# Developing Aesthetic Reading in Ordinary Literature-based Interactive EFL Classroom

تطوير القراءة الجمالية في تدريس الادب الاعتيادي القائم على نهج تفاعلي للغة الإنجليزية كلغة

أجنبية

# *Maroua Rogti

مروة الرقطي

Ecole Normale Supérieure de Laghouat (Algeria)

المدرسة العليا للأساتذة بالأغواط (الجزائر)

maroua03@live.com

**Abstract:**

This research is a part of highlighting students' responses to the various practical ways of responding to a literary text. It, hence, aims at providing a more intelligible picture of students' attitudes, observations and personal reactions when interacting with a literary text, and expounds the inclusion of the Reader-response approach in an ordinary literature-based interactive classroom instruction. To achieve the aim of the study, a documentation analysis tool has been used to collect the required data and prove the hypothesis of the study with a sample of 52 students at ENS of Laghouat. Finally, we came out with the claim that aesthetic reading in the modern educational classes can help readers be able to socialize surroundings. Yet, aesthetic reading by means of reader response can signify various standards in relation to particular contexts.

**Keywords:** Personal-response, EFL learners, literary text, reader-response theory, aesthetic reading, literary competence

ملخّص البحث

يسلط هذا البحث الضوء على استجابات الطلاب للطرق العملية المختلفة للاستجابة لنص أدبي. ومن ثم، فهو يهدف إلى تقديم صورة أكثر وضوحًا عن مواقف الطلاب وملاحظاتهم وردود أفعالهم الشخصية عند التفاعل مع نص أدبي، ويوضح تضمين نهج استجابة القارئ في تعليم النهج الدراسي التفاعلي القائم على الأدب. لتحقيق هدف الدراسة ، تم استخدام أداة تحليل التوثيق لجمع البيانات المطلوبة وإثبات فرضية الدراسة بعينة من 52 طالبًا في المدرسة العليا للأساتذة بالأغواط. أخيرًا، توصلنا إلى الادعاء بأن القراءة الجمالية في الفصول التعليمية الحديثة يمكن أن

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* Maroua Rogti. maroua03@live.com

تساعد القراء على تكوين بيئة اجتماعية، حيث يمكن للقراءة الجمالية عن طريق استجابة القارئ أن تشير إلى معايير

مختلفة فيما يتعلق بسياقات معينة.

**الكلمات المفتاحية**: استجابة شخصية، طلاب اللغة الإنجليزية ، القراءة الجمالية، نص أدبي، الكفاءة الأدبية

## I. Introduction

One of the language skills being taught in the EFL context is the reading skill. It is considered as one of the fundamental skills to learn English language; as it plays an essential role in increasing the amount of vocabulary, expressions, spelling, and writing style. Thus, it is necessary for the academic and professional mastery of the language. Nonetheless, many EFL students may face obstacles in reading comprehension.

Among the approaches of literary analysis, there is critical literacy, stylistic, new criticism, and reader-response approaches. The latter involves the mutual relationship between the reader and the text and the meaning of the text is constructed through an agreement between the reader and the text within a particular context. Indeed, readers of literature may presume multiple roles when responding to different types of literary texts. Through developing responses towards a literary text, the reader can get meaningful reading and stimulate their emotional and intellectual response in the text, which provides them with better understanding and awareness of the text. In addition to classroom interaction which helps students increase their emotional reactions, to use their responses, for interpreting the text and also share their responses.

The aim of this work is to explore the implications of reading a literary text through the reader response approach, identify this approach and affirm its role in having adequate understanding of the text. To achieve that, it is still needed to gain insight into the use of reading strategies, and evaluating the implementation of the reader-response approach in class. For the sake of handling the matter at hand, a question has been raised for this study, which is: To what extent can applying the reader response approach increase the level of reading response of students in reading a literary text? As we can affirm that students' involvement in the reading process with the literary text can be promoted through the level of students' awareness about critical reading, being aware about the context in which the text is meaningful to the reader, and stimulating the students' imagination and aesthetic interpretation of the literary text.

## II. Review of Literature

## 1. Reading as a Process

Reading as a process is somehow different from reading as a product. Reading as a product refers to "what" the reader has extracted from the text whereas the process of reading refers to "how" the reader understands the script. It is defined as "the interaction between the reader and the text." (Liu, 2010, p. 152) In this vein, reading as an interactive process has an unquestionable for both sides. Smith (2004) views reading as reducing uncertainty which means that the reader uses the graphic, phonetic, syntactic, and semantic information to decrease the uncertainty. For instance, the reader's uncertainty is reduced by utilizing his syntactic information which proves that "the" is typically succeeded by an adjective or noun phrase. Reading can be viewed as an interactive process.

However, this term embodies different interpretations. According to (Alyoussef, 2006), reading has been described as an interactive process between a reader and a script which may result in automaticity or reading fluency. While attempting to extract meaning, readers can actively integrate with the text, and then establish a sort of conversation between the reader and the text. (Widdowson, 1979)

Another possible explanation of the word "interaction" indicates the interactions between different types of knowledge which a reader can trigger during reading. Linguistic, schematic, and systematic knowledge can assist the reader to decrypt the text or the script's language and understand its concept (Hedge, 1985) although, reading has been considered as a cognitive process, it is a guessing game. The reader can constantly reconstruct the information which is implied within the text. In other words, comprehension occurs as a result of the interaction between thought and language (Goodman, cited in Alwalss, 2000)
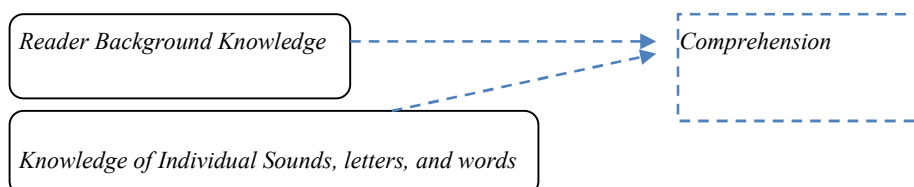


Figure (01) Interaction and Elements of the Reading Process (Brace, 2013; Shall, 1996, p.21)

## 2. Components of Reading

Reading skills can help the reader to interact and get meaning of written language. Getting meaning and understanding the written text may require different parts which allow the reader get adequate comprehension

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جامعة تامنغست – الجزائر

independently. In effect, there is phonemic awareness which refers to recognizing spoken speech in language. Also, there is phonics which refers to comprehending the relationship between letters and their sounds while reading, and when spelling them. Another part, oral reading fluency which is about reading the text quickly and accurately, also there is vocabulary which is about understanding words while relating them to oral vocabulary, and lastly there is comprehension which about relating the cognitive and meta-cognitive skills to reading. (Whalon et al., 2009)

## 3. The Process of Reading a Literary Text

When learners read a literary text, they use their previously acquired knowledge to interpret meaning by linking it to what is being read. Indeed, reading a literary piece may require the reader's involvement and his ability to understand components of the text. Students may be involved in the appropriate selection of the text, and also the accessibility of cultural references which may raise their involvement while reading the text.

Literary texts can help learners get easier language reception and promote their cultural understanding such as Shakespearian drama "by reading a specific text, students are exposed to the formation and function of sentences, the diversity of possible structures and the different ways of linking ideas." (Lazar, 2003, p.89)
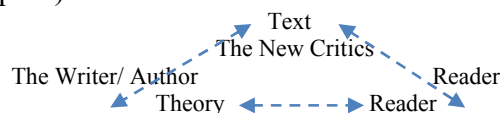


Figure (02) Triangle of Author, Text and Reader, (Seldon, 1989, p. 04)

This will expand and improve the learners reading skill. Indeed, the personal growth model which demands response to the themes from the learners by linking them to their personal life experiences, in addition to the cultural model in which learners focus on the use of language of a text in a particular cultural context.

Teachers of English literature may face significant obstacles in teaching literature in general to Algerian learners. However, we have to alter all the approaches and strategies to fit the needs of our learners and to successfully accomplish reading the literary text. For the most part, teaching English literature requires an appropriate use of teaching approaches and strategies used by teachers, as Rachid believes: "developing methodologies for teaching literature comes to be a very urgent recommendation on the part of both researchers and teachers to make the process more effective and consistent." (Cited in Lazar, 2003 p. 44)

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Accordingly, the integration of literature in the Algerian EFL context and the learners' response of the varied literary genres depend on the nature of the curriculum and on the targets of the lesson plan. Teachers of literature in Algerian universities usually yearn about the implementation of literature as a tool of teaching in EFL contexts which has been existent since the advent of the Grammar Translation Method when literary texts were the major source for English language teaching.

Intermittently, Long (1986) claims that "the teaching of literature is an arid business unless there is a response and even negative responses can create an interesting classroom situation" (cited in "Approaches for Teaching Literature and Literary Text" p.33) The reader response approach emphasizes the role of the learner and their own response to the text. In this approach, the reader and text are influenced by each other and the reader can make a kind of business deal which can be an aesthetic reading through which the reader becomes magnetized with the text based on his personal life experiences. Learners then would be able to express themselves freely about a literary text and approach the social, cultural and artistic components of the text based on their own experience. Indeed, one of the current strategies of reading instruction EFL teachers tempt to follow is selecting texts which could make learners emotionally and linguistically able to respond to them and appreciate them.

In this vein, (Carter & Long, 1991; and Lazar, 1997) suggest a set of methodological and epistemological approaches to teaching a literary text in general. The Linguistic Model, or Language-Based Approach, which makes a closer integration between language and literature, the literature as content approach which focuses analytically on context, themes, setting, characters, and symbols., and the intercultural approach which allows learners to analyze both their culture and the other one and makes them aware of the culture and social identity of the others. (Andrea et al., 2014)

Students are yet supposed to perform more adequately in response to texts and actively engage in dialogues to question literal and inferential questions, to probe a set of meanings and to achieve cognitive development and understanding. Reading English literature is about exploring emotions and constructing meaning through a transaction between the reader and the text through which the reader can employ their previous knowledge and real life experiences. (Iser, 1972) In the reader response theory, the reader creates meaning form the text from either an aesthetic or different perspective (Schieble, 2010). It involves eliciting personal response to literary texts and gathering learners' opinions, attitudes and reactions to the text. (Amer, 2003)

assumes that the students are not obliged to provide correct answers when applying this approach and when interpreting a text.

## 4. Reader-Response Theory

The Reader-response theory has altered many conceptions. According to Eagleton, the reader response theory has changed the focus to the reader. In this vein, the reader response theory has proved its place in literary criticism due to the work of Resenblatt in the 1930s. In her transactional theory, Resenblatt gives weight to the connection of the reader with the text in the process of extracting meaning. Occasionally, Carson assumes about this approach: "the transactional approach, the text itself is incomplete; it needs the reader's experience to make it understood" (cited in Hirvela, 1996, p.129)

Yet, the transactional theory gets its name from the epistemological works of Dewey which prove the flexibility of the text and the reader while reading. Further, Connell admits that: "Dewey's epistemological position stresses the transactional character that ties mind and body, subject and object, knower and known" (Connell, 1996, p. 396). Therefore, the reader response theory emerged as a reaction to Dewey's claim because he asserts that meaning occurs when the reader relates the text to his life experiences.

Although, Dewey gets along with Resenbelt in the fact that the reading theory advocates that individuals interact with their surroundings, and adhere themselves and their experiences at the same time. Indeed, the association of the reader and text interaction makes the Reader Response theory prominent. Nevertheless, this theory is debatable because it led to a critical dispute towards embracing more appropriate reading approaches for learners, whether text-oriented or reader-oriented.(Connell, 2000) yet, affirms that "The synthesizing process of aesthetic experiences is distinctive from non-aesthetic experiences because it involves an organic immersion in the reader prior belief and experience; a connection to emotional drives; stimulation of imagination" (p. 31) However, (Pike, 2003) raised another powerful position in which he considers "the transaction is one where the shape of the gap or entrance in the text is determined by the shape of the reader who enters as well as the text being entered" (p. 63) In other words, the reader can act as a co-author in relation to the literary text. (Justman, 2010)

In a broader sense, (Amer, 2003) highly contemplates that the reading process is a transaction between the reader and the text in which the reader with his life experiences, beliefs, and expectations interacts with the particular perspectives in the text, and the meaning is determined as the result of this transaction. Hence, Reader-response approach in class is about the

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relationship between the text and the reader. As it is about the influence the literary text on the reader by creating a sense of interaction. This interaction between the text and the reader is referred to as the construction of meaning in the personal literary experience which is viewed by (Garzon & Pena, 2015) as "the main characteristic when thinking of the connection between the reader and the text" (p.190)

## 5. Response Approach

The use of this approach may highlight the pedagogical advantage of increasing the learners' critical thinking and emotional awareness by being critical readers. According to (Carter & Long, 1991) who maintain that there are certain methodological as well as epistemological approaches used to construct the progression of the activities under the Reader- response approach.

A set of activities or strategies can be used to apply the Reader Response Approach in a literature classroom, according to (Amer, 2003, p.68) reading logs can be used which can allow students to convey their personal responses to literary texts. In addition to the developmental model of a reader-response approach of (Thomson, 1987) who admits that the reader passes through a process of understanding a literary text, this process involves sympathizing with the others' experiences, evaluating characters, and accepting or rejecting the values of the writer. To quote (Carter & Long, 1991) appeal:

> We looked to the Reader- Response Theory, which views the literary text as an artifact whose meaning are neither fixed nor immovable but rather subject to different processes of manufacture by the reader In this way, the reader is placed at an interpretive center contributing to the construction of meaning through what the text says (reading the lines), what the text means (reading between the lines) and what the text implies (reading beyond the lines). (Cited in Andrea et al., p. 14)

Teaching literary texts in Algerian higher education may mainly be subject-centered. Thus, learners become reliable on the instructor who transmits knowledge. It has been claimed that literature becomes simple transposition of the instructor's impressions towards a literary text. As teachers of literature, we first tempt to familiarize learners with the text to read in the classroom, and then we will ask them about the background knowledge about the work, the author, the themes, style, the era and the historical context. In this case, the role of the learner is not persistent; they have less opportunity to participate in the task because this approach is highly

teacher-centered because nearly most of the task is done by the teacher who lets learners create their own responses about the text they read. In this traditional approach, the learner's appreciation and analysis of the text is quite controversial.

Giving them the chance to make their reflections about the text within the frame of their life experiences, learners become self-confident, not having fear of having opposing responses from the teacher, work cooperatively, and perform plays in the classroom. Learners now would be active recipients of knowledge and have positive reflections of what has been learned including reading, extracting meaning and understanding the themes of the text. Indeed, (Lazar, 2000) contends that "effective readers of literary text possess literary competence, in that they have an implicit understanding of, and familiarity with, certain conventions which allow them to take the words on page of a play or other literary work and convert them into literary meaning" (cited in. Bousbia, 2009, p.28) According to Lazar, literature should be used with the EFL learner because it motivates learners by exposing them to various themes and authentic use of language. It yet stimulates their imagination, develops their critical abilities and raises their emotional awareness.

In effect, Brumfit & Carter (1986) argue that reading is a process of creating meaning through the integration of the students' needs, expectations with the literary text, and its understanding. (p.119). It is generally argued that literature as a subject tempts to promote the learners' grammatical competence and their cultural and strategic abilities. On the other hand, the literary text serves as stimuli and this may be due to approach applied to the reading process:

> The practice of a reader-response work may integrate textual analysis with "affective" criticism and, as these examples show, its strength lies in its dynamic approach to the process of reading. A text is no longer a timeless aesthetic object, but rather an unfolding temporal exercise grasped through a series of changing viewpoints. If meanings in literature are to be inferred from "procedural activity," then our teaching methods are crucial. (Cited in Bredella & Delanoy, 1996, p.42)

Throughout reading a dramatic text, learners may be familiarized with non-authentic language and texts with symbolic and metaphorical meaning. We often encourage them with an unexpected use of language, new vocabulary and new grammatical expression:

University of Tamanghasset- Algeria

جامعة تامنغست – الجزائر

Readers should acquire a kind of competence to enable them recognize literary genres since each genre will require some specific knowledge on the part of the readers. Thus, reading a poem would activate the reader's schemata- knowledge on rhyme, meter, rhythm, alliteration and images while reading a novel would imply readers to concentrate more on plot, characters, point of view, tone and so forth. ("Approaches for Teaching Literature and Literary Text" p. 40)

Literature requires determination of certain approaches and skills. We have also used performance pedagogy to teach a dramatic text in a language class. Performing some of Shakespeare's plays in class let our learners much appreciating the dramatic text by transposing it on stage. Hamlet is one of Shakespeare's plays that have been performed in our university when learners performed its scenes and memorized its long soliloquies in front of an audience.

By performing such scenes in the class, this raises the learners communicative as well as their literary competence. Throughout performance and communicative activities, learners get more motivated to learn English and literature, and thus encourage them to read about literature in the future as well. Indeed, being literary competent, learners must be apprehensive of the text's diction and devices used by the playwright.

The use of the literary language by the writers of all genres of literature which presents various types of reading that helps readers add evident meanings through the literary reading of the text. Indeed, the inclusion of various activities and tasks in the literature lesson makes the reader aware enough of the style of the writer and literary devices and yet be competent enough.

In effect, learners should read and comprehend a dramatic text aesthetically because it is the hardest type of literary texts. It makes readers use more personal ties according to his social, cultural and intellectual background. Teaching drama is a reading-centered task in which the learner uses extensive reading. Evidently, teachers of literacy often tempt to use intensive reading of a dramatic text which involves close reading of short dialogues and short scenes. Recently, critics of teaching literature assert that the strategy of extensive reading helps the learners get advanced comprehension of the text.

The use of extensive reading can enhance learners' language and literary competence and raise their exposure to the literary material: "extensive

reading is (a) reading large quantities of material or long texts, (b) for global or general understanding, (c) with the intension of obtaining pleasure from the text" (Susser & Robb, 1990, p.03) On the other hand, in his experimental research, (Krashen & Beniko, 1997) emphasize the role of extensive reading in EFL classes by conducting an experiment in the classroom:

> Extensive reading proved to be superior to traditional approaches on measures of reading comprehension, as well as on measures of writing and reading speed, and, according to teacher observations, was much more popular with students. Perhaps the most telling observation in support of the latter claim is the reaction of students in the third comparison group, the one that focused on cloze exercises. (p.14)

## 6. Classroom Activities

Through the lens of the reader response approach, reading proves its significance as an action conducted consciously by an individual. Therefore, this individual plays an active role in the reading process. (Portelli, 2011) Correspondingly, the reader response approach revealed that reading is to some extent variable, unspecified, and different. On the other hand, Belsey (1980) reports that "language transparency is an illusion" (p. 35) though, it is necessary to ascertain that individuals construct their perception of the world using their language. In the interval, this language is partially to the fore of the individual who is identified as a grid of the source of power.

In the same vein, the reader response approach emphasizes the role of the reader." (Frendo, 1991) This gives access to renovate the interest in reading as a human act. Indeed, theorists of this theory assume that "the reader created by the author is his second self" (Booth, 1995) Nevertheless, the reader response approach has not introduced anything unique about the reader, it yet puts emphasis on the reader instead of the text as the source of literary knowledge and meaning, which creates a new field of inquiry (Frendo, 1994)

Ideally, the communicative and dynamic nature of the reader response approach makes it a vital issue in the EFL reading classroom area in how to implement the approach in a clear way. (Harvela, 1996) Therefore, many attempts have been created to emphasize the relation between literature classes and the reader response approach. For, Carlisle reports that EFL learners can view reading comprehension as an extended reading practice in which provokes that the reader response approach in literature classes can

University of Tamanghasset- Algeria
جامعة تامنغست – الجزائر

invigorate EFL readers to go beyond the impediments of understanding of meaning and go over a critical appreciation of the text. (Carlisle, 2000)

Occasionally, reading logs are accessible and flexible devices which can be used to motivate students and to improve their responses toward the text. In addition, the reading logs can allow learners to break the barriers of literary understanding and literary competence to reach aesthetic reading of the text. Nonetheless, the reading logs may differ from other activities in the fact that students may carry out the reading logs during the reading process (Carlisle, 2000). Therefore, reading can prompt students' reading anxiety which can be tested through the reader-response approach. Therefore, the reader response approach can reduce students reading anxiety. (Biglari & Farahian, 2017)

Indeed, Carter & Long (1991) believe that the reader can interpret the literary text and construct meaning through what the text says (reading the lines), what the text means (reading between the lines) and what the text implies (reading beyond the lines). In this vein, students of literature should not rely on the impressions of the teacher towards the text; instead they should create their own response to the text they read.

## III. Method

A peculiar research design has been used in this study which can be adequate to its empirical essence. Besides, a qualitative inquiry has been adopted for the collection of data and its analysis. Prior to the use of the qualitative approach, the researcher has opted for a documentation analysis tool to achieve the aim of the research which is to diagnose the significance of achieving high literary competence through students' personal and reading response, and to analyze the level of students' awareness of aesthetic reading aspects.

## 1. Participants and Instruments

Fifty six (52) second year EFL students who represent the sample of the study, have been familiarized with a short play of the post-modern era which is *Early Morning (1968)* of the English playwright Edward Bond. Data were collected from the reading logs of the students which were submitted to the teacher in the classroom. The writer corrected those by identifying the extent to which students have taken into consideration the reading aspects and being responsive about their aesthetic reading and their interpretation of the story of the play.

The study used documenting as a tool to collect the data which was collected from students' responses through the reading logs. Thus, to investigate their reading competence during the treatment, the qualitative

University of Tamanghasset- Algeria                          جامعة تامنغست – الجزائر

approach provides intensive narrative insights. The reading logs of Carlist have been implemented, and since the reading logs best suit reading literature, the researcher has adopted a play as a case study for the this research. The play has been given to students who were asked to read the first two scenes, and this was in the first session of literature class, as the students' responses have been analyzed qualitatively.

The effect of using the reader-response approach to reading literature runs over the core of the study, as the reading logs are considered as the practical interpretation of this approach. Indeed, using reading logs while reading can stimulate readers to interact with the text they read by taking notes and increasing their emotions and thoughts and their personal response to the text. Occasionally, reading logs are appropriate for reading literature as it goes beyond thinking critically while reading the text, they can ensure using reading through the stream of consciousness.

The chosen play has an interesting theme, plot, and characters which attracted the students' attention to read it and go deeper in understanding the text and analyze it properly. In the session of the treatment, the researcher, who is the teacher, explained how to deal with the play and the use of the reading logs, which have been provided to them. The students have been asked to predict the rest of the story of the play also. This can stimulate their imagination, and let them share their thoughts and interpret the text aesthetically. At the end of the first session, we have given the reading logs to the students to respond to them and compare their predictions with the real story. The teacher participated during the intervention by handing the papers and discussing the story through interacting with them. The coming session, the reading logs have been brought back to them.

The study is carried out to affirm whether students' reading and literary competence can be fostered through their reader-response using reading logs. Indeed, the reading logs proved its reliability in generating the appropriate data about the subject under inquiry. Therefore, the analysis is based on Cartile's reading logs. The treatment is conducted in a reading literature class as the researcher invited the students to respond to the text using their reading logs as a guide. In the first session, the researcher provided the students with the first half of the story with the reading logs. Then, she asked them to read the first half and answer the reading logs at home. In the coming session, the teacher discusses the first half, then the second half using the reading logs.

**IV. Analysis of Data**

Throughout the first session of the treatment, the researcher collected data about the students' response to the text and about raising their personal response by relating their life experiences. In effect, the students' answers to the reading logs affirmed that the majority of them related the story to their real life by relating the characters of the story to the characters they encountered in their real life. The students thus live the story as they make predictions about the story. They can fulfill adequate understanding as they can establish a sphere of inter-culturality with the text and use their linguistic competence and psychological attitudes towards the text.

*Early Morning* (1968) as all the other plays of Bond does not provide any clear answers as the characters never find any resolutions. It tempts to dramatize a process of situation analysis which requires interrogations rather than answers. The major character Arthur also displays the same degree of curiosity. He seeks answers to the questions about human nature and rational meaning of society. For instance, he always asks the accused Len why he killed a man standing in the queue, he transforms from non-understanding about what is happening around him to involvement as the climbing madness and violence of the society convince him to desolate it.

To quote some of the students' answers to the reading logs, this example of a student's answer is selected:

*Question1:* What do you think of Arthur's attitudes in the story?

*Answer:* When the setting of the play changes from earth to heaven, Arthur becomes more inquisitive and curious and asks the doctor questions about nature such as: "why do men hate life? Is it the light? Is it more comfortable to be mud and ashes?" (Scene: 11)

*Question 2:* Does the story reflect your real life events?

*Answer:* Considering freedom of the individual from social oppression, this can be replicated by the social and political world of the characters, which to some extent resembles our society, and this is indicated through the importance of human action in changing society. Another point in common is the symbolic gestures of the main character which proves the significance of bringing social and political changes in society.

*Question 3:* What is your reaction to each character's attitudes in the play?

*Answer:* The play of Bond replicates Gothic desire as a force which demonstrates shades of violence and madness. Bond uses hope in life to fight evil by refusing to be either hopeless or silent. Also,

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gothic impulse in Bond's play posits the need for change so that individuals can live in a compassionate world.

## V. Results and Discussion

Regarding the reading logs given to students in the second session and according to the findings, the group discussion of the reading logs proved that students as readers increased their enthusiasm to reading literature, and their aesthetic attitudes towards reading the text developed accordingly. This can be due to their personal and reader response to the text. It is yet efficient to detect that the level of students' response and enthusiasm has much developed through reading the second half of the story of the play. The unexpected events make students emotionally and aesthetically involved with the text. In addition, the reading logs help students to go beyond the literary text. As they have adequate understanding and high level of appreciation of the story. The study provides the students with a space to express their emotion, feelings, and stimulate their imagination as they covey what comes across their mind randomly and unconsciously.

Based on the results, teachers of language may be aware of the aim of a reading response, which is explaining and defending the reader's personal reaction to the text. In this vein, readers may embrace this approach to read the literary text with enthusiasm because it can make them enjoy reading. Besides, readers can conduct the construction of meaning in cognitive and metacognitive processes. They can make text investigation using their emotional and personal experience aesthetically. Finally, the session has confirmed that the appropriate use of the reader-response approach to reading the play contributed to some extent to increasing the level of literary competence and aesthetic response through their personal response.

## VI. Conclusion and Recommendations

The integration of the reader-response approach in a literature classroom can to some extent be beneficial and efficient. It can contribute to promoting students' responsiveness towards reading literary texts and raise their appreciation by creating their own responses about the text they read. When reading a literary text intensively, students' awareness can be raised as they relate the text to their life experience and beliefs. Yet, we can affirm and prove that the Reader Response approach can increase student critical thinking by becoming critical readers of literature, and give them the opportunity to make reflections about the

University of Tamanghasset- Algeria

جامعة تامنغست – الجزائر

text within the frame of their life experiences. Through this approach, students are able to maintain their responses and create a cooperative understanding of the text. It can promote their involvement with the literary text by being able to consider the importance of critical reading of the text, and create a meaningful context of the text to the reader.

In addition, further research might be approached about the benefits of implementing the Reader Response theory in literature classes using reading logs. Reader Response Journal and Literature Circles can be implemented through Web-based Media by teachers and educators in order to make response-based teaching prolific. By integrating these two approaches to reading literature, the teaching of literary texts can pedagogically encourage learners and improve their learning. At the same time, it can facilitate the teaching process to gradually promote EFL learners' motivational awareness in reading a literary text.

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