

Reader-Response approach in Analyzing Literary Texts from Algerian EFL learner's and Teacher perspectives

مقاربة استجابة القارئ في تحليل النص الأدبي من منظور المعلمين والمتعلمين في الجزائر

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Abstract:

This descriptive research aims at investigating the Reader-Response approach application in the Algerian EFL classroom from learners-teachers perspectives to enhance students' autonomy in analyzing literary texts. Since learners depend on their teachers in analyzing literary texts, there is a need for an approach that would help them break free and take charge in their learning process. In this research paper, the researcher used a qualitative research tool and designed two questionnaires. They were posted online for EFL teachers and learners from four different universities in Algeria. The results show that teachers are familiar with the Reader-Response approach and believe that it may help learners be more autonomous. However, both learners and teachers expressed many challenges and struggles that may hinder the proper application of this approach.

Keywords: Reader Response approach, literary texts, learners 'autonomy teachers' autonomy, EFL Classroom

ملخص البحث

يهدف هذا البحث الوصفي الى التحقيق في تطبيق مقاربة استجابة القارئ في تحليل النص الأدبي من منظور المتعلمين والمعلمين في أقسام اللغة الإنجليزية بالجزائر. يعتمد المتعلمين بصورة كبيرة على المعلمين في تحليل النص الأدبي مما يخلق حاجة الى مقاربة من شأنها أن تساعد المتعلمين على التحرر من هذا الاعتماد وتولي المسؤولية في

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عملية التعلم الخاصة بهم. يستخدم الباحث في هذه الورقة البحثية استبيانين، حيث تم نشرهما على الانترنت وذلك للوصول الى معلمي ومتعلمي اللغة الإنجليزية من أربع جامعات مختلفة في الجزائر. تظهر نتائج البحث أن المعلمين على اعتقاد أن مقارنة استجابة القارئ قد تساعد المتعلمين على تحقيق استقلالية عند تحليل النص الأدبي. في الأخير أدلى كل من الطرفين المشاركين في البحث عن العديد من التحديات والصعوبات التي قد تعيق التطبيق الصحيح لهذه المقاربة.

الكلمات المفتاحية: مقارنة استجابة القارئ، النص الأدبي، أقسام اللغة الإنجليزية، استقلالية المتعلم، استقلالية المعلم



I. Introduction

Literary texts provide EFL learners with authentic materials from the target language that is full of cultural and social aspects. Yang (2002) states that “literary texts frequently contain social dilemmas and conflicts. Such reading demands personal responses from readers”. It also helps them be more critical when analyzing the literary texts and expands their thinking space because they can project their own true-life experiences and criticize the literary text from that direction. This is the concept that the Reader-Response approach focuses on.

The Reader-Response approach shifted the emphasis from the text to the reader and acknowledged the transaction that happens when both interacts. Justman (2010, p.112) claims that “The reader co-authors the literary text”, which means that the reader is also concerned with creating the meaning out of the text and it can be different from one reader to another as Pike (2003, p.63) mentions that “different readers cause the gap to adopt different shapes”. It means that the gap in meaning is complete when the reader interprets the meaning of the text.

Further, the Reader-Response approach can provide learners with the freedom and space to be more independent in their analysis of the literary text. Following the idea that centres this approach that no interpretation is wrong, applying this approach in the EFL classroom can be beneficial in enhancing learners’ autonomy while analyzing literary texts.

Based on this Reader-Response approach, the purpose of this study is to gain some knowledge on Algerian EFL teachers’ and learners perspectives on whether this approach can help enhance learners’ autonomy in analyzing literary texts. The main question that guided this research is:

- What are the perspectives of Algerian EFL learners and teachers on the reader-response approach in analyzing literary texts to enhance learners' autonomy?

In addition, this research aims to provide an answer for the following questions as well:

- What are the views of Algerian EFL teachers on applying the reader-response approach in literature courses?
- How do Algerian EFL teachers evaluate Algerian learners' autonomy in analysing literary texts?
- What are the challenges and possible solutions to apply this approach in the Algerian EFL classroom?

Through the current research, the researcher tries to analyze the collected responses of both Algerian EFL teachers and learners and reveal their opinions on the application of this approach to enhance learners' autonomy in literary text analysis.

II. Literature review

1. Learners' autonomy concept in the EFL classroom

a. Learners' autonomy definition

Learner autonomy is not a new term but an old one that refers to as "the ability to take charge of one's own learning" (Holec, 1979). In the same context, Dickinson (1987) defines autonomy as "the situation in which the learner is responsible of the decisions concerned with his learning and the implementation of those decisions". Moreover, Little (1991) explains autonomy as an ability for taking charge in making decisions concerning the learning process. It also demands from the learner to create a psychological link while learning. The ability of autonomy is shown when learners are capable of projecting what they learn on a wider level.

Simply, Learner autonomy refers to the learner's independence and self-instruction. It demands that learners be involved in their learning process, which leads to deeper and better learning. It is said that learner autonomy helps foster learners' independence that may start in a classroom environment and extend beyond it (Borg, Al-Bussaidi, 2012). It moves around the idea that the learner needs to become an active participant in the teaching and the learning processes whether inside or out of the classroom. However, we can conclude that learner autonomy is not an ability that learners are born with but an ability, which can be acquired by any learner. Practice and the right environment for learning can also develop this ability, which can result in creating an autonomous classroom that supports autonomous learning.

b. Learners' autonomy: Algerian context

When analyzing the behaviour of Algerian EFL learners from cultural and social perspectives, learners are still afraid of breaking free from their dependence on the teachers' guidance. Mainly speaking, the inherited social and cultural traits may cause some restraints for learners because they are used to teachers' total command and decision-making concerning the learning and teaching processes (Fedj & Benaissi, 2018).

Benaissi (2015) argues that learner autonomy is a western concept that is hard to apply in Algerian settings because of the nature of the upbringing of learners and the social/cultural influence. Learners are raised in a conservative community that values the social status of individuals. Teachers are highly respected and learners are mainly dependent on the teacher's guidance and classroom input.

In the last years, the Algerian EFL classroom is ambitiously moving towards the realization of the autonomous classroom. Many Algerian researchers showed interest in the notion of learner autonomy and plenty of already conducted researches that investigate both learners and teachers' autonomy in the Algerian EFL classroom. The researches ranged from investigating the implementation of learners' autonomy to supporting the beneficial results of this notion.

2. Implementation of Reader-Response approach in the EFL classroom

a. Reader-Response approach and literary text analysis

Reader-Response approach is based on the assumption that literary works take place in the relationship between the reader and text. This approach believes that there is a transaction between the reader and text, where the text becomes a projection for the reader's experiences and reactions to that text (Lobo, 2013). According to the Reader-Response Approach, the transaction that happens lead learner to create a link between the text and their previous knowledge and their interpretation of the text (Iser, 1972; Fish, 1980).

With this theory, readers are given free rein to apply their personal experiences, knowledge, beliefs, and meaning to the literary texts because readers differ so does the meaning of the text (Chung& Yanlee, 2012). Thus, reading according to this theory is a reflective and creative process whereas meaning is self-contracted (Amer, 2003). In addition, Carlisle (2000) stresses the creative role of the reader and signals the importance of the active and communicative direction that the reader-response theory leads the readers.

In summary, applying a Reader-Response approach to analyze literary texts gives the reader (EFL learner) the freedom to employ their personal opinions

and background knowledge to create the meaning of the text. Without ignoring the fact that the theory is communicative by nature and encourages the reader to interpret the meaning with no constraints, or consideration to what is the right meaning. This is based on the reason that interpretation differs from one reader to another and the meaning differ as well.

b. Reader-Response approach and learner autonomy

The Reader-Response approach establishes an active interaction between the reader and the text; this interaction results in changing the text and creating the meaning (Rosenblatt, 1978). This approach gives the reader the ability to take charge in the reading process and how to analyse the text. This is the core idea of learner autonomy, where learners are in control of their learning process. Therefore, the approach stresses the same concepts and encourages the learner to be independent in expressing their thoughts and opinions as well as shaping the text's meaning according to their experiences and background knowledge.

Davis (1992) observed that learners show a positive reaction when the opportunity to express their personal opinions, read about other experiences where they can relate to and decoding the imperceptible meanings from the texts. This shows that the learners in one way or another like the idea of having control over their learning when provided with the right circumstances. Reader-Response approach encourages learners' freedom and enjoyment (as being active readers).

III. Methodology

The researcher used descriptive research to gather the required data and to answer the asked research questions. A qualitative research tool, a questionnaire was employed for both Algerian EFL teachers and learners to ensure reliable findings. The researcher has designed a students' questionnaire, where 70 students from four universities from the department of English language (Annaba, Batna, Guelma, and Khenchela) in the east of Algeria were questioned, and another questionnaire for 19 teachers from the same universities.

The questionnaires for teachers and learners consist of four parts. The first part focuses on the participants' background information. The second one includes questions that discuss learners' autonomy and literary text analysis. The third part converses on the main points about the Reader-Response approach and learners' autonomy. The final part provides the space for participants to talk about the struggles and challenges in the application of the approach for teachers and the analysis of the literary texts for students. The responses were analysed to ensure whether the application of the Reader-

Response approach enhances learners' autonomy in analyzing the literary texts or not.

1. Participants

The researcher has chosen Third-year students from four universities (Annaba, Guelma, Khenchela and Batna). Nineteen teachers from the same universities were also questioned to collect the data, as shown in the following table 01

Participants	Males	Females
Teachers	08	11
Students	30	40

Table 1 Research Participants

IV. Results

1- Questionnaire for teachers

a. Teachers' views on the use of literature in EFL classroom

Regarding teachers' views on the use of literature in the EFL classroom. All teachers believe that integrating literature in the EFL classroom is beneficial for learners, especially, if they have the necessary background knowledge as one of the participants stated. Confirming the discussed benefits of literature in the EFL classroom, teachers believe that literature vehicles many linguistic dimensions of the language such as: the cultural, sociological, historical and psychological dimensions. One teacher believes that teaching is important but it is often disregarded due to the difficulties it presents to learners.

One other important detail mentioned by one of the participants is that literature is a great tool to teach writing for learners. It has great and enriching content that helps develop learners' knowledge in all the domains of the language. Moreover, literature is directly linked to stylistic and language, which helps learners understand how to use the language in a correct context. In summary, all the teachers believe in the vitality of the use of literature in the EFL classroom due to all the benefits it presents for learners.

Concerning the strategies used to teach literature, the participants provided a range of strategies that they think are helpful to facilitate the analysis of the literary texts. The table below Table 02 summarizes the strategies mentioned by teachers. It is observed that teachers use a variety of strategies ranging from reading/ writing logs assignments to classroom discussions/interpretations. According to responses shown in the table below, teachers also are interested in using ICTs to facilitate and motivate learners to

read the literary texts. We notice from the responses that only two teachers apply the principles of the reader-response approach.

Teachers' Responses
Texts and Excerpts
Reading assignments, reading logs
I initiate learners to the literary texts by creating links to other previous read texts
Annotating and pair works
Questions/answers and learners' implications
Factual teaching
I would rather like to be eclectic
Interactive classroom, learner-based classroom, ICT to help prepare the texts
Critical and analytical reading and writing
Autonomous learning, reader-response approach
Simplifying by using all possible ICTs
Discussions, reading and writing assignments, writing book reviews.
I deal with abstract theory and ideas using examples from literary texts. Then, I use extracts and excerpts from the text to help learners come up with their interpretations before I give mine. I point out which interpretations are sound and which are illogical; I do that by showing them how their interpretations are rather opinions that are not based on clear arguments or reasonable evidence to support them.
Emphasis on reading, particularly the reading of culturally authentic texts, classroom discussions.
Giving lectures, trying to engage students which answering questions or making presentations and making research.

Table 2 the most used strategies to teach literature by teachers

b. Teachers' evaluation of their learners' interest in literary texts

Teachers' evaluations of their learners' interest in literary texts are shown in Figure 01 below. Ten teachers believe that their learners' interests in literary texts falls in the average category. Six teachers rate their learners' interests as above average. Only one teacher states that their learners are highly interested in learning literature. Whereas, two teachers think that their learners are not interested in literary texts.

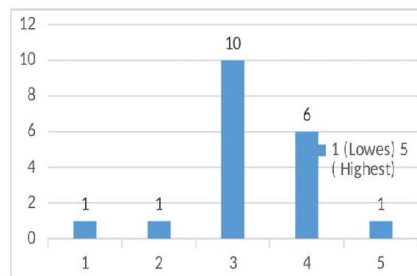


Figure 1 Teacher's Evaluation of Learners' Interest in Literary texts

c. Teachers' evaluation of their learners' abilities in analyzing literary texts

As shown in figure 02 below, Teachers evaluate their learners' abilities as follows. Three teachers think that their learners' abilities are weak in analyzing literary text. Eight teachers believe that their learners' abilities are below average. In addition, six teachers rate their learners' abilities as

average. Whereas, the last two teachers believe that their learners have above average and excellent abilities in literary texts analysis.

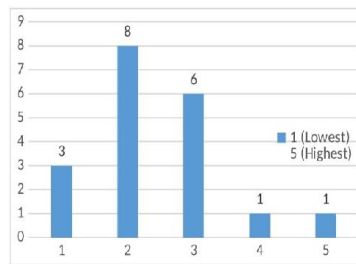


Figure 2 Teachers' Evaluation of Learners' abilities in literary texts analysis

d. Teachers' evaluation of their learners' dependence on them

Figure 03 shows that the majority of teachers declare that their learners are dependent on them when it comes to analysing literary texts. 57.9 %, which makes the number of 11 teachers, responded yes to the question. Whereas 42.1% responded no. Some of the teachers who stated that their learners are dependent on them proceeded to say that they have to facilitate their learners' comprehension via asking questions. Another teacher stated that their learners are dependent on "someone or something" to make it for them. They believe that if they found no one, then they try to reproduce what they have read so the responses to the literary texts are lost. Moreover, one of the teachers stated that in their classroom, they do not do a lot of analysis; but rather read about what other critics say about the literary texts

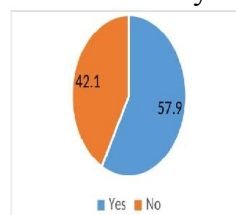


Figure 3 Are your learners more dependent on you when analysing literary texts.

e. Teachers' thoughts on learners 'autonomy in analyzing literary texts

The responses gathered to show that the majority of teachers believe that learners are desperate for guidance and they are very dependent on them when it comes to literary texts analysis. Some of the reasons that were declared by the teachers go back to learners 'level and their lack of interest in the subject of literature. Most teachers think that creating responses to

literature and analyzing it is very difficult for learners especially because they do not have prior knowledge, and their reading skills are very weak. Some of the teachers think that even though learners lack the basic abilities in analyzing literary texts, they can still achieve that through constant reading and practice. The teacher explains that learners can use their background in stylistics and the relationship between history and literature to come up with a good analysis of a literary work.

However, another opinion by a teacher revolves around believing in the abilities of learners. They believe that learners need the space from teachers' dominance to come up with great analysis and explanations if they are given the proper chance to do that. Stressing on the importance of literature in EFL classroom, one teacher claims that literature gives a wide space of freedom that enables to shape their opinions and writing styles and that their learners can come up with innovative responses and analysis because they encourage them to be themselves, and they are very open to accepting their creativity. Considering individual students' responses to texts as one teacher proceeded to explain is not well developed and the problem remains in learners' motivation to read, which lead back to their lack of initiations in their learning process. If learners take responsibility in the learning process like planning, monitoring and self-evaluating, they will certainly be more autonomous in literary texts analysis.

To sum up, teachers believe that learners' autonomy is very crucial in literary texts analysis but it is somehow absent in the Algerian EFL classroom. Since learners are very dependent on teachers and their dependency hinders them from being initiators and leaders of their learning. Hence, their literary texts analysis. It revolves around the idea that it is possible for learners to break free from the dependency but it will take a great effort from their parts.

f. Teachers 'perceptions on applying the Reader-Response approach in Algerian EFL classroom

About teachers' views on the application of the Reader-Response approach in Algerian EFL classrooms. The majority of participants as shown in Figure 04 making 57.9% have claimed that they used the Reader-Response approach in their classrooms. However, 42.1% of the whole participants state that they have never used the approach in their classrooms.

The overall opinions of teachers on this approach is a positive one. For the reason that it is directly concerned with reader/learner and provides for them the space to express emotions and feelings. As teachers believe, the approach helps learners understand themselves through the lenses of the texts. It also provides them with improving their critical thinking, since it is learner

centred. Teachers also believe that the Reader-Response approach emphasizes the active and creative role of the reader/learner and its communicative nature fits within the purposes and teaching practices in contemporary trends of ELT.

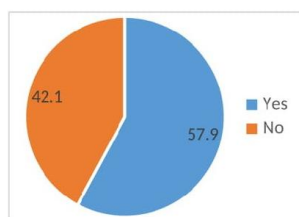


Figure 4 Have you ever used the Reader-Response approach to teach literature?

g. Reader-Response and learners 'autonomy: teachers 'views

Teachers' views on the Reader-Response approach as a tool to enhance learners' autonomy in literary texts analysis are mostly positive. Most teachers believe that the principles of this approach walk side by side with the principles of learners' autonomy. The simplicity of the Reader-Response approach and the relatability learners can find in it, as one teacher stated is what makes it an ideal approach to teach literature and encourage learners' autonomy. The approach provides freedom and flexibility in interpreting the meaning of the texts that allow learners to embrace their individuality and freedom even in the classroom.

The subjectivity of the Reader-Response approach in itself is a way to enhance ones' autonomy as a reader/learner. One teacher claimed and proceeded to explain that the Reader-Response approach prioritizes the role of the reader, which raises their motivation and help in the learning process. Moreover, the Reader-Response approach develops learners' critical thinking and makes them more confident about expressing their opinions, because it encourages them to be personally involved with the text by using their own experiences and knowledge in the analysis of literature.

h. The main challenges and struggles in applying the RRA

The main challenges and struggles that may face teachers' when applying the RRA in the Algerian EFL classroom can be summarized in the following points according to the received responses:

- Students' demotivation and overcrowdedness
- Learners do not read and they are not interested in literature
- Learners lack the cultural and critical background knowledge to respond to texts
- Lexical complexity of texts

- Lack of self-confidence and critical reading
- The differences between learners' levels
- The passivity of some learners
- There is no time to cover the whole syllabus.

2- Questionnaire for learners

a. Learners' evaluation of their classroom performance

Learners' ability to evaluate themselves and provide a realistic view of where they stand, when it comes to learning is one of the basic principles of learners' autonomy. As figure 05 shows, the majority reaching 24 learners rate their involvement in their learning process as average. Twenty learners express their involvement as being above average. Eighteen learners claim that they are highly involved in their learning process. Whereas, five learners acknowledged as being below average. However, three learners state that they are passive in their learning process.

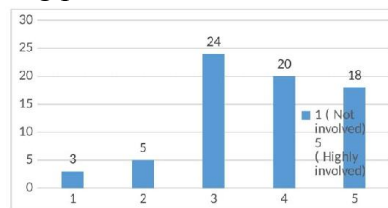


Figure 5 to what extent are you involved in your learning process.

However, Figure 06 shows learners' interest in literary texts. Twenty-six learners rate their interest in literature as neutral, eighteen learners' state that they are interested in the literary texts they study. Whereas, eleven learners claim that they are highly interested in studying literature. Only seven learners claim that they are not interested at all in literature.

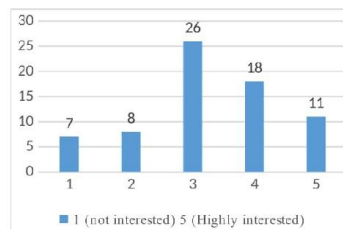


Figure 6 To what extent are you interested in the literary texts you are studying

The following figure 07 demonstrates learners' evaluation of their dependence on the teacher during classroom discussions. 18.6 % of the learners claim that they are highly dependent on the teachers, 11.4 % of the participants claim that they are not dependent on their teachers and they participate and express their opinions. Whereas, 70% of the participants

making the majority of the states that they depend on the teachers sometimes, participate, and express their opinions other times.

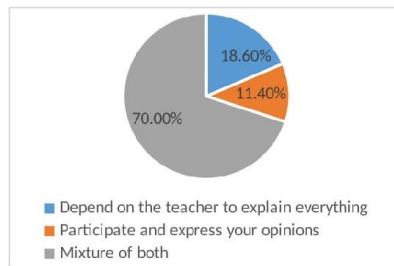


Figure 7 Learners' role during classroom discussions

b. Learners 'awareness and their experience with literary texts

Concerning learners' experiences with literary texts, a few questions were selected to try to understand what learners think or why do they have the attitudes they have towards literary texts analysis. Figure 08 displays the learners 'need for guidance during literary texts analysis. 71.4 % of the whole participants have responded yes to needing the constant guidance of their teachers, whereas, 28.6% claimed that they do not need the guidance of their teachers to analyse literary texts. Some of the clarifications from the latter category were that they rely on either YouTube videos or other websites that provide reviews and interpretations.

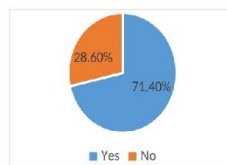


Figure 8 Do you need your literature teachers 'constant guidance while analysing literary texts?

c. Learners' responses to Literary texts

About learners' responses to literary texts. The majority of learners find themselves relating to the life of characters. According to figure 09, 70% of learners have responded yes; they relate to the life of characters in literary texts, while 30% of them responded with no.

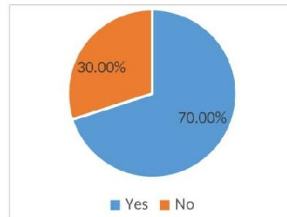


Figure 9 do you relate to the life of fictional characters

During literary texts analysis, 37.1% of learners express that they project their own life experiences on the decisions made by the characters. 14.3% of learners have responded yes and they separate their own experiences from the fictional characters. The rest of the learners that make 48.6 %, are not sure, and have responded with maybe. The results are shown in figure10 below:

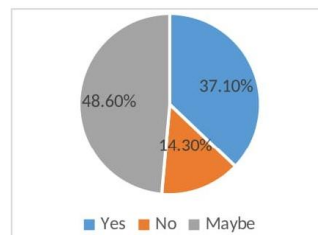


Figure 10 do you project your own life experiences on the characters' decisions.

Moving on to the next question revolves around gauging learners perceptions on the relatability, projections of their own life experiences, and how it affects their performance in literary texts analysis. 38.6 % of learners believe that projecting their own experiences on literary texts can help them break free from teachers' dependence. 15.7% of learners state that it does not help them become independent when analysing literary texts. Whereas, a sum of 45.7% stand on the unsure side.

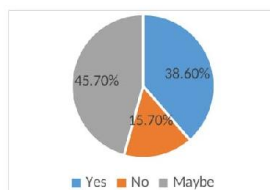


Figure 11 projects life experiences on literary texts to become autonomous in analysing them

d. Challenges and struggles for learners in literary texts analyzing

The researcher tried to open some space for learners to express their struggles and the challenges they face in analysing literary texts. It is noticed that the struggles are repeated and shared by learners. Therefore, it can be summarized as follows:

- Understanding the difficult words, vocabulary, and the urge to check the dictionary
- Lack of focus to follow the settings of the texts, demotivation to read
- Understanding the author's intentions and the psychological state of the characters
- Contextualizing specific quotes within a theory and extracting representations
- Understanding the different literary features of a text, like symbols, moods and ambiguity of meaning.
- Lack of fluency to express opinions and participate in classroom discussions
- The fear of wrong interpretations and classmates' judgements

V. Discussion

The results of the research demonstrate that Algerian EFL teachers are aware of the importance of learners' autonomy in the learning process. They also agree on the legibility of the Reader-Response approach as a tool to enhance learners' autonomy in literary texts analysis. In Fact, teachers acknowledge that the principles of this approach walk side by side with learners' autonomy concepts. However, there are many concerns on the part of teachers regarding the application of this approach in the Algerian EFL classroom. This stresses that even with the majority of the teachers using the approach in their classrooms; they still tend to use more of a varied and eclectic approach to teaching literature.

As for the findings from questionnaire of learners, it is clear that they are highly dependent on teachers' guidance in literary texts analysis. Although the majority of learners are actively aware and capable of self-evaluation, they are still dependent on teachers as providers of materials and explanations. This leads back to learners' disregard and demotivation when it comes to reading literature, which was demonstrated in the results that the majority of learners have a neutral reaction to literature.

On the one hand, teachers are highly aware of the importance of literature in the EFL classroom and the benefits it provides for learners as it vehicles so many aspects of the language. This concludes the position of literature that serves a great role in developing learners' background knowledge, and acquiring the sociocultural side of the language. Teachers' beliefs regarding

literature contradict the attitudes of the majority of learners, which poses a great problem for teachers who are not able to bring their students to read the literary texts and a greater problem for learners who fail in acquiring the necessary background knowledge. Both teachers and learners questionnaire results validate these results.

On the other hand, teachers believe that achieving autonomy in analyzing literary texts for learners is a primary concern for them. Learners' autonomy can be very beneficial in literary texts analysis. Since, it helps foster their creativity and critical thinking. Learners' autonomy encourages individuality, which in turn supports the beliefs of Reader-Response approach. Forward, Learners even unconsciously, tend to associate their own life experiences with the literary texts they read as shown in the results. As a result, they can enhance their level in literary texts analysis by projecting their experiences when forming their responses to texts, which in turn helps them embrace their individuality and form creative and unique responses.

Finally, Addressing learners' demotivation to read and their lack of interest in literature. The Reader-Response approach provides the opportunity to find relatability with the characters in the literary texts. It also encourages the learners to break free from the old frame of literary texts analysis. Learners can interpret the meaning according to their prior knowledge, life experiences and lose the constant fear of reaching the wrong interpretation or misunderstanding the meaning of the literary texts. However, the application of the Reader-Response approach may carry many challenges especially for teachers. These challenges still rest on the circumstances in the classroom and overcrowdedness. Moreover, some learners are passive by nature and do not initiate or share the responsibility of the learning process. These challenges can be overcome through working on learners' attitudes towards autonomous learning and responses to literature

VI. Recommendations

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

- Teachers need to understand the theory and follow the needs of learners
- Teachers need to attract learners' attention to the importance of literature and being initiative in the learning process
- Teachers should guide their learners to find their motivation
- Teachers should be more open-minded to create an environment for learners to express themselves without judgement

- Teachers should make use of technology to hook their learners and raise their motivation to read literature.

VII. Conclusion

This research paper attempted to examine the application of the Reader-Response approach to enhance learners' autonomy in literary texts analysis. The research findings clarify teachers' perspectives on the approach's importance and its effects on learners' autonomy in analyzing literary texts. The research concludes that the Reader-Response approach can help learners become independent from teachers' autonomy in literary texts analysis. The approach encourages individuality and personal responses that work with learners' autonomy. Correspondingly, the research also unveiled the struggles of learners in literary texts and the reasons behind their demotivation to read literature. However, teachers as well disclosed the struggles they face because of the lack of initiation from the other side of learners and how it is crucial to try to foster learners' autonomy, especially in literature courses.

The Reader-Response approach aids learners to create a sense of responsibility and creativity. It also inspires them to use their life familiarity in learning. Hence, learners as individuals have great talents that need to be explored and watered with hard work and efforts to reach the place where the teacher can just play a role of a guide and let learners discover their gifts.

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