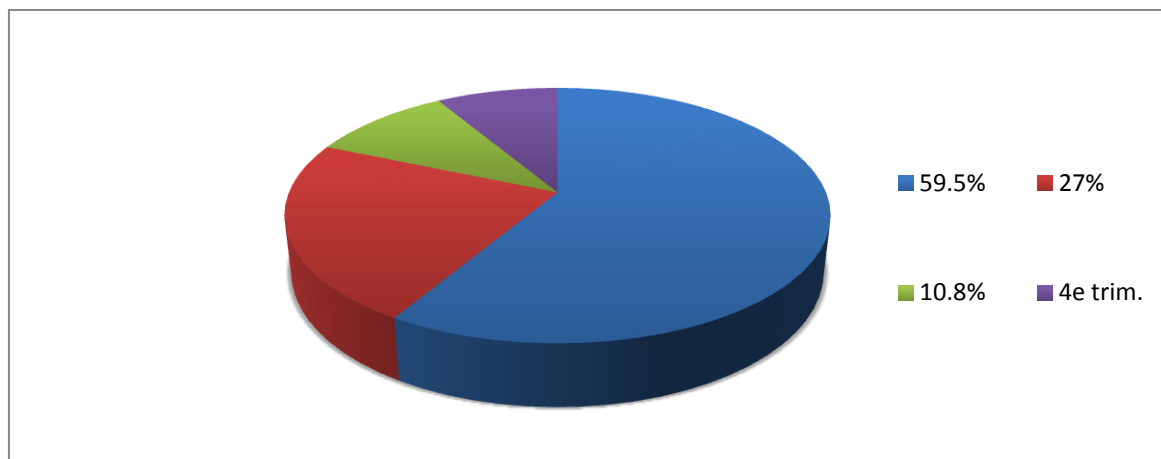


Figure 3.8.Students' Preferences.

As shown in the table 3.8 , 59.5 % of our whole respondents disagreed on spending their free time in watching T.V rather than reading a poem , 10.8% strongly disagreed also. However, ten students who resemble 27 % of the respondents prefer to watch T.V when they are free which makes them choose 'Agree' as an answer.

Question 9: I Admire Reading T.S. Eliot s' Poems.

Table 3.9. Students' Personal Opinions Toward Reading Eliot s' Poetry .

Option	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	7	18.9%
Agree	22	59.5%
Strongly Agree	7	18.9%

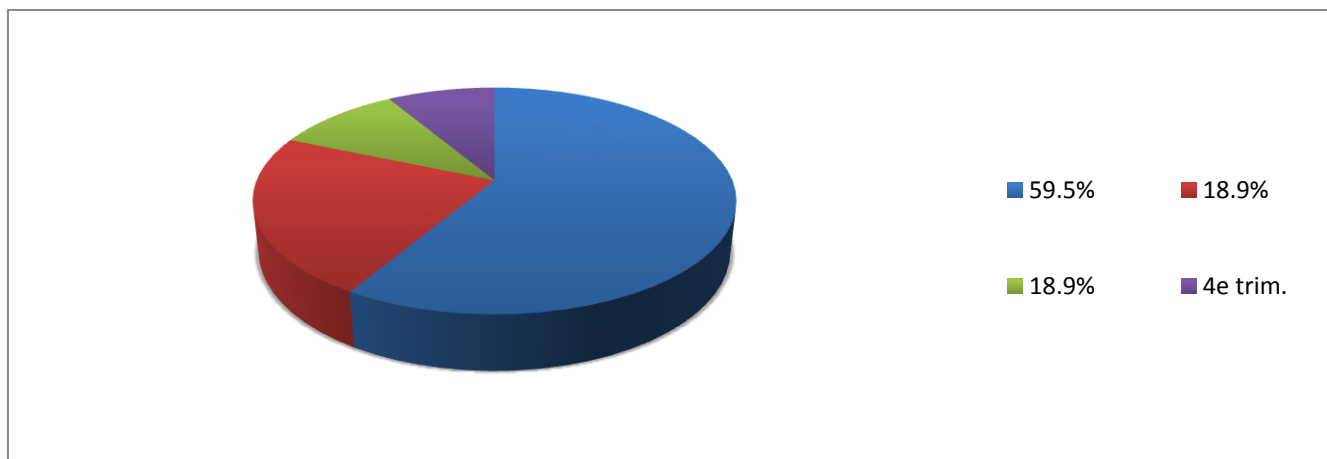


Figure 3.9. Students' Personal Opinion Towards Reading Eliot S' Poetry .

It is apparent from the table that , 59.6% of students admire to read T.S Eliot poems , 18.9% selected “ strongly agree” to support this question . However, 18.9% of them were against admiring T.S Eliot literary works.

Question 10 : Reading Eliot S' Poems Provides Me With A Clear Perspective Of The American People.

Table 3.10. Importance Of Reading Eliot s' Poems .

Option	Number	Percentage
Strongly Disagree	0	0%
Disagree	6	16.2%
Agree	21	56.8%
Strongly Disagree	10	27%

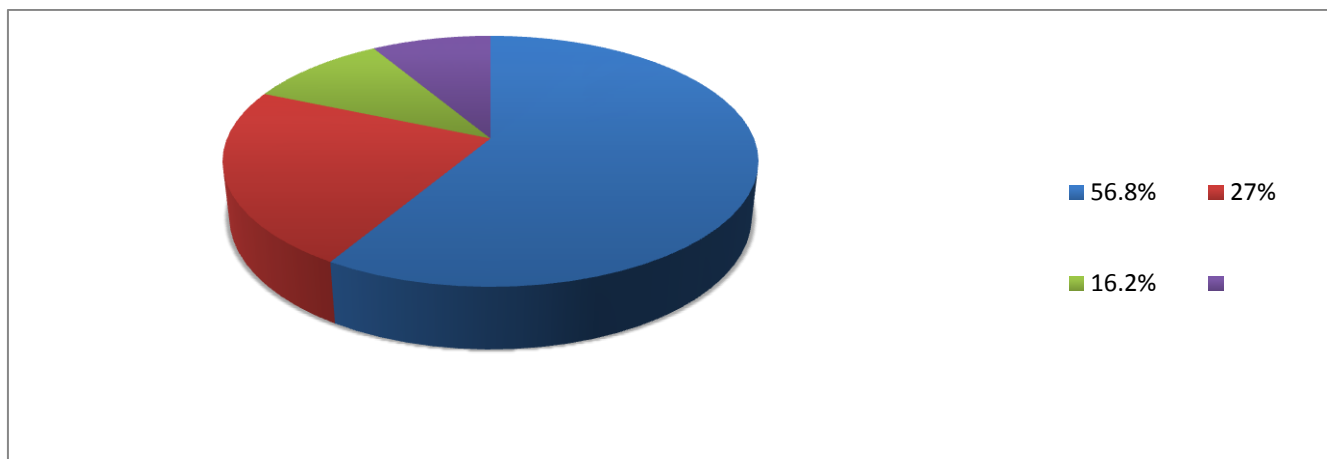


Figure 3.10 .Importance Of Reading Eliot Poetry.

From the table 3.10 , we can notice that 21 student who resemble 56.8 % find that T.S Eliot's poems are very fruitful because they provide clear perspective about people and the world as well as how things are perceived . However, 16.2 % preferred to disagree ; they consider Eliot's poems do not provide things about life style.

Question 11 : I Feel Myself Emotionally Engaged When I Read The Poem The Waste Land .

Table 3.11. Students' Emotional Involvements In The Poem .

Option	Number	Percentage
Strongly Disagree	0	0%
Disagree	3	8.1%
Agree	25	67.6%
Strongly Agree	9	24.3%

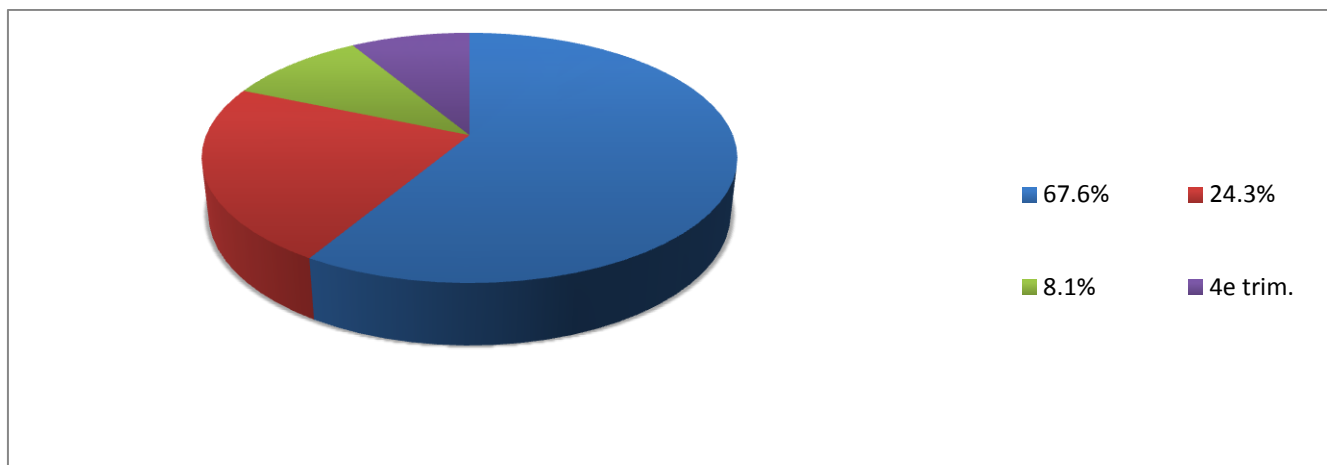


Figure 3.11. Students' Emotional Involvements In The Poem.

Table 3.11 represents how the student feels himself when he reads “The Waste Land “ , 67.6 % find their selves emotionally engaged during reading and 24.3 % of them strongly agreed on being emotionally involved . Whereas, 8.1 % do not find their feelings stirred during reading.

Question 12: Experienced Different Feelings When I Read The Waste Land.

Table 3.12 . Students' Feeling Experienced From Reading The Waste Land .

Option	Number	Percentage
Strongly Disagree	0	0%
Disagree	4	10.8%
Agree	23	62.2%
Strongly Agree	10	27%

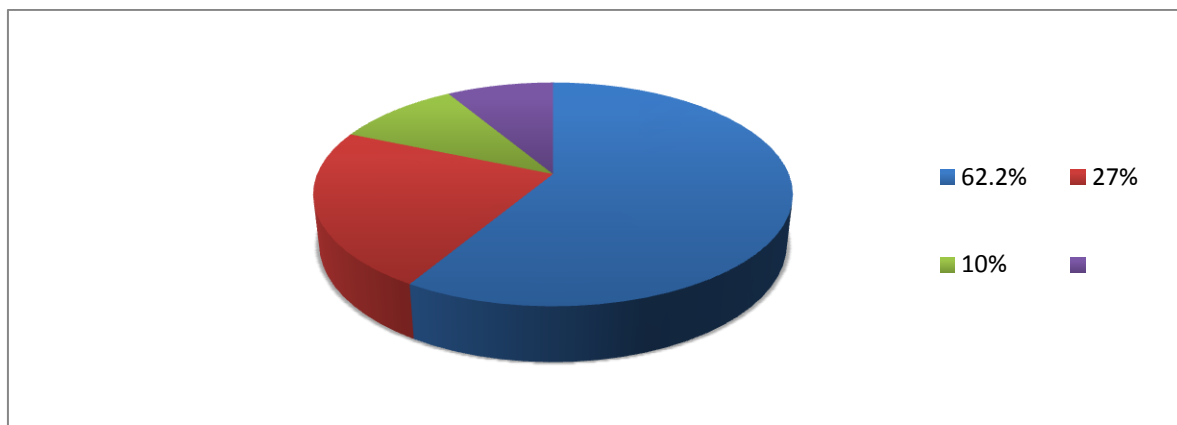


Figure3.12. Students’ Feeling Experienced From Reading The Waste Land .

It is apparent in the table above that the majority of students 62.2% experienced different feelings during reading “ The Waste Land” , 27% strongly felt being touched when they read the poem. Unlike, 10.8 % who decided to select “Disagree” on this question as an option.

Question 13: I Find Reading Eliot s’ Poem ‘The Waste Land ‘Very Boring .

Table 3.13. Student Stance Of Reading The Waste Land .

Option	Number	Percentage
Strongly Disagree	14	37.8%
Disagree	18	48.6%
Agree	5	13.5%
Strongly Agree	0	0%

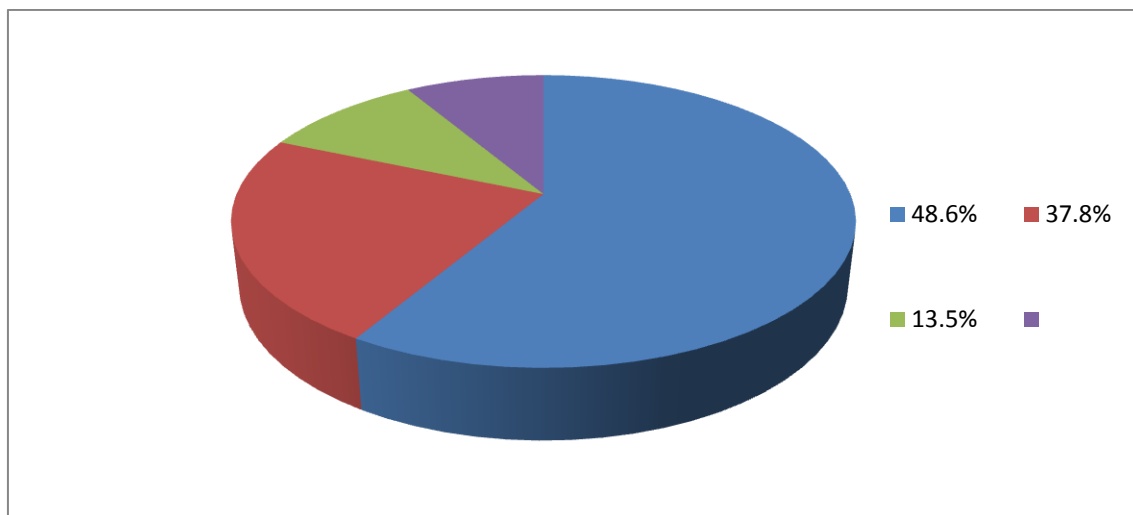


Figure 3.13. Student Stance Of Reading The Waste Land .

By examining the table above , we observe that 48.6% think that “The Waste Land “ is not very boring , fourteen student of them (37.8%) strongly supported the poem as being very enjoyable. Whereas,13.5% considers the poem to be very boring.

Question 14: What Kind Of Emotions Did You Experience When You Read “The Waste Land” ?

Table 3.14. Students’ Experiences While Reading The Waste Land.

Option	Number	Percentage
Pessimism	23	62.2%
Optimism	9	24.3 %
No Feeling	5	13.5%

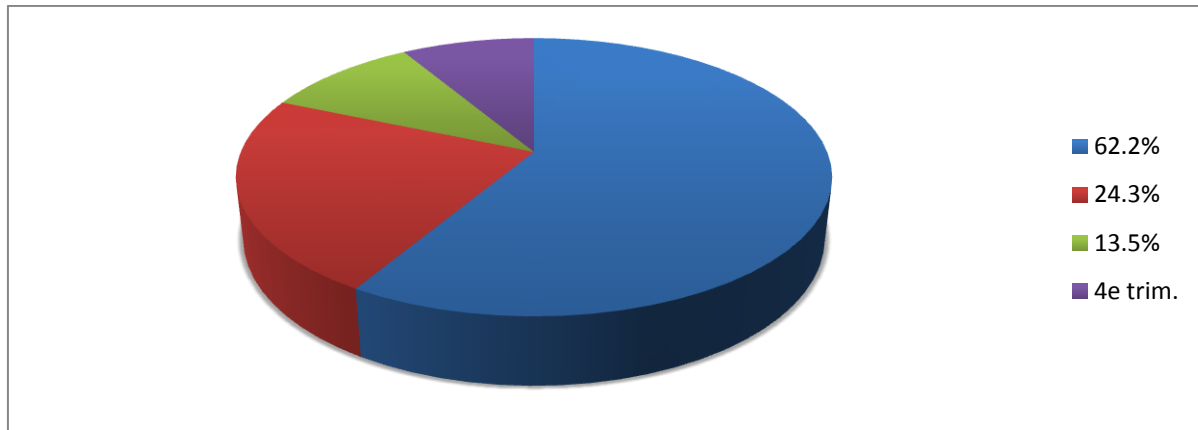


Figure 3. 14. Students' Experiences While Reading The Waste Land.

We can see from the table 3 .14.the majority of students 23 respondents who represent 62,2 % that they experienced pessimistic emotions when they read “the waste land”. While 9 students which represent 24,3 % see that the poem creates an optimistic emotions and the rest 5 students see that the poem do not create any kind of emotions .

Question 15 : How Did You Evaluate Eliot s' View To “ The New Generation” Explain Your View ?

Table 3.15. Students' Evaluation To Eliot s' View.

Option	Number	Percentage
Pessimistic View	19	51.4%
Optimistic View	10	27%
Students' View	8	21.6%

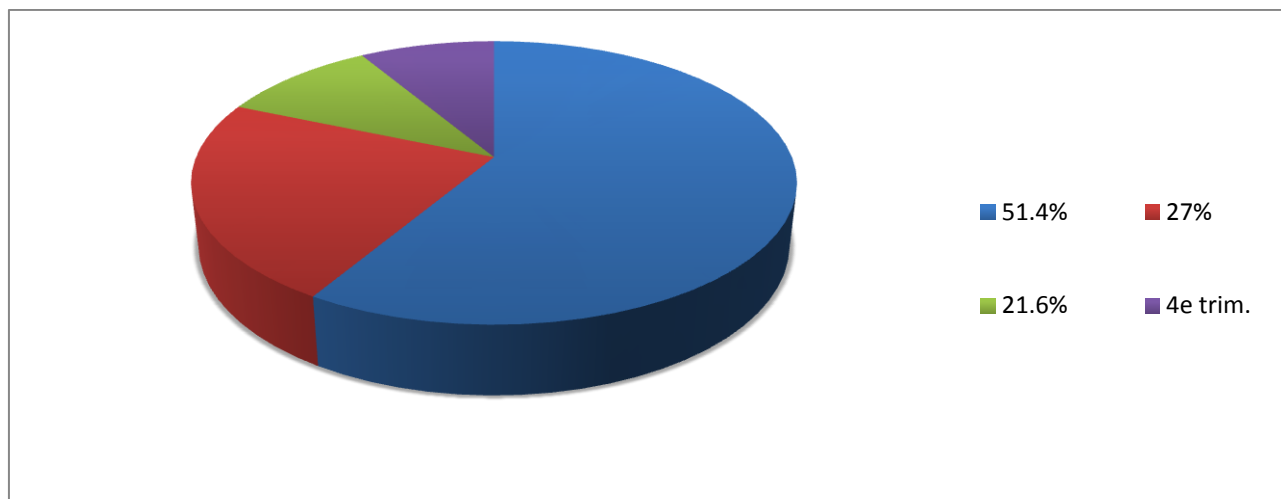


Figure 3.15. Students' Evaluation To Eliot s' View

In asking about the learners' evaluation to Eliot s' view to the new generation, 19 students which represents 51,4 % that Eliot 's have a pessimistic view toward the new generation , and 10 students' represents 27% see that Eliot have optimistic view. However, 8 students' which represent 21, 6 % according to them an existential view as in Sarter or Nietzsche s' ideas, neither really pessimistic nor optimistic, it is what you make of it, and Eliot s' view really depicts how lost the generation is, but also asks what now? And what the question gives us such freedom, a freedom in which we can either keep wondering. Other said that they have a pessimistic view toward the new generation because they cannot feel with other suffering .

Question 16: What Feeling Did The Poem Create In You?

Table 3.16 . Type Of Feeling The Student Experienced.

Option	Number	Percentage
Lost	27	57%
Fear	3	8.3%
No one	1	2.8%
Other	5	13.5%

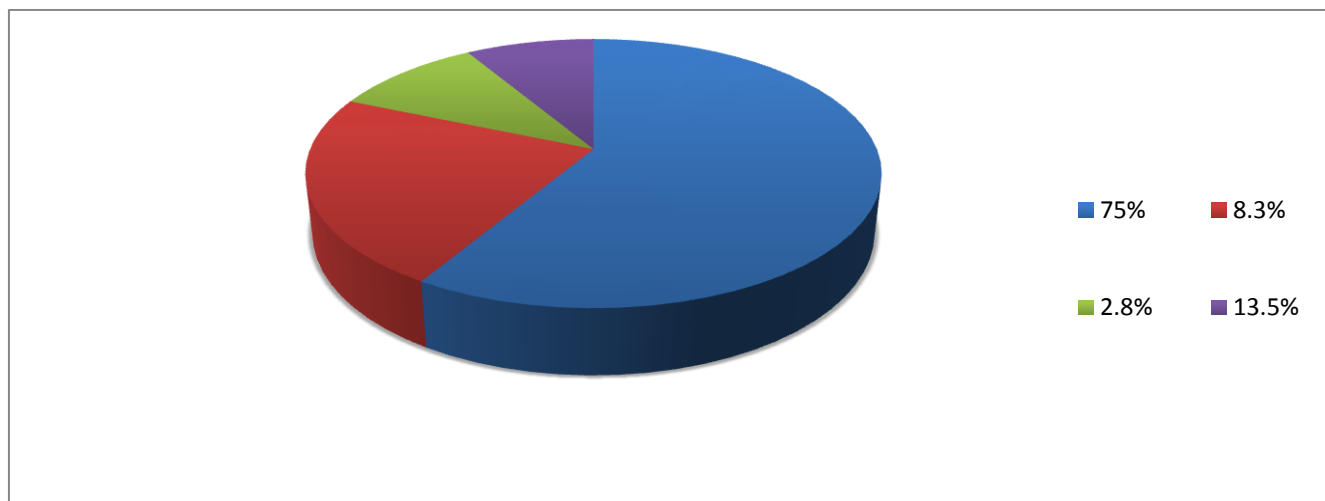


Figure 3.16. Type Of Feeling Students' Experienced .

From this table 3 . 16 . we can notice that 27 students which represents 75 % feel lost when they read the poem, while 3 students who represent 8.3 % fear was created in them , but only 1 student said that no feelings created from the poem . The Rest 5 students they experienced other feelings . According to them the poem creates a feeling of empathy and compassion to what humanity is going through . Some one said I feel that technology and modern life in general takes away the feeling of really being present . Also they feel that somehow responsible , as being as part of the new generation .

Question 17: What Did You Like In The Poem ?

Table 3.17. Things Student Liked In The Poem .

Option	Number	Percentage
Form	9	24.3 %
Content	24	64.9%
No of these	4	10.8 %

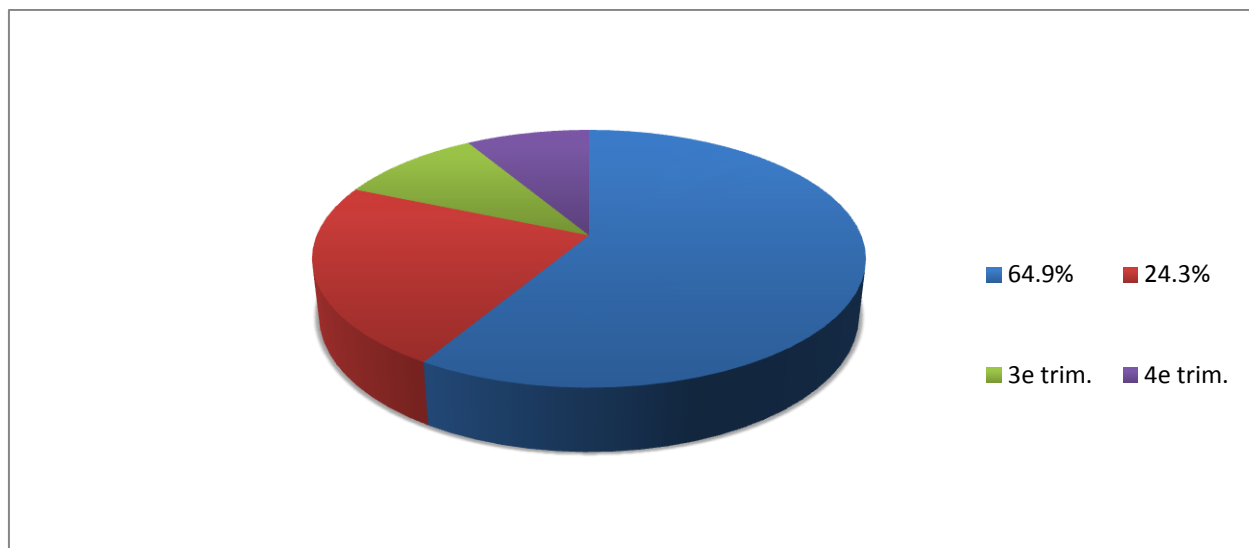


Figure 3.17. Things Student Liked In The Poem .

The table 3. 17. Represents what the student like in the poem 24 students which represent 64,9 % like the content (the black picture of the world), while 9 students which represent 24,3 % like the poem form (the fragmented picture of the poem) .

The rest 4 students were not impressed by neither form nor content .

Question 18 : What Feeling Did The Poem Evoke In You ?

By examining the students the way the poem evokes their feelings 31 students said that the poem is related to Eliot's obnoxious view of the world , and that makes them fear of what comes in the future , and have a kind of depression and lost . The poem for them was able to affect their psychology and emptiness someone said I do not like it! For the others, they feel anger towards such life style for them the poem makes them wondering about how the world is so evil and selfish.

One said it makes me feel am really living, it says to me you are! Now what to do about that? And feelings like longing and anxiety.

Question 19: Which Of These Characters Linked To Your Life Experience ?Why ?

Table 3.19. Students' Relation To The Poem Characters .

Option	Number	Percentage
Madame sososttris	11	31.4 %
Stetson	7	20%
The man with three staves	8	22.9%
None of them	1	2.9%

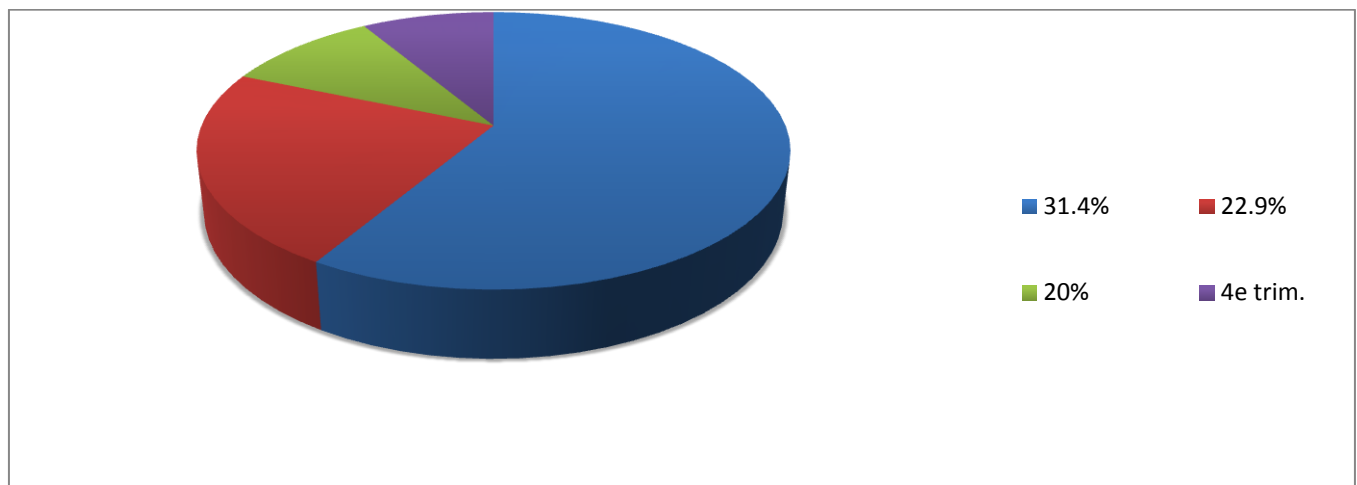


Figure 3.20. Students' Relation To The Poem Characters .

The table 3.20.presents the relation between the poem characters and the learners life . 11 students which represent 31% thought that **Madam Sososttris** have a similar life to them. While 7students represent 20% see that **Stetson** linked to them. The rest 8 students are interested to **the Man with three stave** .According to them predication is not just about clairvoyance , it can be a result of good intuitive sense ,also the man who gave her hyacinth he is the one I relate to as in hear all of the people talked in the poem .However only 1student sees that this characters to not linked to his personal experience ; he said that my life experience is

different than the characters of the poem .

Question 21 : Did You Like Or Dislike The Story ?

36 students indicate their response toward the poem story .The poem of death and fear draws a dark picture in the readers' mind. In the same time it gave so many cultural images that you have to research for. The form is incredible so that the content, what they do not like is the confusion that goes with them along with the poem. Also they dislike the negative end , and the pessimistic view the author tried to show about the world ; Such as in the beginning of the poem were he said April (spring) as a cruel and winter as warm season .

Other said we dislike the fragmented event, long event, boring details, full of sadness, depression and miserable.

They like the fact that how he presents themes ,he give the reader a more complex and visual approach with stories and references alluding to Greek mythology , as well the narrator s' style.

Question 22 :What Do You Think Of Poetry About War , Fear , Death ? Why ?

29 answered this question , they are all agree that this kind of poetry creates a negative impression for the reader , it was a source of pessimism , depression , and it sends a negative energy about the future . The poem keeps a dark side of modern world in the reader's mind .

Question 23: Does The Poem About Death , Rebirth , Fear , Depression Affect Your Emotion And Thought ?

When we asked the students about the impact of the poem on their emotions and thoughts, 36 students got affected by different feelings, events and bad expectation of the future. As when the fortuneteller informed the narrator to fear death by water. Talking about death always creates a lost, sadness, depression, pessimistic feeling. Someone said the poem makes me remember all the bad feelings I experienced in my life.

About their thought according to them it will give them another view to life; the poem is rich

of cultural references that cultivate the reader, also it leads you to think about life and how you are living it, it brings ethical and ontological thought to their mind.

This chapter centered mostly on findings. In the start we tried to provide the different procedures of data collection, with a description of the main tools used to collect data. At the end we introduced an analysis of the collected data.

CHAPTER FOUR :

INTERPRETATIONS AND DISCUSSIONS

This chapter deals with interpretations and discussions of the results. It discusses the main findings as a way to offer an answer to the research questions of the study . Also it involves some limitations and present some recommendations for the research .

4.1 The Interpretations of The Results of The Questionnaire

It traces the data gathered and some facts were revealed concerning student's emotional responses toward reading poetry. We selected 39 participants from Master 2 university students. The questionnaire was about 23 questions. Divided into five sections .

The first section was designed to obtain data about the learners' personal attitude toward reading literature in general. The question one and two show that the majority of students find reading rewarding , this indicates that EFL learners are interested to the foreign literature and culture as a way to improve their vocabulary and knowledge.

The third question revealed that most of the students face difficulties during reading when the vocabulary is unfamiliar , this can be explained that learners need to use their prior knowledge and adequate vocabulary to make the piece of writing clear . The forth question shows most of the students read English literature as much as possible which indicates that the learners found literary text enjoyable and important to read .

The second section based on the learners perspectives about foreign poetry . The findings show that many students affirmed that they like reading poems and they read them not only as part of their study , the students see that reading poem is important, but at the same time they find difficulties in reading. This indicates that poetry attracts the learners' interest.

Furthermore, the third section was about the students' view toward reading Eliot's poem. The results show that most of learners argue that they admire reading Eliot's poetry, the poem provides them with clear perspective about the world, and people style. They found themselves emotionally affected during reading the poem, this provides us how much the students personally involved.

Moving on to the fourth section which examines the student emotional reaction during reading Eliot's poem. The data optioned from first, second, and third question show that a large majority of students show emotional interest during reading, they experienced various feelings that affect their personality and lifestyle. All of these lead one to state that literary is alive and the text brings to birth in us different views to life. The fourth question which were about the learners preference, large of them argue that the content of the poem attracts them, this show that how the student try to learn much vocabulary and poetic style.

In the last section, the data presented provides the most feelings experienced by the learners and how this can affect their psychological state and mental one. The first question gives opportunity to students to express the different feelings that the poem evokes in them, most of them show that bad impression about the feeling experienced, this lead us say literary words can play and change our emotional state and moves us from one situation to another. In the second and third question the student got a chance to link between their personal life and characters world as well as to the poem story they show a great interaction about every thing happened. In the last question students show their opinion toward the poem themes, they present different view, However all of them agree that this kind of themes give them a bad impression about life as well as they hold negative attitude, experience and feelings.

4.2. The Interpretation of the Interview

Table 3.20 Categories Resulting From Analysis of Interview

Categories	Sub-Categories
Beach's Five Categories	Experiential , Psychological , Cultural
Aesthetic vs. Efferent Reading	Empathy , Reflective , Knowledge Of The Substance
Types Of Response	Connective , Evocative

After retrieving back all the online answers of students, transparency and personal perspectives were present. Surprisingly, the poem was **aesthetically** read much more by our respondents; they were emotionally involved as well as they shed light on both: their personal experiences and the masterpiece being read. **Knowledge of substance** was dominant; they tend to be connected much more to the cultural pragmatic and topic information.

Some of the interviewees answered based on **connective dimension** , student 2 said that “it reminds me of a lot of movies “ .Whereas another respondent said : “reminds me of the world we are living in” , this student asserts “The similarity between the scenes that were described in the poem and real life situations is huge” . Another student (3) focused on **evocative dimension** in her answer “fragmentation of thoughts was a bit overwhelming” .Yet, some answers were basically related to a **psychological measurement** taking fourth student as an example “I was drowning in despair and sadness, fear and depression ...” “Lost!” was answered by first student towards reading this poem.

Cultural measurement was present in their answers too; the fifth student responded argue that “... grandpa has told me about the Black Decade where all people were living in despair and disillusionment”. Third student her answer was like:” reminds me of the world we are living in”. As well as the Second student said: “it certainly confirms my theory of history repeating itself”

4.3 Discussion

It is suggested through applying mixed method paradigm that reading Eliot’s poem has great impact on EL learner’s psychological responses. They show emotional interest toward the poem story and actions .They show various reactions such as sadness, depression and complexity was created during reading the poem. This indicates their fear and darkness view they got from reading this literary work.

The learner’s response is based on aesthetic reading as a way to show their self- modifying, and self- confidence. In order to express the feeling and knowledge they got from the poem. The responses revealed indicate how much their experiences were aesthetic, as well as their responses centered on connecting, empathy and evocating. Depending on students responses majority of them show negative impression and pessimistic view during reading the poem , all of them feel boring and find the events complicated for understanding ; when they read this kind of literary genre .

The poem provides them with clear perspective about the situation of the world. As well as it helps them to learn about new language and cultures.

Depending on the positive results obtained in this study, it enables us to provide an answer to the research questions of this study:

Research Question 1: ‘‘Does Eliot’s poem affect the reader’s mental state? ‘‘

We analyzed the learner’s mental state during reading. The data obtained shows that literature is alive and creative use of words, the writer shows efforts by transmitting his way of thinking and different ideas about life and world. As the data shows that the poem stimulates the learners to use their cognitive skill in order to understand the poem fragmented picture, and the complexity of the story and characters ; most of them find difficulties in understanding the vocabulary since it is full of various languages and cultures . Some learners were bored because of the long events and the malgamation of past and present so they could not concentrate at the end of the poem.

Research Question 2: ‘‘ To what extent does Eliot poem change the reader’s view to the world? ‘‘

According to the findings the learner bases on aesthetic connecting and evoking of the poem story. The findings show how the student experienced depression and sadness while reading , they became a part of the story also they link between their personal experiences and the story , and recall different prior knowledge to make the writer view clear .The story creates in them a pessimistic view to the world and to the new generation .

Research Question 3: ‘‘ Does Eliot poem affect the reader’s emotion and thought? ‘‘

Depending on the data obtained from questionnaire and interview, which analyze the psychological responses that Eliot poem has a great impact on EL learners. Because they were emotionally involved during reading the learner became personally attached to various events and characters; the feeling created from the death of land and culture. The majority of the learners became sad, feel lost and depressed due to vision of death that starts from the Epigraph until the end of the poem as well as the miserable situation that people live during WW I.

Research Question 4 : ‘‘How the reader responds to the different puzzle piece that make – up the waste land ?‘‘

The data displayed aesthetic analysis of the poem , their responses base on both psychological and emotional state . The data shows that the student enjoys the fragmented picture, and got interested to the writer modernist style.

4.4Limitation of The Study

In carrying out this research numerous constraints are identified. Timing of the study selected to effectuate the study was not helpful ; Corona virus was the controller in designing the plan for our research paper . Having plan B was obligatory to go on . Thus , after lining up “mixed method” to conduct the practical section the standard operating procedure took another way ; we retreat our attending with the selected sample , third year English students, through which reactions are identified. Besides , Two instruments are used to reinforce the reliability of the research . The questionnaire was distributed online not on the spot as being programmed which took a long period of time to reach the specified number of respondents . The interview was distributed online also but some of the interviewees did not answer leading as to contact others to help us in answering our questions. Finally, we faced hardiness in organizing meetings with our supervisor because of two reasons : in the beginning because of strikes .Then, the five last months was harder because of COVID 19.

4.5 Recommendations For Further study :

After conducting this research , we suggest the following :

Reader Response Theory should not be neglected in EFL classrooms especially in “literature courses” , since the learner will play an active role . The teacher should pick up literary works that may have different interpretations through which debates are raised as well as to develop their skills namely reading, writing and speaking.

Since literature teases the reader's minds(cognitive operation) , the teacher should be very careful in selecting literary works tackling sensitive topics such as : religion , sexuality ... specially for beginner learners , without forgetting the (emotional role) it plays which alerts the teacher about the psychology of his students before selecting the text to be read.

The teacher should encourage his students to have literature as it is without any sort of bias or pre-judgments about the topics the text deals with to keep the value of the work and interpret it properly .

After data collection and analysis. The study offers how EL learners show various responses (Connecting, evoking, and judging), both quantitative and qualitative data argue that majority of learners find poetry important for reading; they enjoy reading Eliot poem. They like content and style. However, while reading they experience different pessimistic feelings, they were sad, lost depressed, and got a negative view to the world.

General Conclusion

General Conclusion

This study highlights EFL responses toward the effectiveness and the position of literature namely poetry genres. Poetry is bonded with ideas and blooded with emotions, passion, love and grief. It bases on what you are really think, by making the private world public that's what the poet does, it can communicate before it is understood, and help learners to change the shape of universe and extend their knowledge.

Poetry as interesting literary genres we examine the EL learners emotional reactions toward reading Eliot's "The Waste Land" by conducting mixed method research. Our study aimed at identifying EFL learner's emotional responses and whether this type of poetry can affect their feelings and psychology, as well as whether the learners have aesthetic or efferent reading. The study focuses on applying mixed method paradigm research.

The student has been read the poem, and then we present an online questionnaire to 39 Master 2 year English students at university of Abbess Laghrour Khenchela, additionally a semi-structured interview was conducted. The analysis of data collection bases on concepts provided in reader response theory.

On the light of both questionnaire and interview findings it is confirmed that EFL learner's engagement and interests while reading the poem. The learners were personally and emotionally effected by the poem. Because they link their life with fictional characters, and the story events. They show different emotional responses such as: lost, fear sadness and pessimism; this claims their aesthetic experience.

The key question of this study was to what extent T.S .Eliot poem teases the reader's mind and moves his emotions?

The findings confirm that the majority of the learners find Eliot poem somehow difficult to comprehend. They got lost and bored due to the complicated and the long detailed events. Additionally, the learners responses show the great effect of this kind of poetry on the learners emotions, through the poem they experienced depression, pessimism, fear, and negative impression about the world, some of them do not get the ability to read the poem until the end. They were lost between the past and present. All of this prove their aesthetic experience and the kind of poetry they prefer. As well as confirm how Eliot pessimistic view can have impact on his readers.

Moreover, on the light the findings the hypotheses of this study was achieved successfully which are:

- Eliot's poem the waste land has an impact on the EFL learners mental skills.
- Learner's investigation of 'The Waste Land' helps them to have a deeper awareness toward the world around them.
- Eliot's poem leads learners to respond by communication and express their emotions.
- Learners find the waste land difficult for interpretation and analysis.

Both quantitative and qualitative data, confirm the negative impact of Eliot "the waste land" on the learners psychology.

The study recommends teachers in foreign language to the importance of reader response theory, because it traces showing the learners' active role he plays, and gives them opportunity to find meaning in text. Yet, it shows their personal interpretations. As well as teachers should encourage learners to read foreign poetry, because it will provide them with vocabulary, knowledge and improve their style of writing.

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APPENDIX 1 .

A QUESTIONER TO INVESTIGATE STUDENT'S EMOTIONAL REACTIONS TOWARD READING T .S. ELIOT 'S POEM "THE WASTE LAND."

Dear student, we would be grateful and delighted if you answer the following questions which aim at gathering information about your personal response toward reading Eliot's poetry in EFL classroom. Because your contribution will be a great value for the achievement of the purpose of this research. Please indicate your answer that fits your opinion. The answer will be used only for the sake of our currents study. Thank you very much for your contribution and patience.

SECTION ONE : Indicate your opinion about each statement :

A. I really enjoy reading English literature.

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

B .I find reading English literature personally rewarding .

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

C. Reading literature is frustrating when you don't know the vocabulary.

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

D .I try to read as much English literature as possible.

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

SECTION TWO :

A. I find English poems very difficult to understand.

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

B. Reading poems isn't really important.

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

C. I Read English Poems only as a part of my study.

- **Strongly disagree**

- **Disagree**
- **Agree**
- **Strongly Agree**

D .I would rather spend my free time watching TV than reading English poems .

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

SECTION THREE :

A. I admire reading T.s Eliot's poems.

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

B . Reading Eliot's poems provides me with a clear perspective of the American people and the way they perceive things .

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

B. I feel myself emotionally engaged when I read the poem ‘The Waste Land’.

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

D. Experienced Different Feelings When I Read The ‘waste Land’.

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

E. I find reading Eliot’s poem ‘The Waste Land’ very boring.

- **Strongly disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

SECTION FOUR :

A. what kind of emotions did you experience when you read ‘ The Waste Land’?

- **Pessimisme**
- **Optimisme**
- **No Feeling**

B. How did you evaluate Eliot’s view to ‘’ the new generation ‘’? Explain your view ?

- **Pessimistic view**
- **Optimistic view**

-My view :

.....

C. What feeling did the poem create in you?

- **Fear**
- **Lost**
- **Other.....**

D. What did you like in the poem?

- **Form (Fragmented picture)**
- **Content (Black picture of the world)**
- **None of these**

SECTION FIVE: answer briefly the following questions:

A. Which of these characters linked to your life experience? Why ?

- **Madame sosostris**
- **Stetson**
- **The man with three staves**

.....
.

B .What feeling did the poem evoke in you?

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

C. What did you like or dislike about the story?

.....
.....

.....
.....

D .What do you think of poetry about war, fear, death? Why

.....
.....

E . Does the poem about death, rebirth, fear, depression affect your emotion and thought?
How ?

Emotion:

.....
.....

Thought :.....

.....

Thank you for your collaboration .

APPENDIX 2 .

Interview Schedule

Interviewee:

Intended duration:

Date:

Actual duration:

Topic: Emotional Reactions of Students in Eliot s' ‘The Waste Land’

Questions	Answers
• Do you like reading poems? • Do you feel yourself emotionally involved when you read 'the waste land' ? Why? • What was your reaction when you read the waste land? • Does reading Eliot’s the waste land remind you of any Experience, event, or any story, explain? • How much the ideas of war, death, lost, have to do with your feeling? • How much the poem evokes your feeling and view to the world? • When you try to understand the poem did you focus more on your psychological state or on your cognitive skill? • When you read the poem did you try to make your own interpretation and analysis? Explain how? • Did you change your view towards the world when you read the poem? Explain • What kind of ideas come to your mind while reading the poem? • Did you read the poem to get knowledge or to experience the text?	

• Did you link between the text and your life or any experience? How? • What kind of feeling did you experience while reading the poem?	
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Résumé :

La présente étude a été réalisée pour enquêter sur les réponses émotionnelles des apprenants de langue étrangère Anglais lors de la lecture de la poésie d'Eliot '' **The Waste Land** . Afin de réaliser les réponses de l'apprenant LEA, l'étude dépend de la méthode mixte, en utilisant une recherche non-expérimental avec une approche parallèle convergente. La population de l'échantillon dans l'étude était de 39 participants, toutes les matières où les étudiants de Master 2 année d'Anglais de l'université de l'Abbess Laghrour- Département d'Anglais- kenchela. Tous ont été sélectionnés sur la base d'un échantillon non -probabiliste. Les données recueillies impliquent à la fois l'interrogateur et de l'interview. Les résultats démontrent que le poème d'Eliot affecte les émotions et les pensées des apprenants LEA. Ainsi les finitions révélées par l'entrevue examinent l'expérience esthétique des apprenants et comment les apprenants établissent un lien entre leur expérience et le mot fictif lors de la rédaction du texte littéraire.