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THE SIGNIFICANCE OF READER RESPONSE PARADIGM ON THE ENHANCEMENT OF STUDENTS' READING PROFICIENCY AND TEXT INTERPRETATION: A CASE STUDY OF THIRD YEAR STUDENTS AT THE UNIVERSITY OF MILA

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I dedicate this modest work to:

- ➢ The living memory of my grandmother *Fatima Zohra* whose candle always illumes my path.
- ➢ My father *Ammar* and my mother *Nadia* who have always been my shelter.
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Abstract

Depicted once as a receptive skill, reading has been recognized as a highly active ability that requires readers to network with what they read. Academics have been immersed through time to explore the intricacies of this highly intellectual ability. Recent reader response philosophy illuminated the positive off product of opening the door for the multiplicity of meanings a text may embrace and the role of the reader in deciding so. However, the lack of time apportioned to the teaching of reading and the lack of feasible techniques to consider its transactional side result in misinterpreting students' active expertise. The present work aspires at evaluating the significance of applying reader response framework in ameliorating students' reading proficiency and text interpreting. Research showed that some effort is needed since responding to what is being read requires reference to writing which is complementary to reading. With special use of the literary text as a model reference, the query would target investigating instructors' and students' perceptiveness about the actual implementation of the paradigm. The work is concerned with teaching reading to third year classes using reader response framework and its shadow on developing proficient interpretation. It is hypothesised that students' structured reflections through reader response logs would help enhancing their reading ability and sense of text interpretation. The researcher resorted to the use of questionnaires, an interview, an observation and an experiment to cover all that is possibly related to the issue. The results showed a general favourable standpoint towards the inclusion of reader response paradigm as a feasible method for teaching reading following the example of the literary text. The reading strategies survey showed that students resort already to the use of some reading strategies without being officially trained on them. The observation statistics demonstrated that when well-tutored, students know how to fluctuate between the various elements included in the framing of interpretive reading response. The statistical findings of the experiment showed a changed perspective in the analysis of the reading material and prove students' ability of framing analytical reading response. Those results consolidated the hypotheses set forth in the beginning of the inquiry. Moreover, the interview findings revealed a general recognition, on the part of instructors, of the existing gap concerning the status of reading and ways of its imparting within the LMD system. It is hoped that the suggested recommendations would bring enlightenment for better considering the position of the reading skill within the system.

Key words: Reading skill, Reader response frame, Text interpretation, Proficient reading.

List of Abbreviations and Acronyms

ANOVA	Analysis of Variance
B	Unstandardized Beta
C1	Native Culture
C2	Foreign Culture
DV	Outcome Variable
EFL	English as a Foreign Language
ELT	English Language Teaching
F	Variation between Sample Means
FL	Foreign Language
IV	Predictor Variable
KMO	Kaiser-Meyer-Olkin Measure of Sampling Adequacy
L1	First Language
L2	Second Language
LMD	Licence Master Doctorat
M	Mean
OCDE	Organisation de Coopération et de Développement Economique
p	Probability Value
R	Multiple Correlation Coefficient
r	Pearson Correlation
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences

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General Introduction

1. Background to the Study

Reading, either in a native or foreign language (FL), is a knotty subject of study. Debates are still on the move as to how to impart it in best ways especially because it calls for the integration of highly complicated thinking categories in a cyclic way. For some researchers, it is a taken for granted ability in the FL classroom (Block, 1992). FL students often feel hemmed in by truisms when confronted with the term reading which is often seen as a conventional concept. This is basically because they just take it for granted or anticipate to be exposed at some moments of their study span to written discourses. Reading has always been one pillar in learning English as a foreign language (EFL); at best, it is a crucial doorway to social, personal and professional growth (Holden, 2004). Indeed, it is one key component that if well mastered would guarantee productivity, individual development and active reflections especially in the case of ambitious FL educational settings. It is not astonishing that reading literacy is ranked as paramount to success both on the individual and the academic scale. Founding well-rounded reading courses that extend from primary to college education is a warrant for long term development of societies.

Actually, discussions around the topic of reading are not a novelty but time changes fast and each epoch brings with it different perspectives which dictates a re-evaluation of the current state of affairs even when the feeling that reading has nowadays lost its brilliance reigns (Adler & Van Doren, 2014). It should be noted that assumptions about the best teaching methodology of FL reading were the fruit of on-going probes around the effect of the sound-letter association on FL readers, readers' rate of vocabulary acquisition, their reading styles, the extent to which they are imparted reading techniques and strategies, and students' reference to extensive reading and ways of responding to what they read.

The term reading mirrors a double-bladed reference. On one hand, it describes what happens when readers confront the written discourse for the first time; on the other hand, it portrays the stakes of the complex cognitive processes that intervene once the eye makes contact with the printed word. Definitely both extremes are not referred to as belonging to the same type of mental activity and reading as defined in each pole reflects varying levels of proficiency and requires distinct types of knowledge, processing and purpose (Woolley, 2011).

FL instructors find themselves often immersed in urging students to read for pleasure for purely didactic intentions like fostering their lexical background, understanding the syntactic structures of the FL, and being trained on reading fluency while increasing their background knowledge at each reading occasion. Well-structured reading courses impact positively students' general knowledge (Ellis, 1998), expand their intercultural perspective (Clausen & Anderson, 2012), prepare them to be well-rounded citizens (Preddy, 2010), and plummet them into self-discovery and decision making (Knight & Benson, 2014). Previous research has proved that the practice of reading is a purely cognitive process where readers need not only to decipher the written word but to resort to their previously acquired knowledge with the intention of making the most of the reading extract.

In fact, language syllabi, at varying grade levels and right from the start, aim at offering best practices for the sake of fostering an all-encompassing reading ability. Within the ideologies of learning curricula, the inclusion of reading is meant to ensure reflective lifelong learning that has as a basic starting point students' expertise (Swan, 2013). Once perceived as a passive, receptive skill, it turns out that reading is an activity of creation that intervenes in many productive learning processes. In actual fact, proficient reading is not easy to be realized; it is the final outcome of a sum of learning and teaching stages. Reading is a complex and multi-layered process that involves the fusion of a collection of mental, rational and linguistic aspects. In one version of developing proficient FL reading, instructors are urged to lead students to fully invest in their cognitive and metacognitive energy to dissolve new experiences and infer new meanings (Zohar & Dori, 2011; Wu, 2016). The final outcome of these active processes would be comprehension that is built interactively between the reader and the text; it goes in accordance with individual cognitive and metacognitive predispositions and experiences (Barnett, 1986).

Field researches hint to the worth of imparting from what FL students know to infer and attach meaning to what they read. This, in return; goes with the philosophies of active learning and feasible engagement in the language class (Dewey, 1980). FL students are, thus; called on to actively invest in logical correlations between their ideas and the information anatomized in the text. In particular, modern approaches to FL reading emphasize on leading students to think about possible gates to the text meanings to uncover more about the topic rather than considering issues they have already known about the text theme (Collins, 2004; Booth, 1998; Snow & Griffin, 2005). It remains an imperative consideration to train students on reading skills necessary to galvanize their schemas while immersed in the reading process. Relying on these psychological factors, the interpretative processes of reading are biased by

the readers' worldviews and their conceptions about they have already read. Adopting this to the FL class, students' personal and cultural predispositions, their plotting of the author in relation to the narrator, and the readers' representation of the text intervene positively into constructing a tertiary meaning of the text that is stemmed from the interaction of the reader with the text (Klinger, 2015). Numerous studies were set to examine the intricacies of reading skills and text comprehension that were later on linked to text reception and interpretation. Literary studies in the last few decades have been progressively connected with reception theories and their impact on academic FL settings. The concern is to enable students to reshape collections of meanings that are generated personally in relationship to the text or a collection of texts (Hilton, 1987).

In this regard, research in literary criticism has introduced new horizons that are compatible with the claims of active learning assumptions namely the integration of students in the construction of their own knowledge. Of such theories is reader response paradigm which incites readers, students in this context, to involve their prior experiences, feelings, emotions, previous readings, and socio-cultural breeding to create new versions of meaning (Rosenblatt, 1938; Ouahmiche & Boughouas, 2015). Reading becomes more about fashioning new texts rather than guessing the one meaning of the text and students are going to be engaged in high processes of production rather than tedious reproduction. The process of responding implies that students are engaged with the text as they read in a give and take relationship in which each shapes up the other (Rosenblatt, 1988). The author stated that students' academic and highbrow luggage is welcomed and must be invested in the reading act which she saw as an event since what would result after it will be novel endeavours. The integration of students' personality features, sense of unbiased judgement, past and near present memories, frames of mind and prior knowledge together with layers of logical thinking result in proficient approaching of the text (Sinha, 2009). One way of implementing reader response paradigm is to incite students to reflect on the text in a written form which results in working on the enhancement of their creative writing skills in parallel with the act of reading (Spirovska, 2019). Hence, in this context, constructive question prompts are perfect techniques to raise writing consciousness as integrated with analytical responsive reading.

2. Statement of the Problem

This research is concerned with a specific area in FL skill training which is the observable lack of a free sphere for students to respond to what they read only secondary to this the lack of devotion to reading, its strategies, and present practices in the current teaching

ideology. This does not contradict the existing ideology upon which the Licence, Master, Doctorat (LMD) system in Algeria is based upon. The LMD system assumes a philosophy of concrete integration of students in the learning process via a division of attainable objectives in every course. Theoretically, this is manifested in the department of English at Mila University, it is noticed that the LMD policy is applied where students are integrated in oral presentations that require reading, writing projects, and group work. Hence, it is observed that teachers are so immersed in meeting the theoretical aims of the policy that they neglect the feasibility of referring to students' theoretical luggage. Second, the research leans on scrutinizing the gap found between writing and reading, two crucially related skills that mutually complement one another. In this endeavour, it is presumed that students need to be fully trained to be skillful readers so that they would be skilled responsive writers. The research was initiated after a collection of observations that forecast students Achilles' heel in the way of meeting the final aim of the current educational ideology.

The first observation is stemmed from literature classes. A thorny and complicated course in students' perceptiveness that the majority of them do not bother even to read the would be next text to discuss in the class. Teachers of literature often pick holes in students' understanding of the text and their reluctance to deal in a solemn way with the literary texts. On their behalf, students time and again complain about the hardships they face in the course of understanding and interpreting the literary texts they read. The traditional role of the teacher, as knowledge provider, is still running and pillars of students' active engagement are absent in the literature class. The one restricting obstacle is delimiting the meaning of the text and forgetting about the benefits of students' previous readings and experiences in rendering them proficient readers.

A simple surveillance of students' achievements in their master dissertations was quite enough motivating for the researcher to get under way this inquiry. Reaching their final master year, EFL students are asked to compile a dissertation in their field of specialty and this requires from them much reading that they would later translate into writing, at the same time they are required to leave a footprint after these readings. This advanced step of their academic career compels them to come with a well written narrowed down research in which they are urged to invest the competencies, knowledge and skills they have acquired during their course of study. It has been observed that at the beginning of their research career, students majoring in English face hurdles in gathering the ideas they get from the diverse readings they had. The lack of strategic and skillful reading inhibits students from properly

and efficiently respond to the materials they read around their research issue, and they are simply caught in plagiarism issues.

The third observation is the delicate level of students' writing in all levels; a problem that is mainly derived from the lack of reading. Where English students are expected to fill in the gaps in the writing instruction with their proper ideas, they are found just emitting the same content without reflections. On equal footing, it had been observed that they lack the necessary skills of reading between the lines for the sake of analysing the instruction then synthesizing their thoughts, and come up with an evaluation. It is worth mentioning that most FL instructors complain about the worsening quality of students' written productions; just to cite a few examples: Writing style, quality and refinement of ideas, personal touch in the piece of writing, and the sense of critical evaluation of what is being written about.

In the main, the lack of a teaching course devoted to training students to be skilful readers and proficient reporters of what they read was the main driving force behind this humble study. If the intention of the current educational philosophy is to actively engage students in the learning process then the shift is needed to enable students to project their background acquisitions while tactically provide structured responses. It is problematic to minimize the text meaning to the orthodoxy of one possible meaning because this dispossesses students from the right to grow as proficient readers. Reconsidering the status of the reading skill within the limits of the current teaching philosophy becomes an educational necessity. Where the process of FL teaching and learning is based upon the integration and mutual influence of skills, reading is a base to writing just like listening to speaking. Though it is a recurrent topic of inquiry, reading and response to reading is still present in the FL research scene. Namely; the availability of reading materials and literary productions invite the academic staff to reconsider the importance of imparting students with the right ways to proficiently respond to what they read while adding a personal touch to the text meaning.

Amidst the observations is the need to implement the right paradigm theory that would fuel students' motivation to assume an attitude in respect of the text being read, reader response theory can provide this logical link between feeding the gap of the reading proficiency handicaps while at the same time freeing students to respond critically to the text. Facing the results of failing a logical connection between theory and practice, it becomes an earnest step to verify the efficiency of injecting reader response ideology hand in hand with revising the role reading proficiency might play in meeting the aims of the educational system.

3. Aim of the Study

This study looks at concretizing one of the tenets of the LMD ideology in shedding light on the active role of students in the learning process. It aims at proving the necessity of devoting a course to train students to be good readers and consequently flexible receptors of what they read. On equal footing, the research seeks out a revision of the status quo of the teaching methods and syllabi objectives of literature classes as well as written expression and comprehension classes. The researcher resorts to those two modules because they represent the only potential chance for students to deal with reading. Choice of focus on the literary text is justified by its immediate availability for FL students. Hence, the target of the work is to dissect the nature, features and ingredients of EFL reading proficiency as integrated within the literature course and reflected in students' written responses. On top, the research seeks out to inspect the nature of these teaching materials and the extent to which they appeal to students' predispositions and needs, and the degree to which students are given a chance to respond to what they read.

The study works towards proving the pitfalls of depriving EFL students from a reading module that would later facilitate their learning assignments either in accompanying modules or later on in the realization of their dissertations. Within this frame, the research addresses the lack of a defined way, which goes within the LMD policy aspirations, to approach the reading material and seeks to prove that students are able to yield a footprint in constructing and creating meanings to what they read.

Secondary objectives of the research look forward to support the positive bearings of developing students' writing capacities through written responses to the texts they read. It is believed that counting on a good mastery of reading skills will result in producing proficient readers and consequently competent writers. Through the experiment, the researcher intended to prove the multiple benefits of integrating reader response paradigm within the system and departing from dictating on students' the one plausible text meaning since this would unintentionally bury their potential.

4. Significance of the Study

The current work can be of beneficial import both to teachers and EFL students all. In the case of teachers, they can have access to an array of plausible alternatives to find a way through designing their own reading materials. This is mainly because the study focuses rather on liberating both teachers and students from older paradigms and giving a rather active touch to traditional ways of doing things. It is a matter of fact that teachers are equipped with

plenty of theory yet they are incredulous of change or daring a step out of the usual ways of doing things because of time and programme restraints. Furthermore, the investigation spells out some solutions to reading and writing deficiencies starting from what is present in the Algerian educational settings. Teachers, then, are expected to profit from the study results through the assimilation of new ways of teaching and responding to the literary text, in particular, and other text types, in general, hence; distributing logically the weight of the educational tasks on both partners of the learning process. As well, the work can be of significant reference for EFL students who are expected to develop critical thinking competencies either in reading or writing. This study would put them on the right path to question their learning habits when it comes to reflecting upon what they come across as reading material.

Regarding the topic under investigation, the study can contribute to EFL research basically because it invites the educational staff to critically reflect upon new ways of immersing students to be reflective readers. All things considered, the study intends to offer new visions into more grasp of flexible EFL text instruction in literature classes mainly but most importantly into new ways of approaching reading.

5. Research Questions and Hypotheses

The current inquiry is meant to delve into the role of reader response theory in pushing forward students' active involvement in meaning construction. As well, it is meant to shed light on the impact of the technique of response on students' reading proficiency. Therefore, it looks for answering the forthcoming questions:

1. How do teachers conceive of EFL students reading proficiency?

2. What do teachers think of leaning on students' personal response to what they read?

3. In what ways can reader response theory, as carried out via reading logs, help in enhancing students' reading ability and interpretation?

4. To what extent does the reading log technique help in shaping autonomous generation of EFL students' able enough to read without passively absorbing others' thoughts?

5. What is the position and effect of students' background knowledge, relevant experiences and sociocultural schemes on text comprehension?

6. To what extent are students of English inclined to be autonomous readers making the most of what they read and not be made of what they read?

On the basis of the aforementioned questions, the research sets forward the following hypotheses:

- Students' structured reflections through reader response theory techniques would help enhancing their reading ability and their sense of text interpretation.
- Reading logs would help boosting students' reflective reading and writing abilities.

6. Means of Research

The aforementioned questions form a foundation to guide the researcher through choosing the right methodology to gather data about the effectiveness of reader response frame in breeding a generation of proficient readers; particularly readers who can twist the text content in line with their schemata. For the sake of touching upon all the facets of the inquiry, the researcher opts for a mixed research methodology. A collection of quantitative and qualitative research design is adapted. Intended to be experimental in nature, the study relies principally on a prolonged experimentation with third year university students at the University of Mila. Together with the intervention, qualitative methods are opted for as well. Since the topic under investigation is related to teachers and students on equal footing, a teachers questionnaire was used to scrutinize their conceptions and what takes place on a real ground concerning the teaching and reading of literary texts in this context. The students' scale and reading strategies survey is meant to collect information about their thoughts concerning all that concerns the reading skill and the active shaping of multiple text meanings as well as the strategies they already resort to while reading. For consolidating and filling unforeseen gaps, the research resorts a teachers interview to fetch for further information about the status of reading in the LMD ideology.

The experiment relies mainly on the use of a triangulation of text type ranging from the short stories and novels to poems. The questionnaires depend on an amalgamation of statements to which respondents would react. The teachers interview counts on a set of questions having the aim of clarifying some spots that could not be covered in the questionnaire.

7. Structure of the Thesis

The work is divided into eight chapters. Throughout the literature review, one can pin down a scrupulous picture of the past research literature that stimulates the purposes of the present work. It arranges the reader to compose gradually a comprehensive view of the inquiry's variables.

The first chapter begins by an overall view of the reading skill passing by its link with literacy. The chapter goes through the nature of those two concepts as well as the way native

language reading habits affect the FL reading achievement. The second chapter delves into comprehension issues, an elemental part of reading mastery. The focal point of the chapter is a theoretical analysis of the prevailing taxonomies pertaining to the active role of the reader in the construction of meaning. The chapter emphasized the need to adapt the reading procedures to students' higher thinking abilities that have strong effect on text interpreting. Those theories led the path towards literary models of transactional reading. The third chapter is concerned with the core issue of the work which is reader response and its weight on investing in the reading event. The chapter lays special consideration for the effect of written response on enhancing both students' thinking and reading proficiencies. The fourth chapter is concerned with explaining the methodology pursued in the current research. It goes through a display of the different tools and means of research deployed to test the study hypothesis. The fifth chapter is slanted towards the analysis of the students' scale and their reading strategies survey. The sixth chapter is concerned with the analysis of the experiment data and the display of the statistical results of the observation. The seventh chapter is oriented towards the analysis of the teachers questionnaire and interview. The eighth chapter is devoted to summing up the concluding remarks of the work; it displays the major implications arrived to after the analysis of the data.

Chapter One: From Literacy to Reading as a Dynamic Process

Introduction

A preliminary step to the mastery of the reading skill is having first the aptitude to grasp, absorb, and put into practice the conventional written forms referred to by society and treasured by individuals. To be precise, once the literacy code is internalized readers pass on to a more advanced stage of meaning construction which incorporates, amidst other factors, reference to strategies applied in the native language reading context. The present chapter is devoted to the analysis of the notion of reading in general and aspects of literacy that lay the ground to the perfection of the reading skill. It displays as well theories that explain the transfer of information in reading from native to target language and its impact on the final product of reading. Moreover, the chapter goes through types of reading and factors that influence the reading act in general. It should be noted that information presented in the chapter forms a general foundation for what is yet to come in the next chapters.

1. Prologue to the Notion of Reading

Reading is a refined intellectual accomplishment if one considers the total of stages to bypass and steps to surmount. A simple observation of what it demands to be exposed to a piece of writing would tell a lot about the processes that can be perceived and the ones yet to be detected. The simplest text one might encounter calls into question a boundless amount of mental processes to treat the text's syntactic structure that includes sub components like graphemes, phonemes and morphemes. In the case of EFL context, reading has always been seen as a sophisticated way of polishing one's experiences. Researchers have concluded that instructors refer to the use of different types of texts for various intentions all of which diverge at the common goal of breeding competency in the FL learning context (McNamara, 2007).

Devising a community of readers is a role that both society and academic institutions share. The latter is a part of the instructor's mission to guide students through their academic career to acquire competency (Wyse & Jones, 2001). For this to be feasible FL teachers are invited to be apprised with the different stages required for the development of reading ability, and because it belongs to the field of humanities, it cannot be taught in a straightforward linear blow by blow manner. In the main, conceptual techniques of reading are cyclic as what is learnt in a certain stage might be recycled in a more advanced phase.

Though enjoyable as it seems, reading is in fact a challenging faculty to be developed. EFL students often lack a well-defined way of getting the most of what they read. Reasons for this may vary according to their motivations, attitudes, teachers' methods, sociocultural background and the type of the applied academic traditions or reading practices. In order to fully enjoy the reading act, FL students must be trained on how to be strategic once immersed in getting a plausible understanding of sentences and a competent mastery of creating possible denotative precisions of the text focus is needed (Mo, 2020). Part of nurturing proficiency in reading is traced back in the good training on the flexible use of cognitive capacities that tell the whole story about the FL reading adventure.

Discussions around the topic of reading are not a novelty, yet research is still on the move around the intricacies of this highly demanding language skill in an age of unceasing quotidian change. At the outset of the period that extended between the 1950's and the 1960's, reading was regarded as rather a rudimentary activity that set students to transmute graphic signs in the form of letters into spoken symbols in the form of sounds so that to get the message across (English, 2006). Actually, this view ascribed a mechanized image to this complex construct which demands more than creating affinities with the written word, even if the final aim was meant to find gates to comprehension. The alluring great controversy around literacy education began to fully crystallize during the epoch of the 1960's, exactly at the start of the cognitive turn. The early field debates were saturated, then; by the frigid behaviourist view of the stimulus response agenda that governed most of the learning philosophies (Sloan, 2003). Though massively conquered the academic arena, something was felt curtailed and deficient about reading especially its psychological aspect in learning. In the midst of this turmoil, there emerged a sequence of gripping debates that language; in essence a human-related attribute, is conceived in a more complex way than a simple bottom up construct. The intricacies and prospects of syntax and the artistic use of language in the literary works of art provided evidence that language could not be grasped in a plain bottom-up course of study. The first trials of accrediting the role of cognition in shaping the content of the text were introduced by linguists with Chomsky as a leading figure. Together with his colleagues they believed that humans, without exception, came to this world endowed with an inborn system of language through which they devise inherent rules to comprehend and emit linguistic meanings (2006). For the most part, these early linguistic illuminations argued that what enabled humans to use language creatively, either to receive or to respond, were the inherent higher-order faculties that explained the horizons of reactions about discourse meanings.

In essence, speculations about reading shift from sheer word identification to the more significant processes of meaning interpretation (Ouahmiche & Boughouas, 2016b). At that juncture, reading received quickly an appealing interest and became a fertile field of study. Indeed, linking literacy requirements partly to reading abilities helped escorting cognitivists' queries and sponsoring their arguments about the effect of top down processing on finding meaning gates, "more cognitive psychologists have paid more attention to the processes involved in visual word recognition than to almost any other subject in their field" (Besner & Humphreys, 1991, p.1). With the cognitivists' endeavours, literacy studies took another turn, yet without totally cutting the link between the effect of letter and sound perception and general comprehension.

The consequential results of these academic debates introduced new alternatives for worldwide literacy discussions, a term that has intensely transmuted the history of individuals within their changing communities. It was and is still considered a vivid issue in modern societies because it is subject to differing reassessments and specialists' heterodoxies; all of them diverge at the assumption that reading and writing represent two facets of the same coin which is literacy. Upon this issue, Kaestle commented:

> Although at first glance the term "literacy" seems straightforward, it proves very slippery. It can refer to a wide range or reading and writing skills, and historians' definitions vary. Also, because researchers generally lack direct evidence of reading ability, they often use evidence of writing ability as an estimate of reading ability. Even if were strict our definition of literacy to reading alone, the term may imply a wide range of abilities. (1985,p.12)

Hence, in its plain agreed-upon convention, the connotation 'literate' is ascribed to mean the ability to decrypt and have a handle on the printed word basically. That is to internalize the logical correspondence between the written and oral discourse which is a basic rudiment of reading. For the sake of linking basic literacy tenets to the concept of reading, what is yet to come in the rest of the current work assumes that the description 'literate' with reference to EFL context denotes someone's ability to transcend the use of reading and writing to the provision of magnifying and reconnoitring students' ideas and wisdom in knowing how to disclose discourse meanings. Above all, full development of literacy proficiencies throughout varying stages depends on flexible manipulation of language in general not as a sheer vehicle but as a rich foundation of thinking capacities, contemplation, and evaluation. More to the point, recent field research maintain that literacy is fully shaped by continuous integration and improvement of reading first then writing; at higher stages is

added the thinking faculty which explains the logical ways of exploiting the reading and writing aptitudes (Cooper, Robinson, Stansky & Kiger, 2018).

2. Literacy: Questioning the Gateway to Efficacious Reading

Living in todays' era of commonplace changes and massive technological innovations requires of every citizen an advanced level of literacy. Besides, fitting into their roles as active participants in the construction of their communities and being able to socialize with their co-inhabitants compels individuals to be equipped with a defined rate of literacy. Commonly, the term carries the traditional conceptualization of those enjoying the ability to read, write, and understand the simplest form of the carried message. Yet, literacy appears to have an evolving history. Having a double-faceted meaning, literacy comes to exist as a sign that superficially represents the conventional idea of the reading and writing ability while it stands specifically as a lively theme within the limits of academia. Ballard and Clanchy introduced the term academic literacy to refer to the set of understandings, precepts, and practices that students need to demonstrate to succeed in their educational career; the total of these understandings transcends the shared textual principles (as cited in Vorster & Quinn, 2012). In such a highly mercurial world dominated by the linguistic control of the more powerful, educationists are faced with the challenge of redefining the concept of literacy. From a historical viewpoint, literacy received an oscillating position along with the existing scholastic ideologies; these views were then mirrored in educational philosophies and accompanying teaching practices (De Castell & Luke, 1986).

Applying to divine instructions, a fundamental act that human beings are required to accomplish is to read. In the Islamic religion, the Quran incites people to read as a required activity to enlighten the mind and the spirit (Ataya, 2015). A case in point of the primary competencies that every individual must be trained on so that to move higher both in the intellectual and social scale.

At a lower scale come the criteria related to social existence and life continuity that demands of everyone to possess a literacy level quite enough to be able to blossom, to cogitate and to function well within the community. By and large, the final aim of any educational ideology is to produce well rounded citizens who are able to read and write then to critically delight their reading and writing with critical stances. Where suitable conditions are favoured this becomes a shared responsibility of the individual's ultimate milieu and the educational environment. Cronin afforded an encompassing definition of literacy, according to her conceptualization:

Literacy is the ability to decode text and to produce text to make meaning. Literacy is both a science and a skill. It is the mechanics of reading and writing. It provides the structures and patterns-the engineering- that enable literature to exist. Literacy is the foundation for all word-based communication. (2014,p. 46)

The above definition hints to the double layer literacy may play in relation to other language abilities. Decrypting the text and generating a text are not randomly done tasks especially in the case of FL contexts; these are two highly demanding cognitive educational errands. On the word of Cronin, literacy is a science, on one hand; because of the intervention of higher mental mechanisms and the exhibition of the structural manufacturing that authorizes literature to occur. On the other hand, it is a skill since it is tightly linked to the very tissue of FL learning abilities. It is not evident to initiate discussions about the intricacies of reading and writing before bringing to light literacy issues, the common code that refers both to reading and writing capacities and the underpinning of all type of word founded communication.

Literature, shaping the base of the reading and writing art, compels students, as readers and writers throughout the path of FL learning, to develop weighty awareness of mirroring the universal human conditions and to show readiness to figure out and transport those ideas with resourcefulness and ability (Ouahmiche & Boughouas, 2016b). Looked upon from this angle, literature, its making and its construal, obliges students to manage accessing and generating text meaning. For Cronin: "21st century literacy is a set of complex skills that students need to master to fully understand sophisticated literary texts."(2014, p. 46). An educational trend that would solely inaugurate germinal literacy abilities to the detriment of literacy skills needed to conventionally treat a FL literary text, for instance; is trivial and unflustered. On balance, if the FL student is incapable of showing the required skills to examine and act in response to the content jotted down on paper, with all the foreign cultural content it may carry, then the discrepancy between literature and literacy is arguable (Ouahmiche & Boughouas, 2015).

Once again, recent queries look beyond the attainment of reading and writing abilities but to the way these very skills are applicable to influence further learning processes. This latter point is the focal point that touches upon the core objective of this study that is there is a paradigm shift from the sole focus on reading, writing, and accompanying faculties to the optimal effect of these abilities in the formulation of specific individual proficiencies.

Following this line of thought, Olson specified that literacy in occidental societies becomes more than:

> Just the learning of the 'abc's'; it is learning to use the resources of writing for a culturally defined set of tasks and procedures ….[it] is the evolution of those resources in conjunction with the knowledge and skill to exploit those resources for particular purposes that makes up literacy. (1994, p. 43).

Hence, it can be inferred that there is a shift of focus from preliminaries to higher skill shaping which can be very optimal in the case of FL context. Being literate dictates installing reflective abilities said helpful for realizing personal and communal goals. Reading literacy is an efficient cultural means to create well rounded future citizens successful enough to immerse proficiently in task accomplishment. Reading literacy helps as well refining the intellectual advance of learners to grow autonomous. This independence is a self-help technique that results in producing autonomous thinkers capable of taking part in universal society and lingering in lifelong learning. In line with this reasoning, Campbell et al. viewed reading literacy as the faculty: "… to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers, and for enjoyment" (as cited in Schwippert, 2001, p. 22).

Devoting time and energy to shed light on the concept of literacy education entails the implementation of sufficient theoretical practices across time and space. Training FL students to be proficient agents within a literate community entails teaching them how to scrutinize components of the FL society with reference to their predispositions and potentials. In line with the current demands, broader prospects focus on the evaluative aspect of literacy education in that the need is to produce individuals capable of using rational thinking skills of analysis, criticism, and meaning making. Henceforward, it reflects: "The knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school" (ACARA as cited in Milton, 2017, p. 6). When earlier definitions of literacy emphasized the ability to read and write, recent trends tend to include the premises of active learning and skills of reflective reading that aim at breaking down the written information and incorporating a personal footprint.

Discussions about reading literacy are nowadays fuelled by the technological evolutions and the network facilities as well since students are becoming partial to the use of

these amenities. Arnett (2016) gave an account of the recent field investigations that were manoeuvred to check the average time students spent reading on their technological facilities. He retorted that 70% of college students spent longer time in trying to develop their thinking capacities via recreational on line reading, however; they approached these materials with varying degrees of proficiency. The internet stands as a source of unlimited written texts that FL students refer to on a daily basis for the sake of preparing their academic tasks (Ouahmiche & Boughouas, 2015), if well referred to this facility will help them elevate their higher thinking skills by means of selecting and evaluating the materials they read in accordance with what suits their needs.   Moreover, recent claims of the global educational ideologies favour students' own productions rather than replicating others' thoughts which dictates guaranteeing literacy abilities before moving to FL related skills. In relation with this, other researchers indicated that disciplinary literacy instruction helps students deal with a vast range of multimodal discourses. Besides, the modern universal community, to which Algerian students of English belong, directs focus from mere graduation to compelling production of well-rounded citizens able to critically think and evaluate the materials they read. Actually, there must be a shift from sheer focus on aspects of literacy in general to disciplinary literacy model for studying a FL is a dynamic process of intermingled disciplines each of which impacts the other.   In agreement with these global aspirations; Wisconsin Department of Public Instruction reported that:

> Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically, and perform in a way that is meaningful within the context of a given field. (as cited in Wigglesworth, Simpson, & Vaughan ,2018, p. 101)

The flowing together of these abilities is relevant in the EFL setting where students swing in between reading, writing, listening and communicating their ideas critically. To fall within the scope of the current query, generating proficient FL readers who are able to decipher the implicit message by way of critical response requires the amalgamation of reading, writing and rational thinking with the intention of shaping students' proficient reading. To understand and generate this type of writing, FL students need to be fully integrated in language and thinking activities of the discipline in question and this can be realised under the vigilance of their instructors (Carr & Bertrando, 2012).

In the context of FL education, studies in the field of literacy education are initiated within a compilation of limits including:

- The recurring technological transformations that alter both the traditional ways of representing knowledge to be learnt (Jonassen & Hyug, 2001; Ouahmiche & Bougjouas, 2015).
- The rapidly changing demands of the labour market that, along with educational philosophies aspirations shift its focus to seek proficiency and competence in fieldwork (Harrington & Warf, 2002; Krasny, 2013).
- The automatic alteration of cultural and linguistic constitution of world societies as a result of globalization and the spread of network facilities. A case in point is the global expansion of the use of English, for instance; the current generation of students grows aware of the import of being able to manipulate proficiently English which is still considered a FL in Algeria.
- The introduction of new educational assumptions that link the academic world to the vocational one with a special focus on intercultural competencies (Bransford & Schwartz, 1999).

Enlarging the scope of its meaning, an Organisation de Cooperation et Développement Economique (OCDE) (2000) report viewed literacy as the sum of aptitudes to comprehend and utilize the written information to cover simple daily issues, at home, at workplace, or in collectivity in view of realizing personal goals or expanding the scope of one's knowledge and capacities. It is observable; then, that discussions about reading and the ability to read and understand are always preceded by the must of being literate. For Nonnon (2012), literacy involves the ability to construct a good rapport with the world and knowledge resources via employing deductive, cognitive and social tools for the sake of interpreting the world, enlarging one's perspective, and obtaining further knowledge.

New trends in field research aspire for a merger of social skills that are needed for the good functioning of communities; these practices set the basis for the delineation of a sociocultural approach to literacy. In Carter's terms: "The new formulation stresses the sorts of social practices in which reading, writing and talking are embedded and out of which they develop, rather than the private, cognitive 'skills' of individuals" (1995, p. 98). Whatever the means are, the final aim of literacy education is to prepare responsible, active and productive social agents able to read, write and reflect.

Aspiring higher, literacy shifts from the rudiments of word reading to the world reading encompassing the necessary passage from primary sub skills to higher order tips with the aim of a constructivist integration of all the necessary prerequisites. This is exactly what Paulo Freire hints to in the following extract:

Every reading of the word is preceded by a reading of the world. Starting from the reading of the world that the reader brings to literacy programs (a social and class determined reading), the reading of the word sends the reader back to the previous reading of the world.(as cited in Fransman, 2005, p. 6)

The quote suggests that the readymade experience of the world proffers guidelines for the reading of the word. It is always suggested that the brain is in a process of adopting and adapting to get the meaning across.

3. Critical Literacy: Stakes and Key Challenges for EFL in the Algerian Context

While former psychological precursors viewed literacy from the point of view of the sheer acquisition of special cognitive abilities, convenient educational practices, and the ability to manipulate the linguistic system needed to properly integrate language related tasks; latest visions issuing from the fields of ethnography and feminist studies argued that literacy trespasses these lower order abilities of skill transplanting to embrace broader perspectives. According to Luke (1997), literacy in a teaching/learning context has to be viewed in terms of habit development that is socially shaped and pedagogically questioned. In this vein, the term encompasses bigger contexts other than institutional borderlines; it covers the socioeconomic contexts that represent the base of any educational policy. Though its scope falls within the larger context of socio-political practices, critical literacy can at best suits the aspirations of teaching students to look beyond the word. One of its tenets is to lead students through considering their personal experiences with the aim of finding ways to critically reflect upon their state of being and arrive to schematize their thought. Consolidating this idea, Beck posited that:

All critical literacy lessons are student centered and involve lively, sometimes heated, discussion about controversial, provocative issues; encouraging this strong engagement with and discussion of subject matter that is deeply relevant to students' lives beyond the classroom is arguably at the core of critical literacy. (Beck, 2005, p. 393)

The above quote reinsures that educational contexts are lucrative terrains for cross examining social and personal issues in light with the material at hand. The author hints that instructors need first to prepare the praxis under which classroom discussions would be

sheltered in a way as to let students debate topics related to their ultimate background or even remote contexts.

As a trend, critical literacy is a pedagogic philosophy that rests on the assumption that students in general should be encouraged to stigmatise and actively denounce certain facts mentioned in the reading text. It presumes that authors are sometimes subject to their inclinations and so they write from a personal standpoint which the reader may and can repudiate. The founding ideas of critical literacy tenets are based in the work of Paulo Freire (as cited in Fransman, 2005) who put forward the idea that all types of reading are actually subject to a critical response by the reader. Within these literacy claims, the focal point becomes reading the world rather than reading the word (Freire & Macedo, 2005). Viz. critical literacy assumptions presumed that the meaning of the written discourse that students are exposed to is not disconnected from the sociocultural grounding in which and through which it was pieced together. In this view, Anderson and Irvin reported that:

> The importance of critical literacy being grounded pedagogically in a politics of difference offers learners, regardless of their particular classed, raced, or gendered subjectivities, opportunities to become 'border crossers.' Critical literacy, then, is learning to read and write as part of the process of becoming conscious of one's experience a shistorically constructed within specific power relations.(as cited in Bishop,2014, p. 51)

The very act of freeing students' brains from the limits of the text empowers them to cross over the ideologies and conceptualizations of the text. It helps them assume their person, reflects upon their experience and ponder about extra textual relations. On the word of Freire (1970), readers are conceived of as active contributors in the reading act and via the means of critical literacy they are invited to examine, reconnoitre and face up to the power rapport tacitly existing between writers and readers. Hence, it is a pedagogy that stimulates uttering aloud inherent meanings in the text. The latter is liable to consciously uttered, or otherwise covert ideological convictions and standpoints. Reading the text in this context becomes an act of mulling over the ideas that the written passage enfolds, McLauphlin and DeVoogd projected this in terms of applicability of higher order thinking abilities explaining that:

> Reading from a critical perspective involves thinking beyond the text to understand issues such as why the author wrote about a particular topic, wrote from a particular perspective, or chose to include some ideas about the topic and exclude others. (2004, p. 13)

Henceforward, FL students as readers are not considered blank slates. Specifically, instructors must invest in them by deeming them as responsible agents in the reading act. The educational ideology shifts focus then from preaching about text form to the critical analysis of text content. This can be feasible by stimulating students' thinking to promote rumination, critical observation and schematic link between what is being read and what actually takes place on a real ground. In Freire and Macedo's perspective (2005), part of realizing the aspirations of critical reading implies stimulating students to activate their critical insights, analytical interpretations of the different layers of meaning, and as a result of all of these processes they will attain a personal redrafting of what is being read.

Corresponding to the views of Rosenblatt particularly (1938), reading literature has tight links with broadening students' prospects about the text beyond the text borders. The primal intentions of the author were mainly to introduce a link between the educational settings, particularly the reading contexts, and conceptions of democracy. In her perspective, there is a need to uphold democracy in an increasingly heterogeneous community. Those ideas grew in parallel with Freire's ideas about education as a way of liberating students' thinking (1970). Rosenblatt thoughts were related to the era's domineering political ideology in that the way to raise the future generations to come to good terms with cultural diversity is feasible via literary and textual studies and the injection of innovative text instruction that lead students to reflect upon what they read, "democracy and literature take on a special relevance to education for the contemporary world" (Rosenblatt, 1938, p. xv). Thus, setting students to develop a free stance towards what they read has far-off objectives; it permits individuals to ripen completely without restrictions. Rosenblatt's commitment towards enhancing the human character is based upon the idea: "… that you had to change people's imaginations, you had to change their ideas, their attitudes towards others" (as cited in Vytniorgu, 2018, p. 3). These reflections about responding with an imaginative framework proffered an affable scaffold for considering the role of literary readings in shaping new interpretive perspectives.

Adopting these views to the Algerian college context and in proportion to the intentions of the current query, it is optimal to find posterns to link between the final aims of the LMD system and the aspirations of critical literacy. The LMD system was introduced in Algeria starting from 2000's with the hope of conforming to the domineering universal ideology that looks forward to integrate the concept of meritocracy with the intention of generating professional competence. The LMD ideology was primarily imported to keep in touch with the massive international changes in the field of education and it is meant to work

on developing students' autonomy and sense of learning by doing. In the context of EFL, the concept of tutoring has been transformed rather to a focus on addressing the existing gap between the current abilities of the Algerian FL students and the promising capacities that they need to enhance their FL competencies. The instructional methods moved from mere information delivery, in the example of spoon-feeding students with hand-outs and overloaded lectures, to feasible realization of students' autonomy in the example of assigning students to exposés and presentations as a way to ingrain aspects of research and critical choice of the reading materials. In one word, FL students are called upon devising their own learning strategies and thinking schemes (Guendouzi & Amziane, 2011). Saying so, it becomes inevitable that FL instructors encourage pedagogical paths to develop students' sense of autonomy and know-how competencies. This can be done within the scope of the available course content in the example of modules where students are required to read and follow up their reading with presentations. Hence, when the system was introduced with the intention of meeting professionalism that proclaims critical competencies, literature classes, which represents the only outlet for FL students to be exposed to FL community facts, proffered students pace to promote their higher thinking skills in moving beyond the written word. Although it is a promising ideology in terms of aims and aspirations that can forge ahead FL students' thinking abilities, after more than a decade of its adoption there is no feasible change at the level of university (Chelli,2009). Henceforward, given the import of linking theory to practice and for the sake of benefiting from this universal educational assumptions; it is high time the type of courses and their proceedings was re-approached if the final aim is to produce a generation of proficient FL students who can read and write in the FL with a sense of reflection.

3.1. Critical Literacy: Walking into the Shoes of Critical Pedagogy

Sketching on the myriad benefits of the use of the FL literary texts, the current investigation looks forward for a reconsideration of the current state of affairs of the reading skill and the accompanying strategies of FL texts analysis within the limits of the Algerian LMD system. The literary discourse can proffer a marvellous tool for developing students' fluency in the FL while at the same time promoting their cognitive abilities. Literary texts offer a rich array of information related to the target language ranging from general to detailed realities about the very tissue of the FL sociocultural context (Carroli, 2011; Ouahmiche & Boughouas, 2015). Literary discourse has always been a reference in the teaching of the FL because it portrays a comprehensive projection of the social, political, and economic scene of

the community besides the depiction of the cultural comportment of native speakers (Wetherill, 1974). For these reasons, it was always the top-grade teaching material that instructors resort to for the enhancement of students' linguistic and cultural knowledge about the FL. As a result, there is a growing need to help FL students realize the type of text comprehension and interpretation which goes beyond simply accepting the denotation of the text but extends to the different possible text connotations.

Discussions about literary texts cannot be instigated out of the larger context of reading; the latter has been referred to in the FL classroom both as an implement for language growth and as a technique for complementing and widening content related knowledge (Lapp & Moss,2012). Accordingly, reading the literary text does apply to the general conventions of reading that are organized in a hierarchical gradation of abilities. At lower levels, FL students need to comprehend the text literal meaning, and then the most important shifts in thinking are introduced when students triggered their background knowledge to create associations and contrasts but also connections to finally generate a new sort of knowledge. These very abilities represent the goal of proponents of critical pedagogy. With reference to modern theories of psychology that focus on the active dynamics of the human psyche, recent reading philosophies shed light on the creative role the reader can play in the whole reading act (Duncan, 2012). Hence, researchers emphasised on the end product of the democratic process of galvanizing the text content and painting its meanings on a real ground. This approach fashioned new horizons about reading prospects in the example of manifold readings and opposing modes of analysis that are the by-product of objective and/or subjective life experiences. For Crouch and Rutherford: "Reading is not a natural act; not only an acquired skill, dictated by forms and norms that must be learnt, but it is also conditioned by the historical and cultural position of the reader" (2013, p.359). Following this scheme, when readers are permitted uncensored reading and meaning making they can optimally linger throughout the paths of creativity which is a noble goal for the foundation of well-rounded citizenship.

Adopting a critical pedagogy to approach the reading instruction necessitates training FL students to fetch for the multiple layers of meanings that a text embraces for reaching an interpretation (Peterson, 2009; Ouahmiche & Boughouas, 2016b)). This step requires instructors to consider the disparity in students' ways of connecting to the text. Besides, reading a FL text critically entails raising students' consciousness about ways of covering all possible themes and the type of accompanying meaning transmutation.

In consequence, there appeared a growing need to meet the challenging load that the FL text carries not to the extent of assuming blindly its content but to be able to negotiate the various meanings roofed within its lines. Over the past four decades, critical pedagogies were introduced as an expression of the pleading need for more critically-inclined classes that would suit the incessant demands of the global market and that would produce generations of students who can depict the difference and tolerate it as well. The backers of critical trends to the teaching of FL show particular interest in urging students to use language to spell out matters related to social change. In doing so, many scholars are in favour of supplementing the language teaching syllabi with critical pedagogy tenets so as to endorse students to adapt to social change (Riasati & Mollaei, 2012). Under this paradigm, students are invited to read the FL text in a thoughtful and pensive way for a better comprehension of social inequalities and power relationships in communities and via reflection to mediate the current state of things in their communities so as to reach solutions. Bousbai and Touhami described the final aim of critical pedagogy as the attainment of the presumed social role as a result of on-going processes of comparing and connecting that lead to self-actualization. Hence,

> Critical Pedagogy is best described as a philosophy of education guided by the vocation to help learners develop a higher form of awareness, and develop their consciousness through sharpening their analytical skills. It is not a prescriptive set of practices, it is rather an on-going process that enables learners to develop as individuals first then as members of society.(2017, p. 7)

In the EFL classroom, the ambitions of critical pedagogy are made manifest through the incorporation of the literary texts, as a raw material of diversity in reading, this paves the way for students to discover, comprehend and interpret the world around them. Amid other objectives, Kincheloe (2008) articulates in the forthcoming lines some aims of the critical approach to text reading which is:

- Devoted to the mitigation of shared universal sufferings.
- Connected with the idea that educational institutions should encourage students' creativity.
- Based on inspiring students to critically consider the content they deal with in their classes.
- Manifested through the inclusion of reproductive content to scheme the word and the world via problem solving.

➢ Stimulated by realities derived from students' lives, that is the teaching curricula should touch certain facets of students' ultimate milieu so that they can critically find answers to their issues.

➢ Set up on the premise that teaching is an interchangeable process where both teachers and students are engaged in a continuous process of knowledge production.

➢ Established upon the postulate that teachers are expected to scrutinize students' conditions and to enact the reading courses accordingly.

➢ Grounded on the hope of accomplishing social change while framing students' intellect; hence, the need for a thorough curriculum that would achieve both aims.

➢ Interested in raising students consciousness to question individuals' needs and necessities in the hope of introducing change.

➢ Constructed on the belief that well-grounded education will manifest in regulating power for the communities.

➢ Devoted to analyse the setting in which the educational exercise occurs.

➢ Adapted to highlight the import of complexity theory as a fuel to transform education.

➢ Relied upon to question the influence of post-colonial social make up in modelling education. A point of reference in the Algerian context that FL instructors would incorporate so that students become agents of change relying on the analyses of the reading materials they had.

4. Components of Literacy: Reading Rudiments

The undoubted purpose of literacy education is, inter alia, to enable individuals to progressively hold control over the letter-sound association at a very basic level. Then, at later stages, comes the capacity to peruse automatically a given text while getting to grips with its comprehension. Key in nurturing this latter foundation is learners' significant background knowledge and dynamic processing of meaning, which results in analytical understanding. Effective literacy instruction helps learners to relate their personal knowledge to the text knowledge, which will assist them in enhancing their rational thinking skills. The final outcome of these bare bones is to qualify learners to be good writers and proficient readers.

Breeding literacy, regardless of whether it is in the first language (L1) or the second language (L2), necessitates training on the forthcoming points: Gradual development of acquaintance with the code, getting hold of the code's lexis, control over the motor processes required in reading or generating written discourses, manipulating the cognitive processes

needed to understand or produce written materials, handling the vital metacognitive processes referred to when plotting, interpreting, and understanding language structures (Field, 2018).

The term literacy encompasses the flexible switch between writing and reading, mainly to infer, extricate, create, assimilate, and review meaning in relation to larger social contexts. In passing, Frankel, Rowe, Becker, & Pearson (2016) discussed three vital considerations that account for the straightforward shift from literacy issues to specific reading issues. These are paraphrased in the following:

➢ The existence of a tie between productive and receptive skills and the transactional character of the both that favours the treatment of the information from various corners.

➢ The reading activity is sheltered in a socio-cultural context that breeds the inclusion of the four skills. The primary focus in studying the phenomenon is shed on how meaning is constructed through contact with the text and the outer world.

➢ Literacy and reading processes vary from one context to another. They are prone to conceptual scaffolding and conclusions of inquiries. It follows that the latter has repercussions on the approaches that both students and instructors abide by.

➢ The consolidating effects that can accompany the text in the example of media can convey further and distinct meanings. The amalgamation of different representative modes within one piece of writing offers broader views than the use of the written word.

In an academic context, it is vital to understand this shift from sole focus on literacy to focus on reading as such so that to offer the plain image to students.

5. An Outline of a Literacy Course

Initiating discussions about L2 literacy issues dictates the necessity of putting in one's mind that students will be exposed to foreign linguistic and sociocultural system. L2 students are expected then to go through a double layered path, on one hand; they need to embrace a different linguistic code, on the other hand; they are to take advantage of the latter to make the most of the information that would be carried linguistically. It is vital for the instructors to offer students feasible ways to deal with the L2 in print content. In point of fact, elements that would intervene in an L1 critical literacy programme hold true in the case of an L2 critical literacy course (Bell, 1995). In line with this, L2 theoreticians forwarded a list of prerequisite skills that paved the way for the passage from an L2 literate status to an L2 proficient reader. The aim of these early trials is meant to enhance students'

comprehension and effective knowledge of in print concepts, sound awareness, fluency, and word recognition (Roberts, 1994). In some L2 learning contexts, students wind up finishing their academic cycle without a clear identification of these rudiments, so before opting to discuss L2 students reading problems it is relevant to consider the basic layer which is literacy. Consequently, when there is an apparent gap between the early course objectives and the ultimate ones, it is not evident that students would meet the final course aims.

In the field of humanities, the introduction and development of skills is manifested on a parallel level. That is literacy and reading are interwoven and are actually preceded by a set of progressively built requirements. The complexity and development of these basics is redressed as students grow more proficient. Within this paradigm, the National Reading Panel (2000) introduced three basic skills that instructors are urged to shape:

➢ Phonemic awareness: The ability to recognize the phonological system and to manipulate its acoustic code.

➢ Awareness of common lexemes: The ability to read and comprehend automatically words of optimal frequency and use.

➢ The predisposition to decipher the word meaning: Students must be trained to decode and deal with the potential word meanings that are sometimes context-tied and in other times subject to extra contextual factors.

Before developing the skill to read proficiently, L2 and EFL students are, required to nurture and already master L2 literacy skills. The forthcoming are the most important ones:

➢ Print concepts: Developing this ability is a crucial part of reading and writing enhancement. Before moving to higher stages of comprehension, it is important to get students manipulate the print format of the written material. It is similarly significant to prepare students to look for the multiple meanings expressed via the textual structure of the print. Part of realizing overall understanding is to set students free to glance and predict meaning right from the first contact with the text (Strickland & Schickedanz, 2009). One of the handicaps that would complicate comprehension processes is originated from erroneous identification with the print concepts. For this reason, ensuring these first capacities might result in realizing aspects of conventional reading. At the same time, this stage aids in getting students be au fait with the very tissue of the text concerning its features and structure that in themselves bring about writing capacities.

➢ Phonemic awareness: It is considered as a sub category of phonological awareness. The phrase refers to the ability of identifying and recognizing individual sounds and to the faculty of flexibly considering the sound-word association. According to National Reading

Panel (2000) this step is a crucial signal for deciding about students' success at the reading manoeuvres. Alphabetical knowledge and phonological recognition are effectual indicators of enhanced script comprehension and by definition text interpretation. Following an integrated approach to teach these two elements in combination can guarantee an acceptable level of comprehension requirements (McCormick, 1994). This understanding of the sound-print association results in setting the kernel of conventional reading habits.

Sound recognition is said to result in the same predictable pattern either in L1 or L2. Therefore, teachers can work on this to ease the process of sound awareness in the L2 context. Gottardo (2002) esteemed a strong connection between L2 phonological aspects and L2 reading, a good point that would redress the integration of L2 literacy features for a better amendment of L2 reading failures.

➢ Word recognition: It refers to the readers' capacity to identify with the written code in a typical way. Through continuous practice, students come to deal with longer text stretches. Well founded word recognition calls directly for a better monopoly of the written code.

To wit, the reading skill is one detail of what literacy means and being a successful reader requires mastering literacy steps both in L1 before L2.

6. Towards a Conceptualization of a Reading Literacy Programme

Reading as an interactive process calls for the simultaneous integration of a variety of sub skills. Every individual learner will shift from one stage to the next in line with their literacy abilities. In this regard, it is agreed upon that the founding grounds of reading literacy are the same for all students. Besides, the success of any instructional programme depends on the extent to which its elements show integrity. From its onset, an efficient literacy instruction is based on equal distribution of processing skills (Campano, 2007). Following this line of thought, the forthcoming points can be building blocks for a productive FL literacy instruction.

6.1. The Integration of Print and Literature

One way of advancing FL reading literacy values is to incorporate a focus on both the written word and the world of reading. A good solution to shift FL students' thinking from lower order thinking skills to higher order thinking proficiencies is to immerse them in critical reading via the medium of literature. Initial FL literacy reading programmes relies on an integration of reading and writing skills. The optimal impact of this preliminary stage is to train students to scrutinize with a critical stance the written discourse, that is; to install in

them the capacity of moving from appreciating to looking beyond the one text meaning. According to Piske (2010), literacy reading programmes are meant to shift focus from the mere ability to utter the word jotted down on the paper to the creation of meaning. Under this heading, it becomes decisive that FL instructors ought to look forward to device a multitude of reading experiences using a variety of genres for meeting the aims of active learning assumptions. It is worth mentioning that most of FL students reading difficulties are traced back to failures in the early stages of FL literacy programmes.

6.2. Reference to Students' Knowledge

The role of the instructor as a facilitator of the teaching process in modern teaching pedagogies calls for tapping onto students previously acquired experiences. In this context, learners are to be trained on the effective use of their prior knowledge and previous reading adeptness and project it to the text at hand (Calderon & Minaya-Rowe, 2011; Ouahmiche & Boughouas, 2015). From a constructivist point of view, FL students possess a repertoire of schemas and predispositions ready to be accessed if well stimulated. Cruickshank (2006) hinted to the positive correlation between students' background knowledge and the development of higher literacy levels. Within these limits, FL literacy aspirations should be aligned within modern educational inclinations that insist on the active incorporation of the learners' predispositions.

6.3. Strategy Modelling

As in any educational course, strategy training is referred to reasons of self-help in academic setting. Comprehending and creating different FL texts requires students' active intervention; a process should be preceded by effective task integration. Cerveny and La Cotti believed that "explicit modelling [.......] directly identifying the steps and then practising the steps, as students observe is essential" (2003, p. 8). Explicit modelling is, indeed; important for it keeps the course gaols precise and feasible. In the case of FL academic settings, it offers students pace for collaborative participation in the learning process. At advanced stages, this serves to shift responsibility and ownership of learning from the instructor to the learner and shape an autonomous generation of students.

6.4. Working on Vocabulary Enrichment

A repertoire of FL lexemes is needed so that students develop the discourse overall meaning. Some field related investigations show that FL students must possess a given

amount of vocabulary so that they can comprehend a given text and treat its content independently. Word recognition is a vital step that guarantees text understanding and text production with an acceptable degree of fluency. To put it in other words, vocabulary and grammar knowledge leads to effective reading performance. Alderson, Haapakangas, Huhta, Nieminen, and Ullakonoja (2005) pointed out that limited vocabulary storage has a potential to result in poor reading performance. Though important in discourse understanding, vocabulary constructs do not tell the whole story and are most of the time linked to other literary components.

7. The Interconnectedness between Literacy and Reading

Language skills, including FL ones, are relatively linked to preconceived literacy skills. Early literacy instruction, be it in L1 or L2 literacy context, decides about the forthcoming stages of students educational career. Mikulecky (2008) proclaimed that FL students, while assuming the role of readers, process the written discourse partly thanks to their previous literacy acquirements. While endeavouring into the reading process, FL students are unconsciously calling on their previously L1 acquired literary schemes in trying to quest for meaning. Mental activation of these skills is transplanted into the previous literacy skills which are an off product of the sociocultural nest and the educational traditions of students. Regarded from this angle, Mikulecky (2008) considered literacy as a sum total of perceptions and conviction systems about different ways of approaching spoken and literary written discourse that FL students acquired through processes of socialization or cultural grounding. Therefore, FL reading deficits or emergent reading habits are explained in terms of former literacy traditions. According to this conception, aspects of literacy are incarnated in students' cultural habits and the premise is that language knowledge and thinking patterns are as well traced back to native cultural contexts. Indeed, text comprehension requires reference to a set of sociocultural background in which all the required literacy skills are buried. That is to say, within the limits of L1 literacy paradigm are integrated collections of schematic predispositions that foster different understandings of the world. This dictates automatically differing views of creating meaning each layer of meaning is referenced back to the features of the sociocultural grounding. Though very beneficial in L2 reading settings, it is still not evident that students who are good readers in their L1 can simply be so in the L2 context. Mainly, the cultural shift that the written discourse carries cannot guarantee total understanding. According to Mikulecky (2008), teaching aspects of the reading skill to FL

students implies guiding them to catch up with the L2 original literary features; that is the FL native speakers' ways of approaching the text.

Many studies support the idea that previous literacy skills may affect subsequent learning processes in the FL setting, especially when it comes to reading abilities. Yamashita (2007) encouraged the transfer of competencies from L1 to L2 context because they proffer further supplements in specific areas of L2. Following this line of thought, poor L1 academic abilities risk to be transferred into poor or limited FL capacities. Hence, the acquisition of literacy skills represents a solid stand for what is yet to come in the learning context. This hypothesis is further solidified by Cummins (1979) who maintained that there exists a necessary link between L1 and L2 reading practice.

Indeed, a plethora of research asserts on the applicability of literacy skills transfer. Zwaan and Brown (1996) investigated comprehension skills of native English students enrolling in a French reading course to find affiliations between students' L1 and L2 and their influence on students' achievements in text analysis. The study showed that students who were brilliant in their L1 reading were better in their paraphrasing accuracy than less able L1 readers. In harmony with these results, the researchers hinted to the idea that the deficiency in L2 literacy competencies may result in L2 reading handicaps.

Literacy inadequacies are, thus; transferable as well to L2 reading contexts. Problems of reading in a FL are either traceable to language related difficulties or to the lack of sufficient training in reading processes. Alderson (1984) described the issue of FL reading in terms of the following dichotomy: Reading problem Vs language problem. He further elaborated the idea by stating that language problems are translated in terms of skills and linguistic knowledge inabilities that encumber lower level of printed word processing. By contrast, reading problems reflect areas of difficulty at higher level mental processes like making inferences and schematizing which are performed across all languages. Hence, the problems that FL students face in dealing with the FL text fall mainly within two categories: Those related to aspects of language like grammar and orthography; and those related to the pure act of reading which reflect the previous literacy education they received either in their L1 or while learning the L2.

Grabe (2003) advocated that a correspondence existed between L1 literacy abilities and L2 reading proficiencies and he recognized that prior linguistic and cognitive skills had a positive impact on L2 (FL) reading proficiency. Though, the author vindicated that the strength of this tie is measured by 20%. To wit, it is a crucial step to inquire about the way students transfer L1 literacy skills and knowledge to L2 reading settings and the extent to

which this transfer, which includes aptitudes; attitudes and world views, aids or otherwise handicaps the way to realise efficient L2 reading instruction.

Based on the above ideas, Pathak (2018) proposed the following considerations before initiating a FL reading course:

➢ The examination of and reference to transfer skills is beneficial in giving insights about the relevance of L1 literacy knowledge in FL reading contexts.

➢ FL instructors are invited to consider that students have a prior literacy knowledge that includes predisposed skills and pre-existing schemes ready for use to find ways to meanings of FL texts (Ouahmiche & Boughouas, 2015).

➢ Focusing on positive aspects of transfer may result in fast development in areas of FL reading proficiency.

➢The area of transfer studies can offer teachers' valuable insights about L1 and L2 deficiencies that later would affect students' L2 reading processes.

Burns and Richards (2018) reported, for instance, that students' sociocultural background influence their ways of considering the L2 reading content. This is explained in terms of their previous L1 literacy experiences and proficiencies.

In fact, there are assorted views about the rate of L1 degree of influence on the L2 reading accomplishment, but for sure literacy matters are influential in L2 learning contexts. Bauer and Gort (2012) proclaimed that the predictive role of L1 literacy was so obvious in settings where L2 learners exploit prior literacy skills to find new horizons for dealing strategically with L2 reading handicaps.

Tapping on L1 literary skills has a positive influence on moving forward L2 reading skill, according to Wu: "L1 reading ability is an important predictor of L2 reading success, and L1 cognitive use facilitates L2 reading comprehension" (2016, p. 127). Within these limits, students are urged to integrate their L1 resources to find optimal ways to comprehend FL texts. Further studies that dealt with the effect of L1 literacy skills on the enhancement of FL reading suggest that students who exhibit remarkable L1 proficiencies show some capacities and some sophistication in both FL reading and writing (Genesee, Lindhlm-Leary & Saunders, 2006).

8. Reading: Perspectives about the Evolution of a Concept

Historically, the definition of reading swung on the pendulum of two main periods. The beginning of the 1940's witnessed the first wave of structuralist views about reading. Theoreticians, in the example of Bloomfield, conceptualized of reading as the mere identification of individual linguistic signs. Viz, the main focus is to enable readers to

associate the sound unit with its corresponding visual image. Mainly, these views about reading concentrate only on the identification of the linguistic sign; the instructor's focus was projected upon enabling FL students to spell perfectly the linguistic sign. According to this view, the act of reading is minimized to a simple performance in which written symbols are twisted into sounds. Irvig described this purely structuralist view of reading as: "face value" explaining that the text "content is simply what we can see on the page, nothing more, nothing less" (2012, p. 21).

Expanding this notion, reading from a structuralist viewpoint focused rather on the existing relations between the components of a given structure that help shaping its overall meaning. Actually, much attention was given to the effect of the relational aspect of the print element. Unfortunately, this view did not transcend the rudimentary skills for it did not invite FL students to respond to what they are reading. Nayar observed that:

> Structuralism looks at the relationships between the various element within the self-contained, well-organized structure of a text in order to understand the ways(grammar or rules) by which the text produces meaning. It focuses on the form of a text by looking at elements like voice, character, setting, and their combination. (2010, p. 4)

Within this perception, the meaning of the text resides within the very tissue of the text structure. For optimal comprehension, then; it is sufficient to delve into the rules governing the relationship between these elements so that FL students deduce ways to meaning and its production. This emphasis on guiding students to spell words correctly and to pronounce symbols righteously was described by Nutall as "reading aloud" procedures (1996, p. 2). In fact, this paradigm suits much more beginners in that it is concerned with training students not to be critical readers but just manipulators of the written code. Viewed from this angle, reading was marginalized to a passive act that described the sheer ability of treating the written code conventionally. However, some authors of the same era tried to twist words to fall within the same traditional scope and regard reading as: "The art of reconstructing from the printed page, the writer's ideas, feelings, moods and sensory impression" (Artley as cited in Ahuja & Ahuja,2007, p. 12)

This procedure was a common feature of most FL reading classes, yet for Nutall (1996) it endures only for a short span in that it is applicable only at the outset of the reading course. These Bloomfieldean perspectives about reading linked proficient reading only to the control of the lower abilities of adept identification with the visual text with reference to L2 oral code, "reading involves nothing more than the correlation of a sound image with its

corresponding visual image" (Bloomfield & Barnhart as cited in Ahuja & Ahuja, 2007, p.12). Damico, Muller, and Ball (2010) regarded the teaching of FL reading in this context mainly as the gradual implantation of primal literacy skills like sound recognition, word identification, and aspects of fluency to generate a simplistic version of future readers and writers.

Indeed, these early ideologies overlooked the basic cognitive processes of students' active thinking capacities. For Gates: "Every one of the abilities listed may be developed and has been achieved by persons who could not read....[ ]....they are all matters of the uses of language and are not limited to the uses of reading" (as cited in Hoover & Tunmer, 1993,p. 1). The structuralist perspective linked reading to two main sets of abilities. The first one reflected the graphic recognition while the second one related to word comprehension without seeking into deeper mental processes. By the same token, reading was not minimized to sole word recognition; it incorporated the total of skills needed to understand the linguistic graphemes. The next level of understanding would not exceed the identification of the literal meaning of words, sentences, and larger discourse.

Though fundamental as literacy ability, developing acquaintance with the linguistic grapheme is not sufficient to produce a generation of FL skilled readers nor is it enough for delving into the complex nature of reading. A working assumption about FL reading was approached by psycholinguistic assumptions. This time the emphasis was cast on investigating the very tissue of the mental processes that made up the reading act. The era of the 1960's shift the perspective from the superficial word-sound association to the operating mechanisms of the way FL students deal with the text to infer its meanings (Rayner & Pollatsek, 1989). Psycholinguists relied on the flexibility of the human mind to describe FL reading processes; they started from the premise that comprehension should be the final aim of reading. Adhering to the psycholinguistic perceptiveness, reading was seen as an automatic amalgamation of both linguistic and cognitive competencies, but not as a mere identification of the printed word. Apropos, Goodman declared that Reading is actually passive in nature and is at once a psycholinguistic activity. It is seen as psycholinguistic because it begins with the reader decoding a code and winds up with the latter deciphering possible meanings (as cited in Loreto & Beck, 2007). Along this conception, Goodman elucidated that: "Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses" (as cited in Gowda, p.147). In fact, the psycholinguistic interpretation takes account of three layers:

- Reading is no more identified with the simplistic act of students relating to the linguistic sign.
- Reading is prone to multiple meaning making factors.
- Reading is an interchangeable act that involves both participants: The writer and the reader.

FL students as readers are viewed as active agents endowed with flexible psycholinguistic capacities whose responsibility is to translate the printed word into meaningful constructs. Looked upon this way, due attention is paid to the relationship between language and thought; that is reading transcends the limits of word recognition. For Goodman: "The writer encodes thought as language and the reader decodes language as thought" (as cited in Gatajda & Zakrajewski, 2016, p. 108). This view seems in perfect alignment with the current educational ideologies of active learning that call for the reliance on and the integration of students thinking skills.

Just after the introduction of the cognitive ideology in the field of FL reading, focus shifted to readers' processes of reasoning, thinking and text interpreting. For the sake of the intentions of the current research, the forthcoming definitions account for the active view of reading:

- "The process of receiving and interpreting information encoded in language from via the medium of print" (Urcuhart & Weir as cited in Zhang, 2018, p. 36)
- "Comprehension occurs when the reader extracts and integrates various kinds of information from the text and combines it with what is already known" (Koda as cited in Zhang, 2018, p. 36).
- "A complex combination of processes": a rapid, efficient, comprehension, interactive, strategic, flexible, purposeful, evaluative, learning and linguistic process which delineates what fluent readers do when processing texts" (Grabe, 2009, p. 14).

Recent trends of FL reading converge to delineate its analytical nature. This dynamism delves into the intricacies of the complex nature of reading and so yields the floor for further actions to be taken by instructors and syllabus designers to effectively offer a model of proficient reading.

9. **Cross Examining Meaning Construction while Reading: An Unbiased Inspection**

Questions raised when it comes to developing meaning out of reading are on the agenda since the dilemmas of the feasible fruits of reading are rolling through the history of education. The skill of reading is seen elsewhere as a skill for life; in order for this to be realized the educational setting should afford the needed criteria to enable students to be

autonomous to bridge the gap with the horizons opened by reading that allow readers to go beyond the script.

At the same time, reading is a part of the realm of literacy that can fall within the general inclination to receive and understand an unlimited amount of in print information transferrable to real life contexts. The strings of translating the reading passage into meaningful sequences is defined in terms of acquiring the necessary competences to create an affiliation with the real world and the abundant knowledge it comprises through the activation of inferential, rational, and other types of critical reasoning. On the word of Ballantyne: "Academic literacy is reading and writing using theory and evidence to explore, explain, and change the world with the intention to advance our knowledge of fundamental fields of enquiry and to promote progress toward social justice and personal enrichment" (2016, p. 68). Of the knock on effect of cogitating text meaning is to shape a view of the world. Far from field-related explanations of the process of reading, a clear view indicates that learning little by little about the scope and components of reading enables students to enter into the horizon of constructed controversies where they furnish meanings and opinions about issues of their interest. Contemporary reading theory ushers to the prerequisite of starting from the student as a reader to the unlimited universe of meaning making.

Queries in the area of reading literacy, in general, indicate that a full appreciation of meaning creation departs from the premise that readers need first to value scholastic writing. This dictates introducing readers to notions like the aims and objectives of writing genres. In the context of the literary text, the reader is constantly stirred up by the linguistic style, the literary notions, the writing icons and stylistic figures. The process of transfiguring meaning is eternally recyclable and is dependent on the shrewdness of the reader to go into the details of the writing wonders. Zubrowski proffered a scientific analysis of the neutral means of meaning making in general situations; his explanation can be generalized to the context of text reading, "it is a type of generic progression,-a movement from assimilated perceptual experiences to the externalization of these experiences through multimodal representations." (2009, p. 45). While immersed in the completion of any task, one is plunged into multifarious layers of reality and considers its various angles. All individuals are endowed, unexceptionally, with a capacity of handling polygonal portrayals about the realities or the facts being read and what is more is the ability to blend in these images, reshape them, polish them, and yield a first-hand account out of the original.

Manifest to the extent that it has come to be an academic muddle, the perception that every written extract need to be semantically expressive is scarcely brought into being. The

idea that perplexes readers the most is to understand the significance of meaning. Modern trends in the philosophy of languages usher to the axiom that language is mainly used to transmit fixed realities, and that utterances possess a one-off meaning by way of representing or mirroring. In the course of preceding research, meaning had been defined literally as the thing and what it means, said differently "meaning is the component of linguistic elements that gives them significance" (Murphy, 1991, p. 11). The author added that the theory of semantics explains that meaning is born from the eternal relation between the term and its reference in the concrete world. This property allows for further generalizations, viz. objects that possess the same traits should refer to the same thing. Other than plain explanations of the notion of meaning, other researchers re-joined that the significance people attach to words is emanated from their cultural background. Readers sometimes vault some explanations in favour of others with reference to what their societies offer. In Vygostky's writings (1978), one can find the projection of this thought summarized as higher perceptual means that are culture specific and that support the reader with intellectual inclinations to understand and comply with the world. Vygostky's explanation is founded upon the premise that whenever readers fail to connect with the significance of the sign, they apply mediators in view of creating psychological tools said influential in instigating items or entities to take actions on each other.
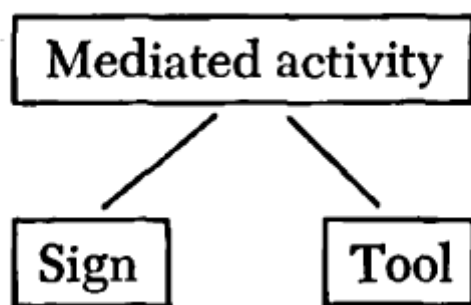
Figure 1: Vygostky's Representation of the Triple Elements of Meaning Realization (1978, p. 54)

Meaning should not be treated as a fixed phenomenon since practically there are no two perfectly compatible occurrences. The accumulation of life experiences generates all sorts of ideas; through time those ideas become behaviours that speak for one's actions. The universe is formulated in such a way as there are no two identical versions of the same phenomenon, and this can be projected in the field of language studies. Basically, readers adopt a personal approach to their fulfilments and so are their understandings.

9.1. The Reading Process from Denotative to Connotative Considerations

Before sticking into the core of denotative Vs connotative reading dichotomy, it is essential to go through some logical strides readers trail through the act of reading. A very palpable way to commence text processing is the literal estimation of meaning. This coincides with the first rudiments of reading that is identifying meaning from the first contact with the word.

One axiomatic way to approach a text is to inspect the denotative meaning of the words in the reading content. A very pragmatic and normative way of approaching a text is by considering its literal significance which is the result of exploring the first layer of the discourse. At this stage the reader is not required to jump into the intentions of the text nor those of the author. Anderson and Nagy introduced a straightforward model to determine the way in which words, according to them are shifty. In their words: "Denotation applies most felicitously to concrete nouns" (1996, p. 691) since the meaning is immediate. The authors explained that a person is capable of holding a large grouping of words' denotations since the latter are inestimable; the signifier might be the same but the signified is so malleable that it cannot be limited to a list of connections. In step, through experience and training readers develop some criteria to decide about a word's inventory of affiliation. Out of this, the authors considered all that does not belong to the inventory as carrying connotative aspects. To make things clearer, they devised the following diagram to differentiate between the terms.

Language Function	One Occasion	All Occasions
Pointing	Reference	Denotation
Attributing	Sense	Connotation

Figure 2: A Detailed Representation of the Aspects of Denotation and Connotation (Anderson & Naggy, 1996, p. 691)

While linked, as it appears, to denotation and connotation, reference and sense are consecutively the exact but context-specific translation of denotative and connotative meaning. Reference is subordinate to denotation while sense is correlated but not equal to connotation.

Contrariwise, there exist auxiliary prospects to inspect the text meaning namely prospects that go above the literal or word for word meaning. This view is founded upon the symbolism that defines our world. Because literary readings intermingle underneath a wide

array of disciplines, it is no coincidence that many semioticians offered their views that the word is a sign and a reflection of larger worlds (Ricoeur & Valdes, 1991). Connotative versions of meaning are considered second only to the first layer of literal versions of meaning. Essential in the contemporary definitions of reading is its dynamic image; in the crescendos of interpretation readers have their word and are entrenched into the emblematic milieu of the text. Considering the philosophical flow of things, humans were born with immense brain capacities to consider the world around them, and retrieve the truth that is hidden in worldly signs. Denotative reading of the text can be linked to a wider horizon of reading the one that reflects the unlimited capacities of the human imagination. Zittoun and Cerchia preferred adjoining innovative imagination précising that:

> Creative imagination-as process- differs from people's thinking about "reality"-their material environment given by their senses, the presence of actual social others, etc. imagination always seems to open a different space, or a different modality of thinking, which eventually terminates when the person "comes back" to reality. (2013, p. 02)

The quote explains that encouraging readers to adopt the stratagem of creative imagination while reading guides the production of inventive experiences like innovative text summaries or advanced meaning construal. Consolidating the above citation, proof comes from the field of personal development inquiries discussing the immense capacity of the human brain to transurf new realities in all that it undertakes. Researchers from the field of personal development added that the ingenious operations generated through processes of analysis and imaginative creativity can be exploited in the academic domain to be au fait with the teaching material and the world realities. Spots of contemporary overtones of connotative activities can be obtained from Guimarães' observation in the following lines:

> In meaning construction, the aspects of experience, imagination, and realist thought overlap and function together, the objects of imagination are constituted as experience is internalized. Imagination extracts its elements from perception and alters them. Distancing oneself from the here and how through imagination gives a certain degree of freedom relative to perception. (2020, p. 63)

Each reader is able to bring about novel realities provided that the imaginative opportunities are not secluded from reality. A FL class should nurture the difference in the reader's interpretive projections; by the same token teachers should be coached on

understanding that ingenuity and insight polish up the scope of consistencies and disruptions with previous acquirements.

If one considers the denotative/connotative continuum, then imagining other gates of meaning would be just a process of filling the blanks to reach the other side of the gamut. Categorically, current educational trends to encourage critical thinking and students' constructive input that is activated only by leaving the door open for intellectual doubts, here again the theory of Pierce finds perfect projection (as cited in Anker, 2016). When the sole aim of instruction is to enable learners to reach the true version of knowledge by themselves, then opening the chance for skepticism would be a push to trigger higher thinking skills. In this regard, the text is the sign that carries an unlimited set of senses changeable according to varying circumstances.

Many researchers call for integrating the results of modern psychological theories in syllabus design; reading courses are no exception. Relying on the premise that literary texts mimic the real world, they stand as an open gate of ready-made experience for the reader to observe, memorize, and apply later whenever necessary. Zittoun and Cerchia (2013) indicated that people are unable to set up a straight tie with the world since the truth present in the world is interceded by the conflict between what actually happen and what could occur. Researchers from various disciplines emphasized the existence of two realities: A first layer reality that incarnates the concrete world and a second layer that epitomizes a wider world of imagination. Applied to literary and reading courses, this dichotomy helps enlarging the scope of the reader's experience while training them to cut off with only what is readily available, seen, and felt (Paixao & Borges, 2018). Applied specifically to literary reading, Freedgood and Schmitt (2014) observed that language, by nature, transcends the literal explanation, most of literary language always denotes what it does not state and the reader has to dig deeper to sort out all potential meanings. The goal of the reading exercise aims at infringing the class walls to reach the real world in which the text was generated and the way it may be recreated in future; it unveils the author's incentives and coaches the reader on decoding quotidian events and meaning models.

In brief, the reading class should be a kaizen towards improving the quality of the FL student critical sense by starting from the obvious towards the less clear. The process of meaning construal is realized lucidly starting from the denotative sphere of imagination.

9.2.The Reading Process from Authorial Intentions to Readers' Intensions

The praxis of literary construal is a long established discipline that has its roots in biblical interpretative traditions (House, 1992). Through time, a collection of theories were put forward by thinkers to delve into the intricacies of reading. Some academics look at the work as a delegate of its inventor; it is a mirror through which the writer's echo is manifested. For others the text does not lean upon the authors' intentions since it is directed towards a range of multi-layered audience. The latter idea divides researchers into two groups, those focusing solely on retrieving the essence of the work and its morale; and those preferring to dig into the meaning options set forth by its content.

The question that floats to surface in such debates is the real distillation of a standard interpretation. In reading classes, the tradition goes that students read to find a fixed set of meanings namely related to the writer's intent. The issue of meaning appears in studies of humanities and social sciences as an indicator of the duality of meaning that characterises human exchanges. Considering that meaning is arrived at via translation activities, Martín and López described meaning: "as any mental experience prompted by perceptual inputs associated with a stimulus, when such stimulus is conventionally expected to yield some information in a communication process" (2018, p. 61). Meaning comes about once the brain starts processing the clues it obtains through perceptive tools; meaning is a course of actions rather than a straightforward event. Above and beyond, modern hermeneutical theories emphasise that the process of meaning making is a private process that begins in the author's spot and ends up in the reader's personal realm. According to this line of thought, meaning is a personal and social enterprise (Ouahmiche & Boughouas, 2016b). Besides, the amount of information people receive on a daily basis leads to the creation of new realities that are interpreted personally and understood differently. In the main, individual instances of understanding are subjective in nature and so is the notion of meaning making. Each member brings about new experiences that intersects with the previous ones and transects with other members' conceptions.

Whether the concern is about the author's or the reader's purpose, a joint ground is the need to formulate the essence of the text. It is right that the author is the owner of the work, yet they are not the proprietor of their thoughts. There exists a vibrant detachment between what the author purports in his work, what the reader apprehends, and what type of relationships these two variables reveal (Harker, 1988). Deducing the 'right' meaning may mean for some creating a compatible copy of what the author intends. This very thought goes in contradiction with what modern critics call for namely expunging the text literal meaning

and embracing a free secure spot from which to proffer meanings to the text. Carroll particularized this anti-intentionalist point of view explaining that it is accurate to presume that the writer cannot create a set of sentence sequence and wants of it to mean a unique intent by a simple click of a will. She observed that:

> For anti-intentionalists, focusing primarily on the meaning of literary texts, the meaning of a work is determinable solely by reference to public resources, such as the conventions of language [……….] reference to the meanings of the text intended by the author is not only extraneous-since it draws attention away from the text itself- but also logically inappropriate-since the text means what it says and cannot be made to say something else simply in virtue of an author's intention to mean otherwise. (Carroll,2002, p. 320)

The spinoff of debates related to text meaning abounds with two major perspectives; intentionalists that depart from the view that the author's intent matters and is vital in giving sense to the work and anti-intentionalists who believe that the real work emerges not when first created but after being received then re-created. What Carroll's quote suggests is that meaning making is a renewable non-stop process of recycling that imports significance to the text from a variety of resources other than the producer's intentions.

Of the philosophical theories about text exegesis, Hirsch's assumptions seem to stand by the intentionalists' side. While highlighting the similarities between meaning and significance, Hirsch thinks that the author offers an important contribution in the formulation of meaning, what the reader adds falls in the realm of textual exploration which is part of meaning making. The meaning/significance dichotomy advances the possibility of taking a transitional position in text understanding; readers find themselves immersed in two simultaneous processes one of them is meaning interpretation and the other one is significance appreciation. While the latter reflects the reader's duty, the former mirrors the author's influence,

> Meaning is that which is represented by a text; it is what the author meant by his use of a particular sign sequence; it is what the signs represent. Significance, on the other hand, names a relationship between that meaning and a person or a conception, or a situation, or indeed anything imaginable…Significance always implies a relationship, and one constant, unchanging pole of that relationship is what the text means. (Hirsch as cited in Sonek,2009, p. 87)

Though in favour of the idea that the author is the source of meaning, a sequel of this quote is that meaning is positioned somewhere between the lines of the text and the accumulation of the images it creates in the reader's mind. Every reader has a distinct view about the text and so different inferences are made and creative nuances are presented. Praising the writer with the exclusive privilege of tendering meaning to the reader is not welcomed by Barthes; commenting upon the idea, Sutherland-Smith states that: "To credit one author with an ability to create meaning for the reader is problematic for Barthes, because it is a limitation on the text itself" (2008, p. 83). The real text is a by-product of the individuals' workings on the linguistic aspects of the text corresponding to the different potential contexts in which it may be read.

Quintessentially, meaning making is an open chronicle that sets the reader to taste the recreation of the text while recording its attributes during, while, and after the reading act. After constructing a general semantic perception of the text, readers are set to consider carefully this experience by reference to the textual tissues and their effect on the combination of feelings they might develop. Not to the exclusion of the author's implied meaning, the reader can espouse the role of a critic.

9.3.The Impact of Cultural/Mental Traditions on Reading Literacy

Not to muddle up the content of this trajectory with what would be mentioned in other parts of the work, the concept of culture and cultural traditions does not track the relevance of the latter in the hermeneutics of the literary reading. Instead, this subtitle intends to investigate the influence of the local culture on the culture of reading in general. It would seem that reading comprehension is subject to an assembly of considerations. Before deciding about the likely factors leading up to reading failures preceding the interpretive breakdown, one ought to consider the predisposition of a given cohort of individuals to read. Within the Arabic context in general and the Algerian one in particular, reading proficiency is predicated to the overall scholastic accomplishments (Martin, Martins, & Naqvi, 2017).

The culture of reading is considered as a routine practice in occidental cultures and is seen as an on-going process that is not limited to a certain age. Within this framework, reading is actively connected to the construction of an infinite collection of skills notably: Preparing students for their academic career, raising their motivation since it yields the floor for the future set of knowledge, increasing individuals self-assurance, someone who reads constantly shows readiness to delve into the toughest debates, providing the interlocutor with a sense of joy and accomplishment, and most importantly offering the means to jump higher

into the ladder of social progress (Shea & Ceprano, 2017). In spite of this, the culture of reading is still far from getting the virtuous treatment in most of the Arabic world including the Algerian scholastic or social contexts. Within the boundaries of the official syllabi, the reading session has always been an integral part of the formal teaching programme from primary to tertiary education, however; out of the certified academic realm it seems that the sociocultural institutions do not seem to inspire a culture of reading. In the occidental culture, reading may be seen as the gate through which chances to boost creativity and modernization are inaugurated. It is meant to help individuals get the most of themselves and their respective milieu (Ouahmiche & Boughouas, 2015).

Before considering the weight of the sociocultural routines on the creation and perseverance of the culture of reading, one ought to refer to the Quranic verses inciting individuals to revere this laudable ritual and inviting them to consider its bearings on their life, *"Read! In the Name of your Lord Who has created (1) He has created man from a clot (2) Read! And your Lord is the Most Generous (3) Who has taught by the pen (4)" (Al-'Alaq, The Clot,30-842)*. The bearings of reading on a given society are boundless, yet these have more influence on a personal scale otherwise it would not be mentioned and urged for in the sacred book. A society where reading is neglected would not linger in crises because it will not be equipped with the necessary knowledge to find potential solutions. The idea turns around the sum total of experiences that one can live through in what they read. It is important to encourage a culture of reading for the sake of profiting from the breakthroughs in psychology; and in the university context, for the sake of enabling students to see that all modules are interrelated.

In the context of Arabic culture, many authors debated the worth of reading and its ramifications both on the individual and on the community as a whole. Their calls aspired to introduce a change in the functioning of the community's ways of looking at things; Mahjoub made an interesting comment about the current state of affairs of reading in the Arabic perspective:

> The Arabic home, in its sum total, is illiterate even when all its members are literate, the need for creating and keeping attuned with the habits of reading and making them an integral part of our life is needed as much as our need for food and water; it is even a compulsion in our epoch, despite the fact that some families may possess huge home libraries the latter play the role of a glamorous design and a mere sign of showing off. (as cited in Sharif, 2006, p. 54)

Being a part of the Arabic world, Algeria does not escape to this set of circumstances. It is evident that the habit of reading is alien to society as a whole and to the community of students particularly. It is not clear if the reason behind this is incarnated in the academic settings or back to family practices. Mhiraq (2020) described the negativity that is nurtured in the Arabic world towards reading as a bulky lack of reading behaviour; according to the author reading does not reflect a pressing preoccupation for individuals who are slanted towards media resources and means of passing reading like papers and magazines. In the occidental countries, however; reading is implanted in the individuals' spirit under different routines and people can read everywhere in parks, places of distraction, train stations….etc. The reading practice in the western culture is not a modern trend; it goes back in time to the early years of the renaissance (Spiller, 2004).

The existing gap between the Arabic and western practice in relation to the culture of reading is huge, and to redress the gap there is an urgent need to revise the current assumptions applied both to family and academic settings. In a study conducted by Jumua Omar investigating realities around the culture of reading in the Arabic context, the data confirmed that: "Reading is ranked last in the sum of activities that students are required to manage in their leisure time because most of them are oriented towards electronic games and computer usage to listen to music and watch movies" (as cited in Sadiq Ismail, 2014, p. 118). The study discussed two axes the one related to the family tradition and the one related to the net exploitation in reading; unfortunately neither the family nor the internet are doing their job in the right manner. To introduce the necessary change in society, the Arabic educational institutions, including the Algerian context, need to orient future generations to be inclined with reading equally in or out of the academic institutions and to install the habit of devoting part of their time to reading. After all it is an issue of a community's consciousness and a society's glimmer of hope for a better future.

Despite these realities, it is not frequent to see serious debates about the issue of a reading culture in most of the Arabic countries. It is rare to question the scarcity of reading habits in these countries, and whether this is incarnated in the educational system or rather in the larger social institutions. Muslim Harethi (2017) reported that estimations about reading achievements are low in terms of quantity and quality; for the author this is a symptom of bigger glitches in the scholastic systems.

Even when this problem grows international, it is still more perilous in the context of the Arabic countries.

10. The Effect of L1 Reading Habits on L2 Reading Practices

Reading in both L1 and L2 setting calls for the integration of three elemental partakers: The text, the reader, and the contact between the two. It is evident that reading, as a cerebral process, is one and the same across varying sociocultural settings. The process shares the same features across different cultures since the functioning of the brain is one and the same; still there are some perceived discrepancies. Relying on findings in psychology, the same set of perceptual activities for meaning construction and interpretation that are implemented in the L1 context can be transferred to the L2 context. Apparently, good L1 readers tend to transfer the same reading behaviour to the L2 setting either intentionally or not for the sake of enhancing their overall comprehension of the text (Koda, 2004).

Theories of transfer in L2 learning have been considered pivotal in the domain of applied linguistic research and language learning area. The extent to which a FL learner will be able to adopt a native like manner depends on the brain elasticity to think in the FL. This latter is applied throughout the four language skills and it enables learners to function properly in their FL performances. The term transfer in psychological research denotes the extent to which a specific behaviour is susceptible to reoccur in different circumstances (Aggarwal, 2014). Initially, the term transfer is introduced in L2 contexts to give credit to students' trials to fit within the FL or the L2. The process can be summarized as cloning regular linguistic or extra-linguistic behaviours from their native language to the target language one in their oral or written productions. This course of action can be generalized to be applied in skills requiring higher order cognitive skills of analysis in the example of reading. In the main, the concern here is just the lithe relocation of thinking constructs between two different languages, thus; it summarises the linguistic and extra-linguistic shift between two distinct codes. In elaborating the idea, Rothman, Alonso, and Puig-Mayenco (2019) created the economy market metaphor to substantiate for backing up with the L1 already acquired knowledge. Psychologically speaking, the L2 setting gives unsteady feeling that prompts a clichéd hunt for assistance from formerly learnt systems through "wholesale transfer" (Rothman, Alonso & Puig-Mayenco, 2019, p. 150) in a step to compensate for the inadequacy of techniques to cope with the new context.

Research in FL acquisition indicates that cross linguistic influence on L2 proficiency development cannot pass unnoticed; Eliss (1998) vouched for this point of view ensuring that the transference end products in polyglots cannot be underrated. Odlin explained that studies in cognitive psychology proved that processes of cognitive reconstruction are employed to linguistic data be it in the form of speech or writing, in his words:

If an IL (interlanguage) filter affects how the input to comprehension is used, it quite plausibly has language-specific dimensions whereby the particular target language and native language (and perhaps other previously encountered languages) affect the path from input to comprehension to recreation and production. (2016, p. 209)

The constructive aspect of comprehension involves the receiver or the producer in a mechanism of refashioning and reinventing while formulating meanings. It happens that previous forms and schemes derived from personal experiences, sociocultural background or concepts learnt in L1 would intervene in the formulation of new understandings being approached in the L2. Usually, the same tips used to construct meaning in the L1 are transferred to the L2 setting; on top of these are inferential and critical strategies to text understanding. Flores, Moran and Ozro (2004) indicated that while the inferential schemes help readers acclimatize with using the factual and figurative information issuing from and outside of the text, critical schemes help them streamline a new version of the text in crafting new type of knowledge, the critical schemes guide readers to spin out a grasp of the text via arguing. The other strategies that are not shallow but rather rudimentary relate to verbatim perception in the example of grammar related concerns. These same tactics that are used in L1 reading are transferred to L2 reading context; readers unconsciously import some strategies to the target language setting.

It is not easy to define the shift from L1 to L2 in the learners' mind; the concern here is about a new way of conceiving of the world. Research has proved this contagious tie and attested that learners are influenced by the prior forms of experiences they had. In a reading context, transfer can be summarised as implementing knowledge acquired in a native language unconsciously to facilitate the construal process of the L2 text. Importing Bernhardt and Kamil's (2006) viewpoints about this issue, transference processes are hazy when it comes to complicated learning exercises specifically in the example of skills that call for higher order thinking skills of synthesis and analysis. Particularly, in the context of L2 reading, the authors claimed that the rate of success in the L2 is linked to the L1 reading attainments; in other words learners bring L1 reading facility to the L2 context. In a research conducted by Chuang and Joshi (2012) the authors concluded that transfer did not only occur at the linguistic level, the findings they reached proved a positive connection between L1 and L2 reading adeptness even if the orthographic features of both codes were not akin. Still, when L2 learners reach a given stage of proficiency but still show lacunas in language related

skills that are outlined to L1 incompetence, this may have negative repercussions that may lead to tumultuous transfer.

L2 students who had developed advanced skills in using their mother tongue are likely to transfer positively the abstract meta-linguistic awareness that guides them through understanding how language as a system functions (Rakhlin, 2013). The sum total of this knowledge is exploited in one way or another in building FL proficiency in the four skills.

Of significance is that L1 reading styles, strategies, and competences are transferable to the L2 context, all that instructors need to press on are the seemly procedures that enable students to apply them in the L2 reading setting.

10.1.   The Interplay between L1 and L2 Literacy

Being able to read and comprehend a language other than the native one necessitates the incorporation of parts of systems used in L1reading and writing. Though this process is involuntary, it remains a systemic step that every learner goes through. When presented with the L2 written content students often oscillate between L1 literacy skills and L2 prerequisites, and they are necessarily predisposed to access their L1 strategies to fill in the gap in L2 skill formulation (Upton & Lee-Thompson, 2001; Koda, 2004:7;Gosmawi,2008).

Discussions about L2 literacy level in the case of EFL students is linked to a set of variables that have an effect on L2 reading and writing performance. They are related to L1 degree of proficiency that stands as a basis for L2 literacy achievement. Field (2018) cited the following as the most important ones:

- ➢ The scheduling of L2 instruction relatively to L1 literacy acquirements.
- ➢ The correlation between L1 and L2 writing conventions.
- ➢ The degree to which L1 literacy processes are versatile to the L2 context.

L1 literacy is well found before embarking upon L2 learning process, a fact that would potentially result in affecting the L2 mastery in multiple ways. First, L2 students might come to the course equipped with a set of assumptions that influence their L2 literacy level. Second, there is a risk of automatizing thinking processes relative to L1 system. In either case, L1 literacy skills intervene positively or negatively in L2 literacy development.

10.2.   The Linguistic Interdependence Hypothesis

Learning a language has always been a fascinating phenomenon for linguists, and acquiring a new one with all the challenges that it may entail is yet an enthralling fact. This issue has captivated linguists' interest for long since it sheds heed on internal brain vigour

with all the skills that are called for to say that one has reached a certain level of proficiency in the L2. Since Plato's time, it has been admitted that former intellectual predispositions are brought to surface when the individual is put into novel learning exigencies. This principle helps clarifying certain facets of how L2 students come to make sense of what they learn in the L2 with reference to L1 knowledge or cognitive straits that are projected into the L2 scene. In Tarrant's conceptualisation, new information that the human brain receives and treats enters into the category of prior forms of knowledge which is one tenet of Plato's theory of recollection (2000). Hence, the theory of interdependence hypothesis can find its shadow in some parts of Plato's explanation. What's more is that it can offer complicated explanation for the whole act of reading as an active process of comprehending and interpreting.

The theory of linguistic interference hypothesis is built upon the premise that an intellectually and scholastically successful control of the L2 relies on ample achievement in L1. The more L2 students develop adequate cognitive schemes in the L1 the better are in treating rapidly content material they receive in the L2; accordingly, there is an urge to coach students to assimilate a native like way in using higher order cognitive skills. To be exact, the latter are utilized interchangeably, hence; the term interdependent in Cummins' terminology. L2 learners who have already worked on their cognitive proficiencies in their L1 have better potential to reveal the same abilities in the L2 context (1991). By reference to the cognitive load of the reading process and relying on Cummins' explanation of the development of cognitive proficiencies, it becomes probable that L2 readers cannot get without importing part of the already developed higher order thinking abilities into the L2 reading setting.

This theory brought evidence that L1 literacy skills will back up L2 proficiency; that is students cannot reach further steps without basic linguistic and extra-linguistic knowledge in their L1 that contributes to the formation of more complex forms of analysis. Cummins explained elsewhere that before reaching the second layer of rapid cognitive processing in the L2, learners are vulnerable to go through two vital stages. In his threshold hypothesis, Cummins (1979) described the first layer as necessary to prevent likely unhelpful cognitive upshots while the second layer ensured sophisticated stages of bilingual cognitive efficacy that would result in enhanced cognitive development.

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                    Type of bilingualism    Cognitive effect

              A.  additive bilingualism    positive
                  high levels in both      cognitive
                  languages                effects

                                                                   higher threshold
                                                                   level of bilingual
              B.  dominant bilingualism    neither positive        competence
                  native-like level in     nor negative
                  one of the languages     cognitive effects

                                                                   lower threshold
                                                                   level of bilingual
              C.  semilingualism           negative                competence
                  low level in both        cognitive effects
                  languages
                  (may be balanced or
                  dominant)
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Figure 3: Cognitive Upshots of Bilingualism (adapted from Toukomaa & Skutnabb-Kangas as cited in Cummins, 1979, p. 230)

Recent theories emerging from the work of Chomsky proffered data in favour of the dynamic aspect of L2 acquirement where FL students deliberately fashion and evaluate postulates about the L2 and compare them with the L1 linguistic data; the latter serve as a foundation not a meddlesome factor. This view of Chomsky is based on the field research inclinations oriented towards prospects of active learning. In his article, Koda (1988) explored the probabilities offered by the cognitive processes of transfer in the L2 context especially the influence of L1 orthographic features on the cognitive demands of L2 reading. The experiment assessed the influence of L1 orthographic structures on cognitive mapping in the L2 reading context; the findings attested that while reading in L2 students tended to base their rational mapping fundamentally on transferring the necessary cognitive stratagem used in L1 reading to the L2 reading context. The following diagram explains further the complex nature of the English orthography and its morphophonemic base; the author added that English utilizes a two-fold system to assemble meaning. While immersed in the reading act, FL students' intellect is activated on this parallel mode bringing forth L1 cerebral schemes into play.
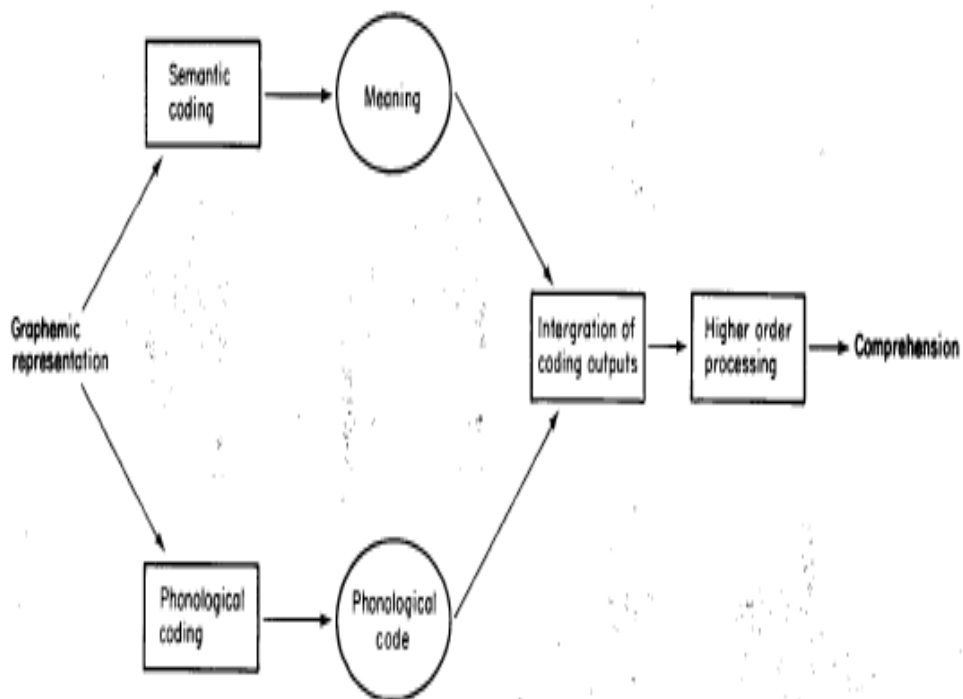
Figure 4: Koda's Modelling of the Parallel Mode of Information Treatment in English while Reading (1988, p. 139)

Some researches vindicated that the stage of expertise bilingual students reach in both languages acts as an interim passage in facilitating the contribution of their bilingual proficiencies to their sense of reason and intellect. There is a certain level that L2 students must attain to circumvent intellectual dearth and to start benefiting from the advantage of the L2 in boosting their reasoning capacities. Modern trends in FL research are based on the positive participation of the learner in the construction of knowledge, thus; language study is considered a dynamic course where L2 students bring forth and evaluate premises about the usefulness of L1 information in the L2 environment (Fernandez & Hughes, 2013). In most cases, there is a need to understand the reason why students face trouble decrypting the L2 literary text; being au fait with where those complexities stem from will help devising a soft switch from the L1 to the L2 and it assists the teaching staff in guiding L2 students to accommodate that perspective changeover. Having a full grasp of how L1 schemes affect and

shift to L2 , particularly in language skills where leaners are required to construe meaning, is quintessential for enhancing their performance in reading tasks.

In relation to text interpretation and the premises of reader response theory, Thomas and Collier offered in their Prism Model a virtual design for the collection of variables that stand as a foundation for text interpretation. This model shares some traits with Cummin's threshold hypothesis but it adds more interposing factors altogether lead to better achievements in the L2.
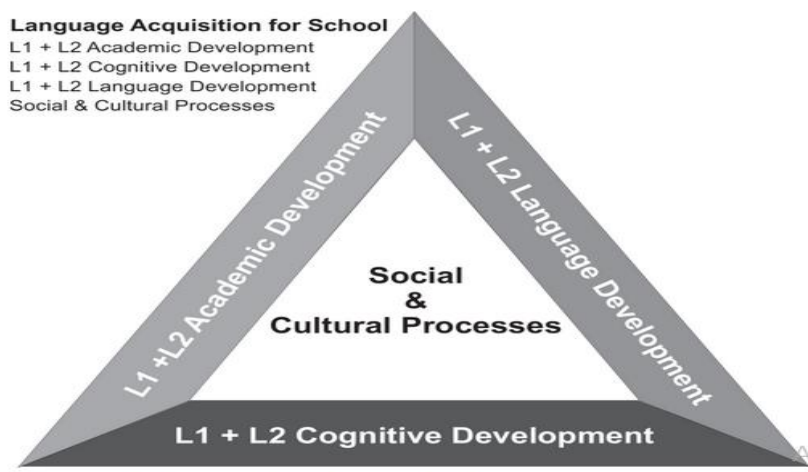
Figure 5: Thomas and Collier Prism Multidimensional Model for Language Acquisition (2007, p. 38)

In order to fully grasp the professional use of the FL, the above model states that there must be an alliance between four complementary factors that relate to and exist between the L1 and the L2: Academic development, linguistic development, socio-cultural development, and cognitive development. The socio-cultural factor refers to elements related to one's frame of mind together with subcultural data that boost or restrain the L1 learning development. In an encouraging milieu, students are more likely to bring forth the L1 proficiency to what serves L2 advance. The linguistic component relates to the four language skills and their impact on prompting the L2 cerebral development. The L1 academic proficiencies are transferred right away to the L2 context; each literacy type meets its parallel (writing, speaking, listening, and reading). The cognitive component represents a rolling process that overhang the academic experience; the L1 and the L2 set of cognitive agenda promises L2 positive achievement.

To wit, research proved the synergetic relationship between L1 and L2 and attests that L1 knowledge pays off in the L2 learning context. What is learnt in the L1 offers the background against which learners can piece together their L2 overall competence and the

reading skill is no exception. Former processes of literacy are brought up to surface in the L2 context and they serve in guiding students' ways of text construal.

10.3.   The Language Threshold Hypothesis

Not far from the claims of the interdependence hypothesis, the threshold hypothesis maintains that a minimum defining level of proficiency is needed in the language being learnt before the student can enjoy reference to the use of this language as a means of instruction. The principal of this theory is based on the idea of cumulative thresholds before reaching the final level which is the delight of swinging between two languages. This means that to reach certain threshold knowledge in relation to a given language related competency, learners are required to go through a basic level before moving up in the proficiency ladder (Grabe & Stoller, 2011).

The results gained through the initial studies in relation to these ideas maintained that the type of knowledge gained through the L2 is more significant than the reading capacities arrived to through the native language reading. In the very context of the reading skill, Alderson (as cited in Grabe, 2009) questioned the origin of FL reading obstacles trying to explain that students are in the need of framing sufficient language mastery in the FL before enjoying the ability to transmit the native language reading skills to the FL reading context for the sake of proficiency development. The author asserted that FL readers need to work on an acceptable level of language proficiency in the FL so that they can bring forth knowledge related to their native language reading to help advancing their FL reading skills.

Analytical views about the different applications and meanings of the threshold hypothesis stated that the term is used to mirror two associated but distinct constructs. Cummins (2000) talked about a first image that relates to the amount and processing of language proficiency that facilitates the various academic and intellectual outcomes related to the phenomenon of bilingualism while the second image investigates applications of this view in the context of FL reading. That is the second view measures the open horizons for the reader to understand the text in the case they reach a certain level in the FL that allows them to comprehend what they read in enhanced ways. In this context, Hulstijn clarified that: "L1 reading performance can only begin to correlate substantially with L2 reading after knowledge of L2 has attained a threshold" (as cited in Cummins, 2000, p. 177). So, the theory emphasises the necessary link between aspects of proficiency to be imported from the native language and be applied in the FL context.

Viz. one application of the Language Threshold Hypothesis can extend to the domain of FL reading where students are required to demonstrate an adequate sum of the FL knowledge to relocate efficiently the L1 reading competencies in what serves FL reading comprehension.

11. Key Concerns in FL Reading Development

As mentioned earlier in the chapter, reading is a complex active skill that necessitates the intervention of a collection of techniques, strategies, and processes to stimulate thinking capacities towards understanding and meaning elaboration. Even in the native language context, reading proves an intricate skill that needs the incorporation of interpretative strategies. In the FL context, the difficulty of the mission is doubled since readers are in a process of developing acquaintance with the linguistic code added to this they need to adapt to the sociocultural load of the reading material.

11.1. Individual and Psychological Differences

The same criteria that may contribute to differences in the level of L2 acquisition may be applied to discuss the influence of individual differences on the mastery of the reading skill. Aspects related to the individuals' predispositions, motivations, reading styles and strategies, age sometimes, and flexibility in the use of thinking skills all may intervene with varying levels of influence in the progress of one's reading proficiency (Zafar & Meenakshi, 2012). With respect to what was mentioned in the earlier titles of the chapter, the activity of reading necessitates a collection of varied genres of information processing. If one considers the cerebral level, printed word recognition comes at first. That is the amount of attention that the reader jots on a piece of writing is linked directly to their eye movement and the intensity of visual field covered; these cannot be used at equal proportions by individuals.

The psychological factor related to the rate of concentration on a piece of information may intervene too in creating an individual difference in reading. The other layer that generates individual discrepancies in treating the printed word is the language level. In this regard, the reader is required to identify the word, decide about its circumstantial meaning properly before passing to the next level (Chiarello, Welcome, & Leonard, 2012). The latter decides about another difference related to the way the reader integrates the collected information in the larger semantic, sociocultural, and pragmatic contexts. In the case of FL learning, this may require the reader to assimilate the information both in the native contour as well as in the FL contour to create a bigger image of meaning.

Gordon, Moore, Choi, Hoedemaker and Lowder (2020) conducted a large scale study in which they tested variances in individual abilities in reading with special focus on the impact of visual field on the amount of information covered through reading. The researchers made reference to the Author Recognition Test and Rapid Automated Naming tests; the results indicated minor correspondence between both tests that represented altered cognitive capacities related to different aspects of word recognition activities.

Another study was conducted by Zafar and Meenakshi (2012) that related to the weight of general individual differences on the general acquisition of the FL. The researchers focused on seven individual differences that touched upon age, sex, predisposition, motivation, cognition, learning styles, and personality traits and concluded that FL instructors must be recognize these differences for the sake of reaching optimal results in the long term of language study. The factors of focus in this study can have direct bearings on text analysis and construal; namely, personality and cognition factors may have deep bearings on the production of meaning.

To sum up, there exists a great deal of individual differences in reading that should be taken into consideration in the EFL classes for the potential sways these may have on text treatment.

11.2.   Socio-Institutional Factors: What Promises for Referencing Prior Knowledge in FL Reading?

Starting from the premise that individuals composing a community are particles of larger social spectra, it goes that the individual reader has as an immediate reference to the recollections they have from their proximate background. Added to the socio-cultural reference is the educational factor that is the schooling history of individuals which accounts for many of the world views and perspectives that they adopt (Kumagai & Iwasaki, 2016; Ouahmiche & Boughouas, 2015). Embracing these data in the FL context and particularly to the activation of the students' role in the construction of their proficiencies, a great deal about students' implication in the formulation of text meaning will be explained.

Clearly, the cognitive aspect of reading in EFL context has enjoyed a prestigious position so far. For so long, field researchers looked at the limited version considering exclusively the cognitive perspective relying on the premise that reading is a receptive ability. Though important, these first trials focused on pure mental processes to the demise of extra-cognitive factors,

The cognitive psychologists of the 1960s and 1970s became interested in identifying and describing the various stages and processes involved in human information processing. This focus led naturally to a concern for the nature of the memory system rather than learning_that is, how knowledge is represented in memory rather than how changes in knowledge take place. (Shuell, 1986, p. 412)

It is vital to consider information treatment at the individual level but it is equally significant to consider the different sources of information that are transplanted mainly in the social experiences.

May be the main censure that was raised against these learning theories is that the socio-cultural side of language learning was skipped. This shortcoming, which was arrived at from the sociocultural assumptions to language learning, attempts to place emphasis on the socio-cultural elements of the learning process. Hence, the latter is no more considered only from an individualistic standpoint but added to this is the information begotten from the larger social experience. Different from the cognitive contentions that considered learning as a final product arrived at after the pursuing of a set of prearranged phases, sociocultural ideology ensures that students should expose the knowledge they gather from their sociocultural milieu. EFL students become thus the center of focus and are seen as active producers of their proper knowledge.

The recent trends in EFL learning gave green light to students to incorporate their previous knowledge into the class. Being home, in school or in any other social context, students are integrated in and are trained to develop their competencies in well-defined contexts. Zuengler and Miller commented that:

Of significance for SLA research is the understanding that when learners appropriate meditational means, such as language, made available as they interact in socioculturally meaningful activities, these learners gain control over their own mental activity and can begin to function independently" (2006, p. 39).

Following the above line of thought, reading which was once viewed as a subjective skill related to the individual has been considered from a different angle within the sociocultural trend. From now on, reading is seen mainly as a social act of learning that is based on the incorporation of the learner's prior knowledge and on the exchange between learners. Each factor can bring novelty to potential meanings.

12. Types of Reading: Towards there an Amalgamated Possibility?

Being considered a pivotal skill in the FL class, reading helps students through the way of constructing their linguistic and cognitive proficiencies. Within the LMD philosophy teachers are supposed to be mere guides while students are meant to work on developing their level by themselves. When all is said and done, it is for the teacher to partition the session dedicated to reading according to what they deem would favour the development of FL students' critical sense of reading. The advance of a specific design can help enhancing innovative production both on the teachers' and students' side. In the main, research shows that an amalgamation of two sets of trends consecutively exists: Extensive and intensive types of reading. The former influences learners' reading capacities and subsequent language capacities; it is defined as an autonomous, isolated activity that students are assigned to do at home. Intensive reading sessions are meant to train learners to read with concentration and with a critical view for a well-defined reason. The aim of the FL context is to prepare students to be fluent users of the target language, to get hold of a holistic view and an orchestrated manner of managing its four skills.

12.1. Expert Reading: Is It Displeasure or Bliss in the FL Context?

In all its shapes and types, reading is conceived of as the pure active interaction between the text and the reader that winds up with creating a new content. Goodman views reading as a psycholinguistic activity where the reader is required to call for his thinking skills to identify the meaning of the written signs (Szczepaniak, 2006). This step is preliminary whether reading activity takes place in class or at home. Extensive reading is a philosophy to teaching the text that seeks for treating a hefty amount of reading texts that are entertaining for FL learners (Waring, 2011). This method urges students to build their autonomy to process an extended number of lengthy, simple to comprehend texts with reference to the reader's areas of concern. Research proves that extensive reading activities boosts students' rate of comprehension; the more students are exposed to texts the more are they ready to create schemes of thought to give sense to what they read.

In teaching FL reading, teachers are faced with many challenges on top of them is raising in students a natural inclination for reading. This is not to be realized without developing the habit of having some extended personalized time devoted to reading out of the official class programme. "When learners are reading extensively, they are primarily focused on the message of the text and what it is saying" (Waring, 2011, p. 3); this type of reading emphasises the ability to decipher all the possible facets of the text being read. Being linked to

the learner, extensive reading is seen as a complementary step to the premises of reader response intentions with only one slight addition that is allowing the learner to create new texts relying on a set of factors. Under this heading, FL learners are meant to set the basis for proficient reading together with working on developing the habit of reading regularly.

The issue of what and how much of exposure is deemed enough to build up proficiency in reading is still debatable. For the bulk of researchers, university graduates specialized in FL need to exhibit effectiveness in settings where the target language is called for use and this should be aimed at while students are still enrolling in the course. That is the university syllabus is in a position of covering all the possible situations that FL students are potentially to face in the professional world. In FL settings where enough time cannot be allotted to help learners expand their scope of reading, Jeon (2008) suggested that teachers can add extensive reading as an auxiliary activity to the FL class reading sessions. Training learners to read extensively will lend them a hand to be responsible for their own learning, for the way they analyse the text, for what they bring to the text, and for the way they react to the text.

There exist various conceptions of extensive reading; Day for example proffers a very basic definition of this type of reading indicating that it refers to: "The teaching of reading through reading…there is no overt focus on teaching reading. Rather, it is assumed that the best way for students to learn to read is by reading a great deal of comprehensible material" (as cited in Hedgcock & Ferris,2009, p. 206), as the quote suggests reading extensively implies an emphasis on building students' autonomy in handling a big amount of written material by their own. As follows, it can be used to be a foil for the premises of reader response theory in that in later stages students can complement their overall text comprehension with creative texts of their own production. Kembo (1993) put forward the following benefits that learners can gain when assigned extensive reading texts:

➢ Extensive reading exhibits the various vernaculars of the FL that students are potentially to face in future contexts.

➢ Broad reading enlarges and improves the lexis stock that can be used to ensure proficient interaction. In the case of written assignments, it helps students produce pieces of writing rich in terms of FL vocabulary.

➢ Psychologically speaking, extensive reading strengthens students' self-confidence and attentiveness while reading by magnifying their concentration duration.

➢ It is possible to relocate the knowledge accumulated via previous readings and to project it into other disciplines that require students to analyse and synthesise.

- If applied scrupulously, the extensive reading programme aids students to take time out of the rigidity of the classroom context to a better one where they get immersed with texts that call for their field of concern. Under this heading, students are in charge of their own reading with all the reader-centred exigencies that it might impose; hence, it meets the competency-based philosophies of language learning.

- Extensive reading is an open gate into other worlds different from the reader's one. With time, students will be able to use the FL appropriately and to interpret the spoken or written message proficiently.

Day and Bamford (as cited in Archer, 2012) added up to the above notes some suggestions when it comes to using extensive reading in the FL class as a supplementary material to raise up students' consciousness about higher cognitive faculties in making the best of what they read. According to the authors:

- The quantity of the reading material should be compatible with students' needs, expectations, and level; likewise the time allocated to finish a reading assignment should be well reckoned.

- Teachers should consider and respect students' reading rate so that they will have enough time to read and benefit from their reading.

- For assessing students' performance in extensive reading programme, teachers can either resort to individual evaluation or to check the extent to which students' performance meets the programme objectives. In the former case, teachers can implement the response method to crosscheck students' sense of analysis and creativity applied while and after reading.

- As a sequel to the previous point, the authors recommend a collection of techniques to steer FL students' reading like reference to reading diaries, notebooks, reports, and logs that help engender students' progress in what they perform while reading.

- Added to this, the authors adjoined that the suitable context for reading to take place is decisive. Extensive reading takes place mainly outside the class and if well-implemented it helps students develop their reading proficiencies while choosing the suitable moment to read. Besides this, students are free to choose the place where they read, and most of the time this can be home or libraries.

- Another factor of importance is the students' overall level in the FL since it decides about the quantity and the quality of the reading material they will be involved in. The language of the text should be simple in such a way as to let students employ their creative strategies to produce new texts.

➢ Students should be encouraged to deduce the meaning from the text and to relate it to larger contexts since this procedure helps them to work out their cognitive abilities.

At present, benefits of extensive reading are being deeply explored especially in FL classes where students are expected to develop their reading skill for its multiple advantages. On equal footing, instructors should be aware of the fact that reading extensively requires students to use higher order thinking skills or critical literacy faculties if the premise is to be compatible with the LMD aspirations and competency-based philosophy.

12.2.   Intensive Reading: A Means to en End

Reading can either be extensive or intensive. These two types share the same attributes of reading in general with slight disparities that make the big difference. Intensive reading implies decomposing a piece of writing into its finest details with the aim of assimilating all probable meanings (Janzen, 2002). This approach relies mainly on the meticulous analysis of every word, phrase, sentence or other parts of discourse that were fuzzy for the reader. It can be said that intensive reading is the ground that provides basis for extensive reading; the meticulous consideration of the text facilitates the construal of meaning while reading extensively. Actually, this kind of reading demands a big deal of intellectual attention and concentration on the part of the reader. That is why students who connect with this intensive reading are invited to follow the teachers' guidelines in order not to experience exhaustion.

If one considers the cognitive and intellectual benefits that FL students can retrieve from regular practice of reading, the core of the teaching staff would think twice the smooth integration of intensive and extensive reading or an amalgamated approach to the reading practice. In the case of reading intensively, the reader is trained rather on looking for precise information that is for an in depth understanding which is not the case for reading intensively. In spite of this elemental difference in orientation, intensive reading can be opted for since it enables the reader to collect as much data as possible so that those strategies shall be used later when reading for pleasure. Intensive reading brings out aspects of silent reading and skills of note taking, it actually obliges the reader to resort to the use of multiple cognitive strategies at once.

Studies show that FL students with reading hurdles can make substantial improvements if they are presented with a bounteous exposure of reading. It does not only appeal to the polishing of the reader's higher mental skills, it does add up to the development of the necessary competences of creating an aim of the reading activity. Taking the example of the Algerian context, FL students scarcely engage in extra-curriculum reading activities

while in the system reading and its strategies are absent. A by default outcome of this state of affairs is students' failure to develop the implicit set of skills the LMD system offers within its agenda. Koay (2015) argued that the first step in churning out proficient readers would be training them to set objectives of reading, namely this step helps toning down their levels of anxiety and helps building part of their overall skilfulness. Almasi and Fullerton (2012) related this to the concept of scaffolding admitting that it is the teacher's job to accompany students at the beginning of their journey through critical observation of all the aspects of the reading process; it resembles a where do we go from here plan.

Khazaal (2019) identified a set of goals that intensive reading might target; these can be used either by the teaching staff or by students to draw a path for a gratifying final product of the reading instruction. These are summarized as follows:

➢ It intensifies the reader's linguistic and vocabulary luggage necessary for further steps of the reading process where the reader would be asked to respond to the content being read.

➢ The preceding step yields the floor for a collection of higher level linguistic structures and expressions necessitous in polishing the reader's style before translating his response into words.

➢ The key advantage is that intensive reading boosts FL students' competencies of inference making and main ideas identification. The former are two essential skills that a FL learner is supposed to develop at an elementary stage of learning the language; they appeal mainly to shaping solid basis for reading comprehension.

➢ Intensive reading proffers readers the chance to be autonomous in taking their responsibility of the reading process, one of the rudiments of the LMD system in Algeria though, since it helps them create the necessary links to make sense of the text and link a previous idea with an optimal next one. Through continuous practice students as readers build the basics of a successful reading and construal of the text and transitional thought becomes a matter of a habit.

➢ Intensive reading helps fossilizing the information in the reader's brain, enlarging the meaning, and sustaining the mass of thoughts vibrant in the student's mind.

➢ Through regular run-through, students as readers are in a position of swinging between multiple reading techniques that range from simple information-detection techniques to more complicated thinking systems that fall within higher order thinking skills.

Initial definitions of intensive reading stated that it is concerned with finicky text analysis ranging from grammar and vocabulary usage to the analysis and interpretation of the text events, Aebersold and Field averred that: "Each text is read carefully and thoroughly for maximum comprehension. Teachers provide direction and help before, sometimes during, and after reading. Students do many exercises that require them to work in depth with various selected aspects of the text" (as cited in Hedgcock & Ferris, 2009, p. 161). In a first step, the teacher selects texts that serve the objectives of the course; they would then divide the reading procedure into segments and provide justification for the running of each stage. Intensive reading is by a long chalk the prime philosophy implemented in FL reading courses since it frames the stands for extra-curriculum reading activities and propounds students with a solid ground of self-confidence to select and take responsibility for larger collections of future readings.

Pre-Reading
1. Getting ready to read
2. Surveying the text
3. Making predictions and asking questions
4. Introducing key vocabulary

Reading
1. First reading
2. Re-reading the text
3. Looking closely at language
4. Considering the structure of the text

Post-Reading Activities
1. Summarizing and responding
2. Thinking critically
3. Reading–writing connections

Figure 6: A Charter of Intensive Reading (adapted from California State University Expository Reading and Writing Task Force as cited in Hedgcock & Ferris, 2009, p. 163)

It might be appealing in the above figure that the last stage of intensive reading is reflexive of the tenets of the reader response philosophy to the teaching of the text. It inspires schemata triggering, enhances the quality and speed of linkage between ideas, and polishes the connection between varying thoughts. For students to evaluate the quality of information that the text exhibits, they may resort to their critical thinking capacities and here the teacher must ascribe them enough space to experiment with their own aptitudes, attitudes, and predispositions vis-à-vis a certain ideas. If ever the teacher would train them on how to control these higher thinking abilities in what serves their level enhancement and coach them

on arguing with reference to certain criteria. It is crucial for FL students in a reading context to understand that varying reading contexts might entail conflicting exigencies and prospects.

In line with the above thoughts, Morris (1972) clarified that intensive reading has a lot to do with establishing a clear image of the reader's comprehension of the text. The author elucidates that intensive reading gives a boost to students' grasp; it is a profound probe of the text at hand. The profundity of text examination is varied from shorter stretches of discourse to longer ones yet the eventual off-product of this thorough analysis is concretised where the reader can realize a collection of potential senses to the entire collection of meanings contained within a piece of writing. Actually, intensive reading trains students on fragmenting their reading into smaller fractions each of which can raise more than a question. It is through the escalation of questions that the reader enters into the mode of being a meaning producer rather than an information container. In later stages, the teacher might expand the scope for students to feel free appreciating adjacent meanings through re-reading the text.

When all is said and done, intensive reading allows FL students and teachers to work on a parallel level where the instructor is the catalyst the student becomes in charge of the whole procedure of meaning making. Used together extensive reading and intensive reading, otherwise macro and micro-reading in literature sessions especially, prepare for digging into the unseen side of literary writing. This experience suckles the reader's sense of reflection and works towards yielding more affluent creations out of the original.

13. Culture in Reading Literacy: What Type of Culture and Does it Matter?

Throughout the preceding years, the status of reading witnessed a debasing status in Algeria. In point of fact, the position of reading, its functions, and the posture of the communities' members towards it has intensely altered. The falling-off of concern about reading is a global phenomenon that is partly perpetuated due to the mass spread of media and technology-based tools. Even in those societies where reading enjoyed a refined status so far the norm has been reversed since it becomes no more the prime source of spending spare time. In the Algerian context, a few studies suggest that the gravity of the issue outweighs the capacity of educational institutions not only the problem is raised in middle and high schools but is perpetuated to the college context.

Working on raising a culture of reading appeals not only to achieving better academic results but gives for the shaping of model citizenship. Though for some academics, culture, in general or as a mirror of an educational tradition, is considered a tricky concept (Ouahmiche & Boughouas, 2015). The term is hard to grasp or pinpoint especially when it

reflects a school tradition that is emanated from a society's ritual. There exists a set of factors that contribute to the making of proficient readers. Amidst them are the institutional traditions; it is fundamental to delineate this latter concept to prolong a culture that boosts students' reading achievement through time. Reading is viewed as a key component skill in the FL class that if well-developed will pave the way for producing quality students enough capable of swinging between the use of different layers of thinking. One way towards realizing this on a concrete ground is the encouragement of a reading culture which is an assumption giving for training students to build little by little a reading routine. This may require a series of greatly regimented measures, "a routine has the ability to become a ritual when it is repeated over time and takes on symbolic meaning" (Fiese & Everhart, 2009, p. 344). So even when the official FL syllabi do not offer the chance to shift the focus towards developing this tradition, instructors can model their own plans and inject this objective within the official ones.

The issue to be raised is that reading should be introduced not only as an academic skill or a course to be completed but it needs to be initiated as a rudimentary habit and a skill for life that warrants meritocracy in the larger professional world. In this fashion, Jose Rexlin and Dharma Raja (2011) explicated in simple words that students who are weak in mastering reading strategies will develop negative self-confidence in later stages of their study cycles, and even later in their life since one acquires young the basic thinking skills and tends to generalize them as an adult to different contexts. The authors adjoined that EFL teachers can train their students to draw clear paths as to why they carry out the reading task at the beginning of the activity, for them promoting a reason of reading teaches students to initiate the task with a better sense of seriousness. Raising a culture of reading amongst EFL students help them discover new horizons like learning how to enjoy life on equal importance it helps them entwine work-related proficiencies as in any professional discipline people need continuously to stay tuned with novelty and there is no other way apart from reading. Knowledge and innovation is the law of life and reading proficiency is the booster of success.

Though based on philosophical foundation, Russel insisted on the need of cultivating not a culture of conformity but one of individuality that is encouraging the individual to think in terms of reflection and criticism which results in merit. This is a politics that is originated in the initial interpretations of the concept of meritocracy that the mind is enlightened while reading and guides the individual to reach its highest points consequently. In one of his analytical writings, Russel attributed the quality of critical thinking to the reading ability that

is cultivated in the individual reader and that "includes an attitude factor of questioning and suspended judgement, a conative or functional factor which involves use of methods of logical inquiry and problem solving, and a judgement factor of evaluating in terms of some norm or standard or consensus" (1963, p. 580). Throughout these lines, the author expanded on the fact that these skills must be taught right from an early age even if they appear complicated from an adult perspective but through practice they enter into the circle of routine habit.

Reading culture is seen as an esteemed resource that inspires the reproductive faculties of innovative thinking for personal and social development. Magara and Batambuze carried a probe about techniques of initiating a reading culture and they refer to it as: "A culture where reading is part of the people's living and constitutes a habit that is shared by members of the society" (as cited in Olasehinde, Akanmode, Alaiyemola & Babatunde, 2015, p. 195). Within those lines, there is an implicit urge for raising the culture of personal development and thinking improvement through the lens of programmed reading. Only in this way that people add a refined touch to the quality of their existence far from the constraints of materialism that restrain the individual from enjoying the unlimited thinking horizons.

Briefly, a reading culture is the doorway to the intelligent co-existence in a growing world of complex national and global connections and the free ticket into shifting one's position and so into shifting one's society's status to the better.

Conclusion

The chapter went through key thoughts in relation to reading and literacy. Before delving into the notion of reading and related concepts, it is important to go through the basics of human literacy since it is the founding step. After being introduced to the basic processes of literacy, one becomes ready to jump into the shoes of the four language skills including reading. The latter has swung in position from being seen as a simple passive ability to a position of strong mind and brain active processing plus other factors extraneous to the reader and that decide about the success of the reading act. For FL instructors to achieve best results, they are invited to urge students to consider the dual aspect of language and to go beyond the printed word. The next chapter will consider major components of comprehension in relation to reading.

Chapter Two: Reading to Comprehend: A Paradigm Shift from Word Identification to Semantic Metamorphosis

Introduction

Comprehension and reading are two constructs that often go in parallel. It is estimated that the final purpose of reading is to reach understanding of what one's eyes meet in print. Fetching through literature, one can come across a collection of theories that attempt to explain the elaborate link between the two notions. The recent research conclusions have focused on the constructive aspect of comprehension. In the present chapter, the researcher attempts to tackle a collection of issues in relation to comprehension ranging from the term meaning, the accompanying taxonomies, the Socratic seed of the term, and famous educational paths to comprehension, to the criteria related to comprehension and ending with a comprehensive course of reading comprehension to its relation with critical reading.

1. Prelude to Reading Comprehension

An ample view of reading comprehension processes need to attend to the interchangeable, cooperating procedures that come about between the text, the triggering source of all types of interpretive thought, the reader, and the reading act within the limits of the wider sociocultural context that dictates the lines against which the text is inscribed meaning. In the context of English language teaching (ELT), there is a multiplicity of factors that intervene in the students' comprehension of the content they read (Phillipot & Graves, 2009). One is required to consider the existing nuances between the readers' culture and the FL culture; a construct that shelters a collection of secondary notions on top of which unfamiliar behavioural codes, rituals, beliefs, and customs that present a challenge to the reader. On the other side, text comprehension dictates the consideration of the cognitive processing capacity of FL readers and their faculties to consider the amount of received reading material for treatment. All the more, when students are immersed in the act of comprehending they are indeed acting in response to weighing alternatives, negotiating meaning, analysing, criticising and evaluating the text content.

At later stages, FL students are urged to go beyond the grapheme level so that they draw the big picture. They should not only be trained to care about the meanings they draw in their minds, but also to inspect the potential meanings delimited in the text lines.

Comprehension transports students to a higher level of dynamic understandings if they receive the type of training that permeates for this to occur.

2. Perception and Comprehension: A Constructive View

The cognitive capacity to understand the makeup of the surrounding world relies on the individual perceptive abilities. Perceptive processes are one way of dealing with ambiguities individuals face and the interpretations they accord to them in consequence. Qiong (2017) conceived of perception as a three levels construct. At the first stage, individuals select from the huge amount of data they receive by reference to generalizations and omissions. Simply put, one needs to filter the data the brain collect. In the context of EFL, Cook and Singleton (2014) claimed that the biased prejudices of FL students are deemed a source of failures to understand the native speakers' productions. A typical example is when the cultural background converges with differing perception system. The second stage of perception is organization which refers to finding meaningful patterns to schematize the information. This stage sanctions "us to structure and give coherence to our general knowledge about people and the social world, providing typical patterns of behaviour and the range of likely variation between types of people and their characteristic actions and attributes" (Cantor et al. as cited in Gudykunst, 2004, p. 161). Typically, EFL texts exhibit an unlimited authentic collection of the FL society exemplar ranging from behaviour to ways of thinking, and for optimal understanding to occur students can group similar aspects under one heading and diverse aspects under another. The third most important stage according to Qiong (2017) is interpretation that differs from one setting to the other because "culture provides us with a perceptual lens that greatly influence show we interpret and evaluate what we receive from the outside world" (Samovar, Porter, & Stefani, 2000, p.57). Reaching this level, students are given the opportunity to sway between text meanings according to the chosen stimuli.

The process of perception refers to the multiple facets of representing information in the mind, it reflects as well the type of struggle that occurs when individuals attempt to explain the data they receive from the external world. Though, the concept has been founded in the domain of psychological studies, it has been incorporated to the field of educational psychology to help bring fruitful change in academic settings. The word perception has been equated with "the active process of selecting, organising, and interpreting the information brought to the brain by the senses" (Sherguill, 2012, p. 81). Simply put, perception is the sum total of mechanisms people use to interpret both internal and external information through reference to mental representations.

When the final aim of accessing knowledge is to get an integrated view of the surrounding world, it is necessary to understand and to be trained on ways of perceiving what the eye meets. In fact, previous studies derived from the field of physiology together with the scientific investigations that were concerned with figure interpretations and pattern recognition indicated that the process of perceiving is a constructive one (Kveraga & Bar, 2014). This process which entails the intervention of higher cognitive facilities has a major role in translating the amount of information individuals receive from the external world be it in a written or otherwise any visual form. Simply, these are cognitive procedures that renders of the sensory data meaningful. It is a dynamic mental phenomenon in that it leads to the best version of the interpretation of the data received from the external stimuli, in Shergill's words: " It is just an interpretation" (2012, p. 81).

In the current context, it is arguable that some aspects of reading comprehension processes entails a convergence between inbound external stimulations, in the form of written discourse that contains specific information, and the students' anterior knowledge. In the course of identifying with the linguistic graphemes, FL students, as readers, are already bound within a complex pattern of incentive processes that are associated with profiles of their past history. Royer and Cunningham (1978), argued that within the boundaries of comprehending what is being read there is a train of stimulating thought that activates readers to retrieve some rearward information to wind up with new patterns of knowledge. According to their scheme, there is a nuance between two layers of text comprehension. The basic level involves creating recognition of the semantic significance of the grapheme or the larger stretches of discourse while the second one simply yields the ground for comprehension. Duke and Pearson described the complex process of comprehension as: "A consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive" (as cited in McCormack & Pasquarelli, 2010, p. 115). It is productive since it invites for a twisting of newly perceived information to take another form; it is satisfactory in view of the fact that it placates individual curiosity to find suitable interpretations.

However, sometimes the process of meaning making via perception is handicapped by the flaw of the linguistic discourse structure that the text shows. That is to say, FL readers can process the printed text until identifying the meaning of the diction but still may not understand it. For Bransford and McCarell pictorial perception has a determining role in forming different recognition patterns and they exemplify this point in the following notes:

- The notes were sour because the seam split.
- The haystack was important because the cloth ripped.

- The trip was not delayed because the bottle broke. (as cited in Royer & Cunnigham,1978, p. 6)

What happened for the naïve reader in the context of the above example is that they cannot find a tick of understanding despite the fact of identifying the meaning of individual words. The authors clarified that in the context of the words "bagpipe, parachute, and ship"(Royer & Cunningham, 1978, p. 6), the sentence meaning becomes right away identifiable. This is said because in many instances readers refer to their pictorial perception to get an overview of meaning; in many EFL reading settings students launch prejudices about the FL text relying on their visual perceptions of the discourse structure and diction which inhibits them from moving to the second layer of comprehension namely meaning construction. For Durkin (1993), comprehension is a juxtaposed process of perception; it represents the core of reading; the stage where readers actively reconstruct meaning. As well, advanced levels of FL development enables students to orchestrate their perception of the comprehension skills to shift from learning to read to reading to learn (Richardson, Morgan, & Fleener,2012).

Indeed, the environmental setting in which sentences are uttered and the context of the words in relation to the sentence being read interrelate with readers' prior experience to shape their interpretations (Kusiak, 2013). Hence, procedures steering word meaning are important but not sufficient because they serve as complimentary to readers' prior mental constructs. The process of comprehension is constructive in that it integrates FL students' previous world experiences and the linguistic stimuli, the latter serve as a fuel for mental activation of already acquired knowledge and so understanding emerges.

2.1. Reading Comprehension : Towards a Definition

It happens that reading comprehension entails a necessary link between the reader's world of reference and the newly detected linguistic information. At best, FL students are invited to internalize a set of skills that would enable them to transcend the literal meaning of the word. That is discussions about text comprehension are mainly concerned with students' abilities to process the discourse content. Sometimes the diction of the text dictates the necessity of applying extensively to students' processing devices to deal with the individual words; depending on the way they manifest this processing, comprehension of the text is either facilitated or inhibited. In sum, reading comprehension entails dynamism of interaction between the reader's world and the discourse textual structure. Despite the fact that the term is easy is to define, research dedicated to the topic hints to the difficulty of delimiting its exact

meaning. Snow (2010) admitted that finding a suitable description for the construct is a real challenge for researchers simply because it has no definable borders. A lifelong developmental process as it seems, reading comprehension aims at equipping the reader with a sense of proficiency to approach a variety of reading materials with interest and for varying intentions.

The act of comprehending dictates the give and take between inverted cognitive processes. According to Snow reading comprehension is: "The process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (2002, p. 11). The interactive aspect of reading comprehension shapes a common raw material for a multiplicity of disciplines, Heredia, Altarriba, & Cieslicka (2015) considered the interactive attribute of reading as an effective intentional operation of self-interrogating, text probing, events anticipating, and auto-correcting. They further explained that the readers' sensory perception grasps certain external features, in the case of reading; it creates perceptions of the shape of letters and words, and collects them in later stages in order to create larger representational systems. Other instances about the interactive mode of reading comprehension comes from the field of literary theory where Rosenblatt (as cited in Israel, 2017), who did not admittedly recognize a typical identification with pedagogical interactive trends to text comprehension, avowed the inter-subjective feature of the process of understanding. It is not optimal to assume understanding without making reference to some subjective discourse analysis.

The above definition conceives of reading comprehension primarily as a process of excerpting and assembling meaning. Cooper, Robinson, Stansky and Kiger (2018) contended that decrypting letters and ascribing meaning to them were the core challenges readers face. The focus is transferred from the surface identification to the deep exploration of meaning, conjointly. This brings to light the working side of comprehension; readers are agents of action and are urged to reflect upon what they read. The comprehension processes involved in meaning creation include, amidst others, readers' previously acquired information which enables them to connect to the text and make conclusion. Stanovich (1986) explained that the injection of preceding knowledge generates interpretative pattern creation that relates to various types of knowledge. However, Almasi and Fullerton expressed their concern with the term extract considering that the whole act of reading comprehension is concerned with meaning construction. They further added that: "Meaning does not reside in the text, as something to be extracted…..[   ]……meaning is actively constructed" (2012, p. 112). The following diagram demonstrates the two extremes of reading as being conceived by Cooper,

Robinson, Stansky, & Kiger (2018). The authors believed that the first stage of mere decoding reflects the beginner's level in which no reflexive trait takes place, the ultimate stage of comprehension reflects a more advanced level of reading.
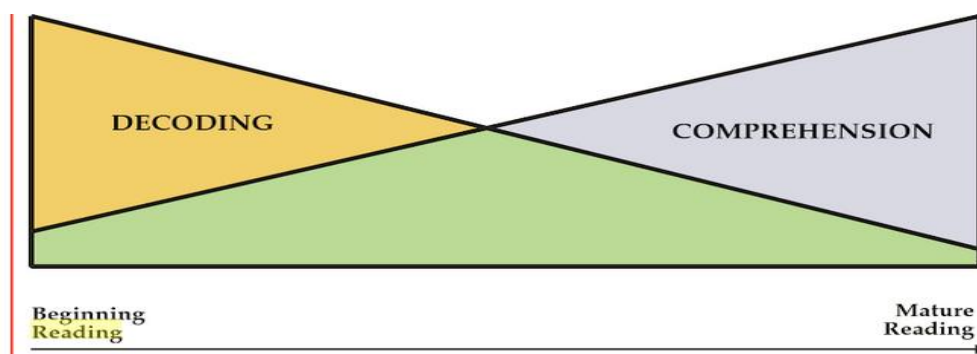
Figure 7: Reading Extremes (Cooper et.al., 2018, p. 7)

Walker (1989) summarized the complexity of reading comprehension with reference to findings in the field of cognitive psychology that consider reading comprehension as an active process of structured thinking. She proffered a categorization of four intertwining features that help define the construct:

- EFL students, as readers, apply to information issued from their proper knowledge in combination with text information to establish meaning.
- EFL students, as readers, are in a continuous quest for delineating both what they read and the way they approach the content being read.
- EFL students, as readers, work continuously on their understanding until they find what makes sense.
- While reading, EFL readers resort to situational settings to orient their focus and shape their perception of the reading event.

Indeed, EFL research put forward a rich repertoire that was devoted to study reading comprehension intricacies and most of the issuing definitions were and are the result of observing its functioning relatively to other accompanying language phenomena. As follows, some of the definitions offered laid particular interest in viewing reading comprehension rather as a product or an outcome of two consecutive steps; the first one projects the FL students' ability to recognize the graphemes while the second one reflects the above layers of relating concepts for understanding. Vellutino's comprehensive definition of the term stated that:

Reading comprehension may be simply defines as the ability to obtain meaning from written text for some purpose. It is a complex process that depends on adequate development of two component processes: word recognition and language comprehension [……..] Language comprehension is the process whereby the individual is able to understand and relate the meanings of words and sentences encountered in spoken and written text, and combine them in ways that allow understanding of the broader concepts and ideas represented by those words and sentences. (as cited in Trezek, Paul &Wang, 2010, p. 140)

The complexity of reading comprehension is derived from the intricate tissue of its individual components. In reality, a time-honourd academic polemic was debated whether the teaching procedures should focus on sound-letter liaison or whole word approach (Adams, 1977). According to the above conceptualization, it trespasses the simple linguistic literal uttering of letters to embrace psychological processes of information retrieving. The next layer would consider the individual's capacity of the flexible gathering and coalescing of larger syntactic structures in ways that permit feasible understanding to occur. Apropos, the following signposts are identified as relevant for successful maintenance and treatment of the reading materials (Perfetti, Landi, & Oakhill, 2005; Baddeley, 2000):

➢ The predisposition to readily log on first-hand knowledge.

➢ The aptitude to re-insert prior experience within the current cognitive schemes of the content being read.

➢ For comprehension to occur in instructional settings, FL students are to be trained on ways of producing, retaining, and renovating the customary formulae of meaning generation.
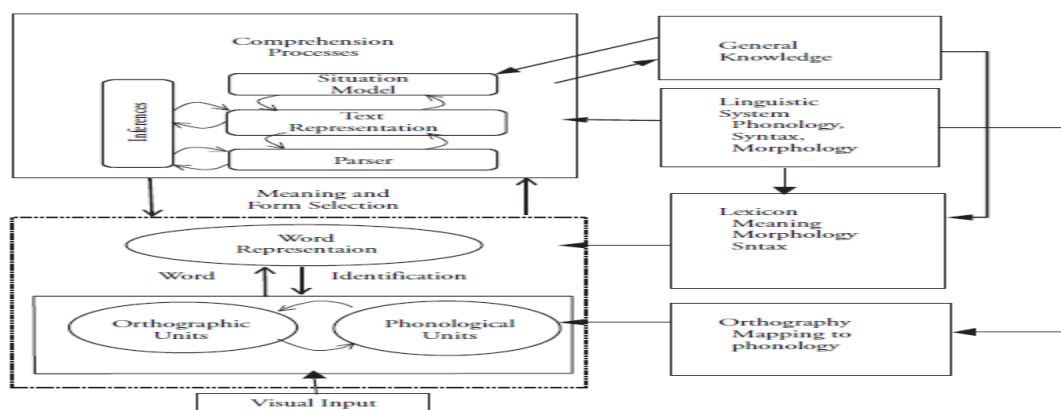
Figure 8: The Hierarchical Model of Reading Comprehension (Perfetti et al., 2005, p. 229)

The above model explains thoroughly the way comprehension is initiated in readers' mind. According to the above explanatory paradigm, the complex process of

understanding the written discourse involves the intervention of lowest and highest variables that fluctuate between lexical knowledge, former knowledge, metacognitive representations, and strategic reading. Readers first perceive the visual data that will be mapped according to orthographic and phonological treatment of detected units, this process summarizes word representation and identification. At a second level, the information is processed for understanding, the text is analysed and cognitively represented thanks to processes of inference on top of which a situation model is sorted out. Throughout the whole procedure, the reader departs from their general knowledge in processing the situation.

Though rudimentary, Perfetti et al. (2005) explained that comprehension might fail to meet its final aim when too much emphasis is placed on lower levels of decoding. In this regard, Adams (1977) explained that readers may directly shift to the next higher level of syntactic and semantic relations to compensate for the unfamiliarity with the decoding layer. This leads at best to skilful reading where readers rely on guessing processes and here the act of comprehending reversed direction from top to bottom.

The most comprehensive and encompassing definition of reading comprehension was imparted by Harris and Hodge in which they considered reading comprehension as:

> The reconstruction of the intended meaning of a communication: Accurately understanding what is written or said. Note: The presumption here is that meaning resides in the message awaiting interpretation, and that the message received is congruent with the message sent.(as cited in Stuart & Stainthorp, p. 129)

The quote ensures that meaning is negotiable, and is the output of a constructed process of rounded exchanges of ideas between the reader and the content being read in a well-defined context. The authors go further to highlight that meaning inhabits a third sphere and is arrived to via thinking procedures and problem-solving abilities. The output being generated can, thus; be consistent with the message expressed in the text. The above definition is implicitly located in the tradition of literary theory as expressed by Rosenblatt's reader response theory (Karolides & Rosenblatt, 1999). Though complicated as it seems, comprehension is described by Duke and Pearson as a convoluted and multifarious activity that is prolific and fulfiling for proficient readers (as cited in McCormack & Pasquarelli, 2009).

An all-encompassing grasp of reading comprehension had already been modelled by Bloom. The scheme he offered symbolizes a gradation of errands that readers take while processing the written content. The first stage is summarized as "objectives, behaviours, and

responses" (Bloom, 1956, p. 89) that represents a literal treatment of the written content for the sake of meaning estimation. Throughout the path of attaining an understanding, readers may automatically twist the subject of the text to a form that suits the readers' worldview. Possible responses to what is being read might extend beyond what the written discourse exhibits. In this context, Bloom (1956) offered a three dimensional schematic in search of giving sense to the written content:

-Translation: It involves FL students in processes of giving an alternative shape to the content; they can use other expressions, other wording or other forms that refer to the same idea expressed in the piece of writing but adapted to the reader's scheme. Readers can begin by reworking the meaning of isolated constructs with reference to the context in which these are expressed.

-Interpretation: It reflects the realignment of the text concepts whose understanding call for a new outlining of ideas in the readers' mind. This step pictures personal ways of filtering the ideas, their import, their interconnectedness, and their bearings to broader views of the text. Proofs of interpretive behaviour are manifest in students' deductive résumés and structured responses. According to the authors, interpretation is different from other thinking layers like analysis which falls back on the logic of the text and the way ideas are organized. It varies from evaluation too because evaluative processes are manufactured in accordance with explicit standards which is not the case of individualistic interpretations.

-Extrapolation: A critical stage of meaning making, the author conceived of it as a free space from which students can launch personal guesses and envisioned forecasts built upon the content inclinations and ideologies. He added that it might embrace the set of inferred reckoning relating to possible upshots, outcomes and end results that go in harmony with the situation implied in the text. It may take account of judgements pertaining to the larger universe beyond the text frames or simply within the borderlines of the written passage.

Regarding the above mentioned thoughts, reading comprehension is seen as a wide-ranging constructive process through which readers actively assume the piece of writing (Veeravagu, Muthusamy, & Marimuthu, 2012). It relies on thorough organizing tips like filtering information from the passage, deciding about the intent of the writer, manifesting prior acquirements, and judging neutrally the relevance of the new data to the students' purposes and objects.

3. A Taxonomy of Comprehension: What Upshots on Interpretive Reading?

Reading, in line with the previous chapter's content, is an important skill to be developed primarily as a social practice. It should be developed by FL students especially when the concern is the tertiary academic level and the intention is to produce a generation of students who are able to think beyond the scope of what is visible, and to exploit powers of rational thinking in analysing phenomena. The ultimate aim of assimilating a reading course within a FL curriculum is to breed a generation of skilled readers. Reporting after Gough and Tunmer's reading pattern, Ollendick, White, and White commented that: "According to the model, skilled reading is the product of decoding skills and linguistic comprehension (i.e., understanding of language), both of which are necessary subcomponents of the reading process" (2019, p. 238). In its barest sense, the model proposes the integration of two abilities required by every reader to extort optimal meanings. Any inconvenience in sign decoding or meaning understanding would result in comprehension breakdown. The origin of reading-related hardships can be sketched in the juncture of print and meaning-associated abilities.

Fairbrain and Fairbrain (2001) offered an all-inclusive inventory for reasons to include reading for comprehending at the tertiary level of education. They stated, above and beyond, that reading for college students helps shaping critical thinking capacities that guide reflective writing. This is realized mainly by reference to placing arguments in context while imparting the final shape of writing. Likewise, in the concluding remarks of her short scale study, Hermida (2009) approved the significance of feasibly injecting higher order thinking abilities in the educational policy of universities to help students find tactics for structured comprehension.

As a matter of fact, helping students to develop feasible methods to approach the text with a sense of critical comprehension becomes a top exigency of staff agenda. The necessity of introducing EFL students to a comprehension paradigm that serves to elaborate their thinking processes is issued from the new educational ideologies of active learning. In the case of EFL contexts, feasible comprehension entails training students to read, select, determine then transmute the meanings expressed by the author. Veeravagu et al. (2012) elucidated that comprehension for the sake of interpretive writing entails introducing FL students to skilfulness in terms of verbatim, deductive, and critical reading. In point of fact, comprehension activities are referred to so as to guide students through critical text-analysis and at later stages to content-restructuring. One of the reasons that hold students distant from engaged reading comprehension is the complexity of coping with the huge amount of information condensed within the FL text (Farrel, 2009). Comprehension via cognitive

mapping was introduced as a solution to come to terms with FL struggling readers as a way to enlighten and make up for FL text comprehension breakdowns. Namjoo and Marzban (2013) clarified that FL students remained unaware of their reference to strategic cognitive mapping and all that is needed from instructors is to breathe life into students' thinking capacities for viable comprehension to take place.

Emerging studies that discussed the inclusion of comprehension taxonomies within FL ideology, laid special focus to offering instructors ways of devising stimulating questions that lead students to delve into the semantic possibilities of the text. Similar intentions came out from studies that focused on the concept of deep understanding of the content being read. In this vein, McNamara (2011) retorted that deep comprehension is an off product of well-planned activities that incite FL students to combine what the text carries with other content types and prior knowledge they already possess. These reflective tasks are promising in urging FL students to read with a sense of extrapolating possible meanings, seeking multiple layers of questioning, trying possible answers to the questions that might cross their brains, gauging the worth of their questioning, engendering interpretations, and trying problem solving methods.

Fetching back the literature, varied views about perceptions of the term taxonomy as being applied to comprehension can be detected in the FL context of research. On equal footing, this variance in viewing the term has led to ascribing it altered definitions. Enghoff suggested a tracing back of the origin of the term for the sake of elucidating its meaning; he maintained that: "Etymologically, the word taxonomy is derived from Greek *taxis*, meaning 'arrangement or division', and *nomos*, meaning 'law'. Taxonomy can thus be understood as meaning 'laws of arrangement and division" (2009, p. 442). Briefly, a taxonomy summarises the precise ordering and functioning of elements within larger constructs.

Though the concept of taxonomy was meant first in the field of biological studies, it was later generalized to other fields where there is a necessity of categorizing items into hierarchies (Lew, 2019). Saying so, varying perceptions of comprehension taxonomies have swept the area of EFL teaching and have been attached a valuable worth in evaluating and preaching about comprehension abilities. Tatham (1978) reported about nuances in describing the exact meaning of a taxonomy in a FL teaching setting relying on the work of Klausmeier (as cited in Tatham, 1978), who explained that a taxonomy is just a classifying paradigm of comprehension marks where one category is not subsumed as better than the other, and Bloom (1956) who considered a taxonomy as a limitation of thinking performances that are ranked in line with their difficulty level. An abundance of demarcations about the concept

were introduced, for the sake of the current research the ones that would be adopted are linked to the field of FL pedagogy. Marzano and Kendall (2007) explained that the intent of introducing educational taxonomies is to facilitate the task of thinking up systematization for instructors to devise a hierarchy of learning objectives that would be applied throughout the language courses to promote students' higher order thinking skills. To this end, FL teachers would be:

> ……..reading about an attempt to build a taxonomy of educational objectives. It is intended to provide for classification of the goals of our educational system. It is expected to be of general help to all teachers, administrators, professional specialists, and research workers who deal with curricular and evaluation problems. (Bloom as cited in Marzano & Kendall, 2007, p. 1)

Comprehension taxonomies serve as a guide for probing teaching materials and for the initiation of innovative instructional courses. At best, they can be used as checklists to test the way classroom data orchestrate reference to certain cognitive categories that stimulate students' active intervention in meaning making. In the field of language studies, these are referred to as arrangement patterns that are meant to categorize students' frame of thought according to the complexity degree. Thereupon, Tatham thought that: "Taxonomies are nothing more than efficient systems for organizing types of reading behaviour under clearly defined labels." (1978, p. 193). They are meant to help teachers design the type of categorical questions for evaluating and interpreting further possible layers of meaning. Vogler reported after Morgan and Schreiber that: "Taxonomies are human constructs used to classify questions based on the intellectual behaviour or mental activity needed to formulate an answer" (2005, p. 98). Delineated within the limits of reading research, it might be concluded that taxonomies offer a spectrum to endorse FL students' cognitive immersion with the text either concerning the type of knowledge needed for this to happen or the way students' knowledge is twisted to breed new experiences. Such a framework of comprehension can be applicable in reading contexts to render FL students autonomous in delimiting the text content and come to pass with a variety of interpretations.
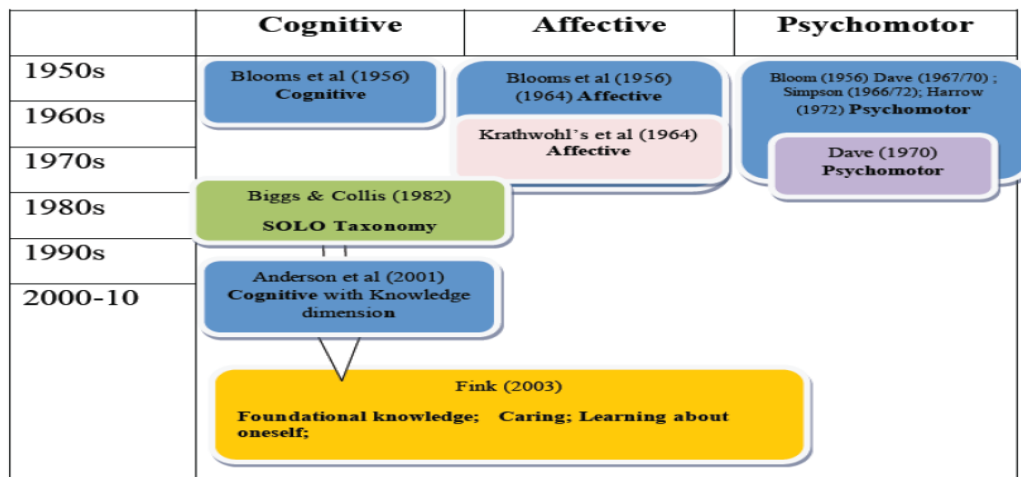
Figure 9: Overview of the Development of Taxonomies and their Domains (O'Neil & Murphy, 2010, p. 7)

Marzano (2001) discussed the variety of intents meant for in adopting taxonomies in educational settings. First, they are used to examine the prevailing instructive materials in terms of educational objectives, syllabus design, course content, and methods of evaluation to determine the thinking degrees they embody. Second, taxonomies are used as scaffolds to devise teaching materials and make sure that the aimed at thinking level is met. Third, in the context of reading courses for instance, taxonomies are referred to for reasons of assessing students' control of thinking stages and their ways of adapting to the text content. Finally, the allusion to taxonomies can regulate the correspondence between the objectives of a course and ways of evaluating its attainments. Throughout the history of education, multiple taxonomies were introduced that can be applied in various spheres and with a special focus on attaching value to the learning material. The forthcoming subheadings reveal the diverse research outcomes concerning stages of thoughts needed for developing a final response to the learning material with a specific spotlight on cognitive and affective ones bearing in mind their relevance to the topic of the current research.

3.1. Bloom's Classic Cognitive Taxonomy

The ideological intent of the tertiary educational system is accelerated by a need to produce professionals who are able to meet the open market demands with enough sense of competitiveness. Empowering future graduates with malleable thinking will result in autonomy and pliancy of giving sense to varying contexts. Aiming towards this goal; educational staffs, decision makers and FL teachers, endeavour to amplify thinking skills

from the lowest to the highest which is considered central to critical analysis of teaching content.

The LMD policy in the Algerian context was adopted to place significance to students' active involvement in the course construction. The system calls for a revision of the traditional ways of designing and evaluating courses with emphasis on the explicit necessity of kitting students with essential lifelong skills and attitudes transferable to the world beyond the university walls (Saidani & Khecheni, 2017). In this vein, the division of the course in terms of presentations and assignments compel EFL students to accomplish some task-related or lesson-related readings where they exploit their cognitive capacities to extract the exact information they need (Djamaa, 2013). From here stems the need for the adoption of a learning taxonomy that helps guiding the course manufacturing especially with courses where students need to show that they had absorbed the information.

Amid the pioneering educational taxonomies that are widely adopted is the one set up by Bloom (1956). The work was meant to specify the type of behaviour aimed at by the end of a learning course. A point at issue was to orchestrate these objectives in line with cognitive, affective, and psychomotor sphere. The utmost aim of Bloom's taxonomy was to proffer a benchmark for the inclusion of intellectual capacities within academic settings in order to add an individualistic flavour to the learning process and to train students to oscillate between lower and higher thinking pitches. Simpson (1966) stipulated the following targets for the introduction of the taxonomy as spelled out by the instigators:

➢ Aiding academic staffs, including instructors; educationists; researchers; and administrative officers, to succinctly investigate syllabi and assessment issues.

➢ To advance lines of interchange between specialists of syllabus design and assessment experts.

➢ To propose an inclusive inventory of learning outcomes that learning programmes can bear.

➢ To guide instructors to develop points of focus on the target behaviours as expressed by the course aims.

➢ To guide syllabus designers to narrow down the course aims so that to develop the suitable course content and evaluation measures.

Together with a research cohort of educationists and psychologists, Bloom (1956) brought together a precision of thought categories that FL instructors can exploit to set forward models of targeted cognitive behaviours. The fruit of his effort is an itemizing of

students mental behaviour when understanding is blocked and the equivalent intellectual comportment in case of easy understating. To this end it is explicated that:

> A teacher might use the taxonomy to decide which of several meanings he intended. If it meant that the student was sufficiently aware of a situation or phenomenon to describe it in terms slightly different from those originally used in describing it, this would correspond to the taxonomy category of "Translation." Deeper understanding would be reflected in the next -higher level of the taxonomy, "Interpretation," where the student would be expected to summarize and explain the phenomenon in his description. And there are other levels of the taxonomy which the teacher could use to indicate still deeper "understanding." (Bloom , 1956, p. 2)

The quote describes a perfect tailoring of the course objectives or its content to the exigencies of the current educational trends. The taxonomy was set ahead of its time, yet; it is still adaptable to the present time. The thinking steps described above summarize a style of thinking that instructors can implant in the EFL context, especially in areas where students are exposed to go through deep readings for the sake of narrowing down the assignments' themes. Hence, EFL teachers are invited first to agree upon the type of meanings they target then to opt for the right thinking layer that would stimulate students' responses.

What is designated as Bloom's taxonomy portrays a cataloguing of students' performances in the cognitive sphere. As a reference, it is beneficial in deciding what portions of thinking instructors commend students to procure and in what sequence. In the context of EFL reading course, the taxonomy leads up to setting the ground for inaugurating comprehension skills gradually. Thus, a superficial approach to an EFL text will not press forward students' abilities to look beyond factual knowledge which does not meet the final aims of the educational policy. While not ignoring basic skills of recalling, the taxonomy pushes on empowering students to question, explore, and estimate the worth of the learning content leading students to combine the retained information and apply it to new real life contexts. With the introduction of the global educational policies in most of the Arabic world, Alwehaibi (2012) concluded that the core aim of an educational dogma is to let students develop the deliberate habit of transfusing their higher thinking powers to consider things from their own perspective. Not far from this line of thought, Mignanwande and Hounmenou (2016) speculated that students are in a position to elevate their autonomy throughout the whole learning course.

Notably, there is an overt need that instructors in FL classes organise their sessions with precise educational objectives. Ammons conceived of an educational objective as a "statement of purpose" (as cited in College & Goodmacher, 2016, p. 52). Well framed objectives must redress learning deficiencies and are incorporated to measure clearly the discrepancy between a beginner level and an ultimate level. In that way, they come to grips with the instructional method, they cater for students' intellectual performance, and at best they provide guidance for syllabus designers to implement the suitable content. The idea of a final expected behaviour that emerges from exposure to a specific content and training on how to deal with that content were brought to focus in Tyler's explication of educational objectives, "the most useful form for stating objectives is to express them in terms which identify both the kind of behaviour to be developed in the student and the content…….in which this behaviour is to operate" (as cited in Anderson & Krathwohl, 2001, p. 12). In connection with Bloom's taxonomy of the cognitive domain, teachers should target the development of intellectual abilities through academic tasks that are offered by the college academic experience and within this view educational objectives are looked over "in terms of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences"(Council for Higher Education Accreditation as cited in Adam, 2004, p. 4). In the main, there exists a general consensus that a feasible educational trend is the one that train students to riposte to the unfamiliar viz. there is a need of teaching courses that urge students to get out of their comfort zone and connect to their thinking powers.

Bloom's work (1956) came to terms with the flexibility of the human brain and the possibility of reaching higher layers of thought than the orthodox ones of recalling, understanding, and applying. The aim was the integration of a thinking paradigm that enhances students' intellectual frames and that can be applicable in more than one domain. He introduced a hierarchy of six layers of reasoning, starting from the very basic to the highly critical, that encompasses three domains: The cognitive, the affective, and the psychomotor. The cognitive domain received much attention being "a part of mental process, the behaviour and ability through which we human being perceive and acquire knowledge. It involves such mental activities as emotion, motivation, and power."(Chen, 2009, p. 95). Learners are expected to cooperate with the content by deploying their mental functioning either through representations linking previous with current learning material or by reference to organised scheming of information like categorizing content, writing down details, and abridging essential data.
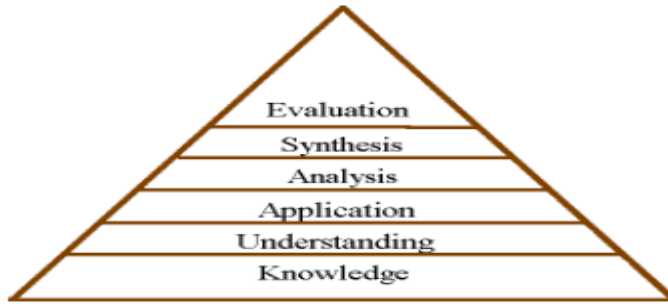
Figure 10: A Bottom Up View of Bloom's Taxonomy (Luebke & Lorié, 2013, p. 5)

The intention of the above categorization is to aid instructors frame course goals that are aligned with well-defined reference to the targeted type of knowledge along with the intellectual comportment that proves the grasp of the teaching material. The figure displays the six thinking levels mirrored in the cognitive domain of the taxonomy; it actually epitomizes "increasing levels of complexity and abstraction" (Hess, Carlock, Jones, and Walkap, 2009, p. 1).

3.1.1. A Detailed View of Bloom's Thinking Layers

From the previous notes, the taxonomy is divided into two main parts. Bloom (1956) counted three lower cognitive operations: Knowledge, comprehension, and application; in addition to three higher cognitive processes: Analysis, synthesis, and evaluation. The following is a paraphrasing of each level of Bloom's taxonomy:

-Knowledge-level: It represents the lowest and very basic intellectual rank of the hierarchy. At this stage, students simply recollect previously acquired knowledge. Centred on the powers of memory, the main purpose is the measurement of students' capacities of remembering or spotting already learnt content or part of it in response to specific stimuli.

-Comprehension-level: It is described as grabbing the gist of the text content. This stage reflects students' abilities of extrapolating, interpreting, and transmuting the teaching material. The author believed that it is most likely the broadest intellectual category being emphasised in educational settings. Precisely, comprehension is the set of objectives and behavioural responses which picture the way students receive and conceive of the content. Bloom (1956) explicated that when they receive information, students may twist it in their minds giving it an equal meaningful shape. At other cases, students may simply respond to the content by attaching it a simple explanatory extension. It is accepted that students here consider the teaching content from their own angle.

-Application-level: It refers simply to embracing the use of the newly acquired data in new settings. The borderline between comprehension and application is blurred in that there is a slight nuance that makes one shift from simply comprehending to applying. The author believed that there are two ways of considering the knotty distinction between the two sequential stages. One way of demonstrating the application of new forms of knowledge is that students will directly employ it in problem solving contexts. Another way is to re-format the problem posed in the content and to treat it according to levels of familiarity or non-familiarity. The following diagram displays the two possibilities of applying newly acquired knowledge to come to terms with the instruction problem.
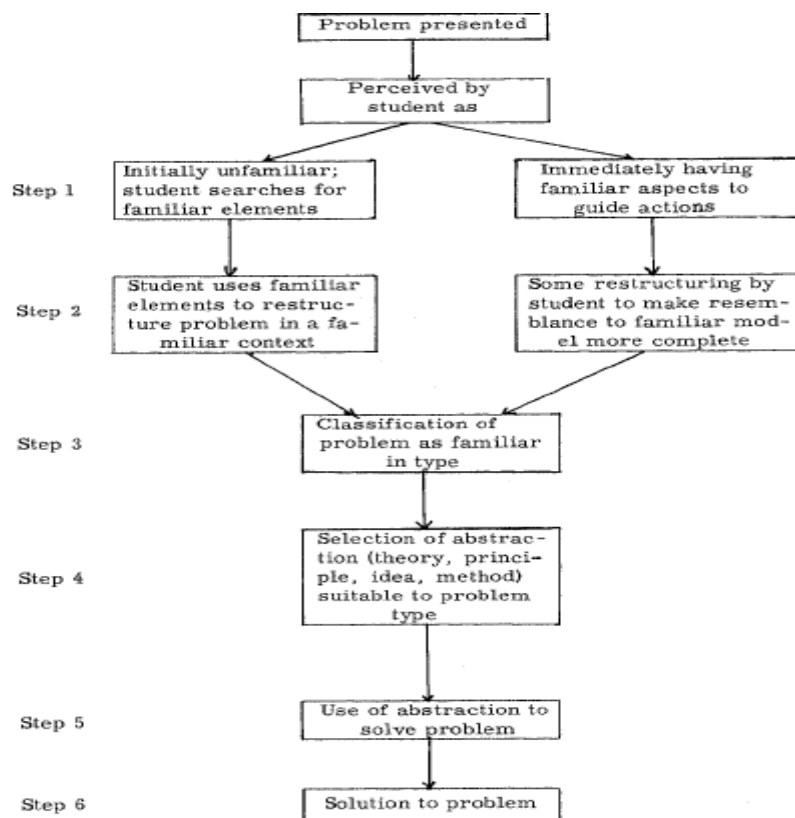
Figure 11: A Demonstration of Application Stage in Bloom's Taxonomy (Bloom, 1956, p. 121)

That is, application adheres to remembering processes that are accompanied by fitting generalizations to generate appropriate models of the content issue.

-Analysis-level: This stage is meant to aid students dissolve the learnt content into smaller components each if which represents a simple prospect of the received data and dissect each detail. Students are laid to discover the interrelations between the constituents arranged to forge a whole. One of the core aims of educational trends is to promote in students the adeptness to differentiate between fact and theory, to recognize assumptions from supporting

ideas, to distinguish between relevant and beside the points data, to discover the relationship between essential and subordinate ideas in a piece of writing, and to tell about the author's intents behind writing about a particular theme.

-Synthesis-level: After breaking up the instructional content into primary components, the synthesis stage allows students to relocate themselves within the instructional content with the purpose of rearranging the analysed elements and dressing them a new shape. This phase re-combines students' prior experiences with the new material to renovate a new whole. In spite of this, students' freedom of artistic expression is restricted since they cannot trespass the boundaries of the text framework. The researcher gave the example of reading passage response; he retorted that students will not be synthesizing if they just replicated the text content. Integrating one's ideas to formulate new knowledge spectra stems from pillars of creative learning and is meant to push forward students' innovative abilities. Bloom hints to the idea implied within the synthesis stage; he argued that when students integrate their previous experiences within new learning contexts they will be immersed in creative ways of expression, he referred to it as: "A type of education which encourages self-expression on the part of the learner"(1956, p. 165). Part of synthesizing suggests a kind of original output; it is not only the mere breaking down of larger concepts into minimal subcomponents. Daubney commented that this type of thinking: "Enables students to apply their imagination to generating ideas, questions and hypotheses, experimenting with alternatives, and to evaluating their own ideas and their peers' ideas, final products and processes" (2017, p. 73). The synthesis stage calls, as well; for the improvement of the dealt with content and the production of "unique communication" (Stratton, 1999, p. 47) that results from successive trials of evaluating the data at hand. Processes of synthesizing take place in almost all educational levels and courses with varying degrees, and they are exemplified in writing and reading courses where students work on developing skills of writing and capabilities of setting predictive hypotheses to formulate new-fangled ideas.

-Evaluation-level: It is described as the process of attaching judgement so as to reckon the value of the instructional content. Implicating students in describing the worth of what is being read or learnt is fundamental in guiding them to distinguish between reinforcing and shielding one's stand. The category of evaluations that can be typically made by learners are rush conclusions that are not based on vigilant examinations of the angles of the topic being judged. This type of decisions falls rather within the category of sheer opinions but not judgements because they do not incorporate an awareness of the signs upon which these beliefs were made. Initial standards of evaluation describe the manner in which a given

content is judged according to its consistency and ideas transparency; the secondary standards touch upon the final ends of the content being under study and the channels that have been adopted in realizing these aims. Barksdale and Lund believed that: "Someone working at this level can assess the value of ideas and appropriateness or usefulness of an object, plan, or design "(2001, p. 39). This type of evaluative decisions enters within the scope of FL reading; there exists in the reading literature an unlimited amount of information that meets various categories of knowledge and that can be judged according to their appropriateness and usefulness. In passing, FL learning contexts can be a fertile ground for nurturing schematic thinking by way of employing the right dialogue with the material, and the suitable question items that stimulate students' thought.

Reference to the above classification can be orchestrated to more than one academic course though the taxonomy was initially developed to offer indices for students' achievements. For example, to stimulate significant text or written discourse understanding, FL students need to remember and comprehend pieces of information by extrapolating, expounding and thrusting aside unnecessary details. Thus, they must be coached on information filtering processes, and ways to discard some content knowledge they do not need to devise new types of knowledge based on the maintained information. Veeravagu et al. concluded in their study that: "The level of thinking processes advocated by Bloom taxonomy has influenced the performance of the students in the reading comprehension paper." (2012, p. 210). A parallel study was run by Dagostino, Carifio, Bauer and Zhao (2014) in which they reckoned that the adoption of a cognition-oriented framework for reading comprehension may result in a more elaborate framework of the reading course. Their view elaborated a classification of reading comprehension quizzes by reference to precise targeted cognitive behaviours. Blachowicz and Ogle (2008) believed that Bloom's hierarchal categorization can be sculpted to fit a reading course; one approach of reflecting upon a reading content that can touch upon the: "literal," "interpretive," "applied," and "critical" levels of comprehension; these levels are used to define kinds of questions in relation to text" (p. 125). Adapting thinking levels this way can aid students in selecting the right response strategy along with developing metacognitive awareness of the array of responses they are likely to develop vis-à-vis the text.

Because it was the first categorical thinking paradigm that explicitly urges a need to press forward students' thinking, Bloom's (1956) hierarchy was projected in FL literature sessions. Literary oeuvres have cited a profusion of advantages to renovate the reading course in line with the classification, to the greatest extent:

-It stimulates students to examine closely the information and develop the habit of automated appraisal of the reading substance (Brunner, 2011).

-It allows for an orchestration of cognitive processes that flexibly vacillate between simple and complex thinking layers through the path of attaching meaning to text (Stratton, 1999).

-It encourages students to reach beyond the instructional substance by synthesising ideas and creating a new version of the reading content (Fernback, 2015).

-It cherishes students' effort to generalize the content being dealt with in the class to real life situations (Bloom, 1956). Adapted to the reading or literature courses, students are in a position to intersperse between realistic experiences and fictitious events while devising personal ways to generalizations.

-It trains students on portraying connections based on their personal experiences while expanding their background knowledge (Moreillon, 2007). A FL text is highly rich in terms of the abundant information compressed within its lines, the latter guides students to reflect upon their own experiences before delving into the text ones. Creating lines of associations activates students' thinking powers and is referenced in teaching them skills of information selection.

-The taxonomy is set towards implicating students' in what they are reading. It aids them to gradually find spots of constructing meaning via stimulating different thinking layers and so it boosts students' overall comprehension. Arriving to develop a first impression of the text is promising in guiding students into filling the potential gaps of meaning (Rollins, 2010).

-In the same line with Rosenblatt's (1988) conception in the field of literary studies, Bloom (1956) believed that through the different thinking layers students are led to initiate classroom discussions with the teacher's consent. This idea converges with the use of literature circles and reading logs as a classroom technique to boost EFL students' critical thinking skills (Daniels, 2002; Lyutaya, 2011).

3.2. Krathwohl's Affective Domain: Bloom's Taxonomy Revisited

Certainly, the taxonomy of the cognitive domain fits into modern educational trends that focus on active involvement of the learner in the construction of the learning process. Not far from Rosenblatt's (1960) idea of emotional convergence with the text, the current taxonomy was further developed with the addition of the affective and psychomotor domain as a sequel and complimentary ingredient to the cognitive domain. Krathwohl, Bloom, and Masia (1964) proffered an excellent arrangement of students' feelings that can be a perfect patch with the intentions of reader response theories where the claim is for prioritizing the

literary experience from the learners' point of view. Corresponding to the cognitive hierarchy, the affective taxonomy is the domain devoted to the installation and nurturing of values, beliefs, and attitudes doomed necessary for developing a complete version of competence.

It should be mentioned, though; that it is not an easy task to frame a course instruction that invests in re-molding students' spectrum of values. The latter term is decisive in shaping students' responses to the content of instruction they receive, sociologically speaking as well, it can embrace more than a meaning in keeping with individuals' idiosyncratic behaviours. Skidmore offered the following comment upon the concept: "It seemed that everything in behavioural terms could be "explained" by value; everything behavioural could be conceived as the response to some value" (1975, p. 58). Hence the import of integrating value implantation with the instructional content. In the case of EFL students experimenting with the text, the range of their past experiences and sociocultural habits will partly decide about how they feel apropos the text they read. Viz., the ready-made value system they transport to the piece of writing is traced back to their community and family ethics. Borrowing Rosenblatt's words: "The quality of our literary experience depends not only on the text, on what the author offers, but also on the relevance of past experiences and present interests that the reader brings to it" (1960, p. 305). In other words, values are seen as integral with people's comportments while at once deciding about their potential postures. They play a role in influencing people's opinions and perceptiveness about the topics related to their immediate or remote environment. Values are primal; they shield vital beliefs that particular modes of behaviour are socially acceptable and by contrast they exclude the type of conduct that is culturally odd. The individual values are ranked in terms of their magnitude in a well-defined echelon that shapes the value stratum. Fleming, Brestler, and O'Toole (2015) claimed for the role of literary text reading in articulating an escalation of personal development in varying socio-cultural settings. The authors mulled over the relationship between readers' values and literary text reading shifting from the contribution of students' ethical code and the hermeneutic enrichment of the literary experience to the pros of literary text teaching in typifying dissimilar sociocultural morals. Not far from Krathwohl's affective intentions, Fleming et al. budged "from acknowledging the contribution of reading literature to personal development and identify formation and appreciating literary praxis as a form of participation in cultural life, to preserving and forming the cultural memory, and national and transnational heritage (s)" (2015, p. 196). To wit, the resort to readers' sensations, affections, and responses becomes inevitable especially when the reading material contains foreign sociocultural facts,

and then there is an urge to set forward a guiding taxonomy for emotional response that would shadow the trace of the same thinking hierarchy.

Not far from the cognitive hierarchy, the affective side of the taxonomy is organized in the form of a classification of the emotional behaviour that is potentially expected to be shown by the reader. This domain expounds the manner in which the information is processed emotionally such as the invocation of specific feelings, sentiments, beliefs, and reactions towards the topics being dealt with in the text. Once more, the hierarchy starts with simpler feelings towards more complex ones, in Blooms' terms: "The affective domain […] includes objectives which describe changes in interest, attitudes, and values" (1956, p. 7). It emphasizes, for the most part, the refinement of students' personal standing in the sense that it looks forward for the enhancement of individual self-worth. Lynch, Russel, Evans, and Sutterer (2009) explained that from an academic standpoint, it is of practical use that EFL instructors integrate students in the affective field, set them to defy and dwell on real life problems profoundly, and in this way they would wind up breeding an all-inclusive progress in their academic career. Krathwohl et al. (1964) retorted that affective learning is reflected in the form of conduct that students put on view in the example of attitudes, awareness, accountability, concern, attentiveness, and adeptness to respond to the educational content at hand and skill to expand on attitudinal features that fit the content. The following footsteps picture the key elements of the affective hierarchy; secondary categories will appear in the diagram below:

-Receiving: It reflects the level of consciousness one shows towards a particular learning content. This lowest stage pictures students' preparedness to react to specific stimuli. A simple example in the EFL context can be the way students meet the bundle of stimuli mentioned in the literary text. This stage mirrors the opening in the sense that it vacillates between sheer awareness to careful attention that new information is one the move. In this regard, Geisert averred that: "At this level we are concerned that the learner be sensitized to the existence of certain phenomena and stimuli; that is, that he be willing to receive or to attend to them." (1972, p. 28). However preliminary this stage is, it remains vital to take into account students' formal or informal prior knowledge which decides about the standpoint students adopt towards the teaching material. From Plato's (Sadler, 2010) views to Freire's (1970) observation, modern learning theories admit the role of prior experience in advancing new categories of knowledge that would be accrued to create new data in a continuous cyclic process.

-Responding: It refers to being adequately engaged with the content at hand. This stage accentuates the role of the learner from mere attendance to focused participation. It involves students acting in response to what they receive in the academic setting (Heller & DeCarbo, 2002). The potential outcomes might include consent, inclination, and satisfaction in responding. For instance, EFL students may shift to enjoy reading for refreshment as a subsequent step. This category embraces the type of instructional outcome that examines ways to fuel students' interest; that is, the search for delight while immersed in the task.

-Valuing: It has to do with the merit or significance that students would ascribe to a specific experience, entity, or comportment. It corresponds typically to students' assured engagement with, attachment to and acceptance of specific values. These are to be displayed later as expected conduct to be adopted. Ondrejka postulated that in this stage "the students accepts and expresses a preference for or a commitment to the topic" (2014, p. 6). Within the limits of the current work, being devoted can refer, for instance; to sticking to ideas and standards relative to students' sociocultural grounding. However, this does not prohibit the possibility of having students inspect a bundle of views with the intention of developing valid outlooks about them. Again, dealing with values is classified from simple acceptance to rigid allegiance to specific value systems that would be pictured in students' stances about the text content.

CHARACTERIZATION 5.0 BY A VALUE COMPLEX	5.2 CHARACTERIZATION	
	5.1 GENERALIZED SET	
4.0 ORGANIZATION	4.2 ORGANIZATION OF A VALUE SYSTEM	
	4.1 CONCEPTUALIZATION OF A VALUE	
3.0 VALUING	3.3 COMMITMENT	
	3.2 PREFERENCE FOR A VALUE	
	3.1 ACCEPTANCE OF A VALUE	
2.0 RESPONDING	2.3 SATISFACTION IN RESPONSE	
	2.2 WILLINGNESS TO RESPOND	
	2.1 ACQUIESCENCE IN RESPONDING	
1.0 RECEIVING	1.3 CONTROLLED OR SELECTED ATTENTION	
	1.2 WILLINGNESS TO RECEIVE	
	1.1 AWARENESS	

Figure 12: Krathwohl's Internalization Continuum of the Affective Domain (as cited in Lynch et al., 2009, p. 49)

-Organization: At this level, students are encouraged to weigh up the different values they had come across, to determine the points of divergence between them, and then to shape an inner coherent value system. Gronlund, cherishing the mounting intricacies when subscribed to this type of instruction, believed that: "As affective outcomes move from simple to complex, they become increasingly internalized and integrated with other behaviours . . . to form complex

value systems and behaviour patterns"(1991, p. 52). This filtering stage helps assimilating new values with one's general value inventory relatively with their ascendancy. It involves as well students finding paths to combine new moral formulae into the already existing patterns. The newly integrated information will be used for the sake of absorbing new types of knowledge (Griffin, 2014). Hence, the end result of this phase might touch upon the theorizing of a value or with the re-arrangement of the standards pattern. Interestingly, teaching outcomes associated with the development of a way of life might be well traced to this level; in Kellert terms: "The final stage reflects the child's ability to integrate values and beliefs into a coherent worldview or philosophy of life" (2005, p. 70).

-Characterization: This is the uppermost phase; it incites for performing in consistence with the newly developed value. Students are supposed to have fully internalized a pattern of values that they would portray to create their own philosophy of life. Grainger, Gooch, and Lambirth (2005) believed that reflective response towards the text events stimulates students to reshape the world in their own manners, and in the throes of this they nurture a way of looking at themselves and about others' lives. Learners have by now worked out an ethical pattern that backs up their potential conduct. According to Gronlund (1991), students show their commitment to this level when their actions become pervasive, foreseeable, and coherent with the schemes they have in their minds. As well, this stage culminates with students demonstrating their distinctive individualized features which decide about the stances they might adopt, and their unique vision about the world (Krathwohl et al., 1964).

Actually, the spelling of the hierarchy in the cognitive domain equates the stages of the affective taxonomy. Antonio Cantu and Warren (2003) believed that reference to critical thinking skills compelled that students give precedence to their moral standards and managerial skills.
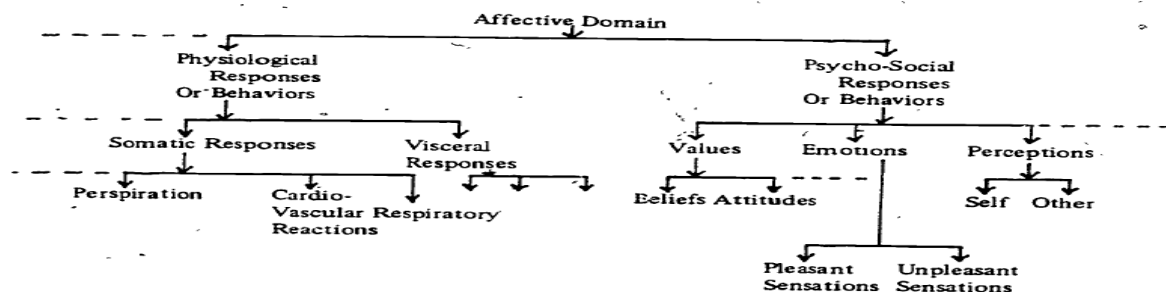
FIGURE 9: Toward a Taxonomy of the Affective Domain

Figure 13: Taxonomy of the Affective Domain as Tailored by Gephart and Ingle (1976, p. 188)

Gephart and Ingle (1976) divided the affective domain into two categories: Physiological and Psycho-social responses consecutively. Each of the two classes complements the other since physical response reflects the eotional state.

4. Comprehension: From Taxonomies to the Socratic Method

One of the teaching methods that endured through time and space, generalised to all life disciplines is the Socratic method of teaching. Having its origins incarnated in the educational practices of the Greek philosophers, this method is the founding layer of modern times teaching approaches. In the realm of academia, it is often observed that theoreticians are on the move to innovate new techniques of teaching to invest in learner as a future professional. Till now, there is no other method that has been approved and gained validation as did the Socratic dialogism. The constructed version of dialogue, as the one conceived by Socrates, does not refer to a flat, predetermined set of elements. According to Weigand (2017), pedagogical regulations urging for the integration of dialogism in the FL classes must spotlight not only the speech elements realizing the act of dialogue but much more the forces at work once plunged in every type of communication.

The Socratic approach to teaching basically relies on ascribing the lion's share to the learner; the teacher is supposed just to animate the course. The dialogic credo entails engaging students in a gradual set of open ended questions that trigger their critical thinking and set them out of the traditional paradigms favouring the floor for novelty and diversity (Cain, 2007). Most of the contemporary approaches to FL instruction resort, in their theoretical versions, to compile a gradation of question typologies that culminate with enabling students to have a word in what they undertake. For Socrates, artistic teaching occurs when the instructor arrives to free students from the boundaries of blind repetitions making them realize that the pathway to true knowledge lies within them (Cain, 2007). This can be done through helping students to refute ready-made facts. Faced to a literary text, the first thing to consider is that learners are able to refer to reasoning to arrive to terms with understanding. It is not easy as a teaching logic, it is less conventional, yet it opens new thinking horizons that scaffold students throughout the way of their becoming (Moeller & Moeller, 2015).

The Socratic Method in essence considers that learning starts from and within the learner; learners are not tabula rasa. Instead, they are thought of as having already interiorized knowledge and all that is needed in an educational setting is to find gates to extract it. This stratagem applies directly to the type of interactions that students entertain with their conscience to content their curiosity or satisfy their doubts. Almahrooqi and Roscoe (2014)

explained that this technique is composed of two phases: A destructive and a constructive stage. In the destructive stage, the student is transferred from unconscious to conscious unawareness; in the constructive stage the student learns how to move from conscious unawareness to possible rational realities. Afflerbach accorded the following comment in a trial to highlight the gleaming corners of this method,

> Socrates is credited with developing a method of rigorous questioning in the 4th century BC that (1) uses the question as a guide to inquiry and thinking and (2) uses questions to determine what the person who answers the question knows. A teacher poses questions that encourage students to think in new ways and that provide the opportunity to assess students' learning from text. (2017, p. 74)

The reading text is supposed to fuel students' thinking powers. Before reaching the level of interpretation that goes beyond cognitive perceptions, teachers should consider the successful passage to varying levels of decoding. So, higher levels of interpretation are a further step after basic levels of linguistic decrypting. From a cognitive stand point, reading is defined as the ability to interact with the text starting from fundamental signs of language (Grabe, 2009). The above lines represent a modern adaptation of the Socratic ideology to the current state of affairs. It is possible for the teacher to utilize the questions both as an incentive to encourage students to get acclimatized with questioning their thought, and as a technique to get smoothly into their realm of reflection and filter the different types of knowledge they already held in their brains (Froján-Parga, Calero-Elvira & Montaño-Fidalgo, 2010). In adopting the questioning method and preparing the questions for a reading course, teachers should consider some concerns in the example of the impressions they held about the essence of the reading act, the aspirations of a reading course, and the objectives they desire to reach by the end of the course.

At the high days of 1950's, the behaviourist vogue considered the text as a stimulus that challenged students once confronted with the printed word (Pardede, 2008). Consequently, the tendency was to insert verbatim comprehension question type which did not necessitate going beyond the text borderline. It is only with the advance of the cognitive revolution that the faculties of the mind are brought to surface. More progressed theories of reading proved that it is a highly interactive process that appeals to a more complex model of questioning (Sproles, 2019). Essentially, cognitive theories demonstrated that readers in general use a multiplicity of mental techniques while reading like referring to constructive thinking strategies to frame meaning. Teachers are inclined to device questions that revere readers'

cognitive capacities especially with the growing interest in the social aspect of cognition and the professional demand for individuals who are apt to master with proficiency what they do.

Questions around the text should aspire towards enhancing complex thinking faculties that culminate with forming pensive individuals. Unfortunately, in the Algerian university, it is observed that most classroom focus is spotted upon memorised textual facts with a tendency to stimulate lower-order thinking abilities giving pace to conditioning students' creativity (Chelli, 2010). With the current tendencies calling for the fostering and evaluation of proficiency in reading, the method of questioning proves effectual specifically when it is coupled with engaging students with the critical reading of diverse texts. For O'Brien, Stewart, and Beach (2009), proficient readers are trained in such a way as to use an orchestration of stratagems that call for effective processing of the linguistic and perceptual information contained in the text. Typically, the questioning method in text comprehension and interpretation favours the development of a complex tissue of interconnected sub-elements that help readers organize their scheme of thought.

In the following figure Guthrie (2004) illustrated a set of interwoven themes that together form the basis of reading achievement. Particularly, those themes can act as a fertile material for the question items for the Socratic dialogic method. The content of the items should be in conformity with amplifying students' motivation to read, encouraging the frame of reference to strategy integration, focusing on the social aspect of teaching reading, and basing the items on theoretical academic knowledge. A collaboration of instructional procedures can lead to engagement while the latter results in proficient reading.

Figure 14: Guthrie's Engagement Model of Reading Development (2004, p. 5)

Paul and Elder suggested referring to the following parameters for the sake of structuring suitable reflective questions applying the Socratic philosophical questioning scheme:

Question content	Description	Examples
1-Questioning goals and purposes.	-Every thought in a question has an essence.	-What was your purpose when you made that comment? What is the purpose of this chapter, relationship, policy, law?
2-Questioning questions.	-Every thought that occurs is a reaction to a stimulus.	-What are the main questions that guide the way you behave in this or that situation? -Is this question the best one to focus on at this point, or is there a more pressing question we need to address?
3-Questioning information, data, and experience.	-Every thought is built upon an information base.	-On what information are you basing that comment? How do we know this information or data we need to consider?
4-Questioning inferences and conclusions.	-Every thought involves the creation of inferences, conclusions, and meanings.	-How did you reach that conclusion. Is there an alternative plausible conclusion?

5-Questioning concepts and ideas.	-Every thought necessitates the use of concepts.	-What is the main idea you are using in your reasoning? Could you explain that idea? Is the question legal, theological, or ethical?
6-Questioning assumptions.	-Assumption is the thought platform.	-What exactly are you taking for granted here? Why are you assuming that? Shouldn't we rather assume that….?
7-Questioning implications and consequences.	-Every thought is directed towards a precise course of actions.	-What are you implying when you say…..? -If we do this, what is likely to happen as a result?
8- Questioning viewpoints and perspectives.	-Every thought is shaped according to a frame of reference.	

Table 1: A Taxonomy of the Socratic Questioning Method (Paul and Elder, 2019, p. 6-9)

In considering the above frame of reference, teachers are urged to reflect on the ideological weight of critical thinking on the configuration of an efficient Socratic dialogue in a reading session. FL students should be encouraged to understand the underlying philosophy of questioning, how it may jack up their curiosity and sense of confidence in analysing what they read, and how it sets them free from the text borders. In brief, together with Rosenblatt's transactional theory, the Socratic questioning creates vivid classroom debates that wind up with opening new doorways for comprehending the text semantics.

4.1. Semantic Mapping: To What Extent Is It Viable in Interpretive Comprehension?

The first contact with the text may generate in students' minds a blank page jitters like the one that arises before starting to draft a piece of writing. And because reading is no more seen as a passive skill, researchers have avowed the existence of mental landmarks said to promote the set of reactions a reader might have vis-à-vis the plot of the text. Starting from the premise that reading is the individual's ability of keeping in touch with the written word, it follows that the latter is the direct incentive for fuelling and linking between readers' ideas. In reality, proficient readers bring into the play the semantic relations between words in order to shepherd the retrieval of ideas from their mental repertoire and get them manufactured to find interpretive paths to the text (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2001).

A practice that has grown widespread in the teaching of the FL is semantic mapping; a broader notion that encompasses underneath a collection of technical terminology ranging from concept maps, knowledge maps, plot maps, to networking (El-Koumy, 1999). All of these concepts reflect one and the same approach that of representing in a graphic visual format a chain of potentially related ideas. As a pedagogical philosophy, it urges students to visualise the makeup of their previously acquired acquisitions, to back up novel information, orientate queries from what is known to what is still fuzzy, and above all to diagnose the existing ties between various ideas.

A thinking map scheme in reading is not different from the one employed in writing in that both rely on a mental patterning of information. Specifically, it serves as a diagrammatic planner arranged in two layers: a major one showing main categories; and a minor one including secondary categories. Such as, it is a graphical tool that can be applied to structure the reader's frame of thinking on a concrete base while orienting the teaching process in line with the modern pedagogical trends inclined much more towards the active role of the learner in making sense of the course. And so, as a teaching-learning strategy, it can be used to schematize literary debates where students can apply it to classify, re-arrange, and assimilate the textual information. Applying to the construction of the reader's mental faculties, thinking maps tools contribute to consolidating the necessary skills for filtering, analysing, and synthesising the text. Hallet used a different vocabulary to refer to those thinking abilities framing a definition which goes that:

> Mental abilities refer to a range of complex cognitive structures in which information from the text is combined with the recipient's culturally framed schemes and scripts to build patterns. These are then brought together to form a coherent mental concept which facilitates comprehension.(as cited in Surkamp & Viebrock, 2018, p. 93)

Besides their topographical manifestation of the text, the aforementioned quote expounds that these maps serve as well in facilitating the retrieval of cultural information from the students' memory store. The former generates schemes in the form of patterning arrangements that serve to comprehend the literary content and to give it further semantic vistas. A thinking map works in parallel towards initiating students to look at things from a critical angle while developing their linguistic proficiencies; a point that can be well exploited in teaching the four language skills. The nonlinearity and dynamism of thinking maps allow for readers the demonstration of their thinking through following a chronology of events related to their personal histories viz. it boosts structured text interpretation. According to Hylere and Alper (as cited in Vidergor, 2018), thinking maps are based on eight cognitive routes that are universally shared and used on a daily ground, to wit, cycling and ordering, graded categorisation, relations of segments to the total, causativeness, similarity and difference, portrayal, relations of likeness and identification. As such, they fit perfectly with a transactional interpretive epitome where the reader is invited to create new text versions relying on the demarcations the text offers.

Concept mapping is located at the crossroads of Bloom's taxonomy and reader response tenets which makes of it convenient as a method to start with a simple overview of the theme reaching to the most complicated pieces of information. In so doing, readers will be accorded enough time to understand, generate new thoughts, and assemble associations. According to Hyerle and Alper (as cited in Vidergor, 2018), the visual recording of information keep it alive within the students' vista of perception until they find when and where to inject it. In point of fact, semantic mapping, in all its forms, orients students through the shift of thinking from its abstract state to its conceivable form. The latter is transferred in the frame of feasible knowledge to the group of discussion and the teacher equally. In a reading context, the idea of thought mapping is relevant in creating a solid connection with the literary text creating the tie between the gist of the text and the reader's background experience.

There is a multiplicity of concept mapping models, Radcliff, Jensen, Salem, Burhanna, and Gedeon (2007) mentioned the two most important ones namely: Flat and hierarchical concept maps. The former refers to relations that are not founded on a structural order or

ranking categorization; these are relations of equality. The hierarchical describes relations that are innately characterised by a structural patterning from bottom to top using relationships of order.

Figure 15: Radcliff's et al. Conceptualisation of a Simple Concept Mapping (2007, p. 110)

The above diagram exemplifies a simple version of a thought organizing scheme that can be exploited as a frame of reference for text interpreting. Before opting for a final response, teachers can guide students through knowing where they are heading and help them to forge a way for sorting out new meaning possibilities. Around the idea of using thinking maps to structure text understanding, Berrill, Verhulst, and Doucette (2006) suggested two main ideas of concept mapping that can be beneficial in the context of text reading namely: Initial and second mind maps and Venn Diagrams. In the first type, both teachers and students collaborate to generate ideas about a principal theme, in the second, readers are implicated to collect as many ideas as they can with the teacher's intervention only to sculpt thinking aloud ideas, "a Venn diagram consists of overlapping circles. It is used to show the similarities and differences between topics" (Berril et al., 2006, p. 102). The point is that students' thinking is reallocated to higher critical levels as they will be obliged to justify the choices they made in pointing out the similarities and differences between concepts and objects.
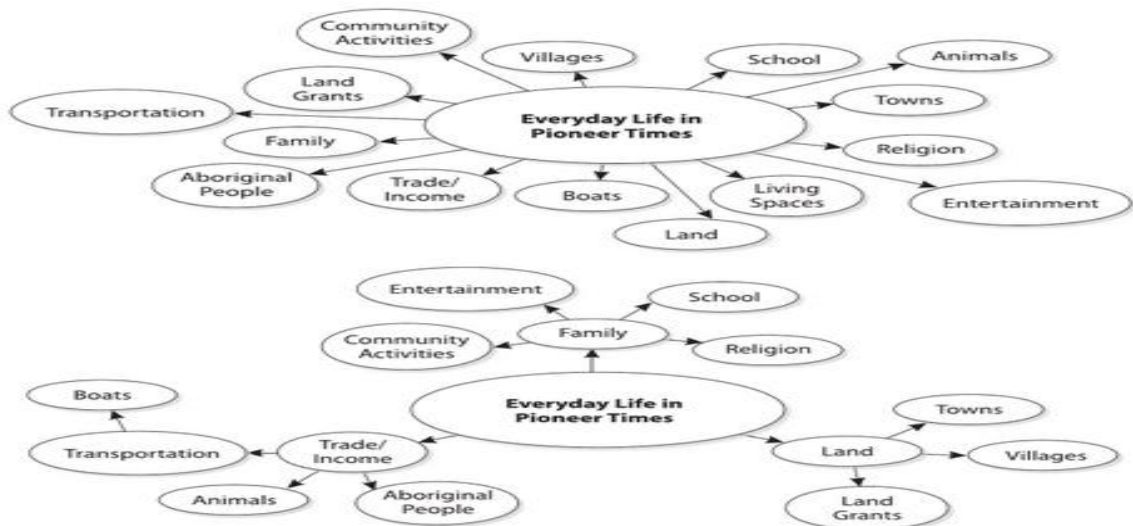
Figure 16: Berrill et al. Initial and Second Mind Maps (2006, p. 101)

Thinking maps are instrumental before tempting any trial to text interpretation. FL tutors need to train students on approaching literary reading from a critically constructive stand point referring to these cognitive tools. When all is being said, a thinking map when well integrated in the EFL class funnels students reading in what concerns the analysis, the evaluation, and the re-creation of a personal response. Last of all, coaching students on using thinking maps results in developing lifelong proficiencies and ways of thinking that transcend the superficial.

5. Theoretical Paths of Reading Comprehension

5.1. Schema Theory

Schema theory had been introduced with the hope of clearing up the vision around the falls of human thinking and memory, two of the major factors that intervene in the creation and formation of new information namely when one is exposed to a reading text. Schema theory has been labelled so because it describes the way readers' mental configurations stockpile different types of data in the form of already acquired experiences that can be potentially used to comprehend a text. Nunan (1989) in exploiting the tenets of communicative approach to language teaching believed that reading is an interactive activity where the readers' thoughts intersect with the text. For this to feasibly happen, special training on the skill of associating the text information to one's personal histories is highly encouraged in a step to wriggle out of the old epitomes of focusing solely on a unique view of meaning.

In effect, there exists a bulk of theories that have discussed the nature, originality, and the integration of schema theory in text analysis. Debates have gone to the extent of questioning about the level at which schema theory may intervene in the linguistic analysis of the text. Some theories argued for the presence of schema theory at all the stages of the reading activity right from lower process of decoding to higher processes of interpretation. Quite the reverse to this, Schank (as cited in Clapham, 1996) alleged that schema theory refers to those high level mental processes of deduction and extrapolation of which readers are actively conscious. Other processes than the higher ones are mainly unconscious and are just simple steps of reading. Still existing on a speculative ground, this theory embraces varying forms with reference to the intentions of the researchers generating the model.

McNamara, Miller, and Bransford (1996) believed that the use of schemata is not restricted to a certain category; it is used by all people with no exception and for a number of reasons. Despite this fact, the authors are sceptical as to why and how people do use them on a real ground. They rather preferred to consider the issue the other way around integrating the compendia of inscribed or otherwise non- inscribed abstract processes. Readers often create a conceptual replica that comprises a set of mental signs to be used in creating explanatory ties:

> Arranged in a structure that depicts the situation described by a text […………] Mental tokens are symbols representing objects or characters in a narrative […………..] The mental models can give rise to images, although mental models can also contain nonconceptual information, such as goals and causal relationships. (McNamara et al., 1996, p. 494)

Still, mental constructs depend in their formation on the general makeup of the text and the nature of the task at hand. On this subject, Thorndyke and Yekovich claimed that: "Schemata represent the underlying knowledge for such complex and disparate concepts as objects, percepts, events, sequences of events, and social situations." (1980, p. 24). Attempts to approach the term critically began with interest in understanding the perceptual functioning of the reader's reasoning when faced with a text to be processed. Particularly, the aforementioned definition mentions the need for readers to lean towards their formerly acquired knowledge to help text processing both on the level of comprehension and the encrypting of the sequence of events in the extract. Lewis (1991) linked this rather to developing a critical sense of looking at the text rather than absorbing the content blindly; a crossing point that works well with reader response aspirations.

In relating the idea of schemata to the reading of literature, Cook (1990) maintained that one advantage of literary texts is that they nourish the expansion and employment of

schemata. The pretext the author offered is that literary writing symbolises one category of writing that integrates skills of dissecting actual schemes, reframing them, and extracting fresh schemes. One objective of reading is to reach a comprehensive image of the content. For this to be realized, readers integrate processes of comparing and contrasting formerly shaped schemes, the text plot, and the setting in which the events take place. The combination of knowledge acquired through these three elements and the production of new meanings involves processes of deduction and reckoning. Readers' background, history, and personal view of the literary extract intervene together to decide about a consistent and reasonable account of the text. Individual interpretations are seen as one archetypal version of meaning that accepts broader visions. In this regard Semino considered that:

> Text worlds are cognitive constructs that arise in the interaction between readers and the language of the texts [….] The sum of the reader's existing schemata makes up a skeleton of that person's model of reality [.….] which serves as a frame of reference in the construction and evaluation of text worlds. The way in which a particular reader will perceive a particular text world will depend on how his or her various instantiated schemata interact with one another in comprehension, and on whether the reader's current model of the world is reinforced or challenged in the process. (1997, p. 161)

Throughout the way of absorbing new experiences, readers cannot suppress their old ones. From the perspective of literary analysis, the literary text must expose the reader to some landmarks that give to their previous histories so that they indulge in correlating between what they are reading and what they had actually gone through. Out of this, they arrive to sort out topics treated in the text. In consideration of this interchange, it is presumed that the extrapolations done by readers are the result of some triggering elements that galvanize the readers' schemata to fill in the gaps left open in the literary text. This idea transacts with Davis' point (as cited in Burke, 2011) which said that while schema theory preserved mental procedures, response theories emphasized affective activities related to literary text reading, and both paradigms considered reading as a realm of the reader. Iser conceived of reading as an act shepherded by the text events but needs to be treated by the reader as a main reference. To wit, schemes allow for the reader to fill in the empty pots in the text, Iser commented upon this phenomenon as follows:

The blank which the reader is to fill in… Whenever the reader bridges the gaps, communication begins. The gaps function as a kind of pivot on which the whole text-reader relationship revolves. Hence the structured blanks of the text stimulate the process of ideation to be performed by the reader on terms set by the text. (as cited in Carpenter,2015, p. 135)

Schema theory provides a ready-made design to follow in devising a plausible model for the sources of interpretive plans relying on conceptual paradigms of knowledge to bring forth previous experiences. Relying on the latter, readers rebuild and reshape the story adding up on their past experiences. The seminal comment of Semino (1997) vindicated that in literary reading, readers are meant to figure out the new data mentioned in the text linking up the current information with the prior abstract depictions of related events.

Schema theory emphasises that no ultimate meaning is of potential existence in the printed words; meaning comes about once lines of interaction are established between the text data and the reader's predispositions. The above assumptions match perfectly with literary reading, as well.

5.2. Construction-Integration Paradigm

The construction-integration model in text comprehension is regarded as the most inclusive explanatory framework to account for the relevant textual data in meaning creation. This theory goes that knowledge that comes from the text is more relevant in constructing meaning rather than the backup information that comes from the readers' pre-existent knowledge, Kintsch's (1982) seminal work introduced this technique of text treatment in two main steps namely: Construction and integration.

According to the author, the construction process constitutes the basic starting point. At first, smallest bits of information are extracted from the minor or larger structures in the text. In a later step, readers can bring forth both relevant and irrelevant proposals that are activated on the spot, inferences are allowed in later stages. Actually, schemes that are related to low-level meanings are schematized together and high-level relationships are arranged together to form larger structures. The next stage will be the fusion of both types of knowledge in the integration process. This represents an adjusted version of the text including its semantic and syntactic layers; this course of action is repeated in sequenced occasions. The accumulation of the formed sequences will persist throughout the process of reading till potential discrepancies are erased and consistent extrapolations are forged.

This theory is built upon the premise that text understanding is engendered from discourse data rather than information coming from the outer world. Interpretation is originated in the text and cultivated progressively as the reading process forges ahead. The original model was recommended by Kintsch and Van Dijk (as cited in Eyssenck & Keane, 2005) and it intended to narrow down the activities involved in understanding and amassing information from the text. The primary model suggested two crucial constituents for breaking down lines of meaning within textual discourse namely: "The argument (the representation of the meaning of the word) and the proposition (a statement making an assertion or denial and which can be true or false)" (Eyssenk & Keane, 2005, p. 387). The processing of the text is manifested through two critical stages: A minor one that links up the schemes obtained from the story extract, and a major one that takes in charge the assembly of the essence of the text content.

Sanders, Schilperoord, and Spooren (2001) expounded that the text substance in Graesser's model acts as a container that spells out overtly the possible meanings far from the perceived form of the literary discourse. Amidst the four models of representing stages towards text comprehension the situation model, with its reproduction of the mental procedures taking place while schematizing reading, stands for a tacit miniature of the world being depicted in the text. A routinely simple point of start is to invite students to enter into comparison tasks; a step through which they will observe closer the characters, their personalities, behaviours, their feelings, their thoughts, the traits of the physical setting in which they exist, and the nature of the events taking place in the story, then to comment and feed up the sketched reality with the original one. As the stream of comprehension flows, the total load of information stored throughout the layers of representations will be assimilated automatically without students' consent. It is a natural mental process that helps structuring and organizing the reader's thoughts. McNamara (2007) offered a scientific clarification for the brain functioning while transacting with the textual load; according to him Kintsch's design presupposed the existence of a repetitive network of associations that are produced, revised, and refashioned in intervals while comprehension is being structured. Consistent with his explanation is the forthcoming extract:

As text is read, sentence by sentence (or clause by clause), a set of word concept nodes and proposition nodes are activated (constructed). Some nodes correspond to explicit constituents in the text, whereas others are activated inferentially by world knowledge, rules, and other representations stored in long-term memory. The activation of each node in the network fluctuates systematically during the course of comprehension as each sentence is read. When a sentence (or clause) S is read, the set of N activated nodes include the explicit and inference nodes affiliated with S as well as the nodes that are held over in working memory from the previous sentence S1 by virtue of meeting some threshold of activation. (2007, p. 12)

The quote explains in details brain functioning while the reader indulges in a trial to transact with the text. Indeed, interpreting the textual load becomes a matter of galvanising a given node; each node possesses an edge to be activated. The type and quality of the relationships existing between these nodes have a word upon the mutual activation of other related nodes. The cognitive devices that generate comprehension are nodes triggering, stored information, the assimilation of the node system in the working memory through connective carriers, McNamara (2007) retorted that this necessitates brinks to transport the node informational load across the entire discourse.

This model, in explaining meaning manifestations, relates to the brain cognitive abilities where the information is stored, synthesized, and then retrieved in a new shape. The plot scheme subscribes to a memory bumper that resembles to the functioning of a working memory of a narrow storage volume. Readers can form their personal text version through inference techniques that tally up textual and experiential information. Graesser (as cited in Long, Oppy, and Seely, 1997) described the quest for meaning as a pursuit for a comprehensive articulacy of the text. In the course of their reading, readers swing between psychological and physical chains of causation to decide about the existing bonds between the events in the text plot. The technique for locating text events in their suitable course of actions is simple and is manifested via rifling related knowledge arrangements like the text structure and the wording. Consistent with this line of thought is the idea of enabling the reader to build an overall explication of the text relating to inference devices in the example of question-answering activities. Symbolically, students as readers are meant to be trained on moving higher in the thinking levels while not waiting for the teacher to guide them through this process, Graesser (as cited in Long et al.,1997) emphasised the fact that readers should use auto- reflection strategies to device suitable corollaries. The main profit of the construction

integration model is that it brings out attention to the active role readers might play in forging different layers of appreciating the text content. For Louwerse and Graesser one aspect of this scheme can: "explain individual differences in interpretations of texts, differences in the meaning of translations, and the fallibility and flexibility of memory" (as cited in Kusiak, 2013, p. 34). While not only focusing on the relative viability of the linguistic and extra-linguistic elements in orienting the reading activity, the above model attempts a cognitive explanation of reading relying on the abstract representations of the literary discourse as engendered by readers.

While transferring meaning from the text to the readers, theoreticians who belong to this school proclaimed the existence of four types of inferences that readers experience. Sequentially these are: "Local coherence inferences, explanatory inferences, global coherence inferences, and communicative inferences" (Graesser et al. as cited in, Bortolussi & Dixon, 2003, p. 16). One of the premises of this theory is that it relies on the pragmatic analysis of the literary discourse; it urges the reader to spot the writer's intentions or any other inherent messages that the reader must depict. Once implicated in the communicative inference, readers treat the narrator as their interactional addresser. While doing this, they reflect not just the text but its symbolism as well.

In total, the current model emblematizes a cognitive scheme for text comprehension and interpretation. A process that is built out of two phases; a first stage where readers account for an estimated conceptual model referring to their personal knowledge and a second stage where they integrate a filtered experimentation to create a rather stabilized representation of possible text meanings.

5.3. Transactional Strategies of Reading Comprehension: A Panacea or a Bane for Text Interpretation?

Transactional strategies instruction is a philosophy of teaching comprehension tactics for students and readers that was introduced and developed by Michael Pressley (Ellery, 2007). It is based on modelling practicably an orchestration of reading practices that culminate with enhancing higher order cognitive skills in the readers' minds. In the context of literary construal, this method of choreographing thought may brighten students' minds on the multiple horizons of scoring understanding.

Pressley and Allington (2015) being two of the most notable scholars who worked extensively on the issue of orchestrated strategy instruction in EFL settings, urged educators to expound plainly their students' knowledge about the smart use of reading strategies for

optimal comprehension results. Following their line of thought, a balanced reading instruction engages a wealth of techniques ranging from word recognition activities to intensive reading; their model works well with the pattern proposed by reader response researchers. According to the authors:

> Balanced reading instruction should be aimed at developing not only readers who learn from a text but readers who interpret and respond to the messages in that text. Good readers must learn how to do diverse things with text and react in diverse ways. (Pressley & Allington, 2015, p. 355).

A point of vigour in the transactional strategy method in reading is that it fuels, with perseverant practice, students' affective engagement with the text while raising their degree of delight while dealing with the text.

Since comprehension is seen as nucleus to reading, the characteristic features of its very tissue flows to the surface when it comes to assessing the pedagogical traditions of text analysis in EFL contexts. Without doubt, a bunch of theories and assumptions are put forward for the sake of enlightening those dark spots where comprehension processes crumble. Lately, there have been trials to account for the way readers, in general, and students, in particular, piece together meaning from the literary text. Hitherto, there appears a gap between theory and practice when it comes to the way of transferring ideational knowledge to applied experience. In this vein, Fox and Alexander (2009) attempted to reinvest interpretive operations while reading in respect of inspecting comprehension processes taking into consideration the following landmarks:

➢ With respect to the current context, the process of comprehension is a collaborative activity that brings together the reader, the literary text, and the reading task. That is comprehension is the result of some goal-oriented processes that culminate with generating new versions of the text.

➢ Understanding a text necessitates on the part of the reader the creation of mental schemes that are of varying degree of sturdiness.

➢ Comprehension is the off product of the communicative tissue created between the reader, the written material, and the task in a given setting.

In the forthcoming diagram, the authors set forth key elements that intervene to twist the action of comprehending. Depending on the type and the view of the text, the reader winds up reconstituting in a new shape the information introduced in the text where the final

product would be to harmonize the existing knowledge with the knowledge brought about via the readers' mental modelling.

Element	Description
View of text	Static container or transmitter of message coded into written symbols
Typical text	Single unambiguous text often specifically crafted to convey a message or develop a skill (e.g., basal reader)
Reader's activity	Extracting and assembling or reconstructing information from the text, matching it to existing mental contents
Reader's product	Mental representation of the text information as matched with existing mental contents

Table 2: Elements of Text Comprehension after Fox and Alexander (2009, p. 229)

The above table elucidates the way the text, the reader, and the task amalgamate to breed optimum content interpretation. At heart, to construe meaning one must amass enough information about the inner conceptual demonstrations, as incarnated in the reader's brain, of the inward textual network. The latter coincides at some point with the readers' pre-existent perceptual knowledge.

6. Criteria Related to Reading Comprehension Instruction

To be sure, reading comprehension is pieced together with a complex tissue of abilities that are required from the reader. Field specialists have suggested the necessity of following a pre-emptive slant as an alternative to the sole focus on depicting readers' comprehension imperfections. The hidden tendency in current educational trends is to preclude the emergence of comprehension breakdowns rather than overhauling them when they take place. Investigating the way in which the semantics of a text is fathomed has always been a tricky issue given the fact that comprehension is an evolutionary concept. One cannot delve into the mind of the reader to describe what is happening exactly out there that led to giving an explanatory shape to the surrounding phenomena.

The clack of understanding that triggers readers' instinct is often felt yet never seen. When readers admit to comprehending what they read, they often escort this with feelings of bafflement, bewilderment, pleasure, amusement or discontent. Every so often, it is for the teachers to nurture students' levels of comprehension via cross-examining their understanding dregs on condition that this process ought to be on a continuous scale.

6.1.   The Task: A Facilitator or Apprehender of Readers' Understanding?

Of the utmost challenges that teachers and language specialists face is the selection of the material that best elicit students' understanding of the read text. This is said with reference to the fact that comprehension is a multi-complex task that requires the pairing of multiple competences ranging from simple sensory abilities to highly mental difficult construction (Clapham, 1996). The latter are jointly known to influence the type of reproduction activities where readers are assigned to retell the text from their angle.

Not fat from the educational ambitions of literature circles, a diversity of classroom activities can be used with the aim of raising students' consciousness of the constructive aspect of text comprehension. In half a shake, it is shown that for an overall proficiency in the FL, students need to be set loose to work on their communicative abilities efficiently. Same paradigm is applied when it comes to reading courses without specifying the genre and type of the read text. From a hypothetical outlook, it has been maintained that assimilating students into meaning negotiations can proffer a promising ground for the changing traditions in teaching the skills of reading. Garcia (2007) stated, in passing, that meaning construal sessions stand for: (1) an upturn in the effective treatment of the information retrieved from the material, (2) a proficient sense of evaluating one's performance upon the task, (3) a mastery over manipulating interlanguage production, (4) experimenting with the features of the FL including the linguistic and extra-linguistic facets. The former are just a drop from an ocean of the qualities gained from utilising tasks in or outside of the class contour.

Nunan (2004) distinguished between two types of tasks based on their nature and context of appearance, these are: Target tasks and pedagogical tasks. As for the former, the author vindicated that it transcends the class borders and requires learners to engage in creating concrete productions based on their classroom understanding. The latter either takes place in the classroom borders or starts in the class and is completed out of it.

The general understanding of the task defines it as a systematized scheme having as a goal the fine tuning of academic chances to polish the quality of the target competences. A comprehensive definition of the concept of task in FL teaching is presented by Richards et al., conceived of it as:

An activity or action which is carried out as the result of processing or undertaking language, i.e. as a response. For example, drawing a map while listening to a tape, and listening to an instruction and performance a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative….since it provides a purpose for classroom activity which goes beyond practice of language for its own sake. (as cited in Ellis, 2003, p. 4)

In a reading context and adapting the above quote to a literary text analysis, the application of the response method as a stimulating activity has as an outcome enabling readers to trespass the printed word barrier and reach out to the hidden meanings. The starting point is usually the textual information, the means is the reader's refined thinking skills (Bloom, 1956), and the teacher can only intervene as a facilitator or a guide allowing students to swing between the meaning continuums. Choosing the suitable reading task is no easy matter and at times it is a hurdle in the face of students and instructors equally. It appears that one efficient method for appraising readers' comprehension is organized rehearsal; as an evaluative process it requires the reader to reiterate the text line of thought or expounds a significant illustration of the story's events as imaged in the reader's mind.

No coincidence, retelling or responding in literary theory gains way in discerning the internal complexities of understanding levels and their accordingly thinking layers. Jordao, De Souza Batiska Kida, Dutenhefner de Aquino, and Branddo de Avila (2019) explicated that the response technique permits for the teacher to categorize the phenomena that characterize thinking structures. They suggested that the amount of re-told ideas mirrors the microstructure variants which refer to the ways the reader organises and stocks the text ideas. Then again, the way readers esteem of the link between the ideas they extract from the text and the associations they come by permits to evaluate the macrostructures responsible for the general rearrangement of ideas in the general pattern reflected by the text restating.

Similarly, open ended questions about the text orient the reader into what thinking structure is best suitable. The framing of the task instruction is of big import in calling for the needed cognitive ability to treat the reading information. In the main, the type of literary tasks should range from simple literal understanding to responsive analytical creation.

6.2. Text-Related Criteria

Before tackling text-related criteria, it is critical for instructors to clear up the primal intent of FL students to read and write. Introducing readers to the different text structures helps them out in developing their personal reading styles. In simple terms, students will schematize their own fashion to treat the reading content, re-narrate, rephrase, interpret the events, think critically about the reading mechanisms, and most of all to mull over their own understanding. Stahl and Garcia (2015) talked about a gradation of difficulty when it comes to assigning texts to readers; overall understanding requires reference to personal experiences and the teacher is called to guide them device novel mental images. Likewise, the authors hinted to the virtues of letting students make their own choices of texts since this would result in rendering them more skillful and responsible for creating the situational interpretation of the text.

For a text to account for the presumptions of a critical approach to reading, it should first and foremost raise students' sense of inquisitiveness. The instructor can in this case integrate a situational analysis to select texts that call for stimulating students' participation in literary analysis. Grabe and Stoller (2011) suggested that supplying students with a minimum of information about the gist of the text is crucial in permitting them to connect with and better grasp it. It follows that this step can be used as a warm up for the literature circle discussions as well as the reading logs debates. In this regard, Arias (2007) proposed a set of notes to consider; in the main these are issues to retain in text selection that relate to following points:

➢ Students' Level: Proffering students the chance to plumb the text or the book they want to read obliges teachers to serve as exemplar. In this sense, they should mirror the way a manuscript, text, written extract, or book is methodically approached such as how to put into effect the right reading strategy to acclimatize with the text content. In spite of this, and from a realistic point of view, teachers every so often cannot allot time to this academic stage that needs devotion to allow students taste literally the shadows of the benefits of the reading experience. Wutz and Wedwick (2005) accorded the acronym BOOKMATCH as a shell for liberated choice of the reading text, "BOOKMATCH can be a scaffold for independent book selection as well as an assessment tool that guides instruction" (Wutz & Wedwick, p. 16). Fashioning a reading style to follow promotes students' desire to read and raises their levels of consciousness about the learning material especially when they are offered the chance to choose their readings. Arias (2007) maintained that simplifying the text to the

readers is part of raising the sense of inquisitiveness in the reader's spirit to fetch for meanings that go beyond the printed words. By the same token, exposing the reader with a text version that goes beyond the scope of their cognitive abilities may hinder the process of skillful reading and by definition risk to result in proficiency failure.

➢ Students' Interests: It is an agreed upon fact that the reading material should call for readers' interest otherwise the shortcomings risk to blur the learning ends. Regardless of the difficulty or ease of the text, readers may find it hard to acclimatize with the text if there is no obvious attraction to it. Snow (2002) admitted that the reader's interest decides about criteria related to text selection, students' amount of engagement, and their views about the pleasantness of the reading activity. The factor of interest has a sturdy impact on text processing; readers show more commitment, tenacity, and serious affinity towards what they read only if it attracts their attention. Consequently, this principle affects the routine of reading strategies and the amount of focus that should be ascribed to the content. Flynn (2016) offered a meticulous explanation of the concept of interest in reading through an experimental project highlighting that its final off product is success in what readers undertake as reading tasks. On equal ground, Endah, Thahar, and Asri (2018) concluded that reading interest and comprehension skills weigh a lot when it comes to encouraging the reader's faculties of responsive writing; as a result these two factors need to be considered in reading classes.

➢ Students' needs: The first attention to this point is stemmed from situational and needs' analysis fields where researchers stress on the view that in order to meet the syllabus' aims, it is essential to start with the students' needs in the choice of the teaching material. Before selecting the reading texts, teachers can combine inquiries about their students' needs and base their future selections upon what matters the most for the student reader. In total, there are common and personal needs since every individual is a free flexible entity, however; it is optimal to choose certain materials in favour of the majority requirements. Some researchers do not prefer to attach a negative spectre to the notion of needs, Sava; for instance, believed that needs do not obligatorily represent a fissure between two positions an initial and a final one, "the discrepancies between the two states can be seen as the basis for asset building by emphasising learners' strength to stimulate higher goals and improvements" (2012, p. 29). Failure to meet students' expectations may result in their disinterest and frustration which leads to failure in meeting the session's objectives.

➢ Students' background: A recurrent yardstick in the selection of teaching and learning materials; teachers should start from what the students already know. Current educational trends focus on the idea of the learners' active participation in the course construction; to do so teachers must depart from students' prior acquirements. That is, for better understanding the reader should identify with the text through linking spots of prior experiences, "once activated, the background knowledge will serve as reference for the interpretation of the reading content. This knowledge consists of all prior experiences and knowledge that the reader brings to the reading event." (Makundan, Zarifi, and Kalajahi, 2016, p. 67). Subsequently, when readers are faced with a text in which there is no tie with their prior knowledge, they might experience obstructions to be interested in the text. It is beneficial to galvanize the reader's scheme of experience by providing an interesting and spurring content.

Added to the above indices, Arias (2007) claimed that relevance of the text to the readers' life, professional aspirations and authenticity of the content aid readers to develop a sense of proficiency.

6.3. The Readers' Predispositions about the Text Topic

Judging the extent to which the reader has internalized the text content or otherwise does not, is a matter of ensuring the extent to which the information mentioned is well assimilated into the reader's schematic knowledge. This is said with reference to the current constructivist theories relying on the premise that the quality of potential knowledge is a result of the quality of basic knowledge (Garrison, Neubert, & Reich, 2012; Ouahmiche & Boughouas, 2016a)). Obviously, readers cannot progress in the reading act if they find difficulty extrapolating unstated information in the text. Authors hope for readers to address the missing information in some text portions. Lipson averred that: "Prior knowledge tends to have been viewed as being more or less dichotomous-it either exists or it doesn't […….] Sometimes bits and pieces about a topic are known, but not all the relevant information is available" (1982, p. 245). Either intentionally or not the plot pattern of a text might be piecemeal, ambiguous or sometimes imprecise to leave space for the reader to append extra information. A degraded view of readers' competence is not encouraged in the world of academia; conclusions of Lipson's study proved that the readers' recollections are highly influenced by their prior experience which proves efficient in enlarging the scope of comprehension even when the retrieved information contradicts the textual one.

Comprehension models offered by psycholinguists and cognitivists consolidate the view that better chances of understanding are forged thanks to convergence processes between textual data and the reader's cognitive schemes. Meutsch and Schmidt viewed text comprehension as: "A sequential, cyclical, hierarchically ordered, strategy-guided and context-bounded process aiming at a coherent organization of text data and knowledge structures" (1986, p. 552). Added to the story tissue, the extra-textual data summarized in the readers' knowledge pioneer in shedding light on meanings. In reality, all literary reading implies a certain amount of latent interpretive tendencies; these are of natural ubiquity in every reading and they even go beyond the text outline. Within the current framework, focus is shed particularly on the literary text given the schematic horizons it offers for the reader's reactive response. According to Iser's view point: "The very connectibility broken up by the blanks tends to become multifarious. It opens up an increasing number of possibilities, so that the combination of schemata entails selective decisions on the part of the reader" (as cited in Miall, 1975, p. 279). The very nature of the fictional work requires that the reader brings onward a personally devised plot for a new story structure.

Prior schemes allow for the reader to set about a facsimile of the text to the extent of not producing the same plot but using one's knowledge and experience to enrich the literary response.

6.4. The Reader's Goals and Motivations

The concepts of goals and motivations have been recently well exploited in academic settings, not only because they help to offer a clear substance for students to reach a certain educational level, but also because closely related studies in the field of humanities stress upon their benefits. Without exception, the factor of motivation raises the chances for a better mastery of the four language skills; reading motivation particularly facilitates text comprehension and meaning construal (Dörnyei, Csizér, & Németh, 2006). One can easily tell if a reader is internally motivated if they often initiate the reading activity only for the sake of pleasure. Definitely, this type of motivation saves the instructors' effort to urge students to read and re-locate this energy on feasible text treatment.

FL motivation is a polygonal, flexible and mutable concept, "learner motivation changes both affectively and cognitively through social interaction, influenced by internal and external variables which may be in a reciprocal relationship" (Nakata, 2006, p. 47). The internal factors represent the auto-boosting button that inspires students' readings; the external factors come from the ultimate or remote milieu of the students. From a psychological point

of view, motivation is linked to the reader's personal interest which is derived from individual venture; a fairly steady selective inclination regarding a specific purview. It goes that if present in a reading context, interest and motivation bring about positive feelings towards the reading activity in that together they encourage readers' commitment, immersion, and delight while in reading mode.

Basically, readers' motivation is reflected in their self-efficiency image since the act of reading necessitates an active response that is an intellectual effort from the part of readers. Self-confident readers tend to show more proficiency and facility to strive for the text possible meanings; they even show more enthusiasm to challenge the author's ideas and initiatives, it goes then that: "Reading motivations, then, are reasons for students to participate (or not) in activities that involve reading" (Hall, Burns, & Edwards, 2011, p. 48). Students may use reading as a tool to know about the FL culture, to enrich their linguistic luggage, or simply for amusement. In either case the reader's behaviour is fuelled by some motivational efforts.

In a nutshell, if the academic environment is motivating it will generate motivated students who become with time proficient, adept, and autonomous in the reading task.

6.5.   The Reader's Strategy Selection and Use

As mentioned earlier in the chapter, prospered text processing reflects, on the part of the reader, academically healthier cognitive behaviour. As it goes, readers do not enjoy the same level of cerebral faculties. On the whole, a part of them grapples with the least cognitive ability of word identification and its potential hermeneutical field while the other part may experience a frigid literal reading devoid from creative response. It is possible under some circumstances to rationalise failure to cope with the reading exigencies in incapacity to employ the right strategy relevant to the understanding of interpretive acts (Flint, 2008).

Strategies are needed in all life aspects including educational ones; they represent the sequence of measures that students go through for the sake of mastering a competence or performing a task. Current research emphasises the idea that students must be trained on the purposeful and intentional adoption of cognitive strategies for the sake of reaching personal objectives. For Afflerbach et al. strategies in the area of text treatment refer to a set of: "deliberate goal-directed attempts to control and modify the reader's effort to decode text, understand the words, and construct meanings of text" (as cited in Almasi & Fullerton, 2012, p. 1). The element of intent is crucial since it prompts autonomy in attaining the reading objective and choreographing possible meanings. In this vein, readers who are endowed by humble comprehension strive to make their way through retrieving the right strategy that

helps them to sidestep creative response impediment. These very tactical procedures are capital in that they promote and orient comprehension since they boost up the needed metacognitive proficiencies permitting for the reader to re-assemble and recollect a novel illustration of the data enclosed in the text (Stahl & Garcia, 2015).

Proficient readers know perfectly how to orchestrate the use of strategies. While they refer to them to create a balance for the sake of swelling their comprehension, they know that at times they need none of these strategies to advance in their reading. Those who can adeptly bring into play the right cognitive strategy manage the ability of generating meanings.

6.6. The Text Difficulty

Text difficulty plays a major role in defining the rate of readers' comprehension. Nunan (2003) conceived of reading as the intellectual flexibility of commingling textual data together with the pre-existing knowledge for the sake of constructing meaning. Castello's (2008) perspective about text difficulty rests upon the idea of the type of reading that is called for in a given context. He actually links text difficulty to the purpose of reading, that is; the reader's preparedness to go through a reading material will either alleviate or deter the reader's involvement with the material.

Sharing the perspective of the current research aspirations, Dallmayr approached textual difficulty from a hermeneutical stance. He started from the premise that any attempt to understand is actually an attempt to interpret; that is the cognitive effort is an exploration into the non-evident sphere. He retorted as well that the textual difficulty rises when "temporal or spatial distance" (2011, p. 59) is increased especially when the text is remote in time. Meaning cannot come forcibly and textual difficulty emanates when the reader embraces a close-minded stereotyped vision vis-à-vis the text. Thus, one way to overcome textual difficulty is to adopt a rather open view towards the possibilities offered by textual intricacies; though paradoxical as it seems it remains accessible.

Lazar (1993) looked at the issue from another angle, according to her readers are faced with imminent cultural clashes. A text can be seen from multiple cultural viewpoints; it is either accessible to the reader or not depending on the extent to which the text shares common points with the reader's culture. In recent times, researchers focus on the element of interculturality since it appears as a hindrance of understanding and text difficulty emanates at least from this factor.

Garcia-Berrio explained the concept of textual difficulty through the lenses of Iser, such as; he refers to it as gaps of blank or flat discourse. One factor that creates ambivalence

towards the text is that a literary work can never be a total replication of reality; a text cannot be that exhaustive to the extent of living no space of wonder to its reader. Those dark spots, together with extra-textual factors, result in deciphering textual complication. Hence, "the decisive initiatives to construct textual meaning reside in this work involving the imaginary occupation of the immense gaps left open in the text's structure, the result of either the author's calculation or the incompetence of the expressive system of human discourse" (1992, p. 180). Though, it might create a gloomy impression about meaning invention, these uncontrolled imperfections set the door free for the reader's imaginative competencies.

Within the ambitions of the present work, the undying frame a text retains the off spring of the difficulties it presents since it keeps the reader's imagination alert towards the non-uttered content. Flexible as it seems, the concept of textual difficulty can be seen from a positive side and so exploited from this angle.

6.6.1. The Processing Constraints of the Readers' Memory

It appears that in most reading contexts, readers adopt different approaches to what they read with reference to the reasons they adopt for reading. Modern academic queries about the usage of reading to shepherd text treatment state that students employ separate mental stratagems when they read for the sake of learning and when they read for pleasure. What is of import is that these cognitive processes are solidified by the operational presence of the reader's memory. A concept that has been till now seen as transient in nature; it does not image a lone structure, quite it is the pot that resembles the total amount of cognitive processes that intervene in the information treatment (Maricle, Miller, & Mortimer, 2011).

Memory is a brain device on the account of which individuals chronicle, recollect, and generate new ideas. Of the aims of the current educational trends is fostering in students the habit of recording and retrieving the information passed on either in daily life or in academic settings to implement it where necessary. Aggarwal defined memory as: "the production of past experience even without the presence of stimulus. Memory may be explained under: stimulus-response-acquiring of an experience-retention-time gap-recall" (2014, p. 226). In the context of text reading and construal, the textual load of information is considered a spur that kindles the reader to delve into their past experiences while attempting a response in a well-defined time lapse. Further, the richness of the information that is brought to respond to the text relies on the cognitive processing competencies of the reader in terms of storing and recollecting.

Bortolussi and Dixon explicated that in the context of literary narratives, readers are not able to regain the exact content in memory they rather extrapolate inferences on the ground of the proffered textual data, "readers do not have a recording of what they have read, but rather must reconstruct that information from fragmentary memory traces" (2015, p. 36).
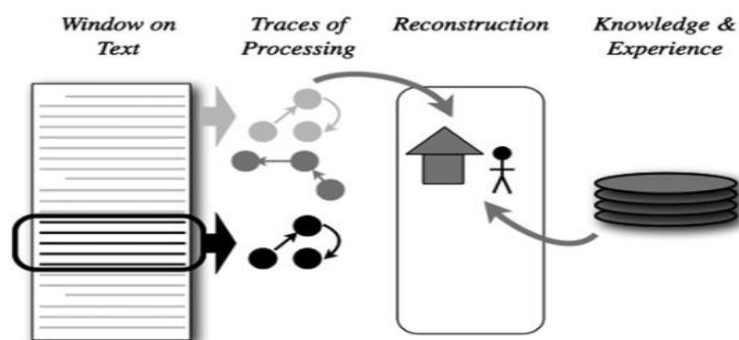
Figure 17: Bortulissi and Dixon's Illustration of the Memory Processes Interposed in Text Reading (2015, p. 36)

The above figure portrays a general gestalt of how memory functions while in the process of reading. The marked portion represents the part of the text which is being instantly analysed; the reader can infer meanings based on previous portions of the text. Next to this, is an image of the semantic residues left in memory; they stand for a patterned portrayal of the reader's own reconstruction of events rather than a literal reflection of the text's expressions. Although these latter are crucial, they fade with time and all that is left are the shallow traces in grey which yields the floor for the reader's creativity. The final off-product of this cognitive process is the refurbishment of a personal version of the plot with reference to individual experiences.

Research around the relevance of memory capacities has reached the conclusion that a variance of these abilities will result in a variance of the form and content of the hermeneutic act. Of import is that these stings of mental relations come together to form a constellation from which the reader invents new meanings.

6.6.2. The Reader's Ability to Transfigure Data from a Sociocultural Reference

Latest studious research in the domain of language studies mentions that the readers' stock of social conventions is crucial in defining the way they receive the text. It is evident that the store of relational paradigms is an open access for the reader to comprehend, analyse, and synthesize what is being read.

With age, readers grow conscious of the similitudes that exist between the story characters and their actions, and real life people and their behaviours. In this regard, a novel is described as: "A fictitious prose narrative or tale of considerable length […] in which characters and actions representative of the real life of past or present time are portrayed in a plot of more or less complexity" (the Oxford English Dictionary as cited in Booth, 2008, p. 65). Response theories agree upon the confirmation that readers construct an interpersonal paradigm out of their life experiences. Unexceptionally, FL students develop this sense of premeditated analysis of the causative relations characteristic of their community's social structure (Hughes, 2011). Mack (2017) maintained that within the realm of the theory of rhetoric and artistic writing, the reader is allowed a free space to initiate an unlimited set of questions that are usually raised in any type of human interchange. It is fundamental that students be trained on the skills of retorting and the means of reconciling the previous reactions of the audience of readers to a particular text. Arming students with these techniques inspires them to the ways of reacting to a text, to the recognized characteristics of the text that triggers the response, to the upshots of one's comprehension of the text. Not far from this, Beach and Swiss (2003) argued that the sociocultural makeup of the reader's community guides the way through inventing meaning from a piece of writing.

Clearly, the social backdrops of the reader represent a latent loading from which to view the text. Added to this is the very context and content of the text that is the meaning of a literary extract in a history class will carry out different interpretive worth than in a purely literary class.

7. The Notion of Critical Reading: What Promises for Critical Comprehension?

In line with critical reading specialists' views, reading critically entails a reflective, rational and active connection with the text. Actually, there is a growing tendency of looking at ways to enable students create an internal discourse with the text as well as with its author. Essentially, EFL students, as readers, should put in action their cognitive predispositions in their quest for reasons, arguments, suppositions, experiences and personal histories and make manifest the different interpretations and content evaluations. Sanchez (2015) explicated, in line with the previous field studies, that for the manifestation of meaning construal in critical reading, lower order skills are bridges to higher level ones.

Wallace (2003) offered some reasons as to for the inclusion of reading critically in the FL class claiming that critical reading is a result of critical comprehension. These are paraphrased as follows:

➢ Explore the meanings overlaid between the lines and to come across differing layers of comprehensions.

➢ Discover the sociocultural tissue of the community referred to in the reading text.

➢ Learn how to be proficient in reading and how to adopt and adapt to what is being read.

➢ Experiment with the various ways of writing for the sake of satisfying different types of audience.

➢ Observe the potential possibilities in which texts are read and being interpreted by readers.

Focus on reading critically in the field of EFL was a mere reaction to the lack of emphasis on the horizons opened by processes of text interpretation, Fairclough believed that there was a need to reflect back on the current practices and approaches to teaching reading commenting that: "In critical linguistics there tends to be too much emphasis upon the textas product and too little emphasis upon the processes of producing and interpreting text" (as cited in Widdowson, 1995, p. 340). Woven within these lines is the idea of the shift in modern queries in reading from comprehension procedures to interpretation processes. A case that was later on adopted to literary studies and fully consumed in reader response paradigms, "readers do not simply receive or extract meaning from text. They construct interpretations." (Widdowson, 1995, p. 340). Hence, EFL students are not to be seen as empty vessels to be filled passively by the different authors' impressions. In the context of tertiary education, which is the final study cycle for most of them, students are quite expected to major in with a cognitive luggage that ensures a critical evaluation of what they might encounter when the premise is that teaching skills of reading is teaching skills of life. Wallace (2003) expanded this idea by stating that it is high time the tertiary educational staff got rid of the abundance of psycholinguistic methodology to reading. In line with her thought as a researcher in the field of critical reading, there is no need to:

> [….] to deny that understanding a text conceptually and linguistically must be a starting point for all reading positions; merely to point out that readers may want and need to respond to texts in more diverse and complex ways than is generally acknowledged. All learners, whether reading in a first, second or other language, are, from the earliest stages, potentially both making meaning from texts, and engaging in critique.(2003, p. 3)

As manifested in EFL settings, critical reading is meant to render students more socioculturally and at times politically conscious of the varying ways in which text and authors' language can control orientations. Arriving to realize these higher thinking scaffolds is promising and is of pertinent social worth. What a critical reader would do, within this frame of reference, is to try some meaning reckoning about the ideologies seized within the text lines; this might be done with reference to the textual traits of the discourse (Widdowson, 2000).

In their final cycle of study, students' cognitive abilities are to be defied and tested as there would be no further educational prolongation. The kind of content that can be used to raise the critical sense of text analysis should trespass students' conventional knowledge, personal histories and world perceptions. There should be a need of integrating texts that are typified by contending interpretive analysis and a disaccord with habitual ways of meaning construction (Wallace & Wray, 2016). Additionally, students' ways of approaching sophisticated written materials tells a lot about the observed flaws in their understanding and interpretive strategies. This results in failing to grasp a meticulous analysis of authorial intentions; at times they need to be guided so as not to jump directly into detecting defects in writer's logic. Even in contexts where EFL students are focused to consider the ideological load of the text, there appears a great variance in their interpretative reading owing to asymmetries in their personal experiences, learning habits, viewpoints and mostly unspotted inaccuracies in their frame of logic.

Linking this element to the core of the current chapter, Grabe (2009) estimated that attainment in reading comprehension is correlated with the use of critical thinking skills. Assessing reading comprehension, in this vein; is simply assessing students' critical thinking. Without a doubt, for comprehension to take place readers must synthesise the information coming from the text and their own knowledge. Active overall meaning construction results from recurrent processes of inferring and deducing. Tennent (2015) believed that there is no such verbatim comprehension. Literal text comprehension is built upon the incorporation of inferring and rational thinking mainstays; realizing literal comprehension is automatically bridged with processes of criticising, evaluating and reasoning. Field research indicated that the automaticity of constructing the main idea of the text is an elemental step (Van Dijk & Kihtsch, 1983). It is only through continuous checking of readers' reasoning that a consistent representation of the text content is engendered. Lewis (1991) thought that above the automated layer of constructing the implied general text idea, there should be an elevated

level that is reserved solely for critically depicting the unsaid, yet; a multiplicity of text versions can be modelled in line with individual's mental mapping. It is mainly:

> Due to differences in readers' knowledge, experience, world view, and interpretation of the communicative situation, more than one coherent version of a text can be constructed. Therefore, an individual's comprehension can be considered a model of text meaning open to substantiation.(Van Dijk & Kihtsch, 1983, p. 421)

Simply put, the belief that reading is an act of construing deeper horizons of critical thought becomes justifiable when some reading stages are admitted as automated and compulsory yet inadequate for shaping up the potential text versions.

Reading with a stance of criticising does never imply flattening the piece of writing or the ideas expressed within in a prejudiced subjective manner. It urges for weighing alternatives from a balanced viewpoint resorting to discerning realities, evaluating concepts, and looking at ways in which these fit within larger frames. Amid the possible areas of applying critical reading are literary studies where EFL students can have a word on authorial aspirations in approaching a certain issue and the literary orientations that are applied in expressing the intended content. Students might as well be accredited to attach a worth for the written content against recognized standards.

It is for the institutional ideology to spell out the need for the production of a critically –oriented generation of EFL students that they would benefit from later. Wallace hinted to the need of raising students' consciousness about the ideological load carried within the lines of a FL piece of writing since the text language is not only limited to propositional realities. One of her important claims in this area is that:

> One advantage of L2 readers may have is that they are *not* the text's model readers. Simply because they are not part of the intended readership they are in a position to bring fresh and legitimate interpretations to written texts. They are able to exploit their positions as outsiders. (Wallace as cited in Doecke, Davies, & Mead, 2011, p. 179).

Implicit within the above lines is the idea of cultural distancing. Given the fact the there is an ideological space between the text content and the EFL students' world; larger scopes of interpretations are favoured. Students can sort out more than one potential meaning; they can take advantage of their outsider position to critically find new semantic schemes for the text. In the meantime, the raw material for the interpretive process is constructed out of students' trials in setting forward hypotheses and trying predictions, Sheory

and Mokhtari proclaimed that: "Reading is…a….process …in which readers constantly form hypotheses, test predictions, and use their knowledge of the world and of the language to construct meaning" (as cited in Shaaban, 2014, p. 122).

In point of fact, critical comprehension has received much dispute specifically at university contexts. Some scholars come to grips with its features, others with the techniques university instructors may resort to for its realizations, and yet others lay attention to EFL students' strategies for critically analysing the text. Still, critical comprehension is essential for the success of EFL students' academic career and post-academic one. Starting from the premise that language skills are complementary, Lieu (2015) concluded that one way of motivating students to critically approach a text is the use of reflective writing prompts. The study results showed that students trigger their thinking to ponder about their immediate and remote environment which shapes their character as active readers. Simultaneously, this technique helps students to question their beliefs in relation to others and then to understand the origin of people's behaviours and world prototypes. Since tertiary LMD education is founded on the triangulation of research skills to cover the different course assignments, there is an explicit need of teaching students how to follow their reading with critical comprehension. Student must be taught the value of their personal experience and knowledge history in interpreting, appraising, and weighing up possible responses. Tertiary level critical reading becomes an open door of improving EFL students' nature of thinking schemes and furthering the quality of their ideas as they are in a transitory stage and assumed to be proficiently responsible in the next one (Paul & Elder, 2008).

Not far from the above conception, the Graduate Division Board of the University of Berkeley identified seven footsteps to elevate college students' critical text comprehension:
-Free writing: A step that immediately should follow the act of reading. It is meant to proffer students with a range of possible impressions about the content. Matters that concern the style or reasoning of the writing are not to be considered at this stage. It helps students boost their critical thinking capacities while chronicling their thoughts.
-Reflecting on titles: This stage precedes delving into the content. It starts by thinking about the title and relating its content to students' convictions. The next stage would be reading and recapitulating the content. At this level, students can tell how their understanding of the text was either enlightened or misinformed by the title.
-Reflecting on the abstract: It refers to processes of ruminating upon an extended piece of introductory writing. It serves to raise students' consciousness about how differently they may approach the text meaning from the intended one.

-Evaluating the argument: This stage starts by reading the introduction and ending remarks of a written piece of discourse. Students are urged to recognize the text argument, then; to free-respond to the type of evidence the text provides. The critical thinking phase comes when students evaluate the extent to which the content converges with readers' expectations.

-Free writing about connections to other readings: Students at this level exploit critical reading to relate the content being read to previous reading experiences and use them to fill in interpretive gaps in the text at hand.

-Answering reading questions: This stage concerns much more the instructors' method. The teacher can resort to the type of questions that revolve around leading students to analyse the written discourse rationally. Aspects of identifying key concepts and authors' arguments are of optimal import in guiding EFL students' critical reading.

One of the latest attempts that are put forward to advance students' critical comprehension at higher education is DiYanni and Borst comprehensive list (2020). These landmarks are rephrased in the following points:

➢ Making observations: In reading a literary text, students may observe the way the text is structured to reflect a given point of view, or the text stylistics and how it pictures its content. The authors considered observation as a critical stage to set forward processes of noticing, attending to, and caring for every type of information. A primal skill as it is, observing textual structure and content encourages FL students to think beyond the text. Huff explained that the hermeneutics of texts relies on the first sensory impressions that readers make of the first glance. He claimed in this context that:

> The attempt is to reconstruct knowledge in such a way that there is no need to make final appeal to readings or judgements which can be checked further. That is why the basic building block of knowledge on this view is the impression, or sense- datum, a unit of information which is not the deliverance of judgement, which has by definition no element in it of reading or interpretation, which is a brute datum. (2009, p. 11)

➢ Establishing connections: Making pertinent observations about text details is not sufficient for embracing the likely discourse interpretations. Part of critical comprehension entails getting students involved in creating lines of connections. According to the authors, students are invited to connect with the stylistic details as well as to the world of the text and their own lives. Not far from this idea, Gunning (2010) described these connections in terms of three layers: in between texts, text to readers' sphere, text to readers' external world. Instructors are incited to sculpt the way

inferences are reached for; EFL students should rely on succinct observed textual details and the existing nexus between them. The inferences they make are mere hypotheses; they are neither incorrect nor completely orthodox. They are crosschecked every here and then for the suitability with students' mental schemes and background experiences.

➢ Making inferences: In EFL context, students receive an orchestration of socioculturally rich and uncommon content that in one way or another fuels their curiosity to observe and connect, either inter-textual connections or extra-textual ones. As a concluding remark after her investigation on processes of inference making, Tennent believed that inference making is:

> A process of filling the gaps in understanding created in written texts [......] The role of inference making in reading comprehension raised a more general critical point: inference making is a centrally important component of the reading comprehension process, and an inability to make inferences means that written text will not be comprehended. (2015, p. 83)

Indeed, current pedagogical trends exalts readers' roles in advancing new semantic paths to the reading, Morreillon (2007) reminded again that part of comprehension is the critical transaction between the readers' world and the experienced context and for transaction to take place the reader is urged to interpret the reading material. The author commented that:

> Inference requires that each reader construct a meaning that makes the text a reflection of her experience. In this way, the text becomes integrated into the reader's schema or background knowledge and holds the potential to change that schema. Readers who excel at inference may actually experience a sense of rewriting the text as they read. (2007, p. 77)

Inference is contributory to critical comprehension in the sense that it schematizes students' thought so that the conclusions they make should be founded on evidence. Concretising attributes of inspective thinking within the LMD policy is promising in aiding students to mirror informal thinking within conventional academic settings. Goldman, McCarthy, and Burkett (2015) related this to the field of literary studies and indicated that EFL students can adopt an interpretive stance that carries them from the world of the text and ahead of it.

➢ Drawing conclusions and considering values: The culminating point of inferences readers reach in probing a text is obtaining a feasible interpretation. DiYanni and

Borst (2020) explained that the process of interpretation is founded upon observations and correlations readers make use of as well as inferences they reach from what they have detected. Interpretation, as a final phase of critical comprehension, is vulnerable to amendments. The interpretive process can take assorted orientations in relation to the re-examination of the text and the accompanying thoughts that might cross students' minds, to the discussions that might occur with others about the text ideas, to aspects of inter-textuality, and to students' personal experiences.

Thinking processes that invite students to critically weigh alternatives, consider concepts, and unsheathe conclusions concerning the text content are promising in ingraining higher order reasoning (Esplugas & Lundwehr,1996). On equal footing, students are leaned to evaluate the content of the text they read. Evaluation is a step that shadows interpretation; the way students construe a written discourse decides about the type of judgement they would attach to it. A FL text may reflect a range of sociocultural, political and religious content that students respond to while bringing into play their own native traditions. Peer and Schlabach (2008) deemed that literary text evaluation is an automatic process that readers enter into; an impromptu course of action through which they estimate the worth of the ideas and events mentioned in the piece of writing, "evaluating a literary text is an instinctive practice in which we engage both routinely and with fervour" (2008, p. 1). Drawing conclusions about the text content is the upshot of the interspersing of textual, contextual, and reader-related aspects.

8. Generative Reading Comprehension: From Krintsch to Rosenblatt's Model

The current tendencies of response theories do not accept a simple identification with the text characters; rather they emphasize that student readers engage in structuring meaning with reference to literary ethics. For readers should engross in critical contemplation on the sociocultural and political scene in the text context.

Reading in general and reading comprehension in particular, entails an array of inherited cultural praxis that is naturally entrenched in the quotidian tissue of social existence. According to Christenbury, Bomer, and Smagorinsky:

> A key component of reading proficiency is the ability to take a stance to read critically and deeply. This ability goes to the heart of our definition of proficient reading, for if adolescents lack the ability to read critically or to choose not to read critically, then they will be unable to rationally deliberate about issues of justice and resource allocation in a democratic society. (2009, p. 91)

The extract makes it clear that the long term aim of training students to be proficient readers goes beyond the academic boundaries to embrace the social and cultural contours. In doing so and to create harmony between the whys and whats of the educational system in language faculties especially, the focus of a reading or literature course must go beyond the simple identification with characters; students need rather to place the characters' acts in line with bigger differing sociocultural patterns functioning in that reading context to connect later with the missing spots of the socio-political and cultural institutions profiling characters' actions; these are to be generalized to the larger community beyond the text. This type of structured thinking and reading analysis attach strength to students' establishment of analytical sense ; once nurtured by classroom debates this faculty can be generalised to the outside of the academia realm consolidating a portion of the proficiency concept.

In his writings, Bakhtin (cited in Gardiner, 2002) considered proficient readers as having a refined control over looking beyond the mainstream orthodoxy summarised in shallow reading practices; they are in a position to estimate the operating dialogic conflicts in characters' internal lives and interpersonal relations. In relation to puzzling spots of reading comprehension, Bakhtin explicated that the identifier and the identified are inexorably tied in a significant dialogic link in a numinous fusion via the channel of the script that goes beyond the page and settles down in the inter self-dealings. In the end, proficient comprehension calls for smart dialogue with the text and gives for going beyond the word.

Snow believed that proficient reading should be seen as a lifelong evolving process; it is possible to set forth the ground for students to develop their proficiency by themselves and let them work towards becoming so. The author observed that:

> At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting [……………] reading comprehension was informed by a vision of proficient readers who are capable of acquiring new knowledge and understanding new concepts, are capable of applying textual information appropriately, and are capable of being engaged in the reading process and reflecting on what is being read. (2002, p. xiii)

More than hauling out meaning from the printed word through contact with the text, the extract hints to the presence of three important factors in the act of assembling comprehension namely the text, the reader, and the aim of the reading act. A point of focus

here is the reader for a simple fact that they whittle their own comprehension with reference to the sociocultural contour either of the text or the environment.

A well-informed comprehension model that extends to Rosenblatt's work is that of Walter Kintsch considered as one of the basic paradigms in proffering a scientific explanation for meaning construction as opposed to the literary. The shift from Kintsch's to Rosenblatt's model is based upon looking at comprehension as basically a process of meticulous strategies that culminates with meaning construal. The common ground of this shifting paradigm is proposition making through a subtle chemistry between the data offered in the text and what the reader can tender from their personal experience, the following quote summarises entirely that smooth passage from the concrete perceptual to the artistic literary thinking:

> Propositions are constructed via a delicate interplay between what is given in the text and how that information is expressed on the one hand and organizational principles retrieved from the readers' knowledge sources on the other. This process is guided by the reader's comprehension strategies. (Kintsch, 1982, p. 305)

Hence, the building blocks of comprehension strategies together with the reader's schematic knowledge shape a broader view of the organizational labour in text interpreting. Such as, the strategies are triggered by textual prompts and are generalized from micro to macro-interpretive operations. No estimation is optimal without a certain degree of implicating previous experiential acquirements. There is an obvious pattern shift from a sole focus on the semantic aspects of the text to the incorporation of the reader's knowledge from long term memory.

Conclusion

Throughout the chapter, the concept of comprehension has been anatomized with reference to major field theories. Reading and comprehension are part and parcel, hence; the imperative of coming to grips with comprehension intricacies in the FL context. Recent field theories have succeeded to prove the cyclic feature of comprehension processes making reference to its transactional nature. FL students are in a position to refer to many factors so that understanding occurs. Besides calling on students' related criteria, FL instructors can refer to strategy training to raise students' autonomy in making sense of the reading materials. These viewpoints have opened the scope for the dynamic character of critical reading comprehension. Focusing on the role of students in constructing their own understanding has

bearings on the generative side of comprehension. The forthcoming chapter will delve more in those aspects that rather press on transacting with the text.

Chapter Three: Reader Response: The Pathway to Proficient Reading through Interpretive Writing

Introduction

The previous chapters made an account of reading, comprehension, and the interplay between the two constructs. Where the latter are facets of the same coin, interpretation comes as a complementary step to both of them. Comprehending the reading passage is manifested through ways to its interpretation, and comprehension is made manifest through the readers' ways of organising their thoughts in a structured manner that reflects their internal cognitive processing. A plethora of theories make account of the interpretative act and its constituents with some focus on the written response. The latter makes foundation for the reading-writing link. The current chapter is a sketch of the major theories of text interpretation, tenets of free text response, and the status accorded to the reader within those viewpoints.

1. EFL Students within LMD Policy: A Report

The vital mission played by the Algerian educational system has arrived to introduce some perceivable changes in the last four decades. To be precise, the content of the educational trend is a set of values that are indices of the type of personal, social, and professional relations that might take place in the future.

The educational reforms in Algeria came unexceptionally as a natural reaction to the complex transnational affairs that are met with the intersecting economic concerns of the era (Journal Officiel de la République Algérienne, 2008). For EFL students, the LMD policy proffers better chances for proving their merits, for being flexible in their dealing with the courses contents, for assuming their autonomy and so gaining confidence in the larger job market, and above all smoothing their mobility at the national or international level (Hanifi, 2018). Part of ascending the mobility ladder in an increasingly competitive market is by nurturing students' proficiency and know-how skills that can guarantee their integration into national or international systems.

Of the founding principles of this dogma is to amplify students' involvement in the autonomous realization of their learning path. The freedom of action offered by the system allows students to act conveniently in potential similar situations through a set of methodological measures that serve as training assets. The advantage of putting forward clear

goals aids learners to keep up with the strenuous task of EFL learning. Aligned with the LMD ideology, Malcolm observed that in:

> In foreign language settings, tertiary-level learners may be highly motivated to succeed academically and have specific career goals in mind. However, their progress may be hampered by limited prior exposure to the language of study, inadequate resources and little formal support for their language learning. As a result, they must overcome a host of motivational challenges to their personal, academic and language development. (2011, p. 199)

Such a description puts in plain terms the necessity of affording the suitable means for students to reach for the required level of competency. Chin-His, Dongbo, and Binbin (2017) referred to the contribution of modern technologies in the enrichment of the EFL experience through exposure to a variation of authentic English input that would enlarge students' experiences. Reference to modern technologies is highly recommended within the Bologna Process aspirations and that is mainly encouraged in the LMD to boost students' enthusiasm. For instance, literature and reading sessions can host a number of information and communication technology tools that aid the teacher prop up, ameliorate, and boost students' quality of receiving and responding to the information. Zainal (2012) considered that technological media facilitate both comprehension and response to the literary text; the author claimed that the web experience of reading the text assists students to get into the text through fresh means.

According to the establishers and system adopters, the LMD policy looks forward to prepare a generation of autonomous students that are able to put in concrete shape the acquired proficiencies in all course domains. Pushing for students' critical thinking powers is considered a sin qua non in this policy together with the sense of independence; university cannot teach everything and so the system integrates training for potential professional claims. For the aforementioned claims, this new pedagogy turns upside down some traditional practices setting new measures for syllabus designs and notions to be included. In this way, Mignanwande and Hounmenou vindicated to succeed in this system, the student: " Must learn to manage his time, prepare to take multiple pathways for learning beginning by working from the first hour of instruction. Moreover, this success requires also deep changes on plan of curriculum, teaching practices and learning." (2016, p. 163). Hence, tertiary level context is confronted by the urge to generate valuable steps towards the realization of new teaching standards, practices, and novel learning styles that revolve around students' active

involvement as opposed to the traditional classroom techniques. To ensure the good functioning of this network, the government ought to ensure an on-going training for the instructors in such a way as to consolidate their grasp of the new pedagogical standards. On top, when embracing these pedagogical measures decision makers should ensure that they are lined up with the prevailing sociocultural features (Livingston, Schweisfurth, Brace , & Nash, 2017).

2. Creative Writing: What Affiliation with EFL Reading in Algeria?

In recent years there has been an increasing surge in the number of academic talks and journal papers issuing around the affiliation between reading and writing. Though the bulk of these studies converge around the theoretical correlations between reading and writing skills, there is still space to discuss the benefits of exploiting the linkage between the two abilities. Ollendick, White, and White (2019) proclaimed that reading-related problems transpire recurrently with writing-related challenges so finding solutions may play a decisive role in effecting learning answers in these areas. Another issue that is targeted in the field research is the quality of writing instructors expect from students, under what circumstances of treatment, and what technicalities. Language academics are irresolute when it comes to the conception of what constitutes good reading. For some it is paralleled with fast letter-perfect comprehension; for others it is associated with deductive comprehension, yet for some it is the off-product of the articulation of creative interpretative responses (Caldwell, 2014). The accompanying notion of writing with a sense of creation pertains to a number of meanings. Sometimes it is used to refer to literary fine art, and at times to academic courses specialised in training students to be competent creative writers following accredited examples of works of literature.

Having conferred the potential rapports between reading and writing abilities, it is not astonishing to observe that most association inquiries that investigate the reading-writing link promotes a global correspondence between EFL students' reading attainment and writing achievements. In consolidation with the latter, it has been proved that this correlation oscillates along the lines of varying factors. Gillion (2004) uncovered a collection of factors that would affect the course of development of reading and writing skills; he divided them into intrinsic and extrinsic factors. Extrinsic criteria are those upon which they cannot enact in the example of economic and sociocultural traditions as well as existing teaching methods; intrinsic factors reflect students' level of intellectual engagement, perceptive abilities necessary for getting the message across, and natural inclinations to print.

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As a matter of fact, the reading-writing relationship can be taken advantage of in addressing the lacunae in the teaching syllabus. Tierney and Leys (1984) pondered on the nature of this reciprocal link and proposed the forthcoming landmarks:

➢ Students could be inspired to rehash the reading content from new outlooks. This serves as a preparatory step for training them to work on some writing rudiments. Some actions that can be taken include: Arranging parts of the original text structure whenever this is possible or modelling the text in an altered way, adjoining connectors and writing devices to generate coherent structures, working on the text main ideas, and augmenting the possibility of creating horizons of meanings that suit potential audience readers.

➢ By the same token, students can be made to ponder about how different authors write about the same theme. As a way of targeting students' higher order thinking skills in writing, instructors can invite students to observe the writers' intentions, writing modes, selection of wording, and matters of discourse, then let them observe the way these remarks influence their ways of responding to the text's theme.

➢ These practices can aid students gain extra control over their comprehension and metacognitive schemes and their exploitation for writing ends. Actually, the authors propose a collection of question types that take after Bloom's taxonomy and Rosenblatt's building blocks for a literary response. The format questions they suggested kindle thinking beyond the literal meaning of the word or sentence.

➢ It is also suggested that reading with the intention of commenting and altering the content being read proffers students the chance to rework the content from an objective view point because primarily it is not their own production, but just an enhanced commentary. Referring to written response prompts and indicative queries inspires constructive personal and interpersonal discussions spawning intellectual creativity, in Estes terms it is: "The ability to respond to all that goes on around us, to choose from the hundreds of possibilities of thoughts, feeling, action, and reaction and to put these together in a unique response, expression, or message that carries passion and meaning" (as cited in Coverdell, 2008, p. 91). Part of inducing creative response compels training students to fluctuate the use of mental pictures or visualization tricks. Waugh commented on this type of inspired reactive writing as: "The creative response to the writerly text is what transforms the reader from passive consumer into blissful 'scribe' or 'scriptor' (écrivain)." (2006, p. 272). The more students are given pace to bring their metacognitive abilities into play, the shrewder writers they will come to be. Likewise, granting students the suitable critical logic with which to approach a literary

text will guarantee an insightful consideration of their own work which is probably an enduring sequel of ingenious writing.

➢ Reading is potentially a versatile skill in the sense that it aids students to better their critical thinking capacities together with an orchestration of reading strategies. For this to happen, reading instructors ought to present learners with a content that they deem consequential mainly because the human brain generate better results when it performs rather than when it receives ready-made information; Godin believed that it is vital that instructors: "Help students actively display their thorough knowledge and understanding of a text in a creative and original manner" (2010, p. 11). When students gather, portray, and compile the input they gain from their readings, their intellectual abilities are fostered coupled with their own unique posture towards the text events, and their ingenuity in responding.

➢ It is equally possible to increase students' emotional and driving force to live through the main events they are reading. In most cases, writers leave a space for readers to benefit from their imaginative abilities to fill, react to, or rejoin to the text important events. Gadamer (Eberhard, 2004) judged this as a valuing of the readers' faculty of imagination; his views concerning text meaning are considered as an original trial to prize the act of interpretation while attaching little concern with the text being interpreted; Gadamer's (Holzer, 2011) assertion of the favourable role the reader might have vis-à-vis the text is an encouraging factor in most EFL educational settings. He affirmed that the text cannot have a sole meaning, and proclaimed that: "The role of the interpreter's imagination in the discovery of the multiple present sense-events" (McLean, 2012, p. 194).

Writing in this sense becomes an act of imagination and broadening the mind's scope towards new horizons of meaning. Even if for most scholars writing embodied a communication silhouette that purports prolific performance and alteration of author's ideas, efforts to delineate the meaning of writing converge in the aspects of product and content that is the quality of what has been written, to whom, and using what techniques. Knights and Thurgar-Dawson (2006) believed that the response method of writing is conducive to lead students to discover the full potentiality of narrative and discursive potency which culminates through pursuing an interpretive written product that they create themselves.

The tie between reading and writing is as sturdy as the one existing between speaking and listening. Actually, there is no room for severing the language skills nexus since in the realm of humanities it is not possible to disassociate structuring particles of a module of study. Generating students as qualified readers has need of introducing them to contents that are equally challenging, evocative, and appealing. Amidst the benefits of an alluring reading

instruction is the resort to text variation. In this regard, Collins (2000) argued that the foremost mission of reading instructors is to make sure of affording a wide array of texts that vary both in form and content. In actual fact, experiencing the pleasure of plunging into the subordinate world of the text can be made manifest through the medium of response prompts. According to Harste, Woodward, and Burke, reactive writing permits students to examine their: "Growing understanding of storiness, of wordness, of how one keeps ideas apart in writing, how the sounds of language are mapped onto written letters, of how one uses writing to mean and more" (as cited in Tierney & Leys, 1984, p. 9). Indeed, offering students the chance to spot their mental schemes in respect of the text yields evidence of concrete chance to elaborate, assess, and bolster their personal feeling towards the events.

To this point, reading literature for writing ends can serve both as an exemplar and as a substance. As for taking the literary work as an exemplar, it can be exploited to incite students to write in accordance with the author's style (Finn, 2001). In this vein, Beck asserts that: "In heightening students' powers of critique and enhancing their development as writers, we need to teach them to read the same way and [……] to learn a bit more self-editing among the general public" (2012, p. 117). Essentially, it is recommended that students should be exposed to the analysis and reviewing processes without too much focus on personal influences. Of course the final intention is to initiate the habit of automatically considering a critique of the author's published works via the means of classroom seminars or workshops before reaching the stage of responding to the author's work.

Definitely, of the four language skills, writing is the one having direct ties with reading. Managing a full exposure to both skills together with the suitable classroom conditions will result in helping students craft their own tenets for creative response writing. Through a neutral space, students are set to embrace a meticulous analysis of their own writing in terms of insinuations and consequential senses.

3. Reading Classes and the Free Text Response: Where Do We Go from Here?

Though a preponderance of research focuses only on one way directional association between reading and writing, a range of correlational studies inverted focus to the bidirectional relation between the two language skills. Controlling one's writing and knowing where to inject viewpoints and critical evaluations once the text is received is bound by exploiting resourceful strategies, deriving inspirations, and know-how skills; however, supreme benefit from these sources depends on the educational context and the tutor's method (Alexander & Winne, 2006). EFL instructors will be in a position to ponder about the most

suitable approach, and at which learning stage it should be developed, to qualify students to be independent reflectors upon what they read and to be able to use their writing for that sake.

The EFL class can serve a ground for exposing students to multiple text types, however; it remains a veritable fact that most of these settings rely on the incorporation of the literary component. The introduction of the literary component, as a required course conditioned by evaluation measures, has been a salient feature of most EFL syllabi. Despite the fact that the inclusion of the FL literary text has fluctuated in position in line with the different teaching philosophies, the element of enjoyment and experiencing the difference has guided the course designers' aspirations (Zacharias & Manara, 2011; Lazar, 1993). In fact, the literary text offers a true-to-life picture of the world and so it spots sociocultural realities of the native speakers. A factor said helpful in promoting students aptitudes to interpret the text within well-defined sociocultural contexts.

Naturally, reading the same literary text by a native and non-native speaker will yield altered results as regards to text interpretation. The cultural, social, economic, and on top intellectual backdrop dictates differing conventions for meaning construction or elucidation. These factors can be expounded in terms of the distance existing between the text content and its readers that are diachronically remote. As stated by Snir:

> The space between text, author and reader is understood both on the economic and socio-communicative levels: the first relates to the literary market, publishing, periodicals, and censorship; the second, to those processes and institutions that pass the meaning potential of the text through various filters, such as literary-sociological institutions-criticism, literary circles, groups, salons, and public opinion-and in this way concretizes and realizes. (2006, p. 37)

Perceived from this angle, the literary text meets the requirements of a statement written in a pre-existent code that is initially dedicated to a horizon of audience to appreciate its potential meanings. The formation of these meanings is relatively linked to precise dynamics; these varying layers of contact and constructive collaboration between literary and extra-literary factors are known as the communicative space. Spengler elucidated this by commenting upon extant link between the literary pre-text and extra literary influences advocating that it has considerable offshoots, according to him:

The spinoff establishes a yes/no relationship that asserts the pre-text by evoking/importing it, but at the same time questions, challenges, and revises it, and thereby also ideally allows the reader to achieve distance from habits of thought, perception, and worldview that are transported by her or his understanding of the pre-text as well as from the discursive structures that shape such assumptions. The world of the pre-text is transformed into a second order "reality" outside the world of the literary spinoff. (2015, p. 43)

The above quotation implies the idea that the literary text, by virtue of its nature, pictures a double structure that reflects in itself a conceptualization of varying degrees of complexity. The author clarifies further that the process of free response to the text starts basically with a sheer reflection on the plot shadowed by individual interpretations of the text details; the last stage is thinking through the realities depicted in the text and the associations they might have with the reader's world. All these stages suggest the manifold process of literary response.

Considering the pertinence of reader-response philosophies in the creation of informed generation of students or future citizenship, it goes quite ordinary that these assumptions are rather appropriate for the treatment of the literary text. In the Algerian context and in the contour of the current LMD ideology, it would come staggering to consider the study of the literary text as requiring a written response on the part of the student reader (Sarnou, Koc, Houcine, & Bouhadiba, 2012). Evidently, literary response might take different shapes while leaning towards one of the two directions either academic critical compositions or informal individual response.

Benton believed that in courses of reading that are devoted to the teaching of the EFL literature both the text's language and the student's response are central since the existence of both constructs reflects the synergetic relationship between them. With reference to the text type being dealt with the most by EFL students, he observed that:

In the study of literature language and response are key words that signal the interdependence of text and reader. Just how they relate to each other is a pedagogical puzzle; or, rather, a series of puzzles, for while texts always stay the same, readings always differ. A main source of difference is whether the reader is a native or non-native speaker.(1996, p. 30)

While not ignoring the effect of the mutual link between the text and the reader, the aforementioned quote suggests implicitly the critical role culture plays in the reading process.

If the premise is that students re-digest the text content then spell it out in their cultural contour, then definitely the text is confined within multi-layered interpretations.

The orthodox text type that is required to fulfil the demands of an EFL class is described as fuelling students' inquisitiveness, and thus it meets authenticity requirements. Britton thought that exposing students to EFL natural reading content is referred to in boosting their expressive writing; " The Britton team defined expressive writing as that which was 'close to the self', and which has the function of 'revealing the speaker' and 'verbalising his [sic] consciousness" (Britton et al. as cited in Hunter, 1991, p. 35). The same orthodoxy of naturalness and authenticity applied to the category of the reading text is projected to the type of drafts required from students in response to what they are reading or to the literary incentives.

There exist assorted writing techniques to frame a literary response; all converge around the idea that the reader assumes the chronicler's role in interlacing response events, yet they do not advocate the same amount of personal involvement. Tyson (2011) contended that sometimes the interpretive response is influenced by sociocultural factors; in other cases the tissue of the text itself and the narrator's views affect the response; still a third possible source would be the reader's personal experience with its massive emotional and psychological load. At this juncture, it becomes sound to seek improving literary understanding through furthering the impact of personal response as an open gate towards interpretive reading and writing.

The assumption that best shields of the realistic genesis of students' responses is accredited to social constructivism. Together with reader-response theory, they converge upon the idea that the social world shields most of individuals' conceptions about life. It remains plausible that these kind of experiences offer clear borders of readers' social grounding. Philippot and Graves (2009) considered response mechanisms to be diverse since readers' personal histories and life experiences are not the same, so they do not all share the same interpretive views.

In supporting EFL reading instructors to embrace the response policy in their courses, Cooper et.al (2018) proffered a comprehensive list of reasons. Adopting their perspective, responding has the advantage of encouraging students to piece meaning together while reading. The forthcoming are basics teachers need to consider when adopting the response framework:

➢ Each response trial is worth considering. What students draft in their responses is worth analysing since readers do not share the same experience and thinking schemes. Even if

the overall contribution of the text and the reader in this process is not well defined in shaping meaning, the reader remains at the center of constructing meaning. Webster agrees: "With an approach that allows for agency on the part of the reader and the recognition of different perspectives in the creation of meanings" (2002, p. vi). This is said with reference to the melting pot aspect of the current societies characterized by the manifold social and cultural diversity.

➢ Teachers need to pay attention that students' views and responses are reliant on the text events along with the possible interpretations.

➢ Welcoming the type of response that is drafted by skilled or ordinary students, their responses are compiled in accordance with their level of EFL competencies.

➢ Giving students the impression that their work is worth respect, and diffusing this same feeling amid students so that they learn to tolerate the opposing perspective. Literature circles can turn the written response into an animated discussion to discover the difference.

➢ Guiding students to scrutinise their ways of understanding and responding. Through continuous encouragement, students learn to contemplate the thinking processes they use to interpret the possible meanings.

➢ Through responding, students frame their own reference for autonomous learning; they learn how to be pleased, determined and deferential for their learning.

➢ The response method incites students to work on the enhancement of their schemes throughout the way of bringing about meaning.

Together with the above descriptions, instructors need to provide students with testing measures. These might include criteria for evaluating their responses.

4. Reader Response Didactics: Rosenblatt's Guide to Pensive Reading

When it comes to discussing the intricacies of reading in general and literary text in particular, debates transcend the way the human brain hosts the printed word. The simultaneous process of literally identifying the meaning of the written word goes on equal footing with the incorporation of the reader's knowledge and world perspective's that add meaning to the text. Rosenblatt (1938) put forward an innovative theory that revolutionized the discipline of teaching reading. She was pressing a bit ahead of her time when she founded as a ground for her theory the sociological, scientific, and economic upheavals that the world had witnessed and that dictated new definitions for democratic decision making. And so she projected those novel conditions and upshots of these changes on the way people in general

examine the world; she believed that the era's generative ideas are the reason behind upholding the democratic life style and are the cause that led her to generalize this way of thinking to literary readings.

She had declared ingeniously her intents in the prologue to her book Literature as Exploration, affirming that the: "Aim […..] is to demonstrate that the study of literature can have a very real, and even central, relation to the points of growth in the social and cultural life of a democracy" (Rosenblatt, 1938 , p. V). The theoretical ground of fictional experience fermented more than a discipline ranging from literary studies and aesthetics to reading and pedagogy. The author emphasised the tight link between democratic aspirations, and the feasibility of their realization through freeing space for students to articulate their opinions about the text. They are ultimately put on the edge of rushing towards deep reading and later to proficiency in reading (Christenbury et al., 2009). The focal idea of the transactional theory is the existing bond between learning and students' ultimate background; the content of the teaching material has to diverge at some point with students' pre-established social aptitudes which ordain their personal predispositions.

Rating first among those who glorify the existing nexus between the text, as an event, and its readers as interpreters, Rosenblatt (1988) explicitly launched the term 'transaction' in the realm of literary discipline to pave a long path towards re-considering the reader's place within the written text explaining that it means more than sheer interaction with the text events. Thoughts akin to those related to transacting with the text are suggested to forge ahead original schemes accentuating an interpersonal aspect of meaning creation (Bergmann & Gerten, 2010). With reference to other researchers in varying educational disciplines, the author corroborated her thinking scheme with the critics of the early twentieth century philosophers to bridge the existing gap in the domain of literary studies and she believed these scholars:

> Suggested 'transaction' for the idea of a continuing to-and-fro, back and forth, give-and-take reciprocal or spiral relationship in which each conditions the other. 'Transaction' has implications for all aspects of life [………] 'Transaction' also applies to individuals' relations to one another, whether we think of them in the family, the classroom, the school or in the broader society and culture. This approach had been an important part of my thinking, so that I welcomed the term transaction, to emphasize that the meaning is being built up through the back-and-forth relationship between reader and text during a reading event. (Karolides & Rosenblatt, 1999, p. 160)

The quote discloses a paradigm shift that brings with it a new orientation towards perceiving the relationship between the human being and its world. English texts are often seen as culturally miscellaneous and so they challenge students with unfamiliar patterns that they risk to dislocate their sociocultural and edifying conjectures. According to Meacham: "Disruption in the hands of skilled teacher need not be negative, however" (2009, p. 212), it is necessary that student engage with the commotion expressed within the text lines especially when the text is potentially loaded with unknown sociocultural facts. In Rosenblatt's conception (Karolides & Rosenblatt, 1999), student thinking amplify as they are set loose to consider the anomalies of the literary text as compared to their own. De facto, under suitable conditions of applying active learning tenets students are set in a posture to reflect on the difference, extemporize the disparity, and recognize the legitimacy of the alternatives they shape.

A foremost endeavour in literary criticism, the response theory foretells a lot about the way readers deal with processes of meaning making. Ripping to shreds the reader/text nexus expedites the way for future research linking pedagogy to literary theory. Considering Pradl's view, Rosenblatt's observation "set aside the very question that fuelled [a] decade of reader-response critical theory: is it the reader or the text that determines interpretations?" (as cited in, Vytniorgu, 2018, p. 9). Her ideas cleaved to active learning doctrines which renders it of potential benefit in EFL classroom settings. To this end, the author alleged that literary exposure frequently takes place in formal academic settings where potential readers are as well learners; in such contexts construing literature becomes a study discipline that by nature is not devoid of targeting issues of probable occurrence in the large community. According to Vytniorgu (2018), it is at this juncture that Rosenblatt announced the relevance of readers' imagination in meaning making. Demarcating the borderlines of the literary encounter, Rosenblatt seemed so inclined to the active role of imagination in reconciling readers' opinions as they value real life events and guide the nurturing of personality aspects.

Henceforth, reading is no more seen as a simple process of literally ascribing meaning to texts whose sense had been decided upon by the author. Advocates of reader response theory agree that the reading event cannot occur in a vacuum but is surrounded by a complex of personal and social frameworks that renders the task of reading a unique act. It becomes an event when readers or students bring together the internalized system harboured by the family and the community. The collection of these conceptual hurdles is brought to an end once students develop a sense of sympathy towards the events, in Rosenblatt's terms: "As the student vicariously shares through literature the emotions and aspirations of other human

beings, he can gain heightened sensitivity to the needs and problems of others remote from him in temperament, in space, or in social environment" (as cited in Shenk & Groger, 2005, p. 79).

For Rosenblatt, the act of reading has to be approached with reference to readers' emotions; she put forward a seminal idea that helps delineating the scope of the literary text experience. Within the scope of literary criticism, she proffered two options of free text response one is aesthetic and the other is efferent.

5. Dewey and Rosenblatt: Epitome Revisited

Nor far from Rosenblatt's conception, Dewey (1997) avowed that students' grasp of what they read reaches its peak only when they are brought to contribute their emotional and reflective effort into the activity. Dewey's philosophical common sense has as a raw material the begotten benefits of constructive learning summarised in skills of interaction, active rumination, self-involvement, and avid interest in the instructional material with reference to society and democratic aspirations. Of particular notice is the emphasis on addressing students' unconscious by exploiting aspects of informal education. Paradoxically, the shared view of Dewey and Rosenblatt to introduce the reader at the centre of the reading process is not a total novelty; it has always existed with a rather latent posture. This idea of interacting with the text with the hope of envisaging and coping with the possible interpretations is grounded on the social constructivist ideology which considers interacting with others or with the learning material as a contributory factor to developing higher order thinking capacities (Hickman, Neubert, Reich, Stikkers, & Garrison, 2009).

Adding weight to the democratic ideology incarnated within Rosenblatt's theory, Dewey (1980) affirmed that a democratic educational system can guarantee the accomplishment of a full thinking potential for students. Starting from this perspective, he believed that a theory which is detached from this ultimate reality can only be seen as artificial and far remote from refining students' cognitive capacities. Fernandes, Araujo, and del Dujo asserted that:

> Education is a process of growth, an essential method of progress and social reform, an improvement tool and should reflect human intelligence. Therefore, a sound education is only conceivable when the school system promotes critical thinking among individuals (a good and effective method of thought), an ethical development and a socially fair, rational and open way of life. (2018, p. 2)

The crux of the above quote revolves around the mandatory harmonization between education and the integration of a democratic ideology; it becomes currently vital to integrate these two factors to protract a moderately truthful learning archetype. Namely, Dewey sees that the concept of democratic mind is issued from a process of transaction which converges with Rosenblatt's stance. As conceived philosophically by Dewey, the term transaction appears to have a double layered level in essence an abstract and a general one that meet somewhere to serve the public collective demand. In this way, he illustrated that true transaction is emanated from concrete experience that can be expanded to touch upon the educational context when the teaching material has to do with the analysis of genuine life event,

> An experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment, whether the latter consists of persons with whom he is talking about some topic or event, the subject talked about being also a part of the situation; or the toys with which he is playing; the book he is reading (in which his environing conditions at the time may be England or ancient Greece or an imaginary region); or the materials of an experiment he is performing. The environment, in other words, is whatever conditions interact with personal needs, desire, purposes, and capacities to create the experience which is had. (Glaveanu,2019, p. 277)

If there were any veracity in the need of applying the philosophy of experience in the educational settings, then reading the literary text would be perfectly founded upon the core of transactional experience. Adapted to the literary experience, this bilateral exchange addresses both sides on the continuum the reader and the environment. In the aforementioned quote, the author expands further the ideology of transaction based on Dewey's perceptiveness. While the reader can be represented simply through the image of EFL students, the environment may represent the personal desires, abilities, aptitudes and aspirations behind living through a literary text experience. Such a holistic approach to text treatment allows students to implement their critical analysis to connect with their ultimate milieu or otherwise to the larger world with the details and events it might embrace. The idea of transacting with the text as expressed by Dewey finds echoes in psychological studies that attempt to shed light on the transactional theory and its very link with the tissue of the chemistry of the human self and the personal traits of the mental makeup. Specifically, reader response researchers pay due attention to the personal and psychological influences that bear on the reading performance

and also on the interpretive act. In their interpretation of the psychological subjective basis of reader response theory, Davis and Womack found spots back in the explanatory theory of Holland who:

> Posits that a given reader's responses to literary texts are often influenced by that individual's fundamental psychological needs. Holland coined the phrase 'identity theme' in an effort to account for the ways in which readers draw upon literary works in their quests for self-replication and interpersonal renewal. (2002, p. 63)

Regarding the intermingling link between the notion of transaction as explained by Rosenblatt and Dewey, it can be noticed that Holland expanded the idea to include that transacting with the environment means as well transacting with the self and the reader's sense of identity. Dealing with the literary text content in this way is a way of connecting with the self while trying ties to relate to the other. A cyclic composite of elements that represent the outcome of processes of transacting that touch upon the reader's self, the reader's social affiliations and the reader's stance regarding the sociocultural features of the Other as projected through the text; culminates in proficient flexibility of active engagement in meaning interpretation.

In point of fact, Dewey's yearning for philosophic basics that explain the way parts contribute to a whole is stemmed from the era's scientific tendency in the field of biology which goes that the human organism is in total interactional harmony with its larger milieu. Slee and Shute considered that: "Dewey's thinking capitalized on two significant achievements of his time, namely biology's concepts of the organism in the environment and social psychology's emphasis on observing active minds in cultural settings" (2013, p. 128). Such as, within the limits of Dewey's interactional theory learners' are not conceived of as a disconnected organism detached from the surrounding milieu. It might be argued as well that the theorem of Dewey opposed the behaviouristic belief that stimulus and response are two distinct constructs; rather he deemed that they are connected since they serve the same purposeful action.

The literary text, then; is the stimulus to which students respond where the text and its potential responses are seen as located within the same continuum. The type of interaction that EFL students might establish with the text can be described as a type of collaborative link that extends throughout a heuristic spectrum; the kind of contact students' might have with the text as an object would decide about the multiple range of its potential meanings. The idea of the dual continuum introduced by Dewey is seen at the heart of the link between students'

personal past experiences and the current challenges introduced by the text obligations; according to Schutz: "Dewey was convinced that understanding something involves seeing how it connects with other things and events" (as cited in Williams, 2009, p. 38). Knowing how to orchestrate their knowledge of the world, their experience, their basic know-how, and the various readings they had about the text can help students forecast existing connections in the world.

The nature of the literary experience, as adapted to Dewey's paradigm, can be explained as having an active and a passive side that are strangely united to form a homogenous combination, "On the active hand, experience is trying- a meaning which is made explicit in the connected term experiment. On the passive, it is undergoing." (Dewey, 2001, p. 145). When students experiment with the text, they are located in reciprocal relationship with its events; actually they are immersed in working on the text while acting positively towards it. It is accepted too that they receive equal influence from the text, and submit to the plot atmosphere which can resemble or differ from their own. On the word of Dewey, the abundance of the literary experience is measured in lines with the reciprocity of these two ends of the continuum. In this context, the notion of continuity shares some basic common features with interaction while both of them are used to delineate the concept of educational experience; both factors reflect the cyclic link between interaction and continuity that explicates the longitudinal side of the experience.

Adapted to the literary experience, continuity relates to the properties of experience as projected in the readers' spirits. A suitable experience would generate a positive impact on the reader and outreaches this to possibly modify the potential experiences that students would encounter in life. In simpler terms, continuity conceived from this angle, is meant to promote personal development; to provoke inquisitiveness; and to transport the individual to a better status. Interaction, on the other side, reflects the facets of experience that have to do with the immediate milieu. Looked at from this angle, a literary experience possesses a reactive component that impacts not only the text readers but, as well; the reader's ultimate environment and its structure.

5.1. Dewey's Transactional Constructivism and Rosenblatt's Transactions: Towards a Merger or a Paradigm Shift?

Since its emergence, the notion of constructivism in educational settings has raised massive debates. Part of the dispute around the concept is originated in the lack of enough critical examination of its core suppositions. A thorough analysis of the work of Dewey

(1997) indicates his implicit adherence to the notion of constructivism though this was not uttered directly after the introduction of the give-and-take relations existing between the individual and their environment. In his overt exploration of the implicit side of Dewey's work concerning the translation of the reception and reaction mechanisms, Vanderstraeten (2002) commented that it was right from the beginning a delineation of the constructive touch that characterizes all human actions. Dewey's point of view disagreed with the prevalent views in the field of psychology that the nature of the human organism exists in a passive state until provoked by external stimuli. In Dewey's perspective (1997), this presumption disregards the idea that the organism is not reactive only if stirred by external factors; actually the total of the human organism has always possessed an active potential of reaction. What Dewey suggests is:

> To start with the idea of the organism already dynamically involved with the world and aiming toward unified activity. Since the organism is not self-contained, it must direct this impulsion toward an environment. Because the environment contains random, novel, and potentially disruptive elements, the activity must be one of continued readjustment and modification, that is, growth. (Alexander, 2012, p. 129)

According to the presumptions of the above quote, the final outcome of this existing dynamism between the individual, their interior, and the outer world is growth. The passage declares that the human organism is not self-contained it engages often in sending this impulse towards the exterior milieu; however, the environment can risk to include factors that ought to be arbitrary of nature which implies that individuals often intervene to act upon those elements as prospect of introducing some changes. This process of development is based upon the view that change is brought about thanks to processes of reflection and continuous modification. Dewey's theory of learning has been applied in educational settings to incite students and learners to be active agents and to decide about the final product of their educational career (1997). In literary settings, the theory of Dewey proves efficient in guiding students through the path of constructing meaning by themselves considering that the text represents the exterior environment.

Hickman, Neubert, Reich, Stikkers, and Garrison (2009) explicated that Dewey made sure in his constructive analysis that there exists a well-defined difference between interactional and transactional philosophies in both communication and interpretational domains. While interactional explanations go for the prior existence of the elements in question before they reach a constructivist interactional level, the transactional models

suggest that the relationship between elements is a gradual process of co-construction and co-constitution with a certain rate of precision concerning the common aspects of the elements in question through the different processes of the constructivist act. Thus, for example; the concepts of the self and the Other do not appear as separate entities that forge realities, attach significance, and expose consequences, but are in themselves entered in a process of composition as the constructive act develops.

It follows that Rosenblatt (1988) considered the activity of reading as a vibrant event in a step from her to fuse the concept of constructive transaction in the field of literary studies. Essentially, the theory fits within as an explanation of the interactional relationship text/reader which, according to Dewey, has two layers of meaning. The first level of interactions is that in which both sides are not changed by the dynamics of this reciprocal interchange while the second level describes perfectly the joint and reciprocal relationship between the reader and the text in which both sides not only interconnect but act upon each other as well resulting in forms of transformations of meaning (1980). Mclnerney and Day (2007) explained that the concept of transaction was introduced to give a precise description of the quality of the mutually changing mechanisms existing between both sides on the reading continuum, the reader and the text events. Relying on this latter explanation, a flexible merger of the two philosophies can generate a feasible impact on students' reading achievement. Despite the fact that the theory of Rosenblatt is deeply rooted in metaphysical and theoretical foundations, it also describes a language scheme of the type of the existing link between individuals and their environment including how human beings connect to their world (Sharkey & Madigan, 2018).

In point of fact, the transactional theory as adopted and developed by Rosenblatt in the field of literary studies is meant to be a perpetuation of Dewey's concept that is meant to describe the affiliation between the reader and the material. Each transactional encounter is an individual experience in which the reader and the material are in a continuous process of mutual influence.

6. Factors Influencing the Reception of Literary Works

Reader response theory is a general umbrella term that encloses within the idea of the way readers perceive and receive the literary work. Its essential points of departure are the criteria readers refer to in the deductions they make about the content of the literary text they read. In this regard, Hans Robert Jauss, for instance; introduced the horizons of expectations to refer to the basic criteria readers refer to in their way of judging the literary text content (Jauss & Benzinger, 1970). The scope of these horizons informs about ways of attaching

value and meaning construal to the literary text within special time and space constraints without founding permanent and ultimate meaning. Jauss sets forwards some factors that permit for the analysis of the readers' expectations about the potential meanings of the text in line with their "education, knowledge, and experience" (D'egidio, 2015, p. 69).

A logical outcome of the previous factors is the broadening of the readers' horizon of analysis and imagination; a certain amount of education can guarantee a definite percentage of knowledge that is applicable to react to the literary text. Added to these two factors comes experience which is efficient in backing up the possible horizons of meaning that a text might have, Rosenblatt (1988) referred in her work to the benefits of the readers' previous package of personal history in addressing the text potential meanings since, in her reader response paradigm, a huge part of readers' feedback is traced back to the values of personal history. Widening and intensifying perspectives, internalizing experiences, and collecting conclusions about life events are processes that are so tangled in the web of learning and educational development. Hence, it can be said that readers' subjective histories act as platforms for bargaining experiences and identifying possible meanings in potential life intricacies (Ouahmiche & Boughouas, 2016a).

The factor of experience, in the context of literary reading, is fundamentally relevant in explicating some corners of what students deal with in the literary text. Based on the intricate link between the work of Dewey and Rosenblatt, it is concluded that exploiting personal experiences is partly related to attaching meaning to those experiences through the different dynamics of negotiations, intercessions and discussions. In point of fact, the factor of experience is latent in the sense that it is always there and present under any circumstances whence the import of training students on developing the habit of referring to their personal histories throughout the path of meaning construal. Specifically, there is information that is being transmitted from the oldest to the very recent state of the individual. In line with Glaveanu's terms:

> As an individual passes from one situation to another, his world, his environment, expands or contracts. He does not find himself living in another world but in a different part or aspect of one and the same world. What he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follows. (2019, p. 277)

Continuity and interaction in any human experience are elements of eternal association between each other that impart the root of substantial educational manifestations. The process

of setting expectancies encourages the reader to leave an aspect of the same world and embrace a new aspect with different visions and conditions. Every preceding event sets the scene for the one that follows and it actually equips students with the necessary background knowledge to move to new spots of experimenting with the world. In literary interpretations, all these factors congregate to advance the reader from one state of understanding to another.

Gadamer deals with the relevance of experience, namely; he uses the term hermeneutical experience coupling hence the term experience with the action of interpreting (Barthold, 2010). Key to Gadamer's scheme of hermeneutical experience is the idea that readers are regularly challenged by further horizons of meaning whose legitimacy is guaranteed through a structured dialogue with exterior factors for the sake of imparting clarifications of the world. It follows that a basic factor of experience is the a priori interpretive posture that readers can endorse and that is sourced from the social or personal background.   In justifying this state of things, Gibson affirmed that: "It is just that our understanding of these things is never complete and is constantly developing. Thus, while understanding always anticipates the completeness of its object, insight into the totality of things can only ever be partial" (2017, p. 24-25). This back and forth relation is based on personal judgements and individual analyses and directly breeds the hermeneutical aura.

The origin of Gadamer's presuppositions around the notion of experience is traced back in Hegel's explanation of the term which according to him echoes the meeting of the individual's awareness and the encountered object. In explaining the factor of experience with reference to the evolution of thought from Gadamer to Hegel, Palmer pointed out that: " [There is a] movement in which awareness practices on both its knowing and its object; insofar as, for it, a new object is generated out of this, that is truly to be called 'experience' ". (1969, p. 195). Hence, the factor of interaction is omnipresent in the formation and in the making into practice of experience; it always includes the rearrangement of the individual's sense of responsiveness through varying interactional processes. It can be extended to touch upon the altering of the reader's sense of consciousness through questioning and negotiating the text events. For all intents and purposes, Gadamer's description of the act of experiential interpretation shares partly Bloom's (1956) idea of applying the recently acquired knowledge into new areas for the sake of pushing forward the human experience, "for the hermeneutic process involves not only the moments of understanding and of interpretation but also the moment of application; that is to say, understanding oneself in a part of this process…I mean that it is to be applied to oneself" (Gadamer as cited in Barthold,2010, p. 72).

A literary text might be decrypted by readers in various ways that can diverge from the author's initial intention and this is partly traced back to the readers' sociocultural origin. D'edigio (2015) set forward some factors that have a direct influence on the way readers receive a given literary work; these might include: Personal experience, overall temperament, readers' age, readers' cultural backdrops, and readers' gender.

-Readers' mood: Inquiries about the tie between literary readings and the associated feelings that might accompany the reader through the literary endeavour is a flourishing theme of study. In the domain of pragmatics, the literary discourse is seen as a complete speech act that has specific intentions and that can generate the same effects an ordinary speech act can produce. Precisely, works that critics have dealt with in the field of literary studies centre on the experiencing with the literary piece as a dynamic event perpetually engendering new versions of meaning. The changing feelings that might submerge the reader are guidelines throughout the resulting infinite interpretants that in their turn generate further feelings of empathy with the text event. It is a cycle of meanings where every literary piece represents in itself a sign that is vulnerable to generate new signs with accompanying emotions (Colapietro & Olshewsky, 1996). The idea of the audience feelings is elucidated in Pierce's work of the meaning of the sign which is represented in three main points namely: "Immediate, dynamical, and final" it is always the first interpretant that comes to surface because it directly sets forth the meaning of the sign. According to Pierce, those preliminary meanings are always accompanied by an underlying set of divisions which are "emotional, energetic, and logical". The emotional interpretant flows to surface; and actually decides about the reader's interpretations. The following is an extract of Pierce's viewpoint on the relevance of the mood while reading.

> There is almost always a feeling which we come to interpret as evidence that we comprehend the proper effect of a sign, although the foundation of truth in this is frequently very slight. This emotional interpretant, as I call it, may amount to much more than feeling of recognition; and in some cases, it is the only proper significance effect that the sign produces.(Robinson, 2013, p.127)

The point of departure for Pierce in the quote is that literary works, as a form of art, are all about the reader's feelings. According to the author, a piece of art fashions its own corresponding effect and it does not have the fixed result of a scientific hypothesis in the sense that the literary text would not have a necessary and unique link with its object. Actually, all that a literary manoeuvre needs is a direct object of projection in the form of a

sign whose value dictates the consequent nature of feeling. Hence, the ingredients of the literary work of art are responsible for impacting subsequent reader's emotions. Wilhelm and Hegel (1997) extended this point by elucidating that any work of art is ensued from the unconditional idea that has as an ultimate end the stimulation of the reader's feelings towards the realization of the entire reading event. In point of fact, the core of a literary text, in this context; is the notion of idea and its elasticity in making the images of the text available and reachable by the reader's faculty of sensations. In a sense, artistic capture is instigated with the intention of bringing to light a new attribute of readers' emotions; they are not detectable elsewhere and so are illustrative and self-representative.

-Reader's age: The factor of age influences the way readers think through the text and read between the text lines. An adolescent would meditate the text events in a different way an adult would do. Above and beyond, readers' postures are affected by their previous histories that are as well paralleled with their age span. In point of fact, a text cannot fully align itself with the exigencies of each individual reader; texts are flexible and so are apt to be subject to the readers' age in the sense that the interpreted content might be simply a reflection of the experiential accumulation of the reader's history. Likewise, readers cannot decide upon the accuracy of their predictions about the text meaning or the precision of their views about the tissue of the text. Finkelstein and McCleery tied up the factor of age to the sum of experiences an individual might go through and how these can play a role in defining the borders of the text hermeneutic, for them:

> Social communication arises out of the fact that people cannot experience how others experience them, and not out of the common situation or out of the conventions that join both partners together. The situations and conventions regulate the manner in which gaps are filled, but the gaps in turn arise out of the inexperienceability and, consequently function as a basic inducement to communication. (2002, p. 292)

With reference to readers' age, the accompanying factors that intervene with it cannot simply be overlooked. Some researchers believe that the sum of sociocultural attributes intervene in feeding readers' responses that are accumulated throughout years of experience. Consequently, it is probable that readers ought to reveal a network of responses that are originated from their individual uniqueness.

-Cultural grounding: Current educational trends in the teaching of languages come to grips with the worth of injecting cultural bits with the FL syllabi in view of optimizing students' grasp of the sense and use of the FL code. This ideology stretched to touch upon the four

pillars of language, reading, writing, speaking, and listening where the dynamic integration of the FL culture seems indispensable for advancing their mastery. Literary works have an impact on students and teachers on equal footing; often students leave behind their feeling of being pariahs when they stumble on aspects of their culture that creates in them feelings of relief. Throughout the medium of literary reading, students will come to know that there exist different cultural overlooks and viewpoints on life. It proffers as well a sense of recognizing and acclimatizing to the difference, in the sense that others would conduct their lives in modes that differ from theirs inviting them to analyse, synthesize and create multiple versions of the same text. Tylor introduced an all-encompassing definition of culture stating that it: "Is that complex whole which includes knowledge, beliefs, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (1871, p. 1). One way of putting in plain terms this definition is referring to Locke's doctrine which avers that individuals are the off products of years of accumulative experience with their environment. Philosophically speaking, his idea suggested that people are born as blank slates; they came to this world as white pages in a shape of complete unawareness of the world, and that they come to develop this knowledge progressively through methods of contemplation, practice, and perception. Individuals are heirs of their cultures and it is no coincidence that "all ideas come from sensation or reflection [...........] the mind to be, as we say, white paper, void of all characters, without any ides." (Locke, 1825, p. 71).

In literary readings, the factor of culture is critical since it intervenes in orienting the hermeneutics of the literary text. Not only readers' interpretations are dictated by their cultural grounding but they are as well derived from the FL sociocultural contour. Modern educational assumptions seem to be consistent with the theories issued from the field of cultural studies, the latter insist on exploiting the third place sphere while interpreting FL texts. Alred and Byram suggested that plunging the reader into an intermediary sphere implies equipping the reader with the necessary intercultural competences with the aim of making the most of the literary text; the authors suggested that culture in this sense refers to the:

> Shared beliefs values and behaviours of a social group, where 'social group' can refer to any collectivity of people from those in a social institution such as a university, a golf club, a family, to those organised in large-scale groups such as a nation or even a 'civilisation' such as 'European'. (2003, p. 50)

The passage explains the stakes of being in the midst of two radically different cultures, and what possibilities are proffered to fluctuate flexibly between two diverse

identities. It is possible to accept both cultures, but it is preferable to understand their conjoint exclusiveness and from this posture they are supposed to reflect upon the text content. Hence, when readers' cogitate over the meaning of the text, they implicitly make reference to the shared system of values that dictate the accompanying behaviour and postures they develop towards their own beliefs and beliefs about the Otherness.

The most prominent views about the influence of culture on text interpretation is presented in the work of Michael Byram and Claire Kramsch who explored the third place culture. It is in this intermediate sphere where the significance of cultural variation is bargained and through which key differences are discussed. As follows, Kramsch (1993) commented that third place is a middling vision of cross-cultural appreciation; she offered the following outline to invest EFL students into a third horizon:

➢ Reconstruct the context of production and reception of the text within the foreign culture (C2,C2).

➢ Construct with the foreign learners their own context of reception, that is finding an equivalent phenomenon in native culture (C1) and construct that C1 phenomenon with its own network of meanings.

➢ Examine the way in which each culture views the Other.

➢ Lay the ground for a dialogue that could lead to change.

-Readers literary communicative competence: Accepting the fact that literary response is an intellectually demanding activity; EFL students need to be equipped with a certain rate of cultural knowledge that is linked to literary theory and history along with the pre-requisites necessary for the production of aesthetically up to standard responses. The reader is accorded importance in ascribing meaning to the literary text; obviously an array of dynamics induces the meanings readers make fluctuating from psychological, cultural to socio-political influences. On the word of Lazar to meet their role as proficient readers, EFL students are encouraged to develop their literary competence which can be progressively established through strategic exposure to literature. The author elucidated that: "Students are expected, as if by osmosis, to acquire a kind of competence in reading literature. Teachers are able to recognise this competence when they see it […………..] but just what its components are remains mysterious to teachers and students alike."(1993, p. 13). What students need is an explicit declaration of the skills and associate capacities required to initiate components of literary competence. In this regard, course description and students' aptitudes will decide upon the sketch of skills for generating vibrant practices for coping with the literary text.

As for Culler, to cope with the literary text students must acquire an: "An implicit understanding of the operations of literary discourse which tells one what to look for" (as cited in Hapsari, 2011, p. 30). Hence, the upshot of literary competence resembles the one of linguistic competence that is it refers to the weight of the epistemological standards needed to move ahead an exchange. For Culler, this organism of conventions permits meaning to have a well-defined identity; the proficient reader becomes then able to: "Interpret works in ways which we consider acceptable, in accordance with the institution of literature" (as cited in Dasenbrock, 1993, p. 56). Hence, there is a common agreement that literary competence is a concept equivalent to linguistic competence in the sense that it pretends that some principles are already present that set the scene for acceptable ways of text interpretation. Spiro (as cited in Afiffudin & Kadarisman, 2020) accounted for the horizons opened when applying literary competence amidst which the aptitude to frame a response and the adeptness to make up for that response, the concept of literary competence touches upon:

➤ Understanding the plain sense of the text.

➤ Understanding context.

➤ Learning to empathize.

➤ Learning to be creative.

➤ Learning to appreciate.

➤ Learning the critical framework.

Amidst the necessary criteria to develop literary competence, Chilton (2016) hinted to the import of intercultural awareness as a part of a priori conventions for promoting students' literary competence. This step can be manufactured through emphasizing the intercultural schemes of text transaction with the readers' expertise which can be done through direct preaching about the cultural difference and ruminating on the role of disparities in interpreting veracities. Lentricchia maintained that Culler's account for the functionalities of literary competence is originated in the New Critics Philosophy that emphasised on positioning literary inclinations as an autonomous structure enough capable of intensifying a literary impact on the reader; by introducing this concept Culler:

> …does not mean only to repeal the unobjectionable notion that to read literature successfully we need to acquire a training and a method different in some part from that demanded by other disciplines. When he speaks of literary competence as an "autonomous discipline" he means to posit […………] that the conventions which we use to read literary texts derive from a conceptual framework uniquely compatible with the literary experience. (Lentricchia as cited in Lazzaro-Weis, 1993, p. 20)

Contained within the above lines are the pre-requisites of literary competence, mastering the art of orchestrating the text meaning necessitates a specific instruction and preparation that differs from the one required in other courses. Just in the way linguistic knowledge allows for the mastery of the grammatical and meaning properties; it is accepted likewise to treat the literary text as an extension of the language capacity that calls for an internal grammatical system that attaches it its final silhouette. This point of view is shared by Tompkins who claimed that there is a tendency: "To think of meaning and structure as properties of literary works, and from one point of view this is perfectly correct: when the sequence of words is treated as a literary work it has these properties" (1980, p. 101). The author suggested that the literary text obtains sense and structure because each time it is being read, it is actually being approached in an individually specific way. The same linguistic provisos that are applied to the analysis of the simple speech act are called for in the analysis of the literary discourse.

Starting from the same premise of linguistic competence, literary specialists call for treating the literary text as a mega speech act that can be disintegrated into small speech acts; studying the implicit intentions contained with the work is what actually permits for the readers to have multiple interpretations. Stanley Fish, considering the speech act theory in relation to literary studies, commented that: "the distinction between serious and fictional discourse [. . .] cannot be maintained if the implications of speech-act theory are clearly and steadily seen" (as cited in Mitchell, 2008, p. 75). Meaning, in this context, is seen as an event or an occurrence of the evolving reactions and appraisals of readers in respect of the literary piece. As it happens, the hermeneutical value of the literary text is implanted in the utterance, a mega communicative act, and is partially linked to the reader's circumstances. As for Pratt:

> Literature itself is a speech context. And as with any utterance, the way people produce and understand literary works depends enormously on unspoken, culturally-shared knowledge of the rules, conventions and expectations that are in play when language is used in that context. (as cited in Cho,2019:117)

All communicative transfer is contained within the contour of clear-cut socially agreed upon rules that makes interaction feasible under specific conditions. For the literary text to be felicitous, it has to conform to the author-reader consonance in the same way a speech act obeys to the speaker-hearer joint traits. When the text meets felicity requirements, it assists the reader to generate meaning and make profits of the implied meaning insinuations. By the

same token, Watt (as cited in Sell,2000) pointed out that literary competence in relation to speech act involves, in some measure, the reader's capacity to delimit the author's role elucidating the discursive turn-taking and the readers' freedom to expand or restrict the writer's intentions by choosing to block his turn. Clearly, a literary text is attached worth beyond its historical nest allowing for the reader the privilege of recognizing their potential possibilities distinguishing both the reader's and the author's independent postures.

7. Dufays' Notion of Literary Reading and its Extensions: Is It a Didactic Concept?

Dufays' concept of literary reading was first introduced in the 1990's in the Louvain conference; Dufays (2016) together with his colleagues attempted an introduction of literary reading as a hypothetical construct in the field of FL teaching. The next step they opted for was to view the impact of the concept on the didactics of the FL precisely the term was early on used ambiguously; it was not till the following years that researchers begin to attach a didactic accuracy to the concept. It assumes implicitly that the individual reader is in charge of revealing the literary merit of the work, and it starts from the premise that a simple literary plot can be imagined through the lenses of a symbolic multiple-sensed discourse. Dufays assimilates literary reading to a bridge that links between the advancement spot and the comprehension spot; while the former relies on the literal sense of the signifier, the latter banks on the connotative meaning of the word.

Despite the fact of gaining a massive success in the realm of FL didactics, Dufays (2017) explains that this was not a limiting factor for the diversity of definitions it can embrace. He demonstrated that the first category of theoreticians ascribed a minimal designation as literary reading to every simple act of reading a literary text; the second category considered that literary reading involves the reader to actively implicates his feelings to identify with certain portions of the text viz. it is chiefly participatory; the third category esteems rather that literary reading is a refined mode of dissociation and critical analysis. More or less, in the three assumptions the reader's personal experience is attached a relatively differing worth. In the midst of these clashing assumptions around the term, Picard (as cited in Canvat, 2004) took a moderate posture and deemed that literary reading is a dialogic va-et-vient ; a double practice task where the reader wavers between taking part or disassociating from the text events, an activity that allows for a symmetry between the reader's and the work claims.

Dumortier described this type of reading as an empirical give and take between a hypothetical reader and a literary oeuvre and correspondingly identifies literary reading as:

Cette activité créatrice du lecteur-imageante et imaginante-par laquelle il réagit, répond et réplique aux sollicitations d'une œuvre en puisant dans sa personnalité profonde, sa culture intime, son imaginaire. Un tel modèle théorique s'inscrit dans une approche phénoménologique qui s'intéresse avant tout à l'analyse des expériences de lecture […………..] On la désigne communément sous le terme de lecture impliquée, puisqu'elle suppose une participation active du sujet lecteur, et on l'oppose à une lecture expliquée censée mettre en évidence le sens d'un texte à travers la description analytique de données textuelles objectivables. (2006, p. 17)

Indeed, what is of significance in the didactics of literary text reading is not the authorial discourse but the reader's capacity in transmuting the text into a new oeuvre. Dumortier (2006) went on to describe seven steps throughout the way of configuring a response to the literary work. These measures include:

➢ Referring to the readers' mental representations that complement the literary work (scenery, physical and psychological attributes of the characters, the structural features of the setting….etc.).

➢ Encouraging the readers to re-shape the interconnection between the text events and the characters' actions with the intention of ensuring coherence and mimetic measures; mimesis implies the re-design of discourse that hinges on the existing tie between language and reality.

Ricoeur went further on expanding the concept of the artistic imitation of reality elucidating that it encompasses three interrelated stages. He added a middling scope that he referred to as mimesis2 which yields the floor for the readers' structured response.

Practical Prefiguration $mimesis_1$ (The domain of → preexisting reality) ORDER OF ACTION   Textual Configuration $mimesis_2$ (The pivot which mediates → the two sides of the text) ORDER OF NARRATIVE   Practical Refiguration $mimesis_3$ (The effect on the reader) ORDER OF LIFE
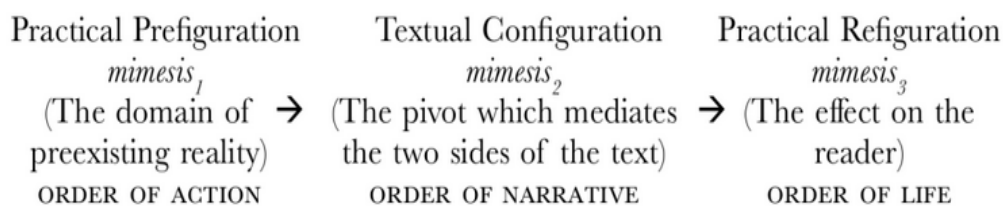
Figure 18: Ricoeur's Threefold Mimesis (as cited in Gorospe, 2007, p. 25)

With reference to the concept of literary reading, mimesis2 represents the sphere of mediation between mimesis1 and mimesis3. It plays the role of the axle that transmutes one aspect of the text to embrace a final shape thanks to configuration processes. While being part

of a bigger process, the three stages are conceptually distinct one from the other. This mimetic exercise brings the reader through the different text corners thanks to reconfiguration processes that picture the text effect on the reader's scheme of thought.

The final off product of literary reading in Dufays' conceptualization (2017) is empowering the reader to produce a critical replica of the script, hence; Ricoeur's idea depicts perfectly the tie and halt between reality and the world of the narrative. It follows that literary reading suggests implicitly that readers should take note of the fact that the literary text is not a faithful facsimile of a prior reality, but an inspired simulation of the world. Therefore, the oeuvre emerges as a dynamic that broadens readers' revelations about reality. Refiguration processes are initiated where the author's intent is communicated to the reader through the transcript signs and it is a solicitation for the reader to take part in the interpretative activity.

Assuming that preaching about literature implies mainly teaching about ways of reading the literary oeuvres, then; the transit from conventional reading to literary reading is established upon a number of stakes. It is introduced as a subcategory of the competence of reading in general, however; it calls for specific practices that might generate in the reader a sense of enjoyment said to be rare in the other types of reading. In connection with this point, Giasson propounded the following comment:

> Faire découvrir aux élèves le plaisir des livres est un objectif important de tout programme de lecture. Ce sont les textes littéraires, et non les textes courants, qui permettent de vivre cette expérience si précieuse d'être complétement captivé par un texte et de goûter le plaisir de lire. (as cited in Ya, 2015:246)

The inspiration that the literary œuvre generates in the reader is not the same as the one procured by the conventional text type. For benefiting from the pleasures of literary reading, readers must center both on their, as well as; the text cultural and aesthetic stakes. The aim is to transcend from denotatively understanding the message to connotatively deciphering the multiple meanings suggested by the text. The challenge that confronts the reader is not a mere focus on the circumstances of the work or the text, but a critical view on the way its author dictates the tissue of the events. Above and beyond, this type of reading requires the reader to observe, analyse, criticise, and judge the content being read. Still, finding ways to catechise the literary text content is a means to gain pleasure of reading. Processes of fashioning meaning in this way call for the integration of the individual experience which is a further step to be immersed in life with its intricacies.

Under this heading, Giasson (as cited in Ya, 2015) mentions three crucial components that mould the concept of literary reading namely, comprehension, reflection, and appreciation. The author explicated that comprehension refers to the dynamics of modelling a meaning starting from the informative data offered by the author in the text scenario and the reader's personal knowledge. Reflection is the overall posture the reader embraces vis-à-vis the literary extract; it can be manifested through assimilating oneself to a character, developing preference with regard to some portions of the text and not towards others, and approving emotional ties with the text events. Appreciation is the final stage where the reader is supposed to attach objectively a critical judgement to the text.

This line of thought gives account for the corner stones of literary reading, accords precision to the aspirations of the pedagogical staff, and moulds the ideological goals for teaching literature. It actually sketches three pillars of Bloom's thinking levels (1956) and summarises the act of reading in three brief steps. The process of ascribing overall judgements to the text puts the finishing touch to the literary reading while vital it does not obliterate the import of the preceding two steps.

8. Literary Reading Competencies

The simple act of reading involves generally the intervention of two primordial elements; the text, that can either represent the signs on the page which in Pierce's perceptiveness (Merrell, 1997) invigorates the readers' feelings towards the text network; and the reader which represents the intermediary between Rosenblatt's poem and the potential response. The act of reading assumes its full function only when the reader properly transacts with the text. Above and beyond, a text does not see the light unless a reader approaches it otherwise it remains just signs on the page.

This emphasis on the text/reader relationship is emanated from an identification of the existing processes that the reading act demands; it acknowledges the active role readers play as opposed to the state of passivity. In line with the cognitivists' calls, text recipients are not tabula rasa but are optimally agents of decision vis-à-vis the content they are exposed to, readers are not empty containers but they are endowed unexceptionally with equal opportunities to actively approach a text (Conor, 2016). They are not in this case mere receivers of the text but they are operators engaged in treating the content in line with more than one factor.

Within the boundaries of Rosenblatt's transactional hermeneutics (1988), the reading act is built upon the competency of transacting with the text as a poem heralding the link

between the text and the reader. Under the umbrella of response theories, the idea of transaction symbolises a state of empathy between the two extremes on the reading continuum. In the course of the reading activity, both the text and the reader conjointly have an effect on each other, namely; altering and re-sculpting each other. The text polarity dictates that the informational load and its representation are not synonymous with the work. Upon the notion of reading in general, Rosenblatt imparted the following comment:

> In discussion of the reading process, as in other disciplines undergoing revision, we need to free ourselves from unscrutinized assumptions implicit in the usual terminology and in the very structure of our language. The usual phrasing makes it difficult to attempt to do justice to the nature of the actual reading event. The reader, we can say, interprets the text. (The reader acts on the text.). Or we can say, the text produces a response in the reader. (The text acts on the reader.). Each of these phrasings, because it implies a single line of action by one separate element on another separate element, distorts the actual reading process. The relation between reader and text is not linear. It is a situation, an event at a particular time and place in which each element conditions the other. (as cited in Karolides, 2013,p. 5).

The central ground in a theory of competent reading, as set forward by the above passage, is that readers exhale vivacity to the words on the page and presumably are supposed to render text events vibrant through their contributions. Regardless of the fact that teachers in most teaching settings pass on their experience straight about a piece of literary, modern theories signal that students make the most of the literary texts when they are bestowed the chance to put in action their analytical thinking competencies. Responding to the reading text this way unlocks readers' capacities and transforms them into absorbed, pensive and critical readers.

The reader's character pervades the literary text; in return the text amazes the reader. Out of this merger, an experience is drawn out and a new meaning is envisioned for every individual reader. A number of requirements are essential before submitting to the transactional experiences (Rosenblatt, 1988). The reading performance is inaugurated with the premise that the printed signs on the page are resolvable. For achieving the most with the meanings, not only must the literary piece be comprehensible with the readers' scope, but it must be able to identify actively with processes of meaning creation.

More to the point, the reader's readiness to connect to the text is a one more basic component for the realization of a full reading performance. Ho and Lau (2018) tackled one

factor that would have an influence on the reader's engagement with the reading act which is the right choice of texts, their contents and the extent to which this content relates to the reader's immediate fields of interest. According to them, the factor of engagement is key because of the positive bearings it might have on favouring to students the path to link up their horizons of expectations. Other comments emanated around the concept of engagement have roots in Rosenblatt's notion of stance, which partly speaking projects the rate of students' engagement with what they read (1988). Fundamental to the reading act is the reader's embracing of a conscious perspective of a sense of engagement. The transaction with the literary text calls upon the merger of the dialectical and experiential elements made ready to the reader with reference to the social backdrops. Whence, the reader espouses a crafty posture engaging certain elements into focus and extricating others to the margin of the interpretive processes. Within these boundaries, reading engagement is seen as well as the reader's possible uses of the text in other contexts. To this end, Crouch and Rutherford attached the following comment: " The reader actively, imaginatively and perhaps painfully attempts the 'semantic transformations' of a text by bringing to bear a particular personal lens, which carries with it its own modes of meaning making" (2013, p. 359). Specifically, reading research signals to the innovative role readers may play triggering the text and conveying its potential meanings into existence. Of the competencies that readers can use is asking critical questions about the text events. The latter would allow readers to submerse in manifold readings and differing interpretations in relation to the encounters of generating meaning through processes of interchanging with the text.

Reading competence is mainly perceived as meaning making competence, however; the meanings extracted from texts do not have a fixed posture; they vary from one reader to another. Essentially, reading mastery is not a natural endeavour; not only is it a learned ability that is determined by precise standards and formulae that readers must beforehand acquire, but it calls as well for competences of manifesting the historical and sociocultural pose of the reader (Hunter, 1991). Of the crucial competencies needed for literary transactions, cultural competency is regarded as an asset in advancing students' hermeneutical faculties. Despite the fact that the reading act proffers for readers figments of escape and shelters of personal refuge, it sees light only by espousing particular social norms and conventions and personal positions that are anthropologically dependent and culturally fashioned (Alred &Byram, 2003). Thus, it could be said that readers attach sense to what they read with reference to their specific cultural chimeras.

McCormick (1994) added that for literary reading competence to function perfectly with readers, they must understand how their ideology and the author's one meet. This point of convergence is a fertile interface that couples two differing ideologies with the possibility of propounding multiple meaning horizons. The author retorted that the effect of ideology on the production and reception of the literary text is not different from its impact on any other cultural tradition; it justifies readers' portrayal and rationalization of some sociocultural facets of the text. While recognizing their own ideology, readers are invited to admit the text ones and to reflect upon the ties that link societies together. In the following, McCormick (1994) explained readers' and writers' general and literary ideological repertoires as well as the result of their common crossing points.
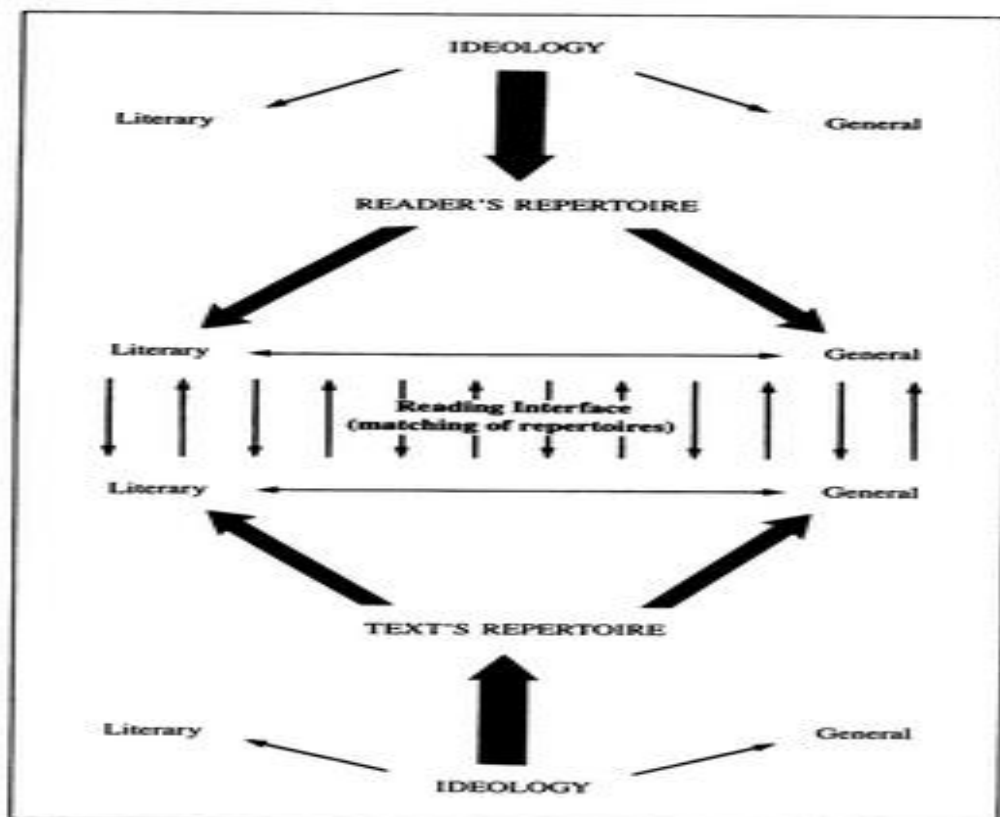
Figure 19: McCormick's Model of the Reading Situation (1994, p. 73)

McCormick and Waller (1987) considered that the interactive model of reading offers a detailed description of the reader's role considering that their strength is derived from their collaboration with the text while being both ideologically positioned. Those assumptions that dwell into the reader are part of the sociocultural incarnation of the community's ideology. The authors described as literary all type of competence that allows for a repertoire built upon prior literary knowledge and reading styles that make allowances for the general

repertoire. Readers' literary reading competence is equated with orchestrating the general and literary repertoire with those the text proffers.

In point of fact, philosophies "of reading have thus stretched between studies of reading as a practice that literally produces the self, to definitions of reading as a political act with the potential to transform or reinforce the normative fabric of society" (Crouch & Rutherford, 2013, p. 359). Some theoreticians believe that the reading and interpretive acts exist in parallel within fixed societal boundaries and that the type of response that is potentially generated is a collective gesture, for others reading requires simply ingredients of personally dependent reactions to a fairly independent collection of stylistic conventions.

9. A Sketch of Reader-Oriented Theories in Literature: A Path towards Revering the Receiver's Persona

Largely, the bulk of reception theories turn around two main pillars. The first idea is the receptor's creativity and their capacity in reconstructing the text giving it new dimensions other than the ones intended by the original author. The second idea is meaning elasticity; the text is a stretchy construct that is likely to be re-sculpted in line with other sub factors (D'egidio, 2015). Since their introduction, reception theories have proffered an enormous influence on the contemporary literary philosophies. Before the dawn of reception theories, the text, seen as an incarnation of a literary edifice, held sway. The very first pedagogic trials in the didactics of the literary text were inclined with the tendency of fetching for meaning in the borders of the text. An idea that was soon to be discarded and substituted by the notion that meaning lies within the bordering line between readers and the texts.

It follows that the concept of reception ideology was on the move to thrust aside the readers' unresponsiveness to the text, and applaud a collaborative process of filling the gaps of potential meanings. The text, in point of fact, is not a stable construct, along the lines of Holub, the core of reception theories is based on:

> The conception of an objective and eternal work of art with a unique structure and a single, determinate meaning was replaced by a variety of models in which the essence of the work is a never-completed unfolding of its effective history, while its meaning is constituted by the interaction between text and reader. (2003, p.148)

In point of fact, this ideology mirrors a philosophy of the type of nuances that might occur between moments of a literary work creation and ultimately the type of reaction that it might trigger in its recipients. This engages both partners on the spectrum, namely the

addresser and the addressee, in a constructive dialogue to frame the possible options of the original work upshot. Just before the introduction of reception theories, literature was meant to mimic exclusively what is already present in the immediate environment viz. while trying to interpret certain phenomena; one cannot transcend the information proffered by the socio-historical data. And so, the themes of the literary works initially are impeded by what is already accessed and known; the work cannot bring about novel information.

Amidst the pioneers of this theory is Jauss who observed that literary studies could reach a ground-breaking purpose only if it is possible to focus on the: "The stabilized images and prejudices of their historical situation" (as cited in Parris, 2009, p. 122). Yielding the floor for attaching revelations about the text content will ultimately result in fashioning original prospects about various forms of reality, the potential ones that exist out of the text boundaries. Literary oeuvres do not only mimic the world, but they do twist its realities into new ones. Jauss's point emphasised that the act of reading is a moment truth revelation; this process does not precede or exceed the text borders since it is concretised while interacting with the text. Jauss's version of reader-oriented philosophies is seen via an emphasis on the concept of horizons of the readers' experiences; a focus on turning the reader's outlook towards the sociocultural milieu. These factors are said to frame the reader's prospects and interpretive capacities. Reception theory is seen otherwise as an underlying extension of reader response theory that targeted a different layer specifically the altering rejoinders of various categories of readers through separate timeline. In commenting upon this ideological nuance, King and King claimed that: "The reader's response to a text is seen as crucial in determining any meaning that may be arrived at: different individuals and, indeed, different communities will respond in different ways, all of them valid." (2002, p. 38). The point of convergence between reception theories and reader response theory remains in the way the text-reader relationship is framed.

Reader-oriented philosophies have gained credibility after the ideological tumults between Marxist theories and their Formalist counterparts upon the reader's responsibilities in respect of the text. Where the former links text understanding to the social locus of the receiver, the latter looks at the reader as an observer of a pre-established entity which is the text with the only option of unearthing its structural methods and systems. To put it simply, the reader's function is erased. Jauss and Benzinger defended the idea that the literary work is a stagnant entity that is downgraded to its linguistic structure or its producer's history, for him: " A literary work is not an object which stands by itself and which offers the same face to each reader in each period [………] A literary work must be understood as creating a

dialogue" (1970, p. 10). As such, finding ways through the text lexemes is seen as contingent upon interpretive routes that, besides shedding light upon the text itself, are meant to adjoin revelations and new ruminations about the produced work culminating in new insights. Jauss' conceptualization gives reference to the tangible responses of the reader viz. their factual judgements about the story connivance far from the text structure; accordingly it is the upshot of the text that matters not the conventional makeup of these effects. As follows, the beginnings of reader-oriented philosophies conferred a leading position to the reader starting from the premise that a work of art was not a total novelty when introduced, nor did it put forward a predetermined instructive material. On the contrary, it implicitly inclined its receivers to embrace certain reactive attitudes by way of memory and emotional stimuli.

Following this line of thought, a literary work even if it gives the impression of originality, is not, in truth; a haven of informative vacuity. Quite the opposite, it prompts its receivers throughout a predefined facet of receiving and reacting by reference to stylistic schemata, implicit and explicit pointers, habitual incidents or implied references. These tactics stimulates readers to recollect familiar events and so calls to mind personal feelings related to the text events. Readers' emotions can, then; remain quiet, altered, re-adjusted, or satisfied throughout the reading activity in line with the text genre.

Obviously, it is no easy task attempting to spot light on what is coming about either in the author's mind or in the reader's mind to accord the certitude of a single meaning to the text. Basically, the human brain is endowed the capacity to process a collection of things at once and so is the writer's brain; hence, for receptionists the idea of a sole text meaning is chaotic and misleading. Hirsch believed in this, yet did not refer to the verbal manifestations as representative of meaning. Ostensibly, the reader is invited to curtail the textual structures into adaptable classifications of meanings which help constrict and abridge the text. Hirsch's version of reception ideology rests on the idea that: "Meaning is determined by the author's intentions and is thus permanent, while the significance of the text is essentially "boundless", changing as different relationships to that meaning are found" (Puolakka, 2011, p. 87). Interpretation, from this angle, is seen as a quest for the substance of the text. The Hirschian interpretive hunt takes the form of differentiating between meaning; as a static, unchangeable, and worth replicating; and significance that goes beyond meaning in that the meaning of a text is an eternal accumulation of significance. For Leitch (2010), Hirsch arrived to distinguish between the author's open stand and closed stand; the former identifies with what the author had expressed and the latter refers to what he intends in his unconsciousness. This process of metamorphosis is lodged on the idea of a fixed meaning that forms the pillars for the text

significance. Dostal explained the nuances in Hirsch's "meaning vs significance" stating that: "One "understands" meaning, and one "judges" something's significance. "Understanding" is a matter of submission [......] He suggests we take the word quite literally, that is, in understanding we 'stand under' what is to be understood" (2016, p. 420). While understanding is seen as limited in scope and cannot open new horizons of potential meanings, attaching significance to what is read urges the reader to assume the role of a judge while acting autonomously to pursue a constructivist line of thought.

The work of Gadamer came to enlighten other corners of this controversial theory. Gadamer's version leans on the frivolity of the text meaning, the synchronic version of the text cliché is trivial as a source of sense. Then, meaning is diachronically constructive, viz. it occurs through time as a result of the historical nature of comprehension. Under this perspective, the merging of past and present horizons brings about a new outline of meanings. A theory of meaning making, as the one put forward by Gadamer, proffers a justification for how readers account for their understanding; and how human perception rings forth meaning clarity. Gadamer's hermeneutics is a resonant philosophy that targets the formulation of the essence of the human being; it is a trial to disclose meaning making routes in general.

While pushing this idea a step forward, he intended for interpretation all that occurs when the reader embarks on the literary text.

> This agenda is important for the understanding of learning in general, and is particularly rich and compelling for teachers of reading, teachers of literature or other teachers who work intensively with texts [......] while Gadamer's attempt to articulate the theory of "what goes on" in the process of text interpretation may help us consider methodological implications for the reading and teaching of texts.(Holzer, 2011, p. 116)

Implicit within the above lines is the idea that pedagogical EFL contexts should have as a priority raising students' awareness of what is enmeshed in the course of literary text reading and interpreting. This preliminary step is crucial in a reading class since it elevates students to be enhanced readers of literary oeuvres while it helps in illuminating an active learning approach in the didactics of the literary text. Somewhat, reading and interpretation belong to the field of active learning tasks where both elements of the continuum, the reader and the text, are mediators of potential meaning (Eberhard, 2004).

Reader-oriented theory takes a different shape with the work of Iser (1980), one of the well-known promoters of reception philosophies. His work is classified within the second vague of reader-response criticism characterised by the presence of multiple layers of readers

instead of one reader who engages in generating meaning. Iser's interest is shed on how readers accumulate meaning to a piece of writing; for him the literary work is a third pole that readers construct out of the conflict between the author's creation and the reader's realization. The literary work is a blend of the author's original text and the reader's subjectivity. While confessing that the reader's mission is to vehicle the unearthed message in the work and which represents the initial text intent, Iser (1980) put forward the idea of an implied reader which stands for a reader who shares no historical context because simply the idea does not refer to a realistic reader. The implied reader is defined by Booth as standing for:

> All those predispositions necessary for a literary work to exercise its effect-predispositions laid down, not by an empirical outside reality, but by the text itself. Consequently, the implied reader as a concept has his roots firmly planted in the structure of the text; he is a construct and in no way to be identified with any real reader. (as cited in Freud, 2003, p. 143)

The implied reader, as opposed to the actual reader, is the chief figure responsible for the pre-establishment of the possible text meanings and the reification of potential interpretations during the course of reading. Iser's incorporation of the implied reader is meant to elucidate the response-appealing design that compels the reader to spell the text essence. The text cannot be fully grasped since it is a network of changing segments each of which is dependent on other fragments and so in the need of auxiliary standpoints. Central to this outlook is the belief that reading is interactive in the sense that it entails an exchange between the structural foundation of the literary oeuvre and its receivers. Freud (2003) explicated Iser's three folder model: The text that is skeletonized in line with determined schemas and fuzzy indefiniteness which provides a space for meaning construction, the reader's processing of the work through the fashioning a consistent appealing poem thanks to evaluation processes, lastly are the conditions that ensure this bilateral interchange existing between the text and its recipient.

At large, reception philosophies are seen in their overall image as shifting foci to the meaning frame as sculpted by the reader. While some of these literary trends incline towards the whole sphere of reception, others lean on the specific sphere of response.

10. An Epigram to Ricoeur's Model of Literary Reading

In line with the previous works, The replications of Ricœur's version on literary oeuvres analysis takes into consideration the presence of the three interrelated elements such

as: The text, its author, and its readers (Ricoeur & Valdes, 1991). The point of reference is always the same viz. how the work is positioned in the receiver's mind and how it is digested to be given multifarious forms. Ricoeur's reception theory is founded upon two pillars: First, the literary work is a form of oral speech; second, literature serves as a means of interpersonal contact. Eberhand (2004) vindicated this viewpoint paraphrasing Ricœur; the literary work is a method of bringing into touch two distant systems of consciousness and considers their points of convergence. In one way, he referred back to the various models of reception theories and invented a new model of literary communication that rallies the text, the author, and the reader and puts them into one flesh.

Before Ricoeur, focus was shed unilaterally either on the text, the reader, or the writer. At the beginning the unique way to get access to meaning was the author, the reader here is required to live the reader's experience through the text. With the structuralist vogue, this overemphasis on the work was transferred to the text structure considering it as an enclosed network of complex relations emanating from a limited number of elements (Culler, 1975). The structural analysis that was first applied to the phonological and syntactic system was transferred to the higher linguistic frames of discourse in the example of the literary text. Hence, this enclosure on the text borders cannot give literature its full size since its definition is confined only to the existing internal relations between its elements. The ideas of Jauss and Iser give new demarcations to the role of the reader and thus assign new-fangled image of the literary interpretation culminating with an alignment of the text in line with the reader's scheme. Ricoeur (Kaplan, 2008) intended the idea that the text is an open proposition about the world as an unrestricted investigation that went beyond the text borderlines; in the end what is the import of reading if it is not to dig into the psychological realm of the other that is propagated via the text. The literary manuscript does not stop at the level of the structural description of textual elements. However, Ricoeur explicated that every act of hermeneutics necessitates the passage by the literary oeuvre structure; and that this passage should be distant and objective from the text which is simply a container of the printed word.

Vultur (2011) spelled out the three components of Ricoeur's model of literary communication which witnesses three crucial moments that go in compatibility with three different branches. First, a stratagem put forward by the author and directed towards a reader to whom a certain vision of the world is communicated; Ricoeur calls it "une rhétorique de la fiction". Second, the author's scheme is registered within a literary configuration; "une poétique". Third, the reader's response in which he is considered as an actor of the reading process "une phenomenologie de la lecture", or as a part of a large audience of receivers what

Jauss calls horizons of expectations or the sum of knowledge gained from familiarity with previous texts and experiences; reading is a corpus of joint impressions relevant to a specific period of time and group of people "une esthétique de reception" (Vultur, 2011, p. 244).

Fourtanier (2005) introduced a set of grounds upon which the reader is apt to re-configure and re-align a new 'poem' within a new frame in response to the claims of the original text.

- The mental images produced by the reader are considered as a supplement to the work. These might include the imagination of scenery, of the physical and psychological traits of characters, or the imaginary re-incarnation of the physical features of the different places in the plot.

- The cause and effect relations, existing between text events and characters' actions that the reader observes to ensure a touch of mimetic coherence.

- The stimulation of the reader's imaginings antagonizing the text's imaginativeness which helps designing a literary diagram with the sum of emotions that typify the literary experience.

- The aesthetic ties that occur between the literary text and its reader that lead to recognizing the formal features of textual functioning; or otherwise, culminate in losing the aesthetic signposts in case of informal textual structure.

- The literary text stand as an opposing edge to its recipient in what concerns unique identity features, the remoteness between the textual linguistic traits and the reader's ones, and other possible points of convergence.

- The self-evident reflections of readers, namely; the overall evaluations they ascribe to describe the characters' incentives, the extent to which the work adheres to social norms and civic rules introduced by the literary work.

- The repercussions of the reading rhythm, the text's voice as well as the readers accents, style of reading, and their body reactions on the interpretive process.

Ricoeur's triple design is worthwhile to fit within a modern view of renovating the narrative within a reader's take, this model is dynamic in the sense that it does not lean on the straightforwardness of the orthodox narrative. It meets Rosenblatt's literary design in its interactive vigour and vivid roundness between old pacts and new ingenuity.

11. Constituents of Literary Reading

11.1.The Literary Passage

In EFL classes, the intention behind impelling students to read literature is to have control over the FL usage, but also the need to acquaint them with a culture judged to be

conceptually distinct from theirs. At present, pedagogues call for injecting the FL student into the middling sphere of two extreme cultures while not ignoring the significance of the linguistic factor (Kramsch, 1993). The conventional FL exercises that are centred on the use of literary passages focus usually on two points notably evaluating students' understanding of the story's events and at readers' familiarity with the story's sociocultural environment.

More recent attempts set forth guidelines to measure readers' ability to analyse the stylistic structure of the literary passage; the utmost objective aims at bringing readers to reach for scrutinizing the multiple meanings charged within a given literary discourse. Crucial issues contribute a major influence in this regard amidst which accessibility of the text, its overall design, and the information load it might contain. Gibson and Levin accorded the forthcoming comprehensive comment in relation to the criterion of the text and its ultimate effect on the reader:

> How material is written and presented in text-its style, what content is included, what is excluded in relation to the topic, and even physical features of presentation-make a difference in the ease of the reader's comprehension and consequently what he can learn. (as cited in Israel & Duffy,2009:230)

Pound (Ruthven, 2002) considers that great works of literature are lengthy discourses filled up with meaning and they are there for opening new scopes for readers' critical analysis. This idea is shared by many field scholars who believe that the literary text reading demands extra effort on the part of the reader since it is vulnerable to circumstantial restraints, Purves contributed a definition of the literary discourse that imparts not from the casual premise of what a written discourse is, but rather from the angle of how it is viewed by the larger community, he considered that:

> Literary texts […….] do not exist as a separate category of text that can be defined in terms of certain internal characteristics sub specie aeternitatis. Rather, literary texts tend to be proximally defined as those that communities perceive as literary, which is to say that they are texts that a significant number of readers read aesthetically and claim should be so read. (1991, p. 161)

Basically, the author suggests that a definition of a literary discourse basically makes reference to the intentions of its users. For instance, instructors can refer to them inside the class to provoke in students a literary involvement that would be refined through time.

McCormick and Waller believed that: "A text is always a site of struggle: it may try to privilege a particular reading position as 'natural', but because readers are subjects in their own histories, they may not produce that seemingly privileged reading." (1987, p. 194). A text is introduced to a given audience to be read and consequently it is received by readers who grant it individual meaning and exclusive interpretation. The exclusivity of the literary discourse, however; is stemmed from its nature, and it actually loses its brilliance without the presence of an eventual audience that owes it distinguished analysis. In the above quote, McCormick and Waller give the impression that a literary discourse can be a ground of conflict because it is always prone to continuous varying interpretations. The text becomes a fertile ground of sense negotiation that is vulnerable to the receptive audience personal backdrops.

The foremost question in the theory of literature is the issue of text meaning; there are obvious discrepancies in the various literary theories according to which the text substance is positioned either in internal or peripheral reference with the hope of conferring it a truthful analysis. In this regard, Roberts contended that: "A work of fiction by intention is a small or large body of propositions the author thinks true-even in many cases factually true- framed by a small or large body of propositions the author thinks false" (as cited in Foley,1986, p. 56). Text analysis takes the form of a quest that either starts with attending to the discourse features or to the surrounding circumstances that led to its production. Nonetheless, the text, considered from a reader response corner, is not a predefined work of creation which allows further assumptions about the reading act as a complex manoeuvre of catching up the possible meanings.

Fialho, Miall, and Zyngier (2012) hinted to the fact that within the tradition of teaching literature, there appear a number of assumptions that reflect conflicting views as to the role and the treatment of the literary text. The authors mentioned that a text can be simply analysed in line with its stylistic features which echo a focus on the textual basics of the discourse, as well it can be analysed far from textual considerations.

In trying to account for the existing rapport between texts and their readers, researchers tend to focus either on studying each component on its own, or on the processes leading to the culmination of the interpretive act. The word is seen as the basic component of the written discourse; it serves as a medium of information interchange whence the conception of the communicative faculty of the text in bearing meaning. Hence, the literary text can be conceived of as a meaning making device that relies on language simply as a deictic instrument to represent the chronological and spatial distance of events. The bulk of

theories in the field of the didactics of literature centre around issues of the hermeneutical activity and the constructive analysis of the text; the theory advanced by Derrida who set forward the theory of deconstruction emphasised on the centrality of words in reflecting reality and the consequences of personal reflection in the interpretive act of a text (Wolfreys, 1998). In this context, Eco pointed out that:

> The text as a symbol is no longer read in order to find in it a truth that lies outside: the only truth [……………] is the very play of deconstruction. The ultimate truth is that the text is a mere play of differences and displacements. (as cited in Trifonas, 1993, p. 384)

The above view refers to the text symbolically as a sign; it is a delimitation of the roles attributed to both partners in the reading act. The text as a sign emblematizes a concept that it introduces or refashions. Extending on Pierce's theory (Merrell, 1997), the text becomes a reflection of an object that it communicates, the meaning of the text and the accompanying ideas it stands for represent the hermeneutic activity. The reader may authenticate the sign assuming the interpreter's role to ascribe it meaning through active mental encounter.

Pedagogically speaking, integrating the literary discourse has beneficial bearings both on individuals and their societies at large. The literary discourse turns out to be an outlet for the potential modification of beliefs about the self, the Otherness, and their points of convergence. Bruns (2011) assumed that the true nature of the literary text is an optimal object of abstraction of an intermediate space, viz. a provisional place of discovery. Throughout this contentious journey, readers are invited to assume the world of the story, while at times; they are required to hold a position of critical reflection with the intention of preserving this dialectical relation.

In line with C.S. Lewis, a vital function of the literary text is to incite the reader's pleasure; for him reading contentment is derived mainly from the form of the literary discourse. Recognizing the value of a piece of writing appeals first to admiring it as a thoroughly crafted piece of art ,and the least impression this can give is that it responds to enlarging the reader's horizons beyond the boundaries of the self to embrace other worlds. In line with this he stated that: "We want to be more than ourselves. Each of us by nature sees the whole world from one point of view with a perspective and a selectivness peculiar to himself…..we want to see with other eyes, to imagine with other imaginations, to feel with other hearts, as well as with our own" (Lewis as cited in Bruns, 2011, p. 15). The advantage of the literary discourse as an experience is the elaboration of the reader's sense of the self and the gaining of the necessary consent to take up culturally different postures. The text turns

out to be a shelter for the human elemental urge for addressing lacks of refinement, mending possible lacunas, and tendering oneself the prospect of personal development without emasculating the concession of originality and individualism. Specifically, in a FL classroom setting the student is presented the chance to divulge spots of their sociocultural origin while preserving their own distinctiveness.

Accounts for the integration of literary reading in the EFL classes are so varied and so are diverse the areas of language study that instigate on cutting off with the old paradigms of reading, and adopting modern assumptions viz. targeting readers' higher order thinking abilities. This idea is maintained by Savvidou who emphasised the distinctiveness of the literary from the ordinary discourse, she retorted that the former urges the reader to: "Infer, anticipate and negotiate meaning from within the text to a degree that is not required in non-literary discourse" (2004, p. 2). The challenge of the EFL student is to find ways to comprehend the text viz. going beyond the standard pronunciation, the literal meaning of words, and the explicitly stated message; a series of strategies can be applied to spur students' sense of analysis. Beers deemed that text analysis is key if EFL teachers consider advancing a well-rounded ingenious brain, for him: "An inference is the ability to connect what is in the text with what is in the mind to create an educated guess" (as cited in McMackin & Withrell, 2017, p. 72). The text being the original source of interpretive instigation yields the ground for reasonable deductions; this point is illustrated by Carter (2014) who believed in the power of the creative discourse in proffering evidence that boosts the reader to conjecture further evidence founded upon what is revealed in the text.

Affect is conceived of as a dynamic of the success of literary discourse analysis. Literary critics turn back into pondering the emotional charge of the text; till recently considering the affective load of the text in view of an interpretation has been a sparsely conferred issue. Corresponding to the idea of Ahern around the applicability of approaching textual analysis from the angle of the emotional weight it carries to the reader, a literary discourse is seen as a : " Register of the ineffable shimmerings of embodied being, figured forth especially in moments of heightened affective charge" (2019, p. 8). A literary discourse is observed to be a source of innovative response to those textual realities. To this end, affectively loaded textual structure plays a role in engaging the reader leading, thus; to awareness of aspects of the self as well as of the other. Starting from the premise that a defined response necessitates an engaged mind, Spinoza limns that: "The human mind does not know the human body itself, nor does it know that the body exists, except through ideas of affections by which the body is affected" (as cited in Northoff, 2004, p. 115).

Put in simple terms, the criterion of the text is in itself an incentive, a ground for breakthrough that the reader is invited critically to connect to, to disconnect from and finally to disillusion.

11.2.Le Lectant : A Literary Philosophy Stance

Throughout the lengthy history of literary theory, the position of the elements of reading has adopted vacillating status ushering each time to a new ideology. Views on the way of understanding a literary text, for instance; are always vulnerable to the influence of parallel studies in the domains of applied and cognitive linguistics, and so are the comments upon the reader's mission in text analysis. Limelight is often cast upon one the writer, the text, or the reader so glossily that it darkens the internal mechanism of meaning analysis.

Essential to the comprehension and construal of the literary text is the type of existing interfaces that occur between its textual traits and its potential audience. Philosophies of hermeneutics maintained ardently that the study of the literary oeuvre transcends the sheer focus on the structure of the work but it reaches the measures taken by its recipients while responding. The reader accepts the text in its virtuous systematized format that expedites the inauguration of genuine aesthetic innovation (Iser, 1980).

It is admitted that the literary text has a two dimensional structure, one extremity appeals to the efferent end while the other pleads to the aesthetic one that calls for the active emancipation of the reader while reading. Whimby accorded the following comprehensive definition of what constitutes the qualities of skilful readers:

> A good reader proceeds smoothly and quickly as long as his understanding of the material is complete. But as soon as he senses that he has missed an idea, that the track has been lost, he brings smooth progress to a grinding halt [……..] If still dissatisfied with his grasp, he returns to the point where the difficulty began and rereads the section more carefully. He probes and analyses phrases and sentences for their exact meaning; he tries to visualize abstruse descriptions; and through a series of approximations, deductions, and corrections, he translates scientific and technical terms into concrete examples. (as cited in Philippot & Graves, 2009:8)

While plummeting into the network of proficient reading, the above extract does not retreat from focusing on the reader as an in force agent in control of designing their own techniques for text grasp. The above citation attaches a creditable role to the reader who oscillates between altered outlooks, creates ties between diverse standpoints, and at last

animates the work. By digging in the virtual locus of the literary work located between the text and the reader, it happens that the psychology of the reader tells half of the story of the vividness of the work while the author's tips tells the rest. As the reader's progresses, they work out novel methods to play against the text challenges. The quote describes with precision the final off product of these courses of action; ushering tacitly that readers perfect their analyses as they approach the end of the reading process. The last part of the extract clearly sketches the final stage of Bloom's taxonomy (1956), the one related to personal touch of creation.

The act of reading always takes place within well-framed contours, according to McCormick: "Readers do not possess absolute autonomy: like the texts they read, they too are sites of struggle, caught up in cultural determinants that they did not create and in which they struggle to make meaning" (1994, p. 69). Readers, just like texts, partake in the reading activity and are both ideologically positioned.

The primal role of the reader is to find the link between the text ideology and their conceptual frame of reference. Starting from a simple differentiation between ordinary and scholarly reading, Stockwell brought alive the discrepancy between a simple reader and an analyst one basing his examinations on ontological concerns explaining that technically it is not probable to equate reading with analysing, viz. "Reading is a direct form of consciousness, 'pointed at' the world of the text; thinking about reading is a form of self-consciousness, pointed at the reader. They are, by this definition, opposites." (2013, p. 264). Natural text comprehension occurs when the reader is focused on bringing their consciousness to meet the exigencies imposed by the type of thoughtful reading directed towards the self. Together with the constraints imposed by the text, the function of the reader becomes to bring forth their own standards that embody the literal notion of reader.

Probst (as cited in Nicholas & Karolides,) considered the reader's function from a purely advantageous touch owing a lot to reader response ideologies. Investing in the self is what he terms literally as a re-establishment of the personal character; in the EFL context this can be favoured through organized discussions that promote productive response said to offer an egress for the formerly accumulated experiences. The role of the reader, according to Probst, is to dig into corners of the self through literary experience, if the notion of experience is a lifelong process that demands both proficiency and competency, then; it becomes sound to state that:

Exchange with the text can become for the reader a process of self-creation. The entire process- responding, correcting errors, searching for the sources of the response, speculating about the author's intent and weighing the author's values and ideas against one's own- culminates in a sharpened, heightened sense of self. Some part of the reader's conception of the world is either confirmed, modified, or refuted, and that changes the reader. (as cited in Appleman,2000, p. 130)

The above statement transacts with the view that considers the reader as a dynamic agent rather than an inactive recipient of a set of preconceived ideas. Rosenblatt (1938) envisioned the presence of readers in the literary experience as equivalent to the literary oeuvre itself; the reader is free to select the text aspects to which they intend to respond. In line with their experience, they sometimes judge them as sterile and unproductive and at times stimulating and inspirational. The literary experience becomes the intermediary to the process of voyaging; and readers assume their role as explorers.

Emphasis on the reader's functions weighs a lot in promoting literary instigations. It endorses hypothesizing about the epistemology of the origin of meaning in the literary text as well as the nature of the readers' cognitive maps while making meaning with texts. Attributing import to the role of the reader has repercussions on an objective depiction of literature given that reading is a highly personalized activity and that every individual act is burdened with readers' interests. Whence due heed is ascribed to the source of the meanings conferred to the text, be it related to individual's autonomy or to their positioning within higher systems of sign structures. Staton précised this idea believing that: "This focus makes us aware that theories of reading affect the way the average reader responds to literary discourse: instead of acceding to an expert's opinion of the text's "true" meaning, readers are encouraged to heed their own responses" (1987, p. 352). Progressing through the task of reading, EFL learners, come to link up between their own universe and the one presented in the text plot; their guiding criteria into realizing this are the writer's influence, the writer's rhetoric, the chronicler's effect, and the weight of the accretion of the text events. As mentioned in the preceding chapter, every reading begins with a literal deciphering of the signs on the page (linguistic competence), as readers progress, they elevates their understanding to touch upon the objective and subjective social truths. Hutcheon clarified this point further; in this regard she declared that: "The cumulative effect of reading is to transform this transparency of language into an increasingly dense set of aesthetic entities, into the fictive heterocosm" (1980, p. 140). Implicitly, the reader is called to fashion a line of

correlation to re-estimate and re-appraise the existing image between the world the literary text represents, and the concrete world outside of the text.

Despite the fact that reader response theoreticians come to grips with the reader's role in shaping the reading image, they have kept horizons ajar to comment upon the notion of the reader that is subject to a number of concerns. The reader grows implicated in a dynamic perceptiveness of subjective dialectic; their views matter and are deemed substantial for the accomplishment of likely meanings masked in the literary text. In brief, Iser's (1980) observation seemed conceivable when he assumed that the reader does not only restructure the text during the aesthetic reading, but he is prearranged by the plot. Under reader response ideology, the discourse gaps are packed with the reader's visions viz. they are creating their own text through linking the sequence of representations and the strip of images in their mind makes meaning alive.

11.3. Eco's Model Reader

The philosophy of the Model Reader is founded upon the notion of limitless semiotics. While interpreting, the reader is metamorphosed into a sign and this is an endless process. Eco (1984) referred to a literary text as a totality of interwoven signs coherent in nature and vulnerable to manifold readings. A succession of wiles that will be hermeneutically accomplished by the receiver is the designation propounded by Eco for the text. The author explained that the text is tailored to forge a standard reader whose mission is to update the reading content. The model reader is embroiled in discovering a complex tissue of unsaid realities. What is not literally expressed is by definition not manifest; hence, it becomes the target of the updating process.

Eco (1979) explicated that the reader while ascertaining the hidden structures, prompts what the author did not incidentally intend and what the text tries to demonstrate plainly. As follows, the reader's purpose and the meanings they retrieve from the text vary from the text's intent and the devices being referred to favour the text's expression. It even transcends these to compete with the writer's intent and the ideas he wants to diffuse. Within the model of Eco, the exercise of reading is seen as a puzzling challenge of transactional situations between the reader's competence (knowledge indispensable for creating the poem) and the type of competences proffered by the text so that it could be read economically.

In this sense, he differentiated between two types of readers: Empirical and model (1979). An empirical reader represents the simplistic version of the readers' community; they are not limited to follow a given scheme to respond to the text but they show a variety of

modes to act in response to the literary oeuvre. There are no rules that limit the way the empirical reader treats the text; the latter is seen as a refuge for their affective thoughts that are implanted in the text or brought to surface with textual stimuli (Capozzi, 1997). Therefore, they act positively upon textual cooperation by concretising representational images of what has been introduced in the form of an utterance.

It might be explained in a simple equation that the presence of an empirical reader is the natural result of the existence of an empirical author, Eco (1979) explicated that the latter, adopting their role as the architect of the textual enunciation, originate a postulate of a model reader that they translate in terms of textual strategies. This stylistic processing permeates the author to recreate themselves as a subject of the written utterance; contrariwise, the empirical reader engages in interweaving tangible lines of cooperation that permits for generating an image of a model author relying on textual data. So, the primal role of an empirical reader is to infer a résumé of what was already authenticated in the enunciation and made plain in terms of statements. A model reader, then again; is an abstract creation of the empirical author that is open to multiple possibilities and that is realized through textual strategies.

The author maintained that prior to the production of the literary text, the author takes into account the likely interpretations their text might receive and draws an image of the possible steps of the reader. The model reader becomes the creation of the author who targets the installation of specific competences said to be ideal to the interpretive act. These abilities are set before hand and are meant to found the model reader, in Francese's terms:

> Eco's Model Reader is both a hermeneutic and a poetic. It is also an ingenious marketing strategy. His "open" works strongly suggest reading strategies, even though they claim to invite the spontaneous collaboration of his target demographic of impressionable middle-brow Model Readers who are flattered by the offer of writerly collaboration. (2003, p. 162)

Starting from the premise that the text is the source of the likely interpretive steps, a text escorts recommendation as to how it could be read. It follows that it buries between its textual policy the enclosed model reader features. As for the empirical reader, they are supposed to work towards realizing their proficiency pragmatically via reading processes. Carroll (2008) advocated that every textual edifice that fuels the reflections of the empirical reader leads to a metamorphosis into a model reader. In the EFL context, the role of the teacher is conclusive in culminating with the concrete reader's self-actualization.

11.4.Riffaterre's Archi-reader

The term reception theory is an umbrella phrase that embodies beneath a diversity of techniques that share in common recourse to readers' participation. The contribution of the reader is as crucial as the writer's since this ideology looks at reading as an active innovative process. For Riffaterre, literary inquiries should have as a theme emphasising on the entirety of the act of literary exchange where the reader takes the lion share, but not the text (Hardy, 1969). The author held that the reader's reactions matter and are originated in the verbal arrangement that prompts them.

Embracing Jakobson's philosophy, Riffaterre referred to the literary interchange metaphorically as a scheme of communication where the author is seen as an addresser who transmits a message, in the form of a text, to an addressee which is the reader (Raveendran, 2000). Drawing on Jakobson's scheme; Riffaterre's reader is geared towards realising the poetic function of the literary text. The literary event is not abridged only in the content of the text, but in the whole tissue of the exchange viz. the sum of transactions that take place in the reader's mind faced with the text. The specificity of this act is the absence of the addresser; a motif that grants the reader with the predisposition to analyse the content freely. The load of information located within the text instigates the reader's reflections that are detectors of textual elements that set them off. In Ravaux's terms: "Riffaterre restores rights to the reader, who is seen as the processor of a product, the text, which is now independent from the producer that originated it." (710, p. 1979). Once the text is freed from its producer, it becomes the property of its reader who will in return originate a new text basing their analyses on a set of beliefs, prospects, aptitudes, closings, and opinions that mirror the literary experience. Raveendran (2000) commented that the views of Riffaterre are reader centred where textual stylistics emerges out of the author's concern to conquer the unfilled spots of the transmitted message. Riffaterre's reader is concerned mainly with solving the puzzle of the style before initiating the interpretive act; the literary interchange in this context is a unique event that is characterized by the swerve from the common style. In the following diagram, Prud'homme and Guilbert (2006) detailed the literary interchange in Riffaterre's paradigm where the role of the reader is to discover the text scheme of signification that creates literariness.
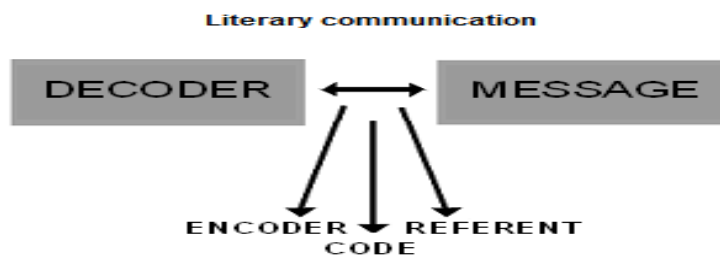
Figure 20: The Elements Involved in the Literary Interchange According to Riffaterre (Prud'homme & Guilbert, 2006)

Riffaterre believed that readers' authority intervenes considerably in shaping the meaning of the literary oeuvre. Considering the functions of the reader from an analytical angle; he focused on the codes issued within the sequence of events as a guide to uncover meanings. Literally, the task of the reader is to experiment with the text with the purpose of disclosing stylistic tricks; simply the reader is confronted with a process of constructing and fashioning the experience of reading. In his perspective, meaning should be reified by the reader. Cohen commented that:

> Michael Riffaterre argues that the reader…..experimentally establishes implication of the code of the narrative by deriving repetitions and how they function. These functions make it possible for the reader to interrelate descriptions, characters, and objects, so that the work as a whole becomes a single sign….If Riffaterre sees the novel as a sign, Brian Fitch analyses the Batille novel as the story of word. (as cited in Meyer, 1983, p. 56)

Riffaterre suggests a kind of composite reader whose role is summarized in discovering the weight of stylistic idiosyncrasies, "style is understood as an emphasis (expressive, affective, or aesthetic) added to the information conveyed by the linguistic structure, without alteration of meaning." (Riffaterre as cited in Tompkins, 1980, p. 95). Specifically, meaning, as being imagined through processing the information is naturally present and it does not need to be inspected intently; true meaning is derived from style. The reader becomes immersed in uncovering the superficially static layers of sense.

12. Response Writing through Literary Contours: Means and Ends towards Critical Expression

The concrete benefits that students might get out of a reading or literary instruction are immense. Most of the latest field queries have questioned the reasons proffered by the

association of the literary factor in the FL class. Literary texts do not only enhance the readers' linguistic competences but they reach out to heightening readers' familiarity with the history of the human's standards and ethics (Saed Adam & Babiker,2015), whence the necessity of modelling and integrating a frame of written response that re-joins the governmental aim of producing a well-rounded generation of students.

In the Algerian context, and against all preceding claims, the ideology of teaching the literary element does not transcend the reproduction of the teacher's or author's intention. For the most part, emphasis is not shed on the quality of students' critically framed written reaction. Not only it grows a necessary task to raise Algerian students' critical awareness, but it becomes de rigueur targeting the goal of equipping language students with the rudimentary skills fused with a global not local view of human interaction. Hamdi's reflections upon the issue of literary competence and language skills in the Algerian perspective culminated with the following quote:

> If conceived and conveyed in a constructive way, literary modules can to a large extent help students acquire a great number of competences, including among others, linguistic and communicative competence, cultural awareness, and critical thinking. In present day local and global contexts, the acquisition of these competences have become crucial for individuals willing to integrate social life and to succeed in their professional careers.(2016, p. 08)

Consent has been attained as to considering the reading activity mainly as a cooperative endeavour. With the absence of a module devoted solely and uniquely to training students on ways of intellectually devouring a text, it is for the teachers to find ways to work towards realizing this. Hamdi's quote signals clearly to the encyclopaedic scope of literary modules in arming students with the mandatory competences towards professionalism in all aspects. In the end, the LMD system is a competency-based ideology that targets professionalism in what is undertaken academically for better vocational chances. When all is said and done, EFL students are not made to absorb a preconceived content; they are rather expected to frame a critical response that is often shaped through writing.

Writing is a requisite, and reflective writing is a must as an academic outcome in language arts syllabi. In point of fact, a reading-writing programme should aim to empower students to master the writing of different text types be it in an educational or personal framework. A valuable reflection on the literary text is achieved when the reader can cogently combine their reading to serve the frame of their written analysis. From Van den Broek et al.

perspective literary texts: "Provoke a unique literary experience such as the perception of closure, aesthetic appeal, and moral implication, which directly depends on and therefore encourages inferential processes" (as cited in Claassen, 2012, p. 63). This view had been already approved by Gwin (1990) when he ensured that literature familiarizes students with the finesses of talented writing. There is no denial that literary texts are loaded with instances of adept writing necessary for any language graduate. A permanent exposure to literary writing via perseverant reading guarantees that students co-opt unconsciously various writing styles.

Within the widely applicable competency based philosophy referred to in the Algerian universities, the task of responding to the reading material is a shared responsibility between the teacher and the student. The former ensures the running of the classroom discussion and the latter assumes the role of responding to the text. Pritchard commenting on the role of the EFL teacher in moving forward students' levels of analysis observes that: "Teachers must encourage a student's authority as a reader of literature, but as informed readers ourselves, we must also help student readers expand their repertoires of response to and interpretation of literature" (1993, p. 24). A best part of EFL students are detained to start a piece of writing at the same time this task is accelerated after a structured exposure to literary writings. Teachers can create this mood in the class by simply orienting students to simulate literary style if the latter possesses a threshold of linguistic proficiency.

In the Algerian context and with the implicit integration of teaching reading through writing (written comprehension and expression), it is not evident that teachers refer to this implicit fusion in view of tying up the breach between the two skills. Lazar (1993) asserted that literary readings, in particular, enjoy the knack of kindling the powers of imaginative thinking which naturally leads to critical and responsive awareness. For this reason, literary reading and responsive reading, on the whole, turn out to be effective when it comes to working out EFL students' writing. It could be argued, equally, that within the boundaries of language faculties in Algeria, the idea that responsive writing is minimized exclusively to the realm of written expression courses, together with this is the idea of linking inspired writing to the complexities of imitating great works of art said to be an uncertain adventure for students. Provided the fact that literary texts enjoy a prestigious place since the dawn of ages, EFL students are not given a chance to react to their reading via the writing mode.

Reading, if well integrated in language curricula and taught with reference to competency based principles, helps students to dig deeper in the literary text and why not to craft them themselves. Part of understanding what is being read is to learn how to appreciate

it, it might be said that literary intelligence is emanated from understanding the authors' selection of ideas and language style if one is not to forget that literary readings enhances readers' linguistic competences, in the end "writing is often a means of becoming a more informed and critical reader" (Saeed Adam & Babiker, 2015, p. 110). Whence, the reciprocity of the two skills, proficient reading is a simple result of reflective writing. Literature is considered elsewhere a stirring motive for provoking writing themes. Stern (2001) expounded that literature plays a double edged role both as a model and a subject matter. As a model it offers blueprints for student readers to re-produce their own writings in line with the original literary substance; as a subject matter it becomes the basic tool through which students put their analytic thinking through its paces via critical construal of the literary extract.

Tompkins (1982) counted seven motives for urging student readers to produce their own ingenious writings emphasising the fact that a good writer is actually a proficient reader. She believed that writing is a way of preaching students about beneficial entertainment; writing nurtures in students a sense of appreciating artistic works, hence; it helps changing rules where literary works are taken for granted. It aids students to uncover the costs and purposes of writing by themselves, above all writing boosts students' imagination and critical thoughts; writing is a good technique to shed light on every tiny aspect of the reader's personal thinking when they share their ideas with their classmates. Writing is a tool to spell out individual thoughts about identity, it might be said that at the university level can put the final touches of their character in a more sophisticated form; the last reason according to Tompkins is to come to know how to read and how to write in a fashionable non-traditional manner. The following diagram gives a cyclic view about the different factors that intervene in the framing of an organized reading report.
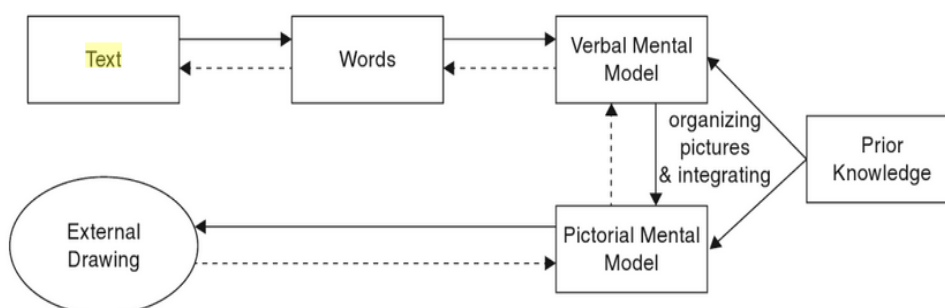
Figure 21: Response Manufactured in the Form of Drawing (as cited in Leutner & Schmeck, 2014, p. 434).

Conclusion

The chapter exposed the bearings of key ideas in literary criticism on the development of structured text response. It shed light on some facts about EFL students within the LMD policy then shift to the import of helping students assume their role. One way of constructing proficiency in reading is coaching FL student on reader response when they can assume their cognitive, affective, and intellectual abilities with reference to a collection of criteria. Philosophical views about the role of the reader, FL students in this context, admit that the reading event is the result of the give and take procedures with the text. Response technique raises consciousness that reading is about interpretation processes and that written response can be a reflection of the level of reading proficiency. The next chapters will be devoted to the analysis of the data gathered from the study.

Chapter Four: The Methodology Implemented in the Current Research

Introduction

This chapter is dedicated to the mapping out of the research methodology being implemented in the current inquiry. The research broadly relies on the use of a case study in a trial to mull over the weight of reference to reception theories, particularly reader response philosophy, in advancing FL students' reading proficiency and literary text construal. Bearing in mind the absence of a module dedicated to the teaching of reading techniques and strategies as such, the researcher paid due attention to this fact, and tried to bring to surface some realities about this point. The research design counts on the case study as an itinerary to an instrumentation of tools that fluctuate between qualitative and quantitative research means. In this regard, the researcher used a reading strategies questionnaire, a Likert scale for students, a teachers questionnaire, a structured interview for teachers, and an experimental study that was coupled with the use of participant observation.

Initially, the chapter begins with highlighting the founding rocks of the study. In a second step, the chapter displays a deep view of the research scheme being used while providing a theoretical rationale as to why the former had been adopted. The coming sections will be concerned with specifying the context of the investigation ushering to the methods used in the analysis of the results. Thenceforward, a detailed exploration of the data gathered will be bestowed due consideration. The analysis winds up with final concluding remarks that shape the closing statement of the chapter.

1. Research Issues

The aspirations of the current inquiry are essentially based on the studies and educational research in areas of reading and literary explorations. The issues that frame the basis of this work are traced back in the theoretical section and are emanated from prior field studies. The present work seeks to respond to the forthcoming interrogations:

1. What is the real status of the reading skill in FL students' perceptiveness?
2. Is the reading skill being allotted its due space in the LMD syllabus?
3. Are reading strategies and techniques integral with the teaching of the literary text?
4. Are Algerian students able to transfer the necessary higher order thinking skills to the analysis of the literary text?

5. To what extent does the literature course, being roughly the only space offered for reading practice, preach students about the notion of multiple text meanings?

6. What is the contribution of reader response theory in the development of the students reading proficiency and text construal?

7. To what extent can the application of reader response theory raises FL students' confidence in re-creating the text events?

Accordingly, the present work looks forward to discover the effect of reader response ideology on the development of model readers who look at the text with a proficient eye and who bring forth all the potential meanings it encloses.

2. Research Design

With the increase of knowledge resources and the spread of internet free libraries, conducting research grows easier than in the past; people are conducting inquiries in major disciplines with greater flexibility. The domain of language studies and education is no exception from this rule. The idea of making research reflects a methodical orderly approach in gathering and probing data. Research is seen as the origination of new types of information to reach new conclusions and address the existing gaps. Brown considered that research is: "Any systematic and principled inquiry in second language studies" (2011, p. 190). This definition suggests that for an inquiry to be classified as scientifically faithful it must adhere to an orderly and organized principle of inquiry. Doing this, the researcher ensures that they are on the right path to reach an answer to the research questions. At terminal stages, the final findings would escort change and proffer answers to the already stated objectives in themselves become later starting points for new research demarcation.

The field of FL studies is no exception, as a domain of human sciences; it necessitates teachers to be immersed in unremitting inquiries for the sake of ameliorating the quality of higher education in Algeria. Apropos, Remenyi (2014) believed that any research is supposed to take in hand given field-related issues to which the answers might not be of urgent use. Adhering to this assumption, a scientific inquiry is the constructive process of riposting to fastidious questions and finding ways out to glitches that might hinder the path of progress in specific fields. This way the final product is manifested in the form of new-fangled forms of knowledge via well-organized gathering, testing, and studying of the data. The eventual aim of the meticulous scrutiny of the results would be to introduce handy solutions to policy makers. In the example of the world of academia and higher education, the sum total of research findings in the multiple disciplines culminate in enhancing the content of syllabi, the

programmes of curricula, and in introducing new teaching methods and instructional techniques.

Any inquiry is field-related and so must adhere to specific requirements so that the results will be validated. In line with this point, Smith proclaimed that research:

> Must be conducted and reported so that its logical argument can be carefully examined; it does not depend on surface plausibility or the eloquence, status, or authority of its author; error is avoided; evidential test and verification are valued; the dispassionate search for truth is valued over ideology. (as cited in Morgan, Gliner, & Harmon, 1999, p. 217)

The drive of MA and PhD queries is not as much to confirm matters, but to reconnoiter issues, investigate facts, and delve into issues of interest. And so the role of the researcher within academic boundaries is to comprehend a specific state of things, gather enough data about its attributes then offer potential landmark solutions to it. Degu and Yigzaw (2006) defined research in terms of a set of primordial attributes that are to be attached to any inquiry to ensure the already set research objectives; these include: A clear precision of the problems that led the foundation of the research, a well-defined design for conducting the inquiry, an obvious reference to the current data with citing both potential positive and negative results, a prudent surveillance over the procedures of data collection, arrangement, and analysis in such a way as to provide tacit answers for the research questions.

On the word of Howard and Sharp, a well-planned query is: "Seeking through methodical processes to add to one's own body of knowledge and, hopefully, to that of others, by the discovery of non-trivial facts and insights" (as cited in Curtis, 2015, p. 27). Inherent in these lines is the significant weight of the knowledge to be offered by the end of the analysis procedure. It should be emphasized that in theory the activity of inquiring is in constant progress since every conclusion sets the stage for newer issues.

Studies in the area of research methodology have proved the adequacy of preaching students about steps of research writing namely the selection of the right methodology that suits the intention of the research idea, the critical analysis of the findings, and most importantly the development of students' academic writing skills (Prahmana, 2017). Methodology is seen as the set of underlying assumptions and ideologies which steer the grounds for inquiring; it lays the basis for the norms that will be referred to in the analysis of the data and the formation of conclusions (Bailey,1994). Henceforth, embarking on inquiries

represents a complementary step to the previous years of study mainly concerned with theoretical knowledge about different study domains.

Previous to the initiation of any research, the researcher is required to set forth a clear forecasting of the intentions of the query, the sample of the study, the means of data collection, the procedures for data analysis, the recounting of the research results, and the imparting of the suitable pedagogical implications to overcome the lacunas that first led to the research idea. After all, the fieldwork section is usually devoted to setting the clear skeleton of the work and the smooth running of the inquiry. In this sense, there exist many definitions of research design in the literature; Phillips defined this technical term as:

> ….the blueprint of the collection, measurement and analysis of data. It aids the scientist in the allocation of his limited resources by posing crucial choices_Is the blueprint to include experiments, interviews, observation, the analysis of records, stimulation to be highly structured? Is an intensive study of a small sample more effective than a less intensive study of a larger sample? Should the analysis be primarily quantitative or qualitative?. (as cited in Beri, 2008, p. 61)

Hence, research design plays the role of outlining the scheme of the inquiry. In simple words, it guides the researcher through the selection of the right research types and methods in later stages. Basically, it helps structuring the research in the most specific delineation. Commonly, a research design is a consistent plan for creating the logical shift from a starting landmark to a closing stage where the starting point is the set of stimuli questions and the ending place is the potential answers (Yin, 2003). Hakim (2000) believed that a design in inquiries should concern itself with the objectives, the intents and ground upon which the research is built within the boundaries of context, time, and budget.

Once the statement of the problem is decided upon and the study hypothesis is opted for, the researcher is required to found the basic resolution under which the research is bordered. Thence, a research design reflects the frame along which the inquiry is to be fulfilled. The forthcoming aspects are of potential presence in any research design (Asenahabi, 2019):

➢ It should map out a clear path towards finding explanations for the posed hypotheses.

➢ It should specify the set of inspections and dissections to be carried out to get the coveted results.

- It should communicate the kind of data longed for, the means to be implemented for their gathering, the ways to evaluate the gathered data, and the way they ought to respond to the study questions.
- It should ensure reference to the right stratagem for data analysis in order to proffer convenient results that can be generalized as research recommendations.

The same procedures that are applied in other disciplines are brought into use in the FL context. The research exemplar of a scholastic inquiry into FL learning and teaching context pictures a flawless declaration about the scholarly suppositions the investigator is having about the world in particular about the FL context, the instructional process, the instructors and the learners. And of course, in the selection of the research design and the research method, the researcher must elaborate a clear plan with the right data collection strategies. The selection of those two elements depends on the research problem and the framing of the variables.

Fetching back the literature, one comes about to the possibility of swinging between research methods and plans, in this regard one can opt for qualitative, quantitative, or mixed research methods these are to be in total conformity with the research design one has decided on. Back to the initial point, asking the right questions about why the research was initiated in the first place is an index of the right technique to use when delving into the topic. Newman, Ridenour, Newman, DeMacro (2003) maintained that conducting research in the FL context requires a given rate of competency in swinging between various research methods for the sake of ensuring a fair evaluation of the existing ties between the research variables. In this sense, Bailey (1994) saw research methods as the collection of tools that the researcher uses once engaged in the query process. It is the researcher's responsibility to bring forth the tools that suit their objectives, and the selection of more than a tool is quite possible on condition that they supplement each other.

2.1. Quantitative Research Methods

There exists a host of definitions of quantitative research methods in the literature, by and large; quantitative approaches in research are concerned with putting a figure numerically on the existing once un-observed rapport between the study variables. Quite simply, quantitative inquiries call for calculating things; this method was instituted in other disciplines then transferred to be used in the domain of education and language studies. Brown (2011) affirmed that quantitative research takes account of any query that relies on calculating things and on inferring the models that surface from those calculations. More or less, quantitative

methods trespass the superficial description of the findings, but they extend to the numerical interpretation of the data. For this reason, they give researchers the opportunity to sightsee all the potential liaisons between the research main variables and the probing sub-variables that might result from literature reviews.

It is important to specify that the researcher needs to ensure that the variables can be measured, most often using analytic tools, for the numeric data to be assessed with reference to arithmetical formulae. Those who are involved in analysing their findings numerically usually hold postulations about evaluating hypotheses by inference, putting in possible options to ensure neutrality of analysis, managing for all potential explanations, and being capable of disseminating their study results (Plonsky, 2015). Debating the issue of the inevitability of FL researchers to be trained on the use of statistical measurements in research, Brown (2015) believed that they must take the trouble to specially learn about quantitative research techniques; the author cited the following gains a researcher would earn when referring to quantitative techniques for analysis:

➢ Reasoning beyond the null hypothesis: A researcher must always refer to the type of relations that are emanated from the statistical description of the findings. The author affirmed the analysis of variance in a study is just the beginning and that further delving into inference calculations would lead to improved assertions.

➢ Appraising more accurately: Amidst the final aims of any inquiry is the attainment of reliable data to boost further research. According to the author, there exist a variety of ways to quantify variables. In order to guarantee meticulous estimates, the researcher must understand under which category the data is to be classified in order to opt for the best measurement type.

➢ Getting rid of the hitch of manifold comparisons: Another essential advantage of statistical probes is that they permit the researcher to engage into parallel multiple analyses for various comparisons. Hence, the use of more sophisticated ways of measuring adds a touch of consistency to the work.

➢ Enhancing the strength of statistical measurement: Of the gains of quantitative methods of data analysis is that they offer an array of instruments and techniques for more effective results as compared to the use of univariate measurements.

➢ Enlarging the research scope: With reference to more enhanced statistical examinations, the researcher is in a position to reallocate the parochial emphasis on separate elements of the research problem to scrutinizing the manifold implicit links amid the study variables. Thence, the scope of the inquiry is going to be enlarged by

including all potential factors that contribute to the appearance of more unpredictable prototypes.

➢ Lining up the research probe with people's beliefs: Thanks to the broad provisions offered by the complex set of advanced tests, it is suggested that numerical analyses describe the manner in which audience at large would react to the research data. The domain of FL study particularly is not easy to explore given the fact that the brain is a complex tissue that intervenes in the acquisition of language and so are the investigations used to describe this learning process.

➢ Lessening tautology and the amount of variables: The implementation of more developed statistical evaluations can help decrease the improbabilities woven within the research data. Actually, quantitative methods allow for depicting the potential correlations of variables representing the same factor and so would alarm the researcher to eradicate one of them. This way the analyses are going to be rigorous and in line with the general norms of research.

➢ Enlarging variables variety: Though ironic as it might seem, decreasing variable number using the right statistical tools is another way of getting rid of unnecessary variables and adjoining new ones. The use of more enhanced analyses assent to the accumulation of new variables in many different ways; they help hosting "moderator variables" (Brown, 2015, p. 13) to spell out the association between dependent and independent constructs.

➢ Diversifying the quality of the results interpretations: Usually, quantitative forms of data probing are introduced together with ways to analyse regression which proves practical in either reckoning the degree of the link between scales or forecasting a scale over others.

In short, quantitative tools of measurement have a set of beneficial explorations for the research in that they help the investigator to delve into the fuzzy corners of the topic and to retrieve latent variables. The main intention is to collect data in an objective way. Alongside, the researcher must be aware of some intervening factors like time for the preparation, administration, and analysis of results.

2.2. Qualitative Research Methods

Qualitative analysis of data is brought into play in many disciplines like sociology, psychology, and notably FL research is no exemption. Qualitative methods facilitate an in depth analysis of the gathered data producing valued evaluations. Not different from

quantitative methods, the consistency and the suppleness of qualitative analyses guide the researcher throughout the way of getting in touch with complicated issues in different domains of study and investigate them in their natural setting of occurrence generating well-founded data.

Qualitative research can act either as a supplement to quantitative inquiry or just as an independent solitary investigation ritual. The goal of the qualitative analysis in both cases is one and the same, getting in depth visions into the intricacies of the human nature and the weight of the psychological formulation of the individual on the phenomenon being under investigation (Needleman & Needleman, 1996).

One of those indices that explain quantitative research in terms of its features is setting. Shermann and Webb (2005) explained that human comportment is best manifested in its natural context and that if isolated from its setting of occurrence it cannot offer much information around the issue under investigation. The context of the study does not need to be altered neither refashioned since the aim of the qualitative research is not much to confirm a prearranged set of concepts but to pave the way for new understandings. In other words, qualitative researchers mean to make respondents speak for themselves so that they only have to take notes for analysis in naturalistic settings.

There exist copious explanations of how qualitative research might be described at best, Denzin and Lincoln considered it as:

> Multi method in focus, involving an interpretive, naturalistic approach to its subject matter [……….] qualitative research involves the studied use and collection of a variety of empirical materials-case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meaning in individuals' lives. (as cited in Neergaard & Ulhoi, 2007, p. 05)

Qualitative inquiries are concerned then with the gathering and reviewing of first-hand materials in the example of respondents' personal experiences, discourse analysis, cultural artefacts, case studies, observations, and interviews that describe in an original way the variable being under study. Under this paradigm, researchers adopt a set of interlocked interpretative rituals throughout the way of better eliciting the issue with the use of more than one explanatory way.

An essential feature of qualitative studies is that participants are in a position to shape facts about their reality in relation to their social environment. Merriam (2009) explained that

the researcher's mission here is to decipher the implications of the variables under study for the respondents; the value of these phenomena is not to be explored but to be built gradually and meaning is shaped as individuals create lines of affiliation with the world that hosts them.

A clichéd shared train of thought across qualitative studies is their inductive dynamic substance. The researcher, as the observer and the monitor of the investigative dialogue, is meant to predict potential meanings inductively and to flexibly deploy the sample process in line with the data received. As Hammersley (2013) put it, focus here falls on words and their power of describing the implicated phenomenon rather than quantifying the data and inferring new variables.

In a few words, qualitative data analysis stands at the opposite of quantitative one yet it complements it. The subjective unstructured probing of data in their natural context of occurrence helps the researcher to describe inductively a set of variables and to provide answers to the propounded questions.

2.3. Mixed Research Methods

From its name, a mixed research is a constructive fusion of both qualitative and quantitative methods. In a general sense, mixed methods correspond to the type of inquiries that consist of gathering and dissecting with a critical eye qualitative and quantitative information contained within a single query or in a series of investigations that explore the same issue. One aim of the mixed research methods is to reinforce the quality of the end inferences and intensify the legitimacy of the research.

Doyle, Brady, and Byrne (2009) traced back a brief history of resorting to method orchestration. They explained that in the past researchers were obliged to select either the scientific paradigm linked to quantitative measurements or the interpretive one concerned with qualitative methods mostly related to the constructivist ideology revering the benefits of the natural milieu of the human experience.

Many theoreticians urge for the utilization of method triangulation explaining that this fusion helps condensing potential partiality integral within the information collected. Against this background, Johnson, Onwuegbuzie and Turner sketched the following description: "Simultaneous triangulation represents the simultaneous use of qualitative and quantitative methods in which there is limited interaction between the two sources of data during the data collection stage, but the findings complement one another at the data interpretation stage" (2007, p. 115). A flexible hybrid method would result in strengthening the reliability of the

findings, encouraging original ways of data gathering, generating more prosperous conclusions, and disclosing incongruities.

In some cases, mixed research method is defined in terms of the extent to which the researcher is habituated with method blending with a particular understanding of what this might result in, Dadds and Hart suggested that it mirrors "familiarity with a range of methods and methodological issues meant that they could pick and mix from existing approaches, or create their own approaches for their own purposes" (2001, p. 163). The definition alludes to the skill or the competence of being able to fluctuate between methods for the sake of creating a personalized approach to the research.

The mixed research methodology that has arrived on the scene as the preferable research model assimilates the qualitative constituent into a principally quantitative research work, Hesse-Biber (2010) suggested that under this pattern data dissemination is guaranteed in a non-traditional way, and the sovereignty of the narrative is consolidated. Bazeley (2017) explained the idea of method blending and considered that mixed research design imparts an optimum amalgamation of qualitative and quantitative methods that would be perfect for longitudinal studies. Johnson and Christensen (2012) believed that the mixed research ideology enhances the worth of the study since the combination of methods covers for any potential flaws in the analysis. In essence, elemental assumptions of mixed research design direct field researchers to wistfully conjoin both methods in such a way as to bring into being a design with matching vigour.

In the vast literature dedicated for research design, one can find spots of method mixing referred to as the triangulation technique in investigation. Again, the latter is not only meant to focus on substantiating the results, but rather at expanding and amplifying the reader's assimilation of the work. Likewise, the triangulation technique props up cross-disciplinary research collaboration rather than the one way thinking paradigm. The concern is simply gathering the benefits of quantitative and qualitative research design into one mold. Around this issue, Yeasmin and Rahman commented that: "The deficiencies of any one method can be overcome by combining methods and thus capitalizing on their individual strengths." (2012, p. 155). Commonly, the aim of method triangulation in particular circumstances is to attain finding authentication via the merging of varying world views.

Irrespective of the way triangulation is seen across disciplines, there is common agreement that it adds weight and depth to the research findings. "Triangulation, by any definition, is of value in the collection of valid and reliable data. Its use will strengthen our research and result in better, more usable recommendations" (Rhineberger, Hartman & Van

Valey, 2005, p. 63). Coherence and correspondence of the qualitative and quantitative findings is the final goal, sometimes results on both sides can either complement or converge with each other.

With regard to the current inquiry, the research relied on multiple-method strategy as a basic foundation for the research design. Notably, an orchestration of methods had been applied for the collection and analysis of the data. The study brought together both qualitative and quantitative research tools for better attainment of the study objectives and for reasons of integrity. As mentioned in the above lines, it is thought that method mixing allows for the researcher a larger space to look at the issue from differing angles; these might be complementary so each tool can validate or expand the scope of the analysis with new information. The quantitative instrument helps in articulating the statistical weight of the data; with all the numbered descriptions it favours systematic hypothesis testing, the qualitative tool facilitates the deep exploration of implied meanings and offers an in-depth portrayal of the human experience. While quantitative data analysis focuses on computing variables and evaluating hypotheses with reference to the general causative interpretations, qualitative probing is the structured construal of the data in a nonlinear way relying on the logical explanation of phenomena as they occur naturally (Choy, 2014).

In line with the above points, time has now come to state the diverse instruments employed in the present study, the sampling devices, and the sample of the research.

3. Research Instruments

For the most part, research tools designate the various techniques through which the research data are gathered. Following this line of thought, experiments, interviews, observations, and questionnaires are amidst the most commonly used instruments in research.

This segment of the chapter aspires to present the tools being implemented in the work and that are carried out to realize a triangulated research. Conforming to the earlier literature in the chapter, bringing together a corpus of methods helps accrediting the findings and adds the reliability factor.

The current work is a case study slanted towards exploring the implication of the reader response pattern on boosting FL students reading proficiency and text construal. Initially, the case study had for long served efficient in the domain of social sciences, then later transferred to the field of FL research. Particularly, the case study is a subdivision in the larger domain of qualitative research that sheds special focus on depicting and reporting about phenomena as they occur in their naturalistic settings without any interposition. It is

convenient to vary methods when a multiplicity of influential connections are depicted, and no feasible criterion exists to describe the significance of those founding rapports, and the possibility of instantly observe those connections (Connaway & Powell, 2010). Tacitly, being employed in this very context, the case study combines aspects of the mixed research methodology given the fact that the inquiry falls in the domain of applied linguistics. Consequently, the analysis procedure will be both quantitative and qualitative. Duff (2014) averred that several case studies, both qualitative and quantitative in the field of FL are favourable grounds for longitudinal pursuits of case change throughout the investigative time especially when focus is shed on change in thinking activities and perspectives about the phenomenon in question.

In accordance with what has been stated in the above lines, investigating the potential developments in students reading proficiency is hard to be effectively measured only with reference to an extended experiment that is further associated with complementary research tools. Despite the fact that there exists ample literature around the reading skill and aspects of comprehension, Wasik (2012) considered that there is still a dearth in experimenting with some yet to be explored aspects of reading proficiency in formal educational setting, though she still believed that the issue can be transferred to higher educational contexts for the one reason that the ideology featuring the system is one and the same over all the instructional cycles. A number of studies utilising experimental research patterns inspect about the relevance of reading and reflecting about stories as conventional class tradition proves an of assistance factor very contributing to overall assessments of the reading proficiency (Morrow & Gambrell, 2002).

The current work is meant tacitly to bring into focus FL students' perceptions about the relevance of critical response in developing their reading proficiency and accompanying interpretive faculties, hence; the researcher had recoursed to the use of a Likert scale. This form of questionnaires is relevant when it comes to the construction of the respondents' attitudes towards the phenomenon being under investigation, and it fits at best when integrated within longitudinal studies that measure the progressive development of perceptiveness towards an issue of concern (Croasmun & Ostrom, 2011). Actually, this form of quantitative questionnaires is: "A psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue" (Nemoto & Beglar, 2014, p. 01), the authors proclaim that the use Likert scale brings forward a collection of benefits like the speed gathering of data from large number of respondents; the high reliability of the calculated approximations; the possibility of referring

to multiple means for data interpretation; the potential incorporation and comparison of the data gathered with qualitative data gathered through different techniques.

Taken as a whole, the research means used to inquire about the association and impact of response theory on FL students' reading proficiency and their sense of text interpreting are as follows:

➢ An experiment.
➢ A questionnaire (and a Likert scale) for teachers and students.
➢ A structured interview.
➢ A participant observation.

In the coming portion of the chapter, the researcher gives a hint about each instrument implemented in the work.

3.1. The Questionnaire

Commonly, questionnaires are notorious tools of research in that they reflect a quantitative approach to the inquiry. The questionnaire is constructed of a set of written, statements or items précising progressively and in an organized way the visions of the research. In this regard, the researcher is free to orchestrate between open ended and close question type. The aim behind the question items is to collect statistically relevant data about the issue; these are to be analysed later and the results will uncover some corners of the problem. Hence, the questionnaire is a valued instrument for assembling a large amount of data from a bulky number of respondents. It is defined as: "The instrument, commonplace though it may seem, for observing data beyond the physical reach of the observer" (Odoh & Chinedum , 2014, p. 19). The quote clarifies that it is essential to be profoundly acquainted with the research problem to ensure targeting the right question items and so getting the right answers.

Questionnaires are one of the most commonly used instruments in the field of FL research, largely because they are practical, flexible, rapid for administration, and of assistance in guaranteeing information that can be examined fast and straightforwardly. Hence, the probing procedure, the final results, overall study reports, and research implications depend for the most part on the meticulous formulation of the questionnaire items (Tamim, 2020). Applying the written questionnaire favours for the respondents the chance to take time and be free to reflect upon the questions and have them answered in the best way. Though sometimes one runs the risk of losing the sense of engagement on the part

of the study participants; to compensate for this, it is advised to be present and ensure a flexible line of thought and a favourable psychological state on the part of the respondents.

Indeed, designing a good questionnaire is not a simple endeavour since it requires a set of skills like knowing how to convert the research issue into succinct items each targeting a corner of the problem. It is necessary for the researcher as well to use a simple language that the respondents can manage. In this regard, one needs to pass up vague and unclear question items that might distort the research findings. Brace believed that: "The questionnaire writer should ask the questions that are relevant to the objectives and not to be tempted to ask questions of areas that might be of interest but not relevant to the objectives" (2008, p. 35). The researcher is required not to shed focus on factors judged as interesting yet extraneous to the research objectives, and which will be later considered a big waste of time for both the researcher and the respondents.

A questionnaire can seek information about respondents' habits and regular comportment in situations that relate to the issue of the research, or about their world views, perspectives, and beliefs.

3.1.1. Pros and Cons of the Questionnaire

Though they enjoy a large popularity in the field of research in general, questionnaires are not exempt from demerits. It is certain that they proffer an easy access to information and if well-constructed they guarantee bias-reduction especially if the questions are written in a consist manner. The different themes to be treated in relation to the issue are categorized under well-defined headings in the questionnaire format. The researcher must be aware of the division of the question blocs so that a logical progress in the questionnaire content can be ensured. From this perspective, the shift from one sub-issue to another in the questionnaire parts should be flexible and valid and must conform to the overall purpose of the study (Monette, Sullivan, DeJong, & Hilton, 2014).

Generally, Coonway and Powel (2010) detailed a set of features that they judged as gains and setbacks of the survey method. According to the writers, the following are some benefits of the questionnaires:

➢ Questionnaires, particularly those administered online or via email, favour a more truthful version of response. This is said, they can ensure a more or less level of privacy on the part of the respondents while at the same time they are given enough time to reflect upon the question items.

➢ The written questionnaire aid decreasing bias on the part of the researcher. That is if the items are objectively formulated they leave no open space for the respondents to be influenced by the researcher's point of view. This is again a part of ensuring a candid replication from the population of the study.

➢ The final version of the questionnaire mirrors an unchanging format of the question items and favours eradicating potential discrepancies. Once the researcher finishes the writing of the items, there will be no possibility of changing the organizing form. Still, this does not discard the likelihood that respondents might construe the same item in their own way.

➢ The procedures that the researcher follows in the administration of the questionnaire, especially if much time is allocated for them, allows them to give a neutral feedback to the questions proposed. Doing so, the respondents are encouraged to give authentic responses.

➢ The researcher is free to organize the items in the best way that suits a rapid collection and flexible analysis of the findings.

➢ Questionnaires are classified as one of the straightforward vehicles for the data gathering in a brief amount of time.

➢ As importantly, questionnaires are not costly. They are moderately cheap and efficient in extracting essential points related to the issue in question.

On his part Dornyei (2003) wrote about a collection of what he considered as setbacks of this research tool. The author maintains that the questionnaire does not escape to some imperfections which result in the contention that it is not an effective tool. These are summarised as follows:

➢ Since the questionnaire demands clear-cut answers, the researcher is in a position to ask simple questions. This latter case favours a shallow rumination over the key issues of the study. In most cases, respondents prefer to go through the items rapidly and in this case their answers will rather constrain the feasibility of the research.

➢ In most cases, the researcher runs the risk of finding a part of respondents that are not methodical when responding to the questionnaire. It appears that people do not delight in an activity that does not offer them any reward. As a consequence, the findings do not have the same academic weight but depend on the time and interest that each respondent ascribes to the questionnaire.

- The premise of the questionnaire administration is that respondents are enough capable of thoroughly understanding and interpreting the items which is not correct under all circumstances.

- The items often are adapted to the respondents' knowledge which leaves small room for the researcher to intervene. From time to time, informants diverge from the answer that describes their situation at best; it might be possible that they misinterpret the intentions of the item as well. In other instances, they answer a question without indicating their lack of information in relation to its content.

- One major issue with concerning the questionnaire is that informants are not always committed to supply truthful responses; " the results represent what the respondents report to feel or believe, rather than what they actually feel or believe" (Dornyei, 2003, p. 12). Indeed, they rather prefer to be compatible with the socially relevant and expected answer rather than being faithful to one's belief but in contradiction with the majority's view. The author attached the concept of repute bias to describe the situation where informants intentionally position themselves in a fundamentalist position rather than being truthful to their own beliefs.

- One more notorious blemish with the questionnaire is consent that is people incline towards acquiescing with statements automatically if they are unsure about their content.

- Another flaw of the questionnaire is what the author terms the halo effect which stands for people's leaning towards oversimplifying matters. One example is people's tendency to evaluating as less positive what is already positive, and more negative what is simply negative. This is traced back again to personality aspects and previous experiences.

- Finally, if some items remain unanswered, the findings are going to be scientifically fragile and once again it is not the researcher's fault (Green, 2000). The author added that the questionnaire can take more time than expected in being administered which might affect the researcher's motivation to start the probing process.

3.1.2. Description of the Questionnaires

The present study resorts to the use of a survey and a Likert scale following Miall and Kuiken's model of a new questionnaire to literary response (1995). The initial model of the

questionnaire is comprised of a long list of statements that are divided into seven categories each of which relates to the potential reactions that a literary text is likely to produce in the reader's mind, intellect, and feelings. Miall and Kuiken's questionnaire is based on statements describing the various activities that readers engage in consciously or unconsciously while absorbed by the reading act. Given the fact that reading is considered as an active process that invites a complex tissue of psycho-intellectual faculties, and for the sake of the research purposes, the researcher adapted the statements to fit the context of the contemporary epoch needs.

The researcher used the forma of Likert scale with the intention of checking students' attitudes about how they feel towards every activity prescribed in the items. The original questionnaire contains seven categorical classes of potential reactions that readers might adopt and that participate in constructing a proficient stance towards reading in general if students are trained to be aware of. The researcher adapted the content of the statements and aligns it with the intentions of the current work adding the different levels of agreements that respondents might embrace in the course of their different readings. The content of the statements is built with reference to eminent theoretician's views about the ways readers respond to the text, namely the literary text since it is the immediate material available for students besides the fact that most FL students are exposed to written works of art in the module of literature, and are obliged to present exposés in the tutorial sessions. Indeed, basic theoretical work related to the area of reading and responding to the text suggests that readers are active participants in the reading process and that they can deploy their higher order thinking faculties to bring the most of the text; they are not devoid and are the product of long periods of experimenting with their immediate environment. In the case of FL students, the experience of the FL adds to that amassment they have already bred in their native environment resulting in a crossing of differing cultures. Hence, Iser's (1980) idea that reading is meaning negotiation with special focus on implied reader; Rosenblatt's (1988) concept of the reader's ability to reconstruct a new story; Eco's (1979) considerations of the text as an open source of meaning marked by their semiotic flexibility; Holland's (Aransaez, 2014) idea that the reader connects to the text in an identity quest that they discover progressively through the chronicles they read; and Fish's (Cho, 2019) viewpoint that readers reactions to the text are traced back in the tradition of their respective societies are referred to. It is observed as well that readers mirror a collection of pivotal cognitive activities related to the treatment of the written form of language in the example of rewording, restating, schematizing, symbolizing, and recreating. These researchers suggested that readers are able

to describe what happens in their minds if they are exposed to the right triggering statements. Hence, the possibility and need to take into account the array of proclivities, viewpoints, and convictions that readers counter and to create rigorous means to evaluate these disparities in text interpretation.

The Likert scale and the reading strategies survey are directly meant to be administered with third year students at the University of Mila. The overall objective of the scale and the survey is to collect as much data as possible about the various corners linked to processes of reading, its strategies, and styles in relation to the intricacies of a reader response paradigm and the effect of the latter on boosting students' reading proficiency and text construal in the context of departments of English in the Algerian university. Another questionnaire was administered to teachers of English at the same university to check their respective views about the bearings of the response paradigm on giving an intellectual lift to EFL students reading proficiency. The researcher specifies that the aim of the study is to discuss the general state of affairs of reading in the realm of the LMD context in the Algerian university, and given the fact the material that is most appreciated and available for students is the literary works of art of FL speakers, the researcher chose literary text as a sample material of the study.

The Likert scale is meant primarily to come to grips with the possible potential incentives, processes and mechanics that the reader response paradigm might bring to the EFL students, as readers in this context, in terms of thinking processes; emotional antiphons; and structured rejoinders to what is being read all of them proved theoretically contributing to the overall proficiency of reading. The scale is a psychometric model for checking more than one element at once ranging from students' behaviour, cognition to their feelings and affect about the different facets of reading, responsive writing and its impact on enhancing their capacities of interpreting and proficient reading.

The scale is a collection of simple statements each of which describing an activity that respondents might either be aware about or not while immersed in the act of reading; and that might be triggered to remember when considering the statement. Boone and Boone (2012) considered that Likert scale items when combined and analysed using the convenient statistical measurements can tell a lot about respondents' personalities, attitudes, and inclinations towards the subject under investigation. The students' scale is chiefly arranged in eight parts each treating a particular aspect pertaining to the detailed components possibly to be found in the reader response sheet.

- Part (1): Checks out students' opinions about the effect of written response to the literary text on developing their overall proficiency in reading. This part investigates the core idea of the study namely the impact of the reader response method in shaping students' reading proficiency. The collection of statements are constructed so that to uncover respondents' opinions about the effectiveness of this technique in enabling them to grow proficient in reading.

- Part (2) is related to respondents' views about the contribution of literary text reading and analysis in activating their higher thinking skills of vision and insight. This part pokes mainly around the idea that the text is a mimesis of real life with all its aspects and that reading will arm students with predispositions to get ready to face real life dilemmas through different processes of reflection. It hints as well to the possibility of building the reader's overall character through the ready-made experience they offer.

- Part (3) checks students' opinions about the response paradigm in piecing together the reader's emotional responsiveness and feelings of empathy towards others and Otherness. This part emphasizes the humane aspect of reading in general and reading literary works of art in particular. As have been already mentioned, the study refers to the literary text as the primal source thanks to the availability of its material and the fact that students have the only module dedicated to reading in literature sessions. The section brings to surface the different ways in which literature appeals to the emotional facet of the human being, and brings students to reflect upon the idea that humans worldwide share the same agonies.

- Part (4): Is concerned with students' perceptions about the contribution of response paradigm in nurturing vivid imagination and skills of creation. The section focuses on the multiple ways in which the reader can live through the text via activating the necessary mental mechanisms. It brings to surface the reader's capacities of creation and reproduction to generate new plots. The collection of items shed light on the possible ways of brining the literary experience alive in the reader's mind at the same time they test perceptions about the role of different factors in vitalizing the literary adventure.

- Part (5): Examines respondents' perceptions about reading as a way of freeing the self and finding one's corner. This part hints to the weight of reading as a way setting loose one's self and constructing it while finding a private spot to reflect on one's self and the world. The sum of items checks general perceptions about the role of

literature, literary oeuvres and reading for pleasure in liberating the mind and the soul either intellectually or emotionally.

- Part (6): Is concerned with scrutinizing students' viewpoints about the status and concern with the author that can be reflected in the response. The statements in this section are constructed to consult students' opinions about the possibility of deploying the response as a way to challenge and answer back the author's viewpoints. At some level, the statements test respondents' perceptiveness about aspects of intertextuality and literary devices in framing a refined response.

- Part (7): Relates to students' views about the role of response in understanding and re-weaving a newline of thought. Mainly, this part looks at the advantages of the response method in encouraging students to assume the role of creators. The statements are constructed in such a way as to test students' awareness about their intellectual and creative capacities relying on the data proffered in the text besides other factors considered extraneous to the text.

- Part (8): Is concerned with checking students' perceptiveness about the essence of literary values. This section focuses on a very detailed point related to the import of being acquainted with literary ethical sense. It aims at deciphering students' beliefs about the worth of literary readings in telling about life related realties. Some statements test respondents' perceptions about the worth of reading literature and the value of raising consciousness about interpretative reading.

The reading strategies survey was applied as well with 3rd year students majoring in English. The overall purpose of the survey is to collect data about the different mechanisms that students' use consciously or unconsciously when they are confronted with academic (literary) materials in English. The items used were not meant to refer only to those in conformity with the syllabus, but relate as well to extra-curricular and personally chosen literary materials. It is composed of 30 statements that are not divided into sub parts; they only relate to describing in details the potential techniques students use while engaged in the reading act. Each statement is followed by five numbers each describing a specific level of frequency that reflects the students' rate of use of that strategy. (1) means never, (2) means occasionally, (3) means sometimes, (4) means usually, (5) means always. Some sample items include content like: having a purpose of reading, taking notes to support one's reading, importing previous knowledge to the current context of reading, understanding the blurb or preamble before reading the text, relating the text content to the overall purpose of reading, taking notes while reading, using marginal comments to frame the overall response, selecting

content from the text that is judged influential to the final response, amidst others. This survey hopes to disclose facets related to:

➢ Students' awareness about the import of having a goal for reading.

➢ Students' awareness about the significance of organizing one's reading to gain the most of the reading activity.

➢ Students' knowledge about the different cognitive capacities that they can use to make their reading successful.

➢ Students' cognizance of the possibility of exploiting elements that trespass the linguistic data of the text.

➢ Students' awareness about the possibility of raising their concentration to fit the text level of difficulty.

➢ Students' knowledge about the advantage of using clues from context to ascribe meaning to the text.

➢ Students' awareness about the power of imagination and mental schemes in re-molding the text.

➢ Students' realization of the prospects opened by the use of critical thinking capacities in bringing to light main text details.

➢ Students' cognizance of the import of asking questions and relating events throughout the whole act of reading.

➢ Students' recognition of the advantages of using content read in one's mother tongue to account for the FL text response.

➢ Students mindfulness to the significance of paying attention to the multiple possibilities opened by training the brain constantly on using strategies of reading.

On the whole, the Liker scale and the reading strategies survey seek out to examine students' beliefs about the adequacy of integrating writing and reading under the same module where proficiency in reading can be evaluated through organized reading logs tasks that conform to the tenets of reader response paradigm. Indirectly, these tools are incorporated as well to verify students' aptitudes to receive an instruction that is mainly based on pillars of active learning and the effective participation of the student. It is capital to link theory to practice in the EFL classes within the LMD ideology; in relation to reading particularly, it is important to know what position Algerian EFL students attach to this skill and how its proficiency can be detected. Likewise, the competency-based pedagogy necessitates students' active recreation of the information they receive, a task that can be filled through reader response practice. Hence, the questionnaires are meant to aid discovering the potentialities of

students in constructing their own proficiency and in putting into practice their cognitive potential through the response technique. The different parts and sections of the questionnaires help the researcher uncover the tie between readers' constructive response to the text and the enhancement of their reading skills and interpretative abilities. They seek to gain insights into the following:

> To determine if students are aware about the powers of their cognitive abilities while responding to the literary text.

> To determine if students are able to link between all factors that influence their response to what they read.

> To determine if they are ready to put into practice these intellectual capacities.

> To check the readability of students to leave older paradigms and practices in the teaching of reading.

> To measure students' aptitudes towards treating the content of the text and consequently their reactions to the text in a different way than the usual one.

> To determine students' adeptness to take into account the social, cultural, and pragmatic factors of the FL society.

> To decide about ways of enabling EFL students to stand in an intermediary sphere when dealing with alien sociocultural information; and techniques they use to compensate for the difference.

> To explore students' perceptions towards the weight of the cultural element in predicting about the text content.

> To observe students' attitudes towards looking at the literary text as a replication of the native community and so a possible way of breaking the ice and softening the effects of cross cultural encounters.

> To observe students' reactions towards the relative role of response theory in bringing to surface their higher order thinking skills of evaluation, tolerant judgement, and critical analysis of the FL written discourse in a more proficient way.

> To assess students' views about the role of literary text in perfecting students' sense of personal and skill development for life.

> To check students' perceptions about the weight of background experience and cultural origins combined with FL cultural features in interlacing potential meanings and new plots.

3.1.3. The Teachers Questionnaire

The teachers questionnaire is not meant for a certain category of teachers specialized in literature teaching exclusively, but it targets the sum total of teachers that had an experience with using literary texts in the EFL class for different purposes of reading and teachers who experimented with teaching written expression and comprehension or any other module. The questionnaire focuses on one particular aspect related to the issue of the current investigation which is testing reading proficiency via modes of responsive writing. The teachers scale is developed after the model of Mokhtari and Sheorey (2002) with major modifications. It is divided into the following parts:

➢ Part (1): Is concerned with literary readings in general and it aims at exploring FL teachers' perceptions about the effect of literary readings on ameliorating students' ingenious writing and inspired imagination. This part is composed of five statements to which teachers are asked to respond in terms of levels of agreement. The content of this section touches upon aspects related to the benefits of efficient use of literary texts in stimulating students' sense of love to creative writing and inventive imagination while being au fait with aspects of constructive response writing.

➢ Part (2): Focuses on taking the literary text, being the most available text type to picture FL society, as a model to adhere to better writing quality. The section includes five statements that touch upon the bearings of coaching students to have the courage to converse with the literary and to imitate the author's writing style to perfect one's proficient understanding.

➢ Part (3): Is concerned with the teachers' perceptions about the benefits of consolidating classroom instruction with extra curricula activities that are based essentially on raising students' critical reflection. The five statements tackle issues related to the efficiency of continuous writing practice through free writing exercises in whittling a gist of critical reading and writing.

➢ Part (4): Relates to investigating teachers' perceptions about the impact of inspired response writing on the enhancement of students' reading proficiency. It is composed of five statements as well aiming at detailing the effect of proficient reading on raising students' consciousness about the relevance of response writing on ameliorating their artistic sense and overall mastery of reading and writing.

➢ Part (5): Has to do with checking the impact of literary proclivities on developing students' respect for the habit of reading. It is composed of seven statements that test instructors' opinions about the bearings of exploiting literary reading to raise students'

consciousness about the notion of literary reading and the way to react to it via modes of skilful reading and modes of written response in advancing the competency of the FL use.

The teachers questionnaire aims to get the following foresights:

➢ To check the teachers views concerning the status reading enjoys in the LMD pedagogical realm.

➢ To check if EFL teachers are cognizant about the implicit obligatory fusion of the teaching of reading, its strategies and techniques, through modes of response in the module of written comprehension and expression.

➢ To determine ways in which EFL teachers are ready to integrate the teaching of reading together with writing.

➢ To verify if there are some EFL teachers who already paid attention to the meaning of "comprehension" in written comprehension and expression.

➢ To verify if teachers try personal effort to bring students to stand in an intermediate position between their culture and the FL culture.

➢ To observe teachers' perceptions about the impact of regular literary readings and discussions on empowering EFL students' creative writing and inventive imagination.

➢ To check teachers' opinions about ways of deploying literary texts to serve as models for reading and patterns for stimulating constructive responses.

➢ To check the extent to which teachers work on enhancing EFL students' higher thinking skills through the reading outlet.

3.1.4. Students' Questionnaires Administration

The reading strategies survey and Likert scale were directly meant for 3rd year students at the University of Mila; the total number of respondents is 130 students. Each questionnaire has a specific goal and for the sake of letting respondents at ease with regard to their completion, the researcher ascribed them reasonable time to answer in their pace. During the administration of each questionnaire, the researcher took time to explicate the overall aim of the study and the items so that students would not encounter delusion filling out or responding back to the items. Besides, the two tools were not used all at once but were introduced in intervals for the sake of not losing respondents' interest and concentration.

Concerning the teachers questionnaire, it was administered to 30 teachers of English as a FL at the University of Mila and other Universities.

3.1.4.1.Analysis Procedure

After collecting the questionnaire typescripts, each respondent was attached a numeric value. The data were deposited in a statistical package for social sciences (SPSS) spread sheet for statistical analysis. Each level of agreement is ascribed a numerical value in an ascending rate ranging from (1) to (5); the data were described as ordinal in essence correspondingly each participant's choices were classified and saved in the spread sheet. As far as the teachers questionnaire is concerned, same analysis procedure was followed. Each respondent's answers were copied into the SPPS spread sheet and analysed in line with the statistical measures offered by the software.

Each individual item was statistically analysed then measures of correlation and regression were used whenever necessary. These measurements offer a chance for the researcher to scrutinize the regularities and discrepancies in students' answers that would be further explained in comments. Each item's response is followed by tables and graphs that accompany each statistical analysis.

3.2.The Experiment

Experimental research method has for long been a ritualised practice in social science, the field of education and language learning is no exemption. One way to identify the stands of the experimental design suggests contradicting it with the descriptive research which simply incorporates wide-ranging objectives rather than relying on hypothesis testing. Specifically, the researcher must be cognizant about all the intervening variables that affect each other and result in a given state of affairs. It could be stated simply, that the experimental research falls within the scope of scientific research scheme, and principally relies on a well-stated hypothesis and an independent variable that the researcher deploys against a dependent variable that can be evaluated. The experimental study is often conducted in a structured environment where the researcher gathers data whose findings either confirm or refute the hypothesis.

An experimental study is meant to check the relationship between the dependent and independent variable. After the completion of the experiment, an association between one attribute or more of a construct and the variable is favoured or negated. In this sense, Shadish, Cook, and Campbell described an experimental query as: "A study in which an intervention is deliberately introduced to observe its effects" (as cited in Randolph, 2008, p. 34). A FL researcher might incorporate a controlling factor and check its relative influence on the conditioned factor then refer to statistical measurements to compare the difference before and

after the use of the new element. Achari defined an experiment as: "A study of cause and effect. It differs from non-experimental methods in that it involves the deliberate manipulation of one variable, while trying to keep all other variables constant" (2014, p. 83), experiments count on selecting random assignments so that the results would be reliable while keeping in mind that one variable takes control over the others.

3.2.1. Advantages and Disadvantages of the Experimental Method

As any other research method, the experimental design is not exempt of handicaps. Wharrad and Silcocks (2009) believed that the particular reflections in relation to experimenting with phenomena are classified as elements pertaining to cause and effect connections, authenticity, and integrity. Some of the benefits of the experiment according to the authors are as follows:

➢ Flexibility in manipulating the independent variable. The researcher is free to control the setting of the experimentation by adapting the independent variable and changing it at his own pace to fit within the scope of the study objectives. The researcher can then measure the participants' reactions in the dependent variable.

➢ The possibility of supressing any extraneous variables other than the dependent and independent ones so that no intervening factor would affect the initial aim of the work.

➢ The freewill accorded to the researcher to randomly select and assign subjects to the experimental and control groups.

➢ Eliminating potential influential factors allows for précising the exact causal connection between the dependent and independent variable.

➢ The experiment has the advantage of high internal validity since the researcher gains control over all other factors.

The forthcoming lines are a brief summary of the potential weaknesses of the experiment according to Schanzenbach (2012):

➢ Some complex issues are not always easy to be investigated via experiments. Hence, the results might be misleading. The author indicated that experiments are rather suitable with simple interventions like incorporating a new element in the syllabus and check its weight on the dependent variable.

➢ One limitation of the experimental method is the uncertainty of the success of the factors analysed in a different future context. There are no guarantees that replicating the intervention would issue the same results. This necessitates further

experimentation that extends over a larger range of settings to be able to give a clear cut decision about the causal link between the variables in question.

➢ Paradoxically with the prevalent point of view about the potency of the experiment, it happens that they might provide insufficient revelations for policy makers. Despite the fact that these are perfect tools for testing, they sometimes fail to offer straightforward answers for certain issues.

➢ Another drawback of the experiment is what is known as the Hawthorne effect, "A short-term improvement caused by observing worker performance" (Khurana, 2009, p. 139). That is there are no guarantees that the informants' behaviour or performance when applying the independent variable is authentic. In some cases, the researcher cannot know if they are adapting their behaviour to the expected performance for the sole reason that they are being observed.

➢ Besides time and timing issues, experiments can be highly costly. Some phenomena necessitates longitudinal interventions, the researcher will be required to spend huge amounts of money especially if the experiment takes place in a different place and entails the incorporation of materials for teaching and testing. In order to avoid potential money troubles, it is preferable to conduct small scale experimental studies.

➢ Ethics issue is another dilemma that threatens the validity of the experiment. In some occasions, the lack of budget may result in leaving some willing to participate individuals out. To solve the problem, priority is given to the treatment group while the control group will be left on the pending list to receive the same treatment after a gap of time. The result is that the effect assessment is measured only during the period of experimenting with the treatment group, hence; long term impact evaluation is not pretty precise.

➢ The authenticity of the experiment counts on the extent to which the random selection of participants had been a success. The validity of the study depends on whether the experimentation worked at best with the experimental group, and whether the questionnaire's answer ratios were above average and equal across both the experimental and the control groups. When one of these factors is broken, the study runs the risk of failing the final evaluation between both groups.

➢ To the previous limitations, it is added the lure to data excavating. It is easy to carve and chop up data; a process which often winds up in specious results. There are possibilities to reduce the effect of extraneous or undesirable data; the researcher should rely on a specific verbalization of the hypothesis before starting the probing

process and make sure that it follows the path of the stated previous theoretical research.

3.2.2. The Population

The population of a study refers to the aggregate of the specific grouping of individuals or otherwise cluster of objects defined by a researcher. An existent population pictures the total concrete number of individuals called upon for corroborating or refuting a study's hypothesis. While specifying the population of a study, the researcher needs to delineate aspects related to age, for instance; level, discipline, academic institution and year in which data were gathered (Majid, 2018). Failure to define population leads to failure to delineate the sample. In principle, the researcher must identify the population and to localize it in a group in which it can be gained access to.

A study's population represents the total representative number of a particular category of people that the query intends to examine. Engel and Schutt defined population as: "The entire set of individuals or other entities to which study findings are to be generalized" (2013, p. 112). The elements of a population are members sharing the same contextual conditions and whose features or some aspects of their features form the core of measurement. Generally, the population pictures the group on which the findings of the work can be pertained and applied.

The population of the present work belongs to 3rd year students at the department of foreign languages majoring in English who had already been acquainted with English in their previous study cycles. The grounds for choosing this category of students are as follows:

➢ 3rd year students have already been made familiar with the writing module and been introduced to aspects of writing during their three years cycle.

➢ The 3rd year is supposed to be the culminating year for studying literature, the only module in which students are supposed to be openly free to read and respond to text via the tutorial sessions.

➢ The 3rd year study cycle is an intermediate level of competence where students are supposed to know how to frame their thoughts and how to understand certain thinking frames for advancing their degree of proficiency.

3.2.2.1. The Sample

The process of sampling is not far from population specification. Where population refers to the larger community of interest, sampling is the filtering of a subgroup to generalize

presumptions about the larger cluster of individuals. Singh and Bajpai described sampling as an: "Indispensible technique of behavioural research, the research work cannot be undertaken without use of sampling. The study of the total population is not possible and it is also impracticable" (2008, p. 136). It is just not optimal for the researcher to study the whole population for reasons related to time constraints, budget limitation and data analysis , these hurdles are just a few amidst other barriers. The sampling process renders analysis procedures more precise and cost-effective.

Typically, any research scheme should be centred on the right sampling procedures. A well-constructed research plan proffers succinct data about its population, sample, testing, and intervening influences. In the current inquiry, the researcher opted for a random selection of treatment and control group. The experimental study took place during the academic year 2017-2018. The larger population to which the findings will be generalized is 3rd year students that extended over four groups comprised in total of 130 students.

The sample of the study consists of 68 participants distributed equally on both groups; a control and a treatment group each consisting of 34 members. Given the fact that the total number of third year classes is 130 and that the number of students per class varies between30 and 34 then selecting 68 is quite acceptable as a representative of the larger population.

Every participant in each group had gone through a pretest before the implementation of the treatment and a posttest that came just after finishing with the experiment. Participants were supposed to read the text and to write a response about what they came to read; the same design of the question was carried out in both tests. The time allotted for both tests was two hours.

Since the study was initially carried out to observe the link between reader response paradigms, summarized in the free response sheet with all the tenets the theory comprises, and its impact on FL students' reading proficiency and sense of literary text construal; the same questioning method was used. Above all, the pretest questions were set to trigger students' minds to exploit all the strategies and mental schemes to frame a constructive response to the text. Saying so, the posttests design met the same pillars of the pretest and intended to bring the most of students' thinking skills in framing a response to the reading text tracing clearly aspects of proficient reflective reading activity. The instruction was not directly traced back to the text; it instead urged students to fetch for meaning inside and surround them.

3.2.3. Materials Deployed in the Treatment Stage

For the aim of encouraging students to assume their whole intellectual capacities in responding to what they read, the treatment phase was invested in coaching them to orchestrate their previous knowledge about the FL linguistic, grammatical, sociocultural knowledge as well as the knowledge they gained through their mother tongue in different domains to react to the texts they read in a written form. The written form allowed the teacher to analyse the different stands students assume while reading and writing not to the exclusion of the classroom debates that are conducted in the form of literature circles method.

Bearing in mind that the intentions of the study seek to touch upon testing the relevance of framed response paradigm on ameliorating the level of students' general reading proficiency, the researcher opted specifically for using literary texts thanks to their availability on a large scale, and the benefit that they portray FL society. They are very rich in terms of triggering linguistic or otherwise extra-linguistic information that fuel the reader's brain to activate multiple thinking layers.

Spack believed that literary text reading provides students with generalizations that they can apply to the non-literary discourse, and he added: "By interpreting texts and considering alternative interpretations, students come to understand in a fundamental way how meaning can be created through reading." (as cited in Belcher & Hirvela, 2001, p. 127). Definitely, the text does not have a sacred meaning; rather it is an open gate that supplies readers with clear paths to establish meaning using their own cognitive scaffold issuing from prior experiences, sociocultural data, previous readings, personal character, and emotions. All of them constitute part of proficiency in reading; O'Brien, Stewart, and Beach (2009) described a more advanced level of proficient reading as the ability to imagine the abstract, and to fluctuate between the literal and the figurative meanings exposed in the text, plus the ability to evaluate events in relation to personal experience and sociocultural breeding.

Following the above scheme, the treatment phase was rather focused on training students to assume their thoughts, knowledge, feelings, experiences and all that relates to the linguistic aspect of the FL to bring the most to their reading experience. Basically, this study is based on a collection of research viewpoints about best ways to shape up students' proficient reading. It is a modest trial to bring into one mold Rosenblatt's (1988), Benton's (Carlisle, 2000), Kramsh's (1993) ideas as well as Bloom's taxonomy of educational objectives (1956). Based upon the premise of the free reader response, the researcher is cognizant about the fact that students should at a first step comprehend the text then later are set to reflect upon it in a structured reading log. So, comprehension questions are not included

because this is not the main focus of the study. Besides taking into consideration the layout of academic writing including, main focus was shed upon guiding students to uncover their trained upon proficiency in the recreation of the text from their own standpoint.

The experiment relied on a variation of reading materials. The latter include: Novels, short stories, and poems that belong to different epochs.

3.2.3.1. The Method Applied during the Intervention Phase

The present inquiry is initially undertaken to prove the potential link between reader response model and EFL students' reading proficiency and text construal. Through the experiment, the researcher anticipated to incite students to assume the tenets of Rosenblatt's theory in responding to the texts they were reading. With this taken into consideration, participants were trained upon transacting with texts rather than considering them as untouchable constructs. Within this conception, the text is going to be recreated as things progress, specifically; the text comes to existence together with the aesthetic probing of the original work. The treatment extended from mid-September, 2017 to mid-March, 2018 and relied on training students to get immersed with the text and to adhere to the different sensations, feelings, ideas, and experiences that the reader starts to react to during the reading event. Before the start of the experiment, the researcher devoted two sessions to give students information about the tenets of reader response theory and all the related schemes of thoughts, handouts about related theories were also distributed and explained together with models of response framing. The two sessions per week were organized in the form of debates namely the literature circle technique was applied with slight modifications; emphasis was put on modelling Rosenblatt's transactional method of responding and students must beforehand read the text at home. A preliminary stage is that students are urged every week to prepare their written response at home following a model of reading log that was explained and given by the teacher (see Appendix 8). Besides ideas related to embracing Kramsch's (1993) sphere of interculturality, students were trained on distributing their reflections in line with Benton's stream of consciousness that touches upon the following: Questions, memories, guesses, reflections, comparisons, thoughts and feelings, comments, connections, and an outline of the text at hand. Notes from Squire's classification (as cited in Almahrooqi, 2011) were supplemented since they proffer justification for other response categories that are explained in response theories; the researchers opted for two categorizations that relate to reader response frame these are: Narrational and interpretational.

Students were encouraged equally to opt for peer discussions with the teacher's intervention as a mediator or a guide that observed the progress of their understanding of the mutual link between proficient reading and responsive writing. The aim behind this is to release students from the boundaries of teacher and author centred explanation that imposes on their personality, linguistic, stylistic and most importantly higher order cognitive abilities.

3.2.3.2. Analysis Procedure

As previously noted, the researcher opted for a pretest at an early stage of the experiment for both treatment and control group. Another posttest was administered at the close of the intervention for both groups. The researcher opted for the selection of the paired sample T-test, the independent sample T-test, analysis of variance (ANOVA) test and repeated-measures ANOVA to gauge the difference in the participants' achievements in the extent of time ranging between the pre and the posttest. The dependent sample T-test was applied to measure the change in achievement within the same group and it was employed for both groups while the independent sample T-test was used to measure the score changes along both treatment and control group.

It should be mentioned that the criteria for response paper correction were focused more on the presence of points related to the presence of the pointed they were trained on during the treatment phase namely Benton's list, Squire's classification, and Chase and Hynd's model of response (1987) that diverges with Bloom's higher order thinking skills (1956) and that culminates with powers of critical evaluation. Points related to conventions of writing are also considered with main focus on aspects of structured response and skilful reading.

3.3. The Interview

The interview as a qualitative research method has proved lately efficient in the world of humanities. Interviewing the subjects of the study proves essential as well in collecting data which necessitates verbal contact of the researcher with the participants. The interview technique is generally deployed in surveys and descriptive inquiries; in the main researchers can resort to letting respondents lose to answer freely the questions and expand them according to their respective viewpoints, or they can guide them through a set of precise questions to which respondents are asked to react with restraint. The former is referred to as a structured interview while the latter is labelled unstructured interview.

The value of the data collected through the use of interviews rest upon the competence of the researcher and the overall scheme of the interview. In the case of a standardized interview, the interviewer is in a position to use the same question items for each respondent. A firmly standardized pattern of questioning is applied, quite similar to the organization of a questionnaire, and the intent in this case is to resort to the use of a quantitative mode of analysis (Fox, 2006). For guaranteeing precise data analysis, the researcher can pre-code the answers to facilitate the process of cross-evaluating the responses. Reducing the number of open ended questions helps conserving time and energy for inserting and analysing the data in a computer.

For the successful design of a standardized interview, the author offered the forthcoming directions:

➢ Focus should be shed only on those elements that correspond to the aims and purposes of the study, namely, those able to add further insights to the initial purpose of the study.

➢ The researcher must be conscious of the fact that personal views are not welcomed in this type of data gathering since it risks distorting or orienting data.

➢ The researcher must be cognizant that keeping touch with the right orderliness and sense of gradual progress of the questions can guarantee more reliable information.

Standardized interviews are an easy way of warranting credibility and harmony across the study model. Still, for optimal results respondents must be well informed about the topic of the research.

Equally, researchers can refer to the semi structured interviewing method that stands in opposite to the structured one. In the main, they share some common principles in that the themes and question items are prepared and well planned for beforehand. This type of interviews relies on the use of open ended questions so they set respondents lose to give a non-restrictive feedback about the theme of the question (Stuckey, 2013). There is no possibility of pre-coding the questions since the answer relates to the respondent's opinions, views, knowledge, and experience. Hence, they are handy in gathering data about perceptions and opinions comprehensively; they are beneficial too when there are fewer prospects for collecting pre-coded data due to scarce knowledge about the topic.

Definitely, the use of open-ended questions diminishes hopes for setting up homogeneity across the interviewees' answers. However, this type of questions yields the floor for spotting unclear areas about the issue or otherwise uncovering points that the

researcher did not pay attention to. Semi-structured interviews allow both respondents and researchers to debate the issue in depth.

3.3.1. Description of the Interview

The Interview implemented in the current work is a collection of fifteen questions that aim essentially to complement the questionnaire intent. The items then are meant to give an extension to the points that were not, or indirectly, addressed in the questionnaire. The researcher aspired to know about the teachers' opinions about the reading skill, its status within the LMD syllabus, the extent to which students are trained upon reading techniques and strategies, and the possibility of paradigm change from solely abiding by the traditional sticking to the text idea to freeing the floor for students to take control over the text and to consider a personal stand vis-à-vis the text content. The interview aspired partly as well to verify the possibility of including the response technique as an official way of teaching modules where students are obliged to read and write.

3.3.2. Analysis Procedure

The answers to the interview were taken in the form of simultaneous notes that were later manually analysed.

3.4.Participant Observation

Marshall and Rossman described observation as the structured account of the actions, conduct, and any other observed performance, in relation to the subject of study, on the part of participants (as cited in Kawulich, 2005).

Ciesielska, Bostrom, and Ohlander (2018) informed about the existence of three categories of observation namely participant, non-participant, and indirect observation. According to the authors, a participant observation requires the researcher to get fully integrated within the targeted community of the study to get a punctilious view about all the sample of the population and how it functions with regard to the study subject of focus. A non-participant observation does not involve the researcher to take part in the original context of the study since they can only make a record of the types of associations and existing dealings between phenomena without reference to classifications or assessments. An indirect observation helps the researcher to get essential remarks via other individuals who take in charge the observation.

The first seed of the term participant observation was introduced in studies of sociology where it was considered as one of the benchmarks of research techniques in this discipline (Platt, 1982). In the interest of clarity, this technique of data collection favours deleting the distance boundaries initiating the researcher to assume a significantly peripheral position at once "an insider and an outsider" vis-à-vis the group under study (Hammer, Fletcher, & Hibbert, 2017). For that matter, participant observation proffers a supplementary outlook instead of a substitute viewpoint. For the previously stated reasons, the researcher supplements the research design with a participant observation.

3.4.1. Pros and Cons of Participant Observation

The very act of observing requires the researcher to do more than just looking at events from a passive viewpoint; actually observation is also an intellectual endeavour that necessitates effective physical and intellectual engagement in the studied phenomenon. Deriving its significance from the fact that people engage regularly in continuous examination of surrounding phenomena, participant observation has scores of advantages and similarly some vague corners that make it challenging to opt for in research. In this regard, Glimore and Campbell (2005) cited the following notes as benefits of participant observation:

➢ It aids the researcher to take notes of the particularities of the studied group behaviour and the type of interactions that occur between its members.

➢ Though there is a percentage of marginal intervention from other groups, sole focus is shed on how observed group members interact in the natural context.

➢ Observation can be done at multiple times in intervals; it can extend in time and this flexible feature allows for backing up the preliminary remarks.

➢ Questions related to time and cost are worth considering if the researcher does want to evaluate the value of the endeavour.

3.4.2. Analysis Procedure

The observation phase began right at the first session of the treatment in mid-September 2017. The researcher referred to an observation checklist (see Appendix 9). The grid touched upon the research key points. After the completion of the observation and the experimental phase, the researcher drafted the participants' behaviour, types of interactions occurring between them while discussing the texts' content, and the type of associations they create with the texts in the form of written reports in line with the observation grid criteria. This information was organized in the form of percentages.

For the sake of getting things better organized in the participants mind and easing the process of analysis, participants' responses to the texts were organized in the form of reading logs. According to Carlisle: "The reading log is the simplest and most direct tool for encouraging students to enter and explore their secondary worlds" (2000, p. 14). In the present research, reader response theory is meant to urge students to focus on what is not directly stated in the text; a reading log allows readers to frame their response and to have the freedom to connect their thoughts to more than one layer. When students jot down their ideas in the form of written response, the analysis procedure for the researcher becomes more feasible. According to Rraku (2013) one way of improving students reading skills and strategies is via reading logs, and this is another justification for referring to the logs together with the experiment.

3.4.3. The Literature Log Method

Reading logs are recognized as effectual means to guide students through automated self-controlled reading. These tools can be exploited in retaining an in print profile of students' personal reflections to what they read on multiple degrees. A reading log helps a lot in favouring the climate of active learning since it sets students to do things by themselves and to trespass the boundaries of the text (Robb, 2001).

The reading log technique is a chance for students to freely communicate their opinions towards the text content, to frame their line of thought, to orchestrate their thinking levels of analysis, to consider the detections they made through the text, and to create associations between previous, current, and future knowledge (Lyutaya, 2011). Accordingly, these are fertile grounds for students to go out on a limb in cogitating, being coached on asking questions, constructing efficient knowledge, being able to become proficient in undertaking the reading task, and autonomous readers. Through the medium of writing, the reading log aids students to fuse different genres of information and establish the right organizing plan for one's thoughts resulting in more flexible way.

Rahmawati (2019) discussed the benefits of the use of reading logs to keep up with students' reading progress. In light of this the author indicated that a reading log is a guaranteed way of managing students' pace of reading. The teacher should ascribe students enough time to prepare and organize their written version without any sort of pressure. These might be included as an additional teaching technique in every module that necessitates students to assume the role of readers. At once, they allow for crafting students writing style, thinking mode, and motivation to pursue the reading habit. Most likely, the top benefit of the

reading log is that it is an indirect reflection of students' reading proficiency. Hence, the use of the literature log is an expedient way of helping students to assume their independent reading. The text can remind students' of every event they had gone through be it in real life or via previous readings and through making connections the reading log sees light. It does not only allow them to consider their reading, but ways in which it operates on their everyday living (Booth, 2009).

For the aforementioned features, the researcher supplements the classroom discussions with written response in the form of literature logs that allow for scrutinising the different possibilities of interpretation and reading probes.

3.4.4. Analysis Procedure

For inspecting students' framed written response, the researcher applies Benton's model (as cited in Carlisle, 2000) that touches upon the following aspects while reading:

➢ Questions: A step that relates to Bloom's taxonomy of thinking categories (1956). Students are encouraged to ask different questions about characters, their behaviours, their interactions and any other related ideas they would have. Students are allowed as well to reflect upon the text events by linking and comparing with their own context. Aspects of critical questioning are favoured.

➢ Memories: This guiding component of response relates to thinking schemes. As schemata theory goes, mental representations when stimulated are powerful tools of proving comprehension. Again, these are related to Bloom's taxonomy (1956) and classified in the category of higher order thinking skills that relate to the analysis and synthesis levels of cognition. Readers here are in a position to analyse what they read and then to re-assemble those schematic pieces giving them a new shape different from the original.

➢ Guesses: Readers at this level are supposed to make predictions and speculations about what will come next in the text. It can even extend to guessing a different end of course the reader within reader response paradigm is responsible for the transactions they make with the text. The reader should find each time justifications for the conclusions he makes so that he can move to further levels of guessing.

➢ Reflections: It aids the reader at bringing all possible thoughts in one mold. Reflections urge readers to stand back and to fill in the gaps left by the original author of the text. Reflective reading helps matching experiences, Miller argued that: "The human capacity to tell stories is the way men and women collectively build a

significant and orderly world around themselves. With fictions we investigate, perhaps invent, the meaning of human life" (as cited in Sproles, 2019, p. 15). This is just a drop in the bucket for the horizons that can be activated if the reader's brain is set loose to consider the text.

- ➢ Comparisons: namely non-judgmental comparisons; they may be of occurrence in relation to cultural affiliations. Readers are urged here to understand the difference objectively the differences between their culturally based behaviour and the characters' one.

- ➢ Thoughts and feelings: Relate to expressing empathy with what is happening with characters and text events. This class is associated with the affective domain oftaxonomy (Anderson & Krathwohl, 2001). While reading students are urged to express all types of feeling that would cross their spirit and to try their best to translate those feelings in a written form.

- ➢ Connections: Here the reader is free to make use of aspects of intertextuality or to transact with other points of view. It relates directly to Rosenblatt's idea of considering the reading act as an event.

- ➢ Comments: This is a free space for the reader to include any explanatory notes he might have together with the fancies they form progressively as their reading advances.

- ➢ An outline of the text in a succinct way.

Together with the above notes, two of Squire's responsive classifications to explore the content of logs were adopted (as cited in Almahrooqi, 2001), these are:

- ➢ Narrational responses: reflecting the direct replication of the plot.

- ➢ Interpretational responses: involving trials of recreating new plots.

So the abovementioned points were referred to in the analysis of students' reading responses.

Conclusion

This chapter accounted for justifying the researcher's selected tools of investigation throughout the way of finding answers to the research questions. It has displayed the theoretical background of every research instrument being deployed in the current work. At the same time, the chapter reveals information about the participants of the study, the materials used in the treatment, an abbreviated view of the questionnaires content, and a detailed exhibit of the analysis procedures used with each method. In parallel, the chapter

proffers the grounds of data analysis after the application of each research instrument. The upcoming chapter will be solely invested in the findings analysis.

Chapter Five: Analysis of the Students Scale and the Reading Strategies Survey

Introduction

The previous chapter was devoted to displaying the means for data collection in the current study, some theoretical background in relation to each tool, and the analysis procedure pursued with every instrument. The present chapter deals with the analysis of the findings generated by the students' scale and the reading strategies survey. The type of data gathered that way contribute to clarifying the potential impact of endorsing the response method on the enhancement of EFL students' reading proficiency. Details that were tackled in the theoretical part of the work had been investigated in depth in the questionnaires and on the account of the respondents' answers. Both tools proffer findings around the issue of freeing students to respond to the text and to create their own works, and the effect of this on the overall mastery of reading. The two methods offer as well data related to the import of working on the integration of proactive reading within the syllabus.

1. Analysis of the Students Scale
1.1. Part One

1. *I think that literary response frees the reader from any external constraints.*

N	Valid	130
	Missing	0
Mean		4.17
Median		4.00
Mode		4
Std. Deviation		.769
Range		4
Minimum		1
Maximum		5
Sum		542

Table 3: Statistical Data of Item (1)

The table displays the statistical distribution of respondents' reactions to the item. The mean value (M) indicates that most of respondents' answers turn around agreeing with the

item's idea (M=4.17); the standard deviation (SD) SD=.76 which means that respondents' choices are homogenous.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	3	2.3	2.3	3.8
	Neither agree nor disagree	8	6.2	6.2	10.0
	Agree	75	57.7	57.7	67.7
	Strongly agree	42	32.3	32.3	100.0
	Total	130	100.0	100.0	

Table 4: Frequency Results of Item (1)

From the above table the majority of respondents believed that literary response releases the reader from outer circumstances. Practically, 57.7% agreed and 32.3% strongly agreed with the idea that response is one way of letting loose the reader's mind to fully express one's points of view. Trisnawati (2009) supported this idea claiming that the reader, in a competency-based class, should be set free from any limits since leaner-centred classes are basically set up to realize educational objectives differently. Above and beyond, the author proposed the reader response paradigm to be a modern alternative to teaching reading. The results showed that 2.3% disagreed and 1.3% strongly agreed with the before mentioned idea, and a percentage of 6.2% stood neutral vis-à-vis the idea. In the comment section those agreeing with the item stated that overall adopting the response method in reacting to the text helped them embrace responsibility upon their analysis; some of them claimed that it helped them depart from the traditional paradigm. This section of respondents seemed more or less cognizant about the modern trends encouraging students' to take responsibility for their learning experience. 3.6% of respondents disagreed with the idea; in the comment section this category showed comfort with the traditional paradigm of replicating the classroom and the teachers' notes. In one study related to this negative sense of comfort, Üstünlüoglu (2019) concluded that students in the current competency-based pedagogies do not consider themselves as adequately self-governing and responsible for their autonomous learning and are reluctant to assume their active role because they still consider the teachers' explanations as the unique reference.

2. *Literary response allows the reader to develop the necessary thinking skills for school and life.*

N	Valid	130
	Missing	0
Mean		4.03
Median		4.00
Mode		4
Std. Deviation		.596
Range		3
Minimum		2
Maximum		5
Sum		524

Table 5: Statistical Data of Item (2)

The table shows that overall respondents' answers turned around agreeing with the idea that free response helps the reader to develop the vital skills for school and life (M=4.03), SD=.59 reflecting a relatively average homogeneity in respondents' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.5	1.5	1.5
	Neither agree nor disagree	15	11.5	11.5	13.1
	Agree	90	69.2	69.2	82.3
	Strongly agree	23	17.7	17.7	100.0
	Total	130	100.0	100.0	

Table 6: Frequency Results of Item (2)

From the frequency table most of levels of agreement are consistent with the idea that literary response permits for the reader to sculpt the skills doomed vital either for the school milieu or for life in general. 86.9% had a positive perception about the potential advantage of implementing the reader response method in guiding students to shape a model for learning and living. 1.5% of respondents disagreed with the idea that responding freely to what is

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being read can by any means proffer help for students to shape a view for life and school. 11.5% of respondents felt neutral vis-à-vis the idea. Observing the comment section, it was concluded that the bulk of respondents' stated that reading in general is necessary as a skill, however; they proclaimed not knowing a way to develop this habit for life. Some of them confessed that western cultures excel in what they do thanks to this habit, others thought of the response method as a good strategy to be trained on developing novel attitudes in all domains. It was found as well that some justifications related to the previous item where respondents thought that response liberated them to assume certain stances towards experiences emanating to life or to their domain of study. Iskhak and Hartono (2020) concluded that the benefits of response paradigm in the reformation of students' thinking postures are abundant. Those having a neutral stance towards the item commented that they lack interest in reading and they doomed that since it was not included officially then there is no need to read, and believed that it was enough to benefit from the content of the rest of the syllabus. As far as the category that disagreed with the item, most of the comments turned around the idea that response to the text was not a guarantee of developing skills necessary for life or for school equally; others claimed that to develop skills one needs to go through life experiences rather.

3. *I believe that literary response helps weighing all alternatives in tolerating the cultural difference.*

N	Valid	130
	Missing	0
Mean		4.14
Median		4.00
Mode		4
Std. Deviation		.913
Range		4
Minimum		1
Maximum		5
Sum		538

Table 7: Statistical Data of Item (4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.1	3.1	3.1
	Disagree	3	2.3	2.3	5.4
	Niether agree nor disagree	13	10.0	10.0	15.4
	Agree	61	46.9	46.9	62.3
	Strongly agree	49	37.7	37.7	100.0
	Total	130	100.0	100.0	

Table 8: Frequency Results of Item (3)

From the above statistics, it is observed that the majority of respondents tended to agree that reader response can open the door towards tolerating the cultural difference, M=4.14 while the SD=.91 which indicates as well consistency amidst respondents' answers.

The frequency table corroborated the results gained from the statistic table. 46.9% agreed with the item while 37.7% strongly agreed that the reader response technique is helpful in putting up with the cultural difference. 2.3% disagreed while 3.1% strongly agreed with the statement; still 10% stood impartial towards the item. Those who were in favour of the statement commented that since the response is personal then it allows them to create individual spheres for discussing but not judging the FL culture; some of the comments stated that reading was one way of acquiring information about otherness and regular reading of the FL material aids assimilating the culture of the other.

Scot and Huntington (2002) conducted a parallel study to check the effect of reader response on developing positive stances about the FL cultural features, and they concluded that discussion after reading permitted for exploring most of the socio-cultural content of the text. Those who disagreed with the statement provide justifications that they were just satisfied with focusing on the linguistic aspect of the text. This category tended not to be much interested in learning about the FL culture as being interested in learning about the grammar and linguistic aspect of the FL culture. As far as those who were impartial no comments were collected.

4. *I believe that written response allows students to reach the level of recreating the story in line with their own readings and experiences.*

N	Valid	130
	Missing	0
Mean		3.95
Median		4.00
Mode		4
Std. Deviation		.852
Range		4
Minimum		1
Maximum		5
Sum		514

Table 9: Statistical Data of Item (4)

The statistics table shows that most of the answers were in favour of the item's content, M=3.95 and the SD=.85 ushering to general homogeneity in respondents' answers. The following table specifies further the data collected from respondents in relation to item (4).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.3	2.3	2.3
	Disagree	8	6.2	6.2	8.5
	Neither agree nor disagree	8	6.2	6.2	14.6
	Agree	84	64.6	64.6	79.2
	Strongly agree	27	20.8	20.8	100.0
	Total	130	100.0	100.0	

Table 10: Frequency Results of Item (4)

Analysing the table one could notice that the preponderance of respondents agreed with the idea that through text response the reader is allowed to recreate a new scheme for the story different from the original one. Mainly, 64.6% agreed and 20.8% strongly agreed with the idea. 6.2% disagreed while 2.3% strongly disagreed and 6.2% were impartial towards the item. In the comment section, those who expressed their agreement with the idea that reader response technique is efficient in opening the door for the reader to create their own version of the story with reference to personal experience and previous readings stated that they felt comfortable with the sense of freedom offered by this paradigm. A small number of them stated that they were used to accompany their readings with marginal comments incorporating their personal experiences and previous readings to account for new contents. For those who

agreed with the item, they commented that they preferred to be aligned with the traditional method of simple summaries. Some comments emanating from those who were neutral towards the item reflected namely the lack of interest in reading in general.

5. *Literary response is a concrete manifestation of the reader's higher order thinking capacities.*

N	Valid	130
	Missing	0
Mean		4.10
Median		4.00
Mode		4
Std. Deviation		.843
Range		4
Minimum		1
Maximum		5
Sum		533

Table 11: Statistical Data of Item (5)

It is observed that the bulk of answers oscillated between options (4) and (5), hence; the mean value is defined as M=4.10. The value of the SD=.84; a value that is approximate to 1 which hints to the observed consistency in respondents' selections of agreement level.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.3	2.3	2.3
	Disagree	2	1.5	1.5	3.8
	Neither agree nor disagree	16	12.3	12.3	16.2
	Agree	67	51.5	51.5	67.7
	Strongly agree	42	32.3	32.3	100.0
	Total	130	100.0	100.0	

Table 12: Frequency Results of Item (5)

The table of descriptions gives another detailed image of the data gathered in this part. The numeric distribution indicated that 51.5% agreed with the item and 32.3% strongly agreed, 1.5% disagreed and 2.3% strongly disagreed while a percentage of 12.3% stood impartial towards the item. Analysing the comment portion, the majority of justifications related this content to the previous item content in that free reader response allows the reader

to work out his analytical capacities through linking the read content to personal experience and prior readings. Another portion of comments believed that responding freely to the text permits exercising cognitive and rational thinking capacities on their own without being oriented by the teachers' analysis. Some comments stated that free text response is a chance to discover layers of thinking that have not been explored before. Gobalan and Hashim (2021) supported this point stating that reading and literature in general stimulates students' brains to reach superior levels of rational thinking. Comments of this section relate to item two and item five. Concerning the portion of respondents that disagreed with the item, respondents expressed their comfort with the traditional paradigm of regenerating the text content without inviting into exercise the undiscovered thinking powers of cognition. The category that stood neutral towards the statement stated that they were not attracted by reading in general.

6. *The literary text is a mega speech act that can be responded to with reference to both native and target culture.*

N	Valid	130
	Missing	0
Mean		4.38
Median		5.00
Mode		5
Std. Deviation		.874
Range		4
Minimum		1
Maximum		5
Sum		569

Table 13: Statistical Data of Item (6)

The above table shows that the majority of respondents had positive stand points toward the idea that the literary text represents a mega speech act, M=4.38 which indicates that most selections oscillated between options (4) and (5). The SD=.87 a value that verges on 1 proving a consistency in respondents selections.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	6	4.6	4.6	5.4
	Neither agree nor disagree	10	7.7	7.7	13.1
	Agree	39	30.0	30.0	43.1
	Strongly agree	74	56.9	56.9	100.0
	Total	130	100.0	100.0	

Table 14: Frequency Results of Item (6)

The above frequency table gives further numeric representation of item six. Observing the table, one can discern that 30% agreed and 56.9% strongly agreed. 7.7% stood neutral vis-à-vis the item. 4.6% disagreed while 0.8% strongly disagreed. Justifications of respondents who agreed with the item related this content to some courses they had in modules like didactics, respondents referred to the speech act theory and believed that the reading text is a bigger speech act and same rules that apply to the analysis of a typical speech act apply to the text. The category that stood neutral towards the item commented that text comprehension was rather important than any other pragmatic considerations while comments coming from those who disagreed considered that the field of pragmatics had nothing to do with text comprehension and analysis.

7. *It is important to assume a neutral cultural stand in responding to the literary text.*

N	Valid	130
	Missing	0
Mean		4.05
Median		4.00
Mode		4
Std. Deviation		.983
Range		4
Minimum		1
Maximum		5
Sum		527

Table 15: Statistical Data of Item (7)

From the table of statistics, the mean value indicates that most respondents responded with agreement to the item, M=4.05. The SD=.98 ushering to a general homogeneity in students' selections.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	13	10.0	10.0	10.8
	Neither agree not disagree	14	10.8	10.8	21.5
	Agree	52	40.0	40.0	61.5
	Strongly agree	50	38.5	38.5	100.0
	Total	130	100.0	100.0	

Table 16: Frequency Results of Item (7)

It is noticed that 78.5% of respondents perceived positively about the significance of cultural neutrality in responding to the text. A total of 10.8% perceived negatively about the statement while the rest 10.8% stood impartial. The majority of the comments coming from the group that believed in the cultural neutrality turned around the idea that cultures are not to be judged. Some of them explained that thanks to the internet material and the social media relations, they arrive to understand that there is no good or bad culture simply cultures exist to be learnt about but not to be judged.

There was a portion of comments that believed in the possibility of importing native cultures to explain some aspects of the text because this would open new possibilities of analysis. As far as the comments of those who disagreed with the item, the greater portion of respondents believed that native culture mattered linking the theme of culture to the theme of religion and local cultural practices.

8. *I think that a practical reading-writing session helps me to be trained on generating multiple versions of the same text.*

N	Valid	130
	Missing	0
Mean		4.23
Median		4.00
Mode		4
Std. Deviation		.753
Range		4
Minimum		1
Maximum		5
Sum		550

Table 17: Statistical Data of Item (8)

The table indicates that the greater part of responses agreed with the statement, M=4.23 while the SD=.75 which indicates a more or less consistency in respondents' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	3	2.3	2.3	3.1
	Neither agree nor disagree	10	7.7	7.7	10.8
	Agree	67	51.5	51.5	62.3
	Strongly agree	49	37.7	37.7	100.0
	Total	130	100.0	100.0	

Table 18: Frequency Results of Item (8)

The frequency table consolidates the data presented in the statistic table above. 51.5% of respondents showed positive stances towards the bearings of integrated reading-writing session on increasing the potential of students to create multiple versions of the same text; 37.7% strongly agreed with the item. On the other side the table shows that 2.3% proved their disagreement with the statement content while .8% strongly disagreed with the item. 7.7% of respondents took a neutral position. Under the category of respondents who agreed and strongly agreed with the statement, respondents made reference to the classroom practices and specifically to the written expression and comprehension module. In some papers, respondents declared that they were already used to reading and responding while others

proved reference to literature module arguing that during tutorial sessions they practiced reading and recreating the content of the text or the book. In relation to these results, AlOmrani (2014) proclaimed that it is high time writing instructors needed to be alert that reading and writing should be fused for better educational results. Concerning respondents who stood in disagreement with the item, the comments signalled mostly that this category felt desperate with the amount of the pressure they faced in that they were obliged to prepare exposés in most of the modules so they stated that they had no time to read then to jot down their ideas in a written form.

1.2. Part Two

This part relates to the effect of responsive reading on activating students' higher order faculties of vision and insight. A comprehensive analysis is presented in the forthcoming lines.

1. *Reading literary texts helps me discover aspects of my life that I previously neglect.*

N	Valid	130
	Missing	0
Mean		4.48
Median		5.00
Mode		5
Std. Deviation		.600
Range		3
Minimum		2
Maximum		5
Sum		582

Table 19: Statistical Data of Item (1)

As the table demonstrates, most of respondents were in favour of the item content, M=4.48. Besides this, the rate of consistency in students' selections is just above average, SD=.60.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	1.5	1.5	1.5
Neither agree not disagree	1	.8	.8	2.3
Agree	60	46.2	46.2	48.5
Strongly agree	67	51.5	51.5	100.0
Total	130	100.0	100.0	

Table 20: Frequency Results of Item (1)

From the above data 46.2% of respondents agreed while 51.5% showed strong agreement with the item. The table shows as well that 1.5% disagreed while 0.8% stood neutral towards the statement. There were mainly two categories of justifications offered by those who agreed, the first category stated that reading in general is a chance to explore oneself together with exploring many aspects of life and the second category declared that reading literary texts, in particular, was an opportunity to enlarge the scope for one's knowledge.

There were some comments pertaining to the large amount of books and novels, either paperback or pdf form, through which one can raise their level of consciousness and immerse in auto-reflection; some respondents explained that they got inspired by the characters personality aspects, ways of thinking, decisions…etc. The majority of respondents who showed disagreement with this item commented that they did not consider literary fiction can be followed as a model for real life. Those who were neutral commented that they were not attracted to reading.

2. *While reading literary texts, it is important to connect with emotions that I usually disregard.*

N	Valid	130
	Missing	0
Mean		4.07
Median		4.00
Mode		4
Std. Deviation		.846
Range		4
Minimum		1
Maximum		5
Sum		529

Table 21: Statistical Data of Item (2)

From the above table, it can be noticed that almost all selections fell within the segment of agreement, the mean value ushers to M=4.07 while the SD=.84 indicating to a homogenous selection of respondents levels of agreement. In the forthcoming table, more details of the collected data are exposed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	5	3.8	3.8	5.4
	Neither agree not disagree	15	11.5	11.5	16.9
	Agree	68	52.3	52.3	69.2
	Strongly agree	40	30.8	30.8	100.0
	Total	130	100.0	100.0	

Table 22: Frequency Results of Item (2)

From the above frequency table, it is observed that 52.3% of respondents agreed and 30.8% strongly agreed with the necessity of connecting to repressed or hold back emotions once immersed in reading. 11.5% of respondents stood impartial towards the statement. 3.8% disagreed and 1.5% strongly disagreed with the item. The comments emanating from the latter category stated that reading does not necessitate the implication of one's feelings simply. However, the comments recorded from those who agreed with the statement proclaimed that reading offered a chance to be free to experiment with one's feelings; another portion stated that it was important to bring forth feelings if one wants to be acquainted with all the corners of the text. In relation to this, Kumschik, Beck, Eid, Witte, Klann-Delius, Heuser, Steinlein

and Menninghaus (2014) indicated in one study that a reading and feeling programme proved valuable to ameliorate the readers' emotional language and clear-cut emotional content. The study evidenced as well that reading is one way to push readers to distinguish veiled feelings.

3. *Literary text characters help me reflect on my inadequacies.*

N	Valid	130
	Missing	0
Mean		3.65
Median		4.00
Mode		4
Std. Deviation		1.062
Range		4
Minimum		1
Maximum		5
Sum		475

Table 23: Statistical Data of Item (3)

The above table indicates that the majority of answers tend to be roughly impartial towards the statement, M=3.65. The SD=1.06 pointing out to a perfect consistency in the respondents' selections. More details are exposed in the following table.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.1	3.1	3.1
	Disgaree	18	13.8	13.8	16.9
	Neither agree nor disagree	25	19.2	19.2	36.2
	Agree	55	42.3	42.3	78.5
	Strongly agree	28	21.5	21.5	100.0
	Total	130	100.0	100.0	

Table 24: Frequency Results of Item (3)

The results gained from the table above indicate 42.3% agreed with the statement while 21.5%,13.5% disagreed and 3.1% strongly disagreed with the item, a percentage of 19.2% of respondents were neutral towards the statement. Notably, the rate of students who were impartial is high. The analysis of the comment section of this item indicated that to

explore one's inadequacies one did not need to go through literary readings simply because the accumulations of life experiences can help discover those blemishes; a portion of respondents thought that family and friends can signal those inadequacies. Those who agreed commented that they simply identified with the characters to reflect upon their shortfalls. Some respondents related this item to the previous statement stating that they are complimentary. For the category that disagreed with the item, a common major justification was already shared with those who stood impartial in that reference to discover one's inadequacies often came from family or friend contour.

4. *I believe that the literary text offers me the chance to discover lives that differ from mine.*

N	Valid	130
	Missing	0
Mean		4.32
Median		4.00
Mode		4
Std. Deviation		.737
Range		3
Minimum		2
Maximum		5
Sum		561

Table 25: Statistical Data of Item (4)

The data show clearly that the major part of respondents agreed with the item, M=4.32. The table shows as well general consistency in terms of students' selection, SD=.73. Further data is offered in the following table.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	3.8	3.8	3.8
	Neither agree nor disagree	6	4.6	4.6	8.5
	Agree	62	47.7	47.7	56.2
	Strongly agree	57	43.8	43.8	100.0
	Total	130	100.0	100.0	

Table 26: Frequency Results of Item (4)

As the table exhibits, there is no respondent that opted for being neutral towards the statement. 47.7% agreed while 43.8% strongly agreed. The table indicates as well that 3.8% strongly disagreed while 4.6% neither agreed nor disagreed with the item. The major justification of those who responded positively to the idea that the literary text is an opportunity to explore other experiences hint to the advantages of reading in general.

The main argument was that reading is the gate into discovering the unknown. Some respondents stated that they implemented what they learned from reading to predict people's behaviour in certain life circumstances. Of the comments as well was the idea that reading, literature specifically, enriches one's experiential luggage. Comments emanating from those who held negative stance towards the statement focused on literary reading as being just a course to be completed and that the unique version of the teacher's analysis was to be retained as it is without going further than this.

5. *I think that the literary text moral is helpful in understanding the tissue of human relations and events.*

N	Valid	130
	Missing	0
Mean		4.19
Median		4.00
Mode		4
Std. Deviation		.845
Range		4
Minimum		1
Maximum		5
Sum		545

Table 27: Statistical Data of Item (5)

The statistical table demonstrates that most of respondents are in favour of the literary text moral as a contributing factor to understand humanity, M=4.19. Likewise, the value of the standard deviation approximates 1 (SD=1) pointing to a general homogeneity in selecting levels of agreement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	7	5.4	5.4	6.2
	Neither agree nor disagree	9	6.9	6.9	13.1
	Agree	62	47.7	47.7	60.8
	Strongly agree	51	39.2	39.2	100.0
	Total	130	100.0	100.0	

Table 28: Frequency Data of Item (5)

The results gained from table (5) consolidated the data of the statistic table. 47.7% of respondents agreed while 39.2% strongly agreed. 5.4% disagreed and 0.8% strongly disagreed; the table showed that 6.9% took a neutral stand towards the statement. In the comment sections of the category that agreed or strongly agreed with the statement provided the following justifications:

➢ Literature generally teaches values and lessons about life.

➢ Literature offers ready-made life experiences.

- ➢ Reading literary texts provides readers with the ability to comprehend social structures and human exchanges.
- ➢ Literary morals summarises examples of human relations issuing from different cultures worldwide.
- ➢ Reading literature allows the reader to develop a repertoire of different events in different communities.

Concerning the category of people who disagreed with the statement, the main justification was that their interest was that they had no interest in understanding how things worked in other cultural backgrounds.

6. *Literary texts are efficient tools to compare between real life events and imaginary literary text scenario.*

N	Valid	130
	Missing	0
Mean		4.34
Median		4.00
Mode		4
Std. Deviation		.699
Range		3
Minimum		2
Maximum		5
Sum		564

Table 29: Statistical Data of Item (6)

The above table shows that there is a major part of respondents that agreed with the statement, M=4.34. On equal footing, the table hints to a weak consistency in respondents selections, SD=.69.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	2.3	2.3	2.3
	Neither agree nor disagree	8	6.2	6.2	8.5
	Agree	61	46.9	46.9	55.4
	Strongly agree	58	44.6	44.6	100.0
	Total	130	100.0	100.0	

Table 30: Frequency Results of Item (6)

46.9% agreed with the item while 44.6% strongly agreed. The general comments of the latter categories stated that it was possible for them to gain some knowledge through simple comparison between real life events and fictitious stories they read about in literature. Namely, the content of this item was linked to the content of item (5) in part (1) of the scale, in that respondents thought that it was one way of activating their higher order thinking faculties via analysing, comparing, and synthesizing experiences. 2.3% disagreed commenting that they did not resort to this strategy while reading neither do they considered fiction as a reference for reality. The table hints to a percentage of 6.2% of respondents that stood neutral towards the item. The latter remarks' section included vindications in the example of critical literary analysis and comparison was not the mission of university students. This may explain some dark corners of the lack of motivation within the students' community for reading in general and studying literature particularly.

7. *I assume that the literary text characters help me reorient my personal motives.*

N	Valid	130
	Missing	0
Mean		4.18
Median		4.00
Mode		4
Std. Deviation		.811
Range		4
Minimum		1
Maximum		5
Sum		543

Table 31: Statistical Data of Item (7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	6	4.6	4.6	6.2
	Neither agree nor disagree	3	2.3	2.3	8.5
	Agree	75	57.7	57.7	66.2
	Strongly agree	44	33.8	33.8	100.0
	Total	130	100.0	100.0	

Table 32: Frequency Results of Item (7)

The numeric data indicate that there is a common consensus of positive perceptiveness about the statement, M=4.18. Equally, there is a strong consistency in students' answers which is consolidated by the standard deviation value, SD=.81. The frequency table showed a hefty agreement amidst respondents' reactions to the power of literary text characters in re-orienting the readers' personal motives. The data revealed that 57.7% agreed while 33.8% strongly agreed with the item. 4.6% disagreed while 1.5% strongly disagreed with the idea. The data showed as well that 2.3% stood impartial with the statement. Most of students who agreed with the statement affirmed that while reading they identified with the characters in the story; some of them linked this content to the content of item (3) in part (2) that literary characters help the reader reflect on their inadequacies. Some of the comments gathered around the idea that respondents got inspired from the characters and considered them at times as a model. The section of students who were in disagreement with the item confirmed that they did not consider the text characters as examples to be followed since they read literature only for pleasure and at times because it is part of the syllabus, or as a passing experience.

8. *The literary text is a psychological filter that helps me get rid of my negative energies.*

N	Valid	130
	Missing	0
Mean		3.76
Median		4.00
Mode		4
Std. Deviation		1.147
Range		4
Minimum		1
Maximum		5
Sum		489

Table 33: Statistical Data of Item (8)

The statistical table demonstrates a more or less equal distribution between respondents' selections, M=3.76 a value approximate to the neutral option. The standard deviation hints as well to a homogenous selection of levels agreement levels, SD=1.1.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	6.9	6.9	6.9
	Disagree	11	8.5	8.5	15.4
	Neither agree nor disagree	17	13.1	13.1	28.5
	Agree	58	44.6	44.6	73.1
	Strongly agree	35	26.9	26.9	100.0
	Total	130	100.0	100.0	

Table 34: Frequency Results of Item (8)

The preceding table demonstrates that 44.6% of respondents were in favour of the psychological effects of reading literary texts in reducing negativity while 26.9% of respondents strongly agreed with the item. The data showed as well that 6.9% of respondents strongly disagreed with the item while 11% of students disagreed, a percentage of 13.1% were neutral towards the item. Comments coming from the category that agreed with the item concentrated on the fact they felt a psychological relief via reading; some papers indicated that they considered time of reading as a relief from the routine programme of the classroom. As far as those who stood impartial or disagreed with the item, the comments converged in that psychologically most of them were not attracted to the act of reading per se.

9. *I think that some literary characters help understanding complex personalities we overlook in reality.*

N	Valid	130
	Missing	0
Mean		4.45
Median		5.00
Mode		5
Std. Deviation		.671
Range		4
Minimum		1
Maximum		5
Sum		578

Table 35: Statistical Data of Item (9)

The above table shows that a great majority of respondents agreed with the item, M=4.45. As well, the standard deviation hints to a consistent distribution in respondents'

range of selections, SD= .67. The forthcoming table and chart give further details about the data distribution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly diagree	1	.8	.8	.8
	Disgaree	1	.8	.8	1.5
	Neither agree nor disagree	4	3.1	3.1	4.6
	Agree	57	43.8	43.8	48.5
	Strongly agree	67	51.5	51.5	100.0
	Total	130	100.0	100.0	

Table 36: Frequency Results of Item (9)

As the numeric table shows, 43.8% of respondents agreed with the item while 51.5% strongly agreed. On the other side, .16% of the population was not in favour of the item. The table indicates a total of 3.1% of respondents who stood impartial towards the item.

The class of respondents that agreed with the item stated that literary characters are sometimes a mimesis of real life characters, hence; they exploited them to understand the complex nature of human beings on a real ground. Some comments referred back to item (4) and item (5) from this part; the category that was not in favour of the item provided justifications in the example of: real life characters are more complex to decipher than literary ones, one needs to be equipped with psychological knowledge to understand human character. Some remarks emanating from those who were impartial proclaimed that their interest did not trespass the pedagogical tasks for reading.

10. *The literary text can play upon my psyche and change my ways of looking at things.*

N	Valid	130
	Missing	0
Mean		4.36
Median		4.00
Mode		5
Std. Deviation		.747
Range		4
Minimum		1
Maximum		5
Sum		567

Table 37: Statistical Data of Item (10)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Neither agree nor disagree	9	6.9	6.9	8.5
	Agree	57	43.8	43.8	52.3
	Strongly agree	62	47.7	47.7	100.0
	Total	130	100.0	100.0	

Table 38: Frequency Results of Item (10)

Table (37) demonstrates a majority of respondents that responded positively to the item, M=4.36. The SD=.74 ushers as well to a homogenous scattering of students selections. 43.8% of respondents agreed with the statement while 47.7% strongly agreed. Equally, 1.5% strongly disagreed with the statement and 6.9% were impartial. Most of the comments offered by those who agreed fall within one of the following classes:

➢ The text moral often adjusts my viewpoints towards different aspects in life.

➢ Reading, in general, proffers me with aptitudes to move to further steps of the psychological state.

➢ Text events trace a probable experience that I would face in life.

The class that stood impartial provided that they had no interest in learning lessons of life from what they read.

11. *An act of deep reading guides developing aptitudes to filter and react to events and people.*

N	Valid	130
	Missing	0
Mean		4.28
Median		4.00
Mode		4
Std. Deviation		.729
Range		3
Minimum		2
Maximum		5
Sum		557

Table 39: Statistical Data of Item (11)

As the table shows, there is a general consent with the item, M=4.28. The value of the standard deviation pictures a consistent distribution of students' selection, SD=.72.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	3.1	3.1	3.1
	Neither agree nor disagree	9	6.9	6.9	10.0
	Agree	63	48.5	48.5	58.5
	Strongly disagree	54	41.5	41.5	100.0
	Total	130	100.0	100.0	

Table 40: Frequency Results of Item (11)

The frequency table displays the percentage of total agreement that ranges around 90%; the percentage of disagreement is 3.1% and the percentage of neutrality is 6.9%. The remark section of those who agreed provided comments like: The habit of reading is beneficial for life, reading is a skill for life but it is not given much import in the programme, reading empowers decision making. The class that opted for neutrality indicated that reading in itself was not beneficial, but classroom knowledge was rather helpful in forming aptitudes. As far the category that disagreed, three respondents converged in opinion that reading was not helpful in responding to life events since those events are ever changing.

12. *I esteem that linking certain text events to my own life contributes in framing a good response.*

N	Valid	130
	Missing	0
Mean		3.91
Median		4.00
Mode		4
Std. Deviation		.782
Range		3
Minimum		2
Maximum		5
Sum		508

Table 41: Statistical Data of Item (12)

The table shows that there is a roughly general agreement with the item, M=3.91. The SD=.78, this value ushers to a general consistency in respondents' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	6.9	6.9	6.9
	Neither agree nor disagree	19	14.6	14.6	21.5
	Agree	77	59.2	59.2	80.8
	Strongly agree	25	19.2	19.2	100.0
	Total	130	100.0	100.0	

Table 42: Frequency Results of Item (12)

As the table demonstrates, 59.2% agreed with the item while 19.2% strongly agreed. 6.9% disagreed while 14.6% were neutral. Comments coming from those that agreed stated that they believed in linking some aspects of the text to one's personal life because it can add up a good frame to the response. Justifications provided are: Text response should be included because personal experience matters, personal background knowledge is critical in commenting about the text, and text response is a constructive process. The class that chose a neutral stance commented, generally, that they were comfortable with the unique sense of the text since they were not used to the response method.

13. *Literary texts usually shed light on teaching morals.*

N	Valid	130
	Missing	0
Mean		4.44
Median		4.00
Mode		4
Std. Deviation		.557
Range		2
Minimum		3
Maximum		5
Sum		577

Table 43: Statistical Data of Item (13)

The numeric table above ushers to a mean value that summarises a general opting for selecting options (4) (5) from the scale, hence; the mean value is 4.44. The SD value indicates an average homogeneity in students' selection, SD=.55.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	4	3.1	3.1	3.1
	Agree	65	50.0	50.0	53.1
	Strongly agree	61	46.9	46.9	100.0
	Total	130	100.0	100.0	

Table 44: Frequency Results of Item (13)

The frequency table demonstrates that 50% of respondents agreed with the item while 46.9% strongly agreed. The table shows as well a percentage of 3.1% stood impartial. Through the analysis of the remarks section, respondents who reacted positively to the item believed that the message of literary writing in general is humane. They proclaimed that writers often focused on bringing the sum-up of human experience to the reader, some of them considered literary texts as a reference for constructing the personal trait. Remarkably, a small portion disagreed with the statement and their comments converged with the same idea an obvious disinterest in reading.

14. *I think that committed reading helps the reader sympathize with the other.*

N	Valid	130
	Missing	0
Mean		4.06
Median		4.00
Mode		4ª
Std. Deviation		1.077
Range		4
Minimum		1
Maximum		5
Sum		528

a. Multiple modes exist. The

smallest value is shown

Table 45: Statistical Data of Item (14)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.8	3.8	3.8
	Disagree	11	8.5	8.5	12.3
	Neither agree nor disagree	8	6.2	6.2	18.5
	Agree	53	40.8	40.8	59.2
	Strongly agree	53	40.8	40.8	100.0
	Total	130	100.0	100.0	

Table 46: Frequency Results of Item (14)

The statistics table shows that the average selection of respondents are general levels of agreement, M=4.06. The SD value proves a consistent dispersal in students' selections of the level of agreement, SD=1.07. The table of frequencies discloses that 40.8% of respondents agreed with the item and the same percentage strongly agreed. 8.5% disagreed while 3.8% strongly disagreed. 6.2% of respondents were impartial towards the item. One major comment that flew to surface in respondents who agreed that reading is one gate to sympathise with the other; they explained that the human suffering was one and the same. So, what a foreigner may experience would not be different from anyone else can experience. Other remarks stated that reading in a FL brought its culture to the centre of focus, while understanding culture the reader can tissue lines of sympathy with the other. Another portion of respondents referred to the ability of reading in enhancing the sense of empathy towards members of the local

community itself. Comments emanating from the category that disagreed converged around the idea that they focused mainly on the linguistic gains of reading.

1.3. Part Three

This section of the scale focuses on the impact of emotional response on shaping the readers' sympathy towards the other.

1. *The cultural factor is important in interpreting FL readings.*

N	Valid	130
	Missing	0
Mean		4.27
Median		4.00
Mode		4
Std. Deviation		.765
Range		4
Minimum		1
Maximum		5
Sum		555

Table 47: Statistical Data of Item (1)

The value of the SD approaches 1 which means that there is a consistent distribution of selecting levels of agreement, SD=.76. Equally, the mean value is 4.27 indicating that the bulk of answers are around the 4th and 5th levels of agreement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	4	3.1	3.1	3.8
	Neither agree nor disagree	7	5.4	5.4	9.2
	Agree	65	50.0	50.0	59.2
	Strongly agree	53	40.8	40.8	100.0
	Total	130	100.0	100.0	

Table 48: Frequency Results of Item (1)

90.8% of respondents demonstrate positive perceptiveness towards the significance of the cultural element in the process of construing the text meaning. The table indicates that .8% strongly disagreed with the statement and 3.1% disagreed while 5.4% were neutral. For the

majority of respondents who were in favour of the item, culture was vital to understand the FL text. Some respondents stated that the modern era characterised with instant messaging and social media conventions dictates the import of incorporating culture into the teaching of the FL text. Other comments declared that it was significant at times to refer to native culture as well with the intention of comprehending the text lining this item to item (3) in part (1) of the scale. The class that disagreed with the statement deemed culture as a concept external to the teaching syllabus they had and so had no concrete significance.

2. *Committed reading allows me to live through the characters' lives.*

N	Valid	130
	Missing	0
Mean		3.92
Median		4.00
Mode		4
Std. Deviation		1.205
Range		4
Minimum		1
Maximum		5
Sum		510

Table 49: Statistical Data of Item (2)

The above table displays the statistics gained from this item. A general consistent trait in respondents answers is observed SD=1.2. As well, the mean value which is M=3.92 indicates that an average selection approaches the level of agreeing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	7.7	7.7	7.7
	Disagree	10	7.7	7.7	15.4
	Neither agree nor disgree	9	6.9	6.9	22.3
	Agree	52	40.0	40.0	62.3
	Strongly agree	49	37.7	37.7	100.0
	Total	130	100.0	100.0	

Table 50: Frequency Results of Item (2)

251

The above table indicates that 40% of respondents agreed while 37.7% strongly agreed with the statement. Same percentage of disagreeing and strongly disagreeing is recorded 7.7% while 6.9% stood neutral towards the statement. The main focus of the item is committed reading and its effect on creating the mode of self-integration into the work. The common remarks for the category that agreed with the statement confessed of the powers of reading with commitment in getting the most of the text either vocabulary building or ideas formation. However, most of them admitted that they were not that committed while reading because they knew that they would not be tested on this. The class of respondents that was not in favour of the item avowed that committed or non-committed reading could in no way allowed experimenting with the concrete façade of things.

3. *I think that successful reading necessitates visualizing imaginary exchanges with characters in the literary work.*

N	Valid	130
	Missing	0
Mean		4.11
Median		4.00
Mode		4
Std. Deviation		.990
Range		4
Minimum		1
Maximum		5
Sum		534

Table 51: Statistical Data of Item (3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.8	3.8	3.8
	Disagree	6	4.6	4.6	8.5
	Neither agree nor disagree	9	6.9	6.9	15.4
	Agree	60	46.2	46.2	61.5
	Strongly agree	50	38.5	38.5	100.0
	Total	130	100.0	100.0	

Table 52: Frequency Results of Item (3)

The SD=.99, this value is a proof of consistency in students' answers. Similarly, the mean value shows that the average option that students selected is option (4) of agreement levels. The data presented in the frequency table show that 46.2% of respondents agreed that envisaging characters' exchanges participates in constructing an image of successful reading; 38.5% strongly agreed with the statement. 6.9% are rather neutral; 4.6% disagreed and 3.8% strongly disagreed with the statement. General remarks originating from the category that believed in the power of visualization linked this content to item (5) part (1) stating that higher order thinking skills participated in successful visualization. At the same time, they stated that they were scarcely exposed to this technique in the class. What was obvious is that the major part of respondents recognized the vitality of creating mental schemes for a better comprehension of the text. In her study, Pelttari (2016) used a content analysis research technique and concluded that imagination had an overall power over literacy learning mainly, and could be projected to the analysis of the reading text as well. Comments converged between those who were impartial and those who disagreed and the remarks were about the consideration of reading as just a mere pedagogical obligatory task that did not trespass this worth.

4. *When I consider the literary work I usually see myself as one of the plot characters.*

N	Valid	130
	Missing	0
Mean		3.95
Median		4.00
Mode		4
Std. Deviation		.926
Range		4
Minimum		1
Maximum		5
Sum		513

Table 53: Statistical Data of Item (4)

The SD=.92, a signal to the consistent character of the selection process while the mean value which is M=3.95 indicates that the answers average ranged between three and four. That is between neutrality and agreement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	6	4.6	4.6	6.2
	Neither agree nor disagree	29	22.3	22.3	28.5
	Agree	53	40.8	40.8	69.2
	Strongly agree	40	30.8	30.8	100.0
	Total	130	100.0	100.0	

Table 54: Frequency Results of Item (4)

The directly above table states that 40.8% of respondents agreed while 30.8% strongly agreed that they arrived to considering themselves as participating in the plot. 22.3% which is considerably an elevated value stated that they were neutral. A total of 6.1% of respondents reacted negatively to the item. The latter category considered in the remarks section that they did not pass through their imagination to the extent of considering their person as a part of the plot, others declared that they were not that emotional while reading. only six comments were noticed in the section of those who were impartial that converged all around the fact that they did not master the right strategies to opt for this action. The major observations issuing from those who agreed were classified into three main sections:

➢ The reading skill demands competences of imagination.
➢ Considering oneself as part of the plot stimulates comprehension.
➢ Feelings of empathy are favoured when one considers themselves as part of the plot.

5. *It is important to consider the origin of a felt sensation towards a scene, either I have read it before or lived it before.*

N	Valid	130
	Missing	0
Mean		4.17
Median		4.00
Mode		4
Std. Deviation		.837
Range		4
Minimum		1
Maximum		5
Sum		542

Table 55: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	7	5.4	5.4	6.2
	Neither agree nor disagree	9	6.9	6.9	13.1
	Agree	65	50.0	50.0	63.1
	Strongly agree	48	36.9	36.9	100.0
	Total	130	100.0	100.0	

Table 56: Frequency Results of Item (5)

The numeric data show that the level of homogeneity almost approaches the value 1, SD=.83 which indicates a general consensus in what concerns answers. The average answer ranges between option (4) and (5), M=4.17.

50% of respondents agreed with the item and 36.9% strongly agreed. 5.4% disagreed and .8% strongly disagreed with the item while 6.9% were neutral. It was observed through the analysis of the comments section that the majority of those who agreed with the item focused rather on the significance of referring to personal experience or what they had lived before; they stated as well that sometimes the reading content coincided with what they had read before either in English, Arabic, or French. The one common comment that emanated from those who disagreed was simply that there was no significance in devoting time to think about a déjà vu experience.

6. *Integrating oneself in the work opens new doors for understanding humanity.*

N	Valid	130
	Missing	0
Mean		4.07
Median		4.00
Mode		4
Std. Deviation		.828
Range		4
Minimum		1
Maximum		5
Sum		529

Table 57: Statistical Data of Item (6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	8	6.2	6.2	6.9
	Neither agree nor disagree	10	7.7	7.7	14.6
	Agree	73	56.2	56.2	70.8
	Strongly agree	38	29.2	29.2	100.0
	Total	130	100.0	100.0	

Table 58: Frequency Results of Item (6)

The numeric table indicates an acceptable level of homogeneity in students' selections, SD=.82. The average option of answer selection is (4), M=4.07.

The data distributed above show that 85.4% hold positive perceptions towards the efficiency of getting implicated in the work creates new options for understanding humanity. 7.7% stood impartial towards the item while 7% hold negative perceptions towards the item. It was noticed that theoretically students understand the contribution of considering the text content from a personal stance; they commented that understanding can be consolidated only if reading was approached from the stance of living through the experience. On the other hand, they confessed that they did not do this all the time. Five respondents from those that disagreed stated that their primary interest was on completing the pedagogical tasks of the module rather than getting implicated in the text.

7. *I believe that the story characters can reflect the way people feel in real life.*

N	Valid	130
	Missing	0
Mean		4.37
Median		4.00
Mode		4
Std. Deviation		.572
Range		2
Minimum		3
Maximum		5
Sum		568

Table 59: Statistical Data of Item (7)

The statistical table shows that the average answer selection is four, M=4.37. It indicates as well an average level of consistency with the SD=.57.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	6	4.6	4.6	4.6
	Agree	70	53.8	53.8	58.5
	Strongly agree	54	41.5	41.5	100.0
	Total	130	100.0	100.0	

Table 60: Frequency Results of Item (7)

The frequency table shows that 53.8% of respondents agreed with the statement while 41.5% strongly agreed. A percentage of 4.6% were neutral towards the item. This item is a detail of items (2) and (14) in part two that relate to experimenting with feelings and emotions for a better understanding of the text. The bulk of comments that agreed with the statement gathered around the idea that bringing forth emotions into the reading act could result in developing new reading strategies and comprehension. This might be explained in Bloom's taxonomy of affective domains that complements the taxonomy of educational objectives. No remarks were offered by those who disagreed with the statement.

8. *After finishing the reading of the literary text, I think it is relevant to re-imagine its possible endings.*

N	Valid	130
	Missing	0
Mean		3.98
Median		4.00
Mode		4
Std. Deviation		.927
Range		4
Minimum		1
Maximum		5
Sum		517

Table 61: Statistical Data of Item (8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	10	7.7	7.7	8.5
	Neither agree nor disagree	21	16.2	16.2	24.6
	Agree	57	43.8	43.8	68.5
	Strongly agree	41	31.5	31.5	100.0
	Total	130	100.0	100.0	

Table 62: Frequency Results of Item (8)

The numeric table shows a consistent distribution in students' answers, SD=.92. Similarly, the mean value is 3.98 demonstrating that the average selection ranges between options (3) and (4) of the scale.

The above table points out that 31.5% strongly agreed while 43.8% agreed with the statement. The data shows as well that .8% strongly disagreed while 7.7% disagreed. 16.2% preferred a neutral sphere. The item tackles the bearings of following the technique of re-picturing the possible endings of the text.

Analysing the section comments for the category that agreed with the statement ensured the importance of the technique of re-picturing the potential endings of the story; nonetheless, they hinted that it was not regularly applied in the class so they got confused about the idea. Another portion stated they are cognizant about the efficiency of this technique yet they did not receive enough pedagogical coaching to apply it. The major comment that came from the category that was neutral was the commonly stated before in the previous items and which considered reading as a marginal skill to be learnt. The shared comment of the category that disagreed with the item was that the literary text was there to be read and analysed for its own sake without any trials to modify it.

9. *I think that it is important to visualize the characters' life after the end as if they were realistic.*

N	Valid	130
	Missing	0
Mean		3.82
Median		4.00
Mode		4
Std. Deviation		.952
Range		4
Minimum		1
Maximum		5
Sum		497

Table 63: Statistical Data of Item (9)

The above numeric table shows a homogenous distribution of students' answers indicated by the SD=.95. The average of overall answers is indicated by the value of the mean which hints to M=3.82.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.3	2.3	2.3
	Disagree	8	6.2	6.2	8.5
	Neither agree nor disagree	30	23.1	23.1	31.5
	Agree	57	43.8	43.8	75.4
	Strongly agree	32	24.6	24.6	100.0
	Total	130	100.0	100.0	

Table 64: Frequency Results of Item (9)

As the frequency table shows 43.8% of respondents agreed with the item while 24.6% strongly disagreed. The table demonstrates that 23.1% of respondents were impartial. An overall of 8.5% of respondents were not in favour of the statement. The comments emanating from those who were in favour of the idea gathered around the thought that literature was an extension of real life events and that the story incidents had a probability of occurrence in real life so it was relevant to imagine the characters' lives after the end. Some comments talked about the open ending of some texts that they read in English and other languages where they were in the position of imagining what would happen after the end. A roughly shared and repeated justification was noticed between those who were impartial and those who disagree which was lack of interest in reading.

1.4.Part Four

This part turns around weighing respondents' perceptions about the provisions of response-based reading in fostering skills of imagination and creation. In what is to come, a deep analysis of this section data is provided.

1. *It is important to imagine the setting of the story to clarify all the possible meanings.*

N	Valid	130
	Missing	0
Mean		4.22
Median		4.00
Mode		4
Std. Deviation		.874
Range		4
Minimum		1
Maximum		5
Sum		549

Table 65: Statistical Data of Item (1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.8	3.8	3.8
	Neither agree nor disagree	8	6.2	6.2	10.0
	Agree	65	50.0	50.0	60.0
	Strongly agree	52	40.0	40.0	100.0
	Total	130	100.0	100.0	

Table 66: Frequency Results of Item (1)

Table (65) shows, the SD=.87 a value that ensures consistency within students' selections. The mean value which is M=4.22 indicates an average settling on the agreement options in the scale.

The frequency table demonstrates that 90% of respondents held positive attitudes towards the current statement. A general tendency of disagreement that touches upon 5% is noticed as well and a remarkable absence of the middling stance of neutrality. Starting with the agreement section, the bulk of respondents declared that they automatically immersed in imagining the plot, and that they previously questioned themselves as to why they had never

been conscious about this. Some papers had a common reason which was the import of the story plot for a better assimilation of the text. Yet, others gathered around the justification of the plot as a literary element to which they attached vital importance. The one common comment of reading as a non-existent skill in the programme was of occurrence in the category that perceived negative perceptions about the statement.

2. *Envisioning the characters' dialogues and render them vivid in my mind is helpful in framing a good text response.*

N	Valid	130
	Missing	0
Mean		3.96
Median		4.00
Mode		4
Std. Deviation		.943
Range		4
Minimum		1
Maximum		5
Sum		515

Table 67: Statistical Data of Item (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	10	7.7	7.7	8.5
	Neither agree nor disagree	24	18.5	18.5	26.9
	Agree	53	40.8	40.8	67.7
	Strongly agree	42	32.3	32.3	100.0
	Total	130	100.0	100.0	

Table 68: Frequency Results of Item (2)

Table (67) demonstrates that there is a general homogeneity in students' answers the SD=.94. The mean value indicates that the average selection ranges generally from neutrality to agreement, M=3.96.

The frequency table demonstrates that 18.5% of participants chose a neutral stance towards the item. 40.8% of respondents agreed while 32.3% strongly agreed with the

statement. 7.7% of respondents disagreed while .8% strongly disagreed. The comments issuing from the class that showed a positive agreement towards the item converged with the idea that they unconsciously get immersed in the process of envisioning the communication between characters. Sometimes for the sake of imagining how native exchanges looked like, at other times it was just for the sake of acquiring new vocabulary. A minor portion declared that they used the envisioning technique of the dialogues to imagine new plots for their response within this category there were some students accustomed to the regular use of the response method. The comments issuing from those who disagreed with the item stated that to respond to a text one was not obliged to imagine individual exchanges of characters since the focus was on the general idea of the text.

3. *Cognitive mapping of the story plot is relevant for better comprehension.*

N	Valid	130
	Missing	0
Mean		4.15
Median		4.00
Mode		4
Std. Deviation		.802
Range		4
Minimum		1
Maximum		5
Sum		540

Table 69: Statistical Data of Item (3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	2	1.5	1.5	2.3
	Neither agree nor disagree	21	16.2	16.2	18.5
	Agree	58	44.6	44.6	63.1
	Strongly agree	48	36.9	36.9	100.0
	Total	130	100.0	100.0	

Table 70: Frequency Results of Item (3)

The average answer of respondents is option (4) of the scale which indicates a general positive perception, M=4.15. The SD=.80 a value that indicates a high consistency in respondents answers. A total of 81.5% of respondents showed positive stances towards the item. 16.2% of respondents opted for an impartial stance and 2.3% had negative perceptions towards the statement. The bulk of respondents in favour of the item agreed that mental representations were good for tracing a clear line of thought. Some justifications referred to the knowledge they had in didactics and explained that schemes were necessary for general comprehension not only in reading. The neutral category stated that they had no interest looking further details about the mechanics of comprehension.

4. *Living the text through the senses concretises the plot and events.*

N	Valid	130
	Missing	0
Mean		4.04
Median		4.00
Mode		4
Std. Deviation		.910
Range		4
Minimum		1
Maximum		5
Sum		525

Table 71: Statistical Data of Item (4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.3	2.3	2.3
	Disagree	7	5.4	5.4	7.7
	Neither agree nor disagree	12	9.2	9.2	16.9
	Agree	68	52.3	52.3	69.2
	Strongly agree	40	30.8	30.8	100.0
	Total	130	100.0	100.0	

Table 72: Frequency Results of Item (4)

As the statistics table indicates, the mean value ushers to M=4.04 a value that ushers to an average of selection around option four. The SD=.9, a value that indicates general

homogenous distribution of the answers. 52.3% of respondents agreed with the item while 30.8% strongly agreed. The table shows as well that 9.2% were impartial while a total of 7.7% were not in favour of the item. Most of the comments that agreed with the item insisted that it was significant to use sensory perceptions to render reading more concrete. On the other side, they confessed that they did not often think about it once immersed in the act of reading because they needed to focus rather on the completion of the exposé to be presented. Remarks of the category that disagreed stated mainly that this was a marginal step to do because they had no interest at all in reading.

5. *Imagining the dialogues established in the literary text makes them look more realistic.*

N	Valid	130
	Missing	0
Mean		4.11
Median		4.00
Mode		4
Std. Deviation		.891
Range		4
Minimum		1
Maximum		5
Sum		534

Table 73: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	6	4.6	4.6	6.2
	Neither agree nor disagree	15	11.5	11.5	17.7
	Agree	60	46.2	46.2	63.8
	Strongly agree	47	36.2	36.2	100.0
	Total	130	100.0	100.0	

Table 74: Frequency Results of Item (5)

The statistics table displays an acceptable consistency in students' answers, the SD=.89. At the same time it indicates the means value as M=4.11 suggesting that overall

average of answers was option (4) of the scale. The frequency table indicates that 46.2% of participants agreed with the item while 36.2% strongly disagreed. 4.6% disagreed while 1.5% strongly disagreed with the statement. A percentage of 11.5% of respondents were impartial towards the item. The item's idea is the relevance of imagination in giving a real touch to the literary text. The chief comment that was offered by those who were in favour of the item was that in theory this step made the text close to reality and so helped foreseeing all possible corners of the text. Still, amidst this category there were a few papers that admitted the use of this technique. A major argument in the comment section of respondents that disagreed was that theoretically speaking it was possible to think of the literary text as realistic, but reality differed from fiction and in no way was it possible to find similarities between fictitious and realistic events.

6. *While reading the literary text, it is essential to consider the characters' conversations as if they were real ones.*

N	Valid	130
	Missing	0
Mean		4.01
Median		4.00
Mode		4
Std. Deviation		.952
Range		4
Minimum		1
Maximum		5
Sum		521

Table 75: Statistical Data of Item (6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.3	2.3	2.3
	Disagree	11	8.5	8.5	10.8
	Neither agree nor disagree	7	5.4	5.4	16.2
	Agree	70	53.8	53.8	70.0
	Strongly agree	39	30.0	30.0	100.0
	Total	130	100.0	100.0	

Table 76: Frequency Results of Item (6)

The mean value is M=4.01 indicating that the average answer is option (4) of the scale. The SD=.95, this value suggest a general consensus in students' selections. 53.8% of respondents showed agreement while 30% exhibits general strong agreement with the item. 8.5% of respondents disagreed with the item while 2.3% strongly disagreed. 5.4% chose to be impartial. Amidst the key comments issuing from the category that agreed with the item, indirect reference to discourse analysis was noticed. Namely, arguments oscillated between the significance of analysing speech and reading between the lines, and the effects of this practice on a real ground. Some respondents explained that this was a skill in itself and that it was a required one in the current epoch. Other respondents linked this to the psychological traits of the communicative act ushering to the fluid nature of the human psyche linking this content to item in part. The counter argument from the category that disagreed turned around focus on the literary style mainly and the writer's style with reference to the habitual classroom techniques.

7. *It is vital to visualize a whole scene for the passages that are open to interpretation.*

N	Valid	130
	Missing	0
Mean		3.91
Median		4.00
Mode		4
Std. Deviation		.698
Range		4
Minimum		1
Maximum		5
Sum		508

Table 77: Statistical Results of Item (7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	3	2.3	2.3	3.1
	Neither agree nor disagree	23	17.7	17.7	20.8
	Agree	83	63.8	63.8	84.6
	Strongly agree	20	15.4	15.4	100.0
	Total	130	100.0	100.0	

Table 78: Frequency Results of Item (7)

The statistic table suggests an above average consistency in respondents' selections, SD=.69. The value of the mean which is M=3.91 indicates that the average option ranges between three and four in the scale. The above table shows that 63.8% of respondents agreed with the item while 15.4% strongly agreed. It shows as well that 2.3% disagreed while .8% strongly disagreed with the statement. 17.7% were impartial towards the item. The item tests students' perceptions about the relevance of optimizing a maximum of interpretations to the passages that are open to different analyses. An idea to which the bulk of the population responded favourably offering arguments like: It is a helpful step towards considering texts from a critical stance; it is better than the rule of thumb teacher's explanations; and that language is dual hence open to interpretations. The category that disagreed converged largely with the one argument that this was not implemented in the class so there was no rush to use it while reading; an argument that was practically shared with the neutral category.

8. *While reading the literary text, it is crucial to integrate oneself into the world of the work.*

N	Valid	130
	Missing	0
Mean		3.81
Median		4.00
Mode		4
Std. Deviation		.845
Range		4
Minimum		1
Maximum		5
Sum		495

Table 79: Statistical Results of Item (8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	8	6.2	6.2	6.9
	Neither agree nor disagree	31	23.8	23.8	30.8
	Agree	65	50.0	50.0	80.8
	Strongly agree	25	19.2	19.2	100.0
	Total	130	100.0	100.0	

Table 80: Frequency Results of Item (8)

The statistics demonstrates that the SD=.84, this value stands for homogeneity in respondents' answers. The mean value is M=3.81, this number ushers that the average answer falls between options (3) and (4) of the scale. In the main, 69.2% of respondents showed positive perceptions about the item. On the other hand, a considerable percentage of respondents were impartial. The total of respondents who had negative perception about the statement was 7%. The item is focused on the necessity of integrating oneself in the world of the text with the aim of forming potential interpretations. A common argument within the agreement category was already mentioned before which is literature often reflected reality and so one must fully integrate themselves in the work for optimal understating and analyses. Many of respondents linked this content to the content of item in part. A secondary common argument was that literature is a humane discipline that targeted the human being without focus on their backgrounds so the human experience is one and the same and is shared. The category that was impartial argued that this was an unnecessary step as far as it didn't form a part of the syllabus.

9. *Imagining the tone of characters while they are in the middle of the discussion helps framing a suitable response.*

N	Valid	130
	Missing	0
Mean		4.02
Median		4.00
Mode		4
Std. Deviation		.762
Range		4
Minimum		1
Maximum		5
Sum		523

Table 81: Statistical Data of Item (9)

A general consensus is noticed via the SD value which is SD=.76. The mean value which is M=4.02 suggests that the average answer is option four of the scale.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	1	.8	.8	1.5
	Neither agree nor disagree	27	20.8	20.8	22.3
	Agree	66	50.8	50.8	73.1
	Strongly agree	35	26.9	26.9	100.0
	Total	130	100.0	100.0	

Table 82: Frequency Results of Item (9)

The frequency table displays 50.8% of respondents that agreed with the item while 26.9 who strongly agreed. On equal footing .16% reacted unfavourably to the item. A significant percentage of participants were neutral, 20.8%. Opting for the chief shared argument, it was noticed that respondents that agreed believed in the powers of imagination in offering the appropriate response, however; it was believed that one needed to be committed in their reading to arrive to this step. Some respondents compared the text to a work of cinema where full integration with the movie results in seemly response. The key comment issuing from the 20.8% that stood neutral agreed that the tone of the characters was secondary compared to other textual and extra-textual aspects that needed to be considered.

10. *I believe that descriptions of smells, colours, and voice ameliorate the quality of my feelings and ways of experimenting with emotions.*

N	Valid	130
	Missing	0
Mean		4.02
Median		4.00
Mode		4
Std. Deviation		.802
Range		3
Minimum		2
Maximum		5
Sum		523

Table 83: Statistical Data of Item (10)

The average answer is option four of the scale, M=4.02. A general consistency in students' answers is noticed as well via the value of the SD=.80.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.6	4.6	4.6
	Neither agree nor disagree	22	16.9	16.9	21.5
	Agree	65	50.0	50.0	71.5
	Strongly agree	37	28.5	28.5	100.0
	Total	130	100.0	100.0	

Table 84: Frequency Results of Item (10)

The frequency table indicates that 50% of participants agreed with the item while 28.5% strongly agreed. A substantial percentage of neutrality, 16.9%, was noticed as well. The data shows that 4.6% of participants disagreed with the item. The bulk of comments of those who agreed argued that the integration of sensory perception is important for approximating the image to the reader. While those who were impartial argued that simply text comprehension did not need the inclusion of the smells and colours to understand the essence of the text.

1.5. Part Five

This part summarizes items that are meant to check respondents' perceptions about reading as a way of freeing the self and finding one's corner.

1. *Free time reading offers many benefits for the FL student.*

N	Valid	130
	Missing	0
Mean		4.29
Median		4.00
Mode		4
Std. Deviation		.628
Range		3
Minimum		2
Maximum		5
Sum		558

Table 85: Statistical Data of Item (1)

The value of the mean suggests that the average answer is between option four and five from the scale. The SD=.62, this value ushers to an average consistency in respondents' selections.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.8	.8	.8
	Neither agree nor disagree	9	6.9	6.9	7.7
	Agree	71	54.6	54.6	62.3
	Strongly agree	49	37.7	37.7	100.0
	Total	130	100.0	100.0	

Table 86: Frequency Results of Item (1)

The above table demonstrates that 37.5% strongly disagreed with the item while 54.6% agreed. It shows as well that .8% disagreed, and 6.9% were neutral. The item tests students' perceptions about the advantages of free time reading, and most of them agreed that reading is beneficial. The class of students that agreed with the item agreed commonly on the linguistic, cultural, and experiential benefits of leisure time reading. Some comments hint to the benefit of personality and character building that reading can offer for students. Provided this fact, most of them confessed that they felt they had no time to expand their reading out of university because of the load of the programme. Concerning the small portion that stands neutral; it was observed that they shared the same lack of interest in reading like those who disagreed.

2. *Sometimes reading is a just one way of keeping up with intellectual delights.*

N	Valid	130
	Missing	0
Mean		4.05
Median		4.00
Mode		4
Std. Deviation		.931
Range		4
Minimum		1
Maximum		5
Sum		526

Table 87: Statistical Data of Item (2)

As the table indicates, the average of respondents' answers is option (4). The SD=.93, a value that demonstrates a homogenous distribution of respondents' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	5.4	5.4	5.4
	Neither agree nor disagree	11	8.5	8.5	13.8
	Agree	74	56.9	56.9	70.8
	Strongly agree	38	29.2	29.2	100.0
	Total	130	100.0	100.0	

Table 88: Frequency Results of Item (2)

56.9% of participants agreed with the statement; 29.2% strongly agreed with the item. Equally, 8.5% were impartial, and 5.4% strongly disagreed. The comments section indicated that the bulk of respondents had faith that reading is one way of attaining the intellectual pleasure assimilating reading to the art of cinema that aims mainly to entertain. Some comments cited names of international personalities that they considered as a reference and accounted on this to explain their lust for reading. However again, a major amount of remarks added the fact that respondents were not really devoted to read because of various reasons. A subcategory complained about the high prices of English books and their unavailability in Algeria and so under this condition it was not possible to enjoy reading.

3. *I think that it is important for the FL student to finish every reading till the end of the text.*

N	Valid	130
	Missing	0
Mean		3.42
Median		4.00
Mode		4
Std. Deviation		1.213
Range		4
Minimum		1
Maximum		5
Sum		445

Table 89: Statistical Data of Item (3)

The numeric table shows that the mean value is M=3.42 which suggests that the average oscillates between option three and four of the scale. The SD=1.2, this value suggests a consistent character in answers' distribution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	8.5	8.5	8.5
	Disagree	28	21.5	21.5	30.0
	Neither agree nor disagree	4	3.1	3.1	33.1
	Agree	69	53.1	53.1	86.2
	Strongly agree	18	13.8	13.8	100.0
	Total	130	100.0	100.0	

Table 90: Frequency Results of Item (3)

The frequency table above suggests that 53.1% of respondents were in agreement with the item while 13.8% were in strong agreement with the statement. 3.1% were neutral. 21.5% of respondents disagreed while 8.5% strongly disagreed. The item tests students' perceptions whether or not it is vital to complete a reading of a text once it is started. The chief part that agreed argued that it was important to finish the reading if one wanted to gain the whole experiential and linguistic benefits from the book or the text. Some papers stated that it was simply a commitment and they linked it to item in part. A considerable amount of respondents, however; disagreed with the item with the major argument that finishing the book or not depends on many factors like time, whether or not it is a classroom task, intrinsic motivation, and whether or not the content is attractive.

4. *I guess that literature is one way of amusing the spirit.*

N	Valid	130
	Missing	0
Mean		3.87
Median		4.00
Mode		4
Std. Deviation		.761
Range		3
Minimum		2
Maximum		5
Sum		503

Table 91: Statistical Data of Item (4)

The average of answers range between option (3) and (4); this is shown in the mean value which hints to M=3.87. The SD=.76; it ensures that there is consistency in students' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	9.2	9.2	9.2
	Neither agree nor disagree	11	8.5	8.5	17.7
	Agree	89	68.5	68.5	86.2
	Strongly agree	18	13.8	13.8	100.0
	Total	130	100.0	100.0	

Table 92: Frequency Results of Item (4)

68.5% of respondents agreed with the statement while 13.8% strongly disagreed. 9.2% of respondents disagreed while 8.5% were unbiased. The statement is a specification of item (2) in this very part only it focuses on literature in general as a means of pleasing the spirit. Most of respondents that shared positive stance towards this item linked it to item (2) from this part, they added, however; that literature in general helped offering a sphere of freedom where one can experiment with themselves all sorts of feelings, ideas, and concepts without restrictions. Some of them claimed that what amused them the most was the linguistic style of the author rather than anything else; they are amused by the language of literary writing. Only three comments were added by the category that disagreed; they asserted that the only literature that would please them was the one written in English since it helped them perfecting their language.

5. *I believe that reading literature is a way of getting self-satisfaction.*

N	Valid	130
	Missing	0
Mean		3.82
Median		4.00
Mode		4
Std. Deviation		.952
Range		4
Minimum		1
Maximum		5
Sum		497

Table 93: Statistical Data of Item (5)

As the data indicate, the mean value hints to M=3.82 suggesting an average selection that ranges between options (3) and (4) in the scale. The SD=.95, this value ensures high consistency in students' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	16	12.3	12.3	13.1
	Neither agree nor disagree	18	13.8	13.8	26.9
	Agree	65	50.0	50.0	76.9
	Strongly agree	30	23.1	23.1	100.0
	Total	130	100.0	100.0	

Table 94: Frequency Results of Item (5)

The data displayed in the frequency table show that 55% of respondents agreed with the question item while 23.1% strongly agreed. In the same line, 12.3% disagreed while .8% strongly disagreed. The table tells that 13.8% of respondents were neutral. The recurring argument proffered by the category that was in favour of the statement was classified mainly into three sections:

➢ Reading in general and literature particularly opens new horizons and options for understanding how things work in life.

➢ Literary experience offers chances to enrich one's cultural knowledge and experiential information.

➢ Reading literature is one way of creating one's own world and setting one's own standards.

The category that was impartial towards the item claimed that they simply didn't feel they are self-satisfied while reading especially when this was linked to obligatory classroom tasks.

6. *Once immersed in reading, it is not useful to keep watching time.*

N	Valid	130
	Missing	0
Mean		3.77
Median		4.00
Mode		4
Std. Deviation		.803
Range		3
Minimum		2
Maximum		5
Sum		490

Table 95: Statistical Data of Item (6)

The above table shows that the SD=.80 suggesting that the respondents' selection of answers was homogenous. Added to this, the mean value suggests that the average answer oscillates between options (3) and (4) in the scale.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	11	8.5	8.5	8.5
	Neither agree nor disagree	27	20.8	20.8	29.2
	Agree	73	56.2	56.2	85.4
	Strongly agree	19	14.6	14.6	100.0
	Total	130	100.0	100.0	

Table 96: Frequency Results of Item (6)

56.2% of respondents agreed with the item while 14.6% disagreed. The data indicate as well that 20.8% of participants were neutral, and 8.5% disagreed with the statement. The item is meant to check students' perceptions about the notion of time while reading whether or not it is relevant to keep checking time. Again the major part of the category that was in favour of the idea stated that theoretically keeping an eye on the watch while reading would wind up ruining the quality of reading. Some comments were in favour of the item but they admitted that in practice they do keep watching time as if they were in a rush to finish their reading. Comments issuing from the category that disagreed gathered around the idea that their rate of concentration depended on the length of the text, if it ware lengthy then they would keep watching time.

7. *I esteem that reading literary texts is helpful in freeing the mind from daily life troubles.*

N	Valid	130
	Missing	0
Mean		4.14
Median		4.00
Mode		4
Std. Deviation		.656
Range		3
Minimum		2
Maximum		5
Sum		538

Table 97: Statistical Data of Item (7)

The mean value shows that the average answer is option four. The SD=.65, this value shows a fragile consistency in respondents' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.5	1.5	1.5
	Neither agree nor disagree	14	10.8	10.8	12.3
	Agree	78	60.0	60.0	72.3
	Strongly agree	36	27.7	27.7	100.0
	Total	130	100.0	100.0	

Table 98: Frequency Results of Item (7)

The frequency table shows that 60% of respondents agreed with the item while 27.7% of respondents strongly agreed. A total of 10.8% of respondents were impartial while 1.5% of respondents disagreed with the statement. The statement checks respondents' perceptions whether or not reading literary texts helps toning down the burdens of daily troubles. It was observed through the analysis of comments that the majority of respondents linked this item to item (2) and item (4) from this part though every item is a detail of the previous one. Comments that agreed gathered around the psychological relief of reading namely they hinted to the feeling of freedom from official courses. No remarks were left by those who disagreed.

8. *The world of the literary text creates new realities free from life negativity.*

N	Valid	130
	Missing	0
Mean		4.14
Median		4.00
Mode		4
Std. Deviation		.833
Range		4
Minimum		1
Maximum		5
Sum		538

Table 99: Statistical Data of Item (8)

The mean value demonstrates that the average of students' answers is around option four. The SD=.83 which indicates a good consistency in answers distribution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	4	3.1	3.1	4.6
	Neither agree nor disagree	13	10.0	10.0	14.6
	Agree	66	50.8	50.8	65.4
	Strongly agree	45	34.6	34.6	100.0
	Total	130	100.0	100.0	

Table 100: Frequency Results of Item (8)

The above table displays a total of agreement that accounts for 85.4%. Similarly, 3.1% of respondents disagreed with the item while 1.5% strongly disagreed. 10% of respondents were neutral vis-à-vis the item. No comments were left by the category that disagreed and the one that was neutral. Remarks issuing from the category that agreed gathered around the idea that the literary text can take them into worlds different from their own, others confirmed that they enjoyed the shift from real life and its negativities to the world of the text where they can imagine and modify. Yet, some comments mentioned that in theory it was possible to imagine this transfer that was hard to do on a real ground.

9. *I have a tendency to link between the works of an author after reading one of his works.*

N	Valid	130
	Missing	0
Mean		3.53
Median		4.00
Mode		4
Std. Deviation		1.013
Range		4
Minimum		1
Maximum		5
Sum		459

Table 101: Statistical Data of Item (9)

From the above data, the mean value is M=3.53 indicating that the average answer is option (4) of the scale. Similarly, the SD=1.01, this value hints to homogeneity in students' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.1	3.1	3.1
	Disagree	17	13.1	13.1	16.2
	Neither agree nor disagree	36	27.7	27.7	43.8
	Agree	52	40.0	40.0	83.8
	Strongly agree	21	16.2	16.2	100.0
	Total	130	100.0	100.0	

Table 102: Frequency Results of Item (9)

The frequency table displays 40% of participants that agreed with the item and 16.2% that strongly agreed. Equally, it shows that 13.1% disagreed while 3.1% strongly disagreed. 27.7% of respondents were impartial. The comments emanated from the portion of students that was in favour of the item turned around:

➢ It is important to link between the works of the same author because writers focus on analysing recurrent themes.

➢ Linking between the works of the same author helps me built a proficient analysis of the text.

> ➢ A few respondents stated that they link the works of different authors in different languages for developing a refined comprehension of the text.

The category that was not in favour of the item gathered around the main argument that generally every independent work had its own themes. The key remark on the part of those who were impartial was that simply they didn't care about the other writings of the author; that they just focused on the current work at hand.

10. *I feel so implicated in the world of the literary text that sometimes I become unaware of myself.*

N	Valid	130
	Missing	0
Mean		3.73
Median		4.00
Mode		4
Std. Deviation		1.025
Range		4
Minimum		1
Maximum		5
Sum		485

Table 103: Statistical Data of Item (10)

The table of descriptions demonstrates that the mean value is around options (3) and (4) of Likert scale, M=3.73. Similarly, the SD value indicates that there exists a general consistency in the distribution of students' answers, SD=1.02.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.8	3.8	3.8
	Disagree	7	5.4	5.4	9.2
	Neither agree nor disagree	39	30.0	30.0	39.2
	Agree	46	35.4	35.4	74.6
	Strongly agree	33	25.4	25.4	100.0
	Total	130	100.0	100.0	

Table 104: Frequency Results of Item (10)

From the above findings, 35.4% of respondents agreed with the item while 25.4% strongly agreed. 3.8% of respondents strongly disagreed with the statement while 5.4% disagreed. 30% of participants were neutral. The item tests general perceptions about the extent to which readers could get implicated with what they read. The portion of students that agreed with the item referred to the load and rate of concentration that is needed while reading a text in a FL together with all the cultural burden that it might carry, full concentration is necessary if one is to get the most of what they are reading. Some remarks mentioned the level of vocabulary and ideas difficulty that required too much focus. The category that was impartial shared the one comment that they approached the reading of the text just as a pedagogical task like any other task and that it did not need that extent of focus. As far as the category that disagreed, they claimed that they rather focused on what was asked by the teacher without getting so implicated with the text content.

11. *I think that more time should be allocated to the teaching of literary texts.*

N	Valid	130
	Missing	0
Mean		4.06
Median		4.00
Mode		4
Std. Deviation		.755
Range		3
Minimum		2
Maximum		5
Sum		528

Table 105: Statistical Data of Item (11)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	3.8	3.8	3.8
	Neither agree nor disagree	18	13.8	13.8	17.7
	Agree	71	54.6	54.6	72.3
	Strongly agree	36	27.7	27.7	100.0
	Total	130	100.0	100.0	

Table 106: Frequency Results of Item (11)

The statistic table indicates that the mean value is 4.06 ushering that the average selection is option four of the scale. The SD=.75, the value suggests that generally there is a consistency in the distribution of answers. The frequency table shows that 54.6% of respondents agreed with item while 27.7 strongly agreed. 3.8% of participants disagreed while considerably 13.8% of them neither agreed nor disagreed. The item tests general perceptiveness whether or not enough time is allocated in the programme for the teaching of the literary texts. Comments coming from the class of respondents that agreed with the statement claimed that the current programme did not devote enough sessions to the teaching of the literary text reading. Other comments focused on the lack of orientation on the part of instructors as to how to analyse a literary text namely they hinted to strategies of reading claiming that they were not sure whether or not their self-made strategies were efficient. Respondents that were neutral maintained that they had no interest in going further than what the programme dictated; others complained that they didn't have literary inclinations.

1.6. Part Six

This section is dedicated to depicting students' perceptions about whether or not they should allot concern with the author.

1. *One of my concerns in reading literature is to be acquainted with the themes and interests of the author.*

N	Valid	130
	Missing	0
Mean		3.58
Median		4.00
Mode		4
Std. Deviation		1.092
Range		4
Minimum		1
Maximum		5
Sum		465

Table 107: Statistical Data of Item (1)

The above table states that the mean value is M=3.58 implying that the average selection of respondents' answers ranges between the 3rd and the 4thoptions. The SD=1.09, this value hints to a full consistency between respondents' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.8	3.8	3.8
	Disagree	20	15.4	15.4	19.2
	Neither agree nor disagree	26	20.0	20.0	39.2
	Agree	53	40.8	40.8	80.0
	Strongly agree	26	20.0	20.0	100.0
	Total	130	100.0	100.0	

Table 108: Frequency Results of Item (1)

The data display that 40.8% of respondents agreed with the item while 20% of respondents strongly agreed with the item. The table shows that 15.4% of respondents disagreed with the item while 3.8% strongly disagreed with the item. Largely, 20% of respondents neither agreed nor disagreed with the statement. The focal point of this item is to test students' perceptions whether or not they pursue literary readings for the sake of getting enough acquaintance with the themes certain authors treat. The data is almost equally distributed as the chart shows. The category of respondents that was in favour of the term declared that this was not a direct objective they had for reading literature in general but it helped them develop an intellectual view about famous authors themes. In some remarks, respondents highlighted that their main interest in literature classes fell on understanding the common themes of authors they dealt with in the class and they linked it to the examination mark. Some papers linked this content to item (9) in part (5) and claimed that this was a helpful step for them to be acquainted with the corners of the work. Respondents that disagreed came together under the argument that every individual work of art stood for its own and there was no need in trying to link between authors' works. A recurrent remark was generated by the category that was impartial was that reading did not form an official skill in the programme so they were satisfied with following the instructors' notes rather than chasing the writers' themes.

2. *In reading literature, I rather focus on the writing style of the author to understand.*

N	Valid	130
	Missing	0
Mean		4.03
Median		4.00
Mode		4
Std. Deviation		.862
Range		4
Minimum		1
Maximum		5
Sum		524

Table 109: Statistical Data of Item (2)

The mean for this item is M=4.03 which suggests that the average answer is option (4) of the scale. The SD=.86, this value ensures a high consistency in the distribution of answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	8	6.2	6.2	7.7
	Neither agree nor disagree	10	7.7	7.7	15.4
	Agree	74	56.9	56.9	72.3
	Strongly agree	36	27.7	27.7	100.0
	Total	130	100.0	100.0	

Table 110: Frequency Results of Item (2)

The above table shows that 56.9% of respondents agreed with the item's content while 27.7% strongly agreed. In the same way, the current data indicate that 6.2% of respondents disagreed while 1.5% strongly disagreed with the item. 7.7% of respondents were neutral. The key common comments in the remarks section for the category that agreed was that style participated in giving sense to the work. In some papers comments stated that modern literary style was better than old schools writing style. Other remarks were notes about T.S Eliot's The Waste Land, actually a title included in their literature exposés, style of writing. They stated that the structure and style of language in the poem told a lot about the main theme of the work which was the chaos in which people were living. A shard remark in the papers of respondents who were either in disagreement or neutral was that style was secondary since primary focus fell on the main ideas of the text.

3. *I read literary texts to learn about the different literary genres.*

N	Valid	130
	Missing	0
Mean		3.35
Median		3.00
Mode		3
Std. Deviation		1.099
Range		4
Minimum		1
Maximum		5
Sum		436

Table 111: Statistical Data of Item (3)

From the statistics table, the average answer is indicated by the mean value as M=3.35. This value demonstrates that respondents' choice ranges between options three and four from the scale levels of agreement. Similarly, the table shows a consistent character in the distribution of respondents' answers that is indicated by the SD as 1.09.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.8	3.8	3.8
	Disagree	23	17.7	17.7	21.5
	Neither agree nor disagree	48	36.9	36.9	58.5
	Agree	29	22.3	22.3	80.8
	Strongly agree	25	19.2	19.2	100.0
	Total	130	100.0	100.0	

Table 112: Frequency Results of Item (3)

The descriptive table shows that 22.3% of respondents agreed with the item while 19.2% of them strongly agreed. Additionally, 36.9% of respondents were neutral towards the item's content. 3.8% of respondents strongly disagreed while 17.7% disagreed. The item is meant to test general opinions about the relevance of the literary text reading in expanding one's general knowledge about the different literary genres. The shared comment for the group that did not agree with the item was that they are often not interested in knowing about

the different literary genres simply; their interest falls on the content they read only. The category that was impartial shared a common justification that they feel neutral towards this content. For those who agreed with the item, the common justification was that they try to get a holistic view of what they read and under this learning about the different literary genres is included.

4. *It is relevant to relate the themes of the story being read to the rest of the literature to have a global view of the interpretation.*

N	Valid	130
	Missing	0
Mean		3.71
Median		4.00
Mode		4[a]
Std. Deviation		1.178
Range		4
Minimum		1
Maximum		5
Sum		482

a. Multiple modes exist. The smallest value is shown

Table 113: Statistical Data of Item (4)

The data in the above table shows that the average answer falls between options (3) and (4) of the scale. The SD=1.17, a value that proves high consistency in the distribution of students' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	6.2	6.2	6.2
	Disagree	12	9.2	9.2	15.4
	Neither agree nor disagree	30	23.1	23.1	38.5
	Agree	40	30.8	30.8	69.2
	Strongly agree	40	30.8	30.8	100.0
	Total	130	100.0	100.0	

Table 114: Frequency Results of Item (4)

The frequency table demonstrates that a total of 61.6% of respondents were in favour of the item. The data display that 9.2% disagreed while 6.2% strongly disagreed. Substantially, 23.1% of respondents neither agreed nor disagreed with the item. Some respondent related this item to item (1) in part (1) believing that it was necessary to have some freedom while reacting to the text where the reader could be unrestricted to incorporate ideas from other works of literature. Other respondents that agreed stated that they often linked the content they read to the materials that they had already read before even if it were in different languages. The chief comment from the category that disagreed claimed they were not interested in doing so since their focus was rather on the work per se. As far as the category that was neutral, the common claim was that they simply didn't implement this technique in their reading.

5. *While reading an author's work, I try to recognize the author's unique themes.*

N	Valid	130
	Missing	0
Mean		4.20
Median		4.00
Mode		4
Std. Deviation		.741
Range		3
Minimum		2
Maximum		5
Sum		546

Table 115: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	2.3	2.3	2.3
	Neither agree nor disagree	16	12.3	12.3	14.6
	Agree	63	48.5	48.5	63.1
	Strongly agree	48	36.9	36.9	100.0
	Total	130	100.0	100.0	

Table 116: Frequency Results of Item (5)

The data show that most answers converge with option four of the scale. The SD=.74, this value indicates an acceptable level of consistency between participants' answers.

The frequency table shows that 36.9% of respondents strongly agreed while 48.5% agreed with the item. 12.3% of respondents were neutral while 2.3% disagreed with the item. Claims of those that had positive perceptions of the item gathered around a key point that part of understanding the work dictated being on familiar terms with the author's unique themes. Some of respondents linked this content to item (2) from this part claiming that the writer's style participated as well in framing an appropriate response. Other remarks focused on the argument that contemporary authors often focus on the same themes throughout their writings. The neutral category claimed that they focused only on the work they read without getting immersed with the other themes.

6. *When I read literary texts, I tend to focus on the way the author analyses the sociocultural traits.*

N	Valid	130
	Missing	0
Mean		4.16
Median		4.00
Mode		4
Std. Deviation		.888
Range		3
Minimum		2
Maximum		5
Sum		541

Table 117: Statistical Data of Item (6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	9.2	9.2	9.2
	Neither agree nor disagree	6	4.6	4.6	13.8
	Agree	61	46.9	46.9	60.8
	Strongly agree	51	39.2	39.2	100.0
	Total	130	100.0	100.0	

Table 118: Frequency Results of Item (7)

The above table shows that the average answer ranges between options (3) and (5) of the scale. The SD=.88, this value suggests an acceptable distribution in students' selection. The above data demonstrate that 46.9% of respondents agreed with the statement while 39.2% strongly agreed. It shows equally that 9.2% of respondents disagreed while 4.6% were impartial. The statement checks students' perceptions about the significance of referring to the way the author discusses the sociocultural traits. The major comment that was offered by the class of respondents that agreed was that the cultural elements played a key role in text comprehension and interpretation. Some respondents claimed that the sociocultural codes decided about the way the reader reacted to the work, in this context they focused on both the reader's and the author's respective cultures. Others used the argument that language and culture are inseparable, a point they dealt with in other modules. Those who disagreed with the item claimed that the cultural factor was accessory and focus should be held on the overall idea of the work.

7. *I sometimes refer to the author's biography to interpret certain facets of the text.*

N	Valid	130
	Missing	0
Mean		3.35
Median		3.00
Mode		4
Std. Deviation		1.113
Range		4
Minimum		1
Maximum		5
Sum		436

Table 119: Statistical Data of Item (7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	5.4	5.4	5.4
	Disagree	24	18.5	18.5	23.8
	Neither agree nor disagree	35	26.9	26.9	50.8
	Agree	44	33.8	33.8	84.6
	Strongly agree	20	15.4	15.4	100.0
	Total	130	100.0	100.0	

Table 120: Frequency Results of Item (7)

The data shows that the average of the sum of answers is three, M=3.35. The SD=1.11, this value demonstrates a general consistency in students' answers.The frequency table shows that 15.4% strongly agreed with the statement while 33.8% agreed. It demonstrates as well that 18.5% disagreed with the item while 5.4% strongly disagreed. 26.9% of respondents neither agreed nor disagreed with the item. There is an observed distribution of answers between the five scale points with the majority ranging between agreement and neutrality. The remarks section of those who agreed mainly suggested the significance of the author's background in interpreting some facets of the work. However, many of the papers stated that they theoretically did this out of curiosity. There existed another portion of respondents who agreed that claimed the significance of the author's background in deciding about the main themes they write about. Some papers claimed that they agreed while not really applying it on a real ground. Comments issuing from those who were impartial declared that the author's background would not decide about the content or analysis of the text simply because it was an external factor to the process of interpretation.

8. *I think that the author's views of life are depicted in his major works.*

N	Valid	130
	Missing	0
Mean		3.97
Median		4.00
Mode		4
Std. Deviation		.853
Range		4
Minimum		1
Maximum		5
Sum		516

Table 121: Statistical Data of Item (8)

The statistical table shows that the mean value is M=3.97, this value indicates that the average of respondents' answers is (3). Similarly, the SD value suggests general consistency in the distribution of answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	9	6.9	6.9	7.7
	Neither agree nor disagree	16	12.3	12.3	20.0
	Agree	71	54.6	54.6	74.6
	Strongly agree	33	25.4	25.4	100.0
	Total	130	100.0	100.0	

Table 122: Frequency Results of Item (8)

From the table, 25.4% of respondents strongly agreed with the item while 54.6% agreed. 12.3% of respondents neither agreed nor disagreed with the item. The table shows as well that 6.9% disagreed while .8% strongly disagreed with the item. The majority of respondents who agreed with this item linked it to item (5) from this part; they suggested that an author's major themes were often illustrated in their writing. The key argument was that key ideas and foci points of an author pictured their inner and their life orientations. Those who were neutral stated simply that it did not matter for them whether or not the author expressed a point of view or not in the work.

9. *I think that the literary techniques used by authors are fascinating.*

N	Valid	130
	Missing	0
Mean		3.86
Median		4.00
Mode		4
Std. Deviation		.805
Range		3
Minimum		2
Maximum		5
Sum		502

Table 123: Statistical Data of Item (9)

The data shows a consistent distribution in students' answers. They demonstrate as well that the average is M=3.86.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	10.0	10.0	10.0
	Neither agree nor disagree	13	10.0	10.0	20.0
	Agree	83	63.8	63.8	83.8
	Strongly agree	21	16.2	16.2	100.0
	Total	130	100.0	100.0	

Table 124: Frequency Results of Item (9)

The frequency table shows that 80% of participants held positive perceptions about the statement while 10% had negative standpoints about it. Similarly, 10% were neutral about the term. The statement checks general perception about the literary techniques used by writers. Amidst the 80% of participants, a major part claimed that they were impressed by literary writing, or considered it as a goal to be attained. Others declared that literary techniques were gifts and not all people had the possibility of attaining that level of language use. Yet, in some comments respondents stated that they found them attractive but difficult since they made interpretation oblique. The key argument that was offered by those who disagreed was the knotty feature of literary techniques that burdened their process of text analysis and interpretation.

1.7. Part Seven

1. *In interpreting meaning, I rather focus on understanding the plot structure.*

N	Valid	130
	Missing	0
Mean		4.26
Median		4.00
Mode		4
Std. Deviation		.475
Range		2
Minimum		3
Maximum		5
Sum		554

Table 125: Statistical Data of Item (1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	2	1.5	1.5	1.5
	Agree	92	70.8	70.8	72.3
	Strongly agree	36	27.7	27.7	100.0
	Total	130	100.0	100.0	

Table 126: Frequency Results of Item (1)

The statistical table shows a rather fragile consistency in the distribution of students' answers, the SD=.47. On equal footing, the mean value is M=4.26, this value suggests that the average answer is option (4) of the scale.The frequency table shows that 27.7% of respondents strongly agreed with the item while 70.8% of respondents agreed. 1.5% of respondents neither agreed nor disagreed with the item. The latter aims at checking students' respective opinions about the weight of understanding the plot structure on the process of text interpretation. The chief comments issuing from the category that agreed with the idea is divided into sections:

➢ The plot of the text is the basic unit for understanding the initial meaning of the text.
➢ The plot is the thread that opens the door for other versions of the text.
➢ Imitating the plot of the author can be a first step towards being trained on offering a good response.

Those who were neutral suggested that they simply didn't depart from this point.

2. *I exploit the literary text to derive the morals from the story.*

N	Valid	130
	Missing	0
Mean		4.18
Median		4.00
Mode		5
Std. Deviation		.976
Range		4
Minimum		1
Maximum		5
Sum		543

Table 127: Statistical Data of Item (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.3	2.3	2.3
	Disagree	9	6.9	6.9	9.2
	Neither agree nor disagree	7	5.4	5.4	14.6
	Agree	54	41.5	41.5	56.2
	Strongly agree	57	43.8	43.8	100.0
	Total	130	100.0	100.0	

Table 128: Frequency Results of Item (2)

The statistics table shows that the SD=.97 a high value that implies a homogenous distribution of students' answers to the item. In the same way, the value of the mean indicates that the average of students' response is M=4.18. The frequency table shows that 43.8% of respondents strongly agreed with this statement; 41.5% agreed. Equally, 6.9% of respondents disagreed while 2.3% of respondents strongly disagreed. The table indicates that 5.4% preferred a neutral stance. A great portion of respondents that agreed with the item linked it to item (13) in part (2) which deals with the commonly known function of the literary text in preaching humanity about morals. This category argued that their focus was shed on the valuable moral messages sent through the work. Some respondents argued that they considered these lessons as experience of potential happening in real life. Others stated that they exploited lessons of moral they gathered through literary reading to construct their character. Comments issuing from the class that disagreed gathered around a common argument that family, and school were two best means to develop morals about life.

3. *I think that the plot is the essential component of literary analysis.*

N	Valid	130
	Missing	0
Mean		3.88
Median		4.00
Mode		4
Std. Deviation		1.061
Range		4
Minimum		1
Maximum		5
Sum		505

Table 129: Statistical Data of Item (3)

The table tells that there is a homogenous distribution between students' answers. It hints as well that the average of students' responses to the item is M=3.88.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	21	16.2	16.2	16.9
	Neither agree nor disagree	12	9.2	9.2	26.2
	Agree	54	41.5	41.5	67.7
	Strongly agree	42	32.3	32.3	100.0
	Total	130	100.0	100.0	

Table 130: Frequency Results of Item (3)

The data displayed in the above table shows that 32.3% of students were in strong agreement with this item; 41.5% of them just agreed. It demonstrates that a total of 17% of respondents held negative perceptions about the item while 9.2% of respondents neither agreed nor disagreed with the statement. The latter is meant to test general perceptions about the significance of the plot. The bulk of respondents subscribed to the import of the plot arguing generally that it was the skeleton of the work or the landmark of the text. In some comments, it was argued that the plot offered a line of thought for the reader and the necessary steps before being able to generate a summary of the work. No justifications were offered by those who disagreed and were impartial towards the statement.

4. *I patiently follow and concentrate with the text events till I reach the end.*

N	Valid	130
	Missing	0
Mean		3.95
Median		4.00
Mode		4
Std. Deviation		.874
Range		4
Minimum		1
Maximum		5
Sum		513

Table 131: Statistical Results of Item (4)

The table shows a general consistency in students' answers with the value of the SD value hints to SD= .87. The average of respondents' answers is indicated by the mean value as M=3.95.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	10	7.7	7.7	8.5
	Neither agree nor disagree	17	13.1	13.1	21.5
	Agree	69	53.1	53.1	74.6
	Strongly agree	33	25.4	25.4	100.0
	Total	130	100.0	100.0	

Table 132: Frequency Results of Item (4)

As the table displays, 53.1% of students agreed with the item and 25.4 strongly agreed. In the same way, 13.1% of them were impartial. 7.7% disagreed while .8% strongly disagreed with the item. The central argument for those who responded positively was related to their classroom tradition; they stated that they needed to present orally and in a written form the content of the text or the novel they were reading hence they were obliged to concentrate on the events in details. Some arguments concentrated on the imperative of reaching a certain percentage of following the plot events where it could be possible after to jump chapters in view of gaining time, others defended the fact that the events of the novel of the text were related and that due concentration was needed for better understanding.

5. *In my readings, I am interested in how the end turns out.*

N	Valid	130
	Missing	0
Mean		3.72
Median		4.00
Mode		4
Std. Deviation		.950
Range		4
Minimum		1
Maximum		5
Sum		483

Table 133: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.3	2.3	2.3
	Disagree	12	9.2	9.2	11.5
	Neither agree nor disagree	28	21.5	21.5	33.1
	Agree	63	48.5	48.5	81.5
	Strongly agree	24	18.5	18.5	100.0
	Total	130	100.0	100.0	

Table 134: Frequency Results of Item (5)

The above data ensured that there exists an excellent distribution in respondents' answers. The average of respondents' answers is M=3.72 indicating that the bulk of answers fell between neutrality and agreement. A great majority of respondents were in favour of the statement. 18.5% strongly agreed that they were interested in how the story concluded while 48.5% just agreed. Likewise, 9.2% of respondents disagreed while 2.3% of them strongly disagreed with the idea. The table shows that 21.5% neither agreed nor disagreed with the statement. The concern of the great category that agreed was that they were curious to know how the story ended simply, others confessed that were interested in knowing if their predictions were compatible with the author's views, yet another category stated that they were interested in the end to check for the moral of the story. A shared argument emanated from the neutral class of respondents which coincided with the previous comments in some items which is their lack of interest in the events of the text; their focus fell on the completion of the task for the sake of the mark.

6. *I think that the end of the story embraces its essence (the author's intention).*

N	Valid	130
	Missing	0
Mean		3.78
Median		4.00
Mode		4
Std. Deviation		.988
Range		4
Minimum		1
Maximum		5
Sum		492

Table 135: Statistical Data of Item (6)

From these data it is observed that most respondents opted for a range of answers that varies from neutral to agreement that is answers ranges somewhere between options (3) and (4) in the scale. The SD=.98 a value that suggests general homogeneity in students' answers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.3	2.3	2.3
	Disagree	13	10.0	10.0	12.3
	Neither agree nor disagree	23	17.7	17.7	30.0
	Agree	61	46.9	46.9	76.9
	Strongly agree	30	23.1	23.1	100.0
	Total	130	100.0	100.0	

Table 136: Frequency Results of Item (6)

The frequency table indicates that 23.1% of respondents were in strong agreement with the item while 46.9% just agreed. As well, the data show that 12.3% of respondents disagreed with the statement while 17.7% of respondents were impartial. The statement tests general perceptiveness about the probability of the last part of the story to hold the substance of the story summarized in the author's intention. The major part of respondents that agreed believed that the conclusion often incorporates the initial intention of the author to write the story. In some comments, respondents affirmed that they shift first to the end then they went back in their reading to save time while reading.

7. *Plots with unexpected ending are more interesting to read.*

N	Valid	130
	Missing	0
Mean		4.04
Median		4.00
Mode		4
Std. Deviation		.927
Range		4
Minimum		1
Maximum		5
Sum		525

Table 137: Statistical Data of Item (7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	8	6.2	6.2	7.7
	Neither agree nor disagree	17	13.1	13.1	20.8
	Agree	59	45.4	45.4	66.2
	Strongly agree	44	33.8	33.8	100.0
	Total	130	100.0	100.0	

Table 138: Frequency Results of Item (7)

The statistic table shows that the mean value is M=4.04 suggesting that the average answer is somewhere between options (4) and (5) of the scale. Additionally, the SD value ascertains the consistent distribution of respondents' answers. The above table indicates that 33.8% of respondents strongly agreed with the statement while 45.4% of them agreed with the table. In the same line, it demonstrates that 6.2% of respondents disagreed while 1.5% strongly disagreed with the item. 13.1% of respondents were impartial. The statement tests general opinions about the consequence of unexpected story conclusion on attracting the reader's interest. The major part of respondents that agreed with the item gathered around the claim that unexpected ending of the story raises the readers' concentration and focus while not neglecting details. Some respondents stated that the stories with unexpected endings invited the reader to use their higher order thinking skills summarised in analysing and evaluating one's expectations about what is being read.

8. *I believe that a rich plot is the one that contains plenty of actors.*

N	Valid	130
	Missing	0
Mean		3.62
Median		4.00
Mode		4
Std. Deviation		1.122
Range		4
Minimum		1
Maximum		5
Sum		471

Table 139: Statistical Data of Item (8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.1	3.1	3.1
	Disagree	24	18.5	18.5	21.5
	Neither agree nor disagree	19	14.6	14.6	36.2
	Agree	53	40.8	40.8	76.9
	Strongly agree	30	23.1	23.1	100.0
	Total	130	100.0	100.0	

Table 140: Frequency Results of Item (8)

The statistics table shows that the mean value is M=3 .62 which represents the average of respondents' answers. The SD=1.1, a value that demonstrates a homogenous distribution in students' selected answers. As the table shows, there exists a variation in respondents' opinions. 23.1% of respondents strongly agreed with the idea while 40.8% just agreed. A total of 21.6% of respondents were not in favour of the item and 14.6% were neutral. The item checks perceptions about the relation between a successful plot and the number of characters. The majority of respondents indicated that they were in favour of a plot rich with characters, a key argument for this standpoint was getting to know more about personality traits through this. Some comments stated that characters enriched the story line of thought and offered variation to the scenario of the text. A fewer group hinted to the cultural knowledge that could be gained through cultural information about the FL community in the case of FL studies. The category of respondents that disagreed with the statement claimed that the number of characters did not decide about the literary or moral richness of the plot.

9. *I focus in my reading on following up what happens to the characters.*

N	Valid	130
	Missing	0
Mean		3.90
Median		4.00
Mode		4
Std. Deviation		.979
Range		4
Minimum		1
Maximum		5
Sum		507

Table 141: Statistical Data of Item (9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	16	12.3	12.3	13.1
	Neither agree nor disagree	15	11.5	11.5	24.6
	Agree	61	46.9	46.9	71.5
	Strongly agree	37	28.5	28.5	100.0
	Total	130	100.0	100.0	

Table 142: Frequency Results of Item (9)

The mean value suggests that the average answer of students is M=3.90. The value of the SD indicates that there exists a consistent distribution in students' answers. The displayed data show that 46.9% agreed while 28.5% strongly agreed with the idea. On equal footing, 12.3% of respondents disagreed with the item while .8% strongly disagreed. 11.5% of students neither agreed nor disagreed with the item. The key remark from respondents that were in favour of the item stated that part of understanding the text relied on analysing the characters' actions. Keeping up with what happened to the characters is the most essential step for text analysis; some respondents argued that characters were key knots of the text's interconnected events. The major remark that issued from the category that disagreed with this idea was that this step was crucial but the reader was not required to follow the characters' actions without fail.

10. *Literary texts that are based on easy plots are not attractive.*

N	Valid	130
	Missing	0
Mean		2.38
Median		2.00
Mode		2
Std. Deviation		.968
Range		4
Minimum		1
Maximum		5
Sum		310

Table 143: Statistical Data of Item (10)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	22	16.9	16.9	16.9
	Disagree	55	42.3	42.3	59.2
	Neither agree nor disagree	38	29.2	29.2	88.5
	Agree	11	8.5	8.5	96.9
	Strongly agree	4	3.1	3.1	100.0
	Total	130	100.0	100.0	

Table 144: Frequency Results of Item (10)

The above results ensure the consistent character of the distribution of events. They hint as well that the average value is M=2.38 suggesting that most answers turn around option (2) and (1) of the scale. The frequency table shows that 16.9% of participants strongly disagreed with the item while 42.3% disagreed. The data demonstrate that 11.6% of respondents agreed with the statement while 29.2% of participants neither agreed nor disagreed. A major portion of respondents gathered around the idea that easy plots do not attract the attention of the reader. Respondents defending the idea referred to contemporary literature stating that most of it relied on easy plots yet they were attracted to reading it better than works of classics. Another portion claimed that they simply downloaded modern literature which is characterized by its straightforward plots. No major arguments were offered by the class of students that disagreed with the statement.

1.8.Part Eight

1. *I think that too much focus on literary production and consumption is unnecessary.*

N	Valid	130
	Missing	0
Mean		1.98
Median		2.00
Mode		2
Std. Deviation		.972
Range		4
Minimum		1
Maximum		5
Sum		258

Table 145: Statistical Data of Item (1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	47	36.2	36.2	36.2
	Disagree	51	39.2	39.2	75.4
	Neither agree nor disagree	21	16.2	16.2	91.5
	Agree	9	6.9	6.9	98.5
	Strongly agree	2	1.5	1.5	100.0
	Total	130	100.0	100.0	

Table 146: Frequency Results of Item (1)

From the above table the mean value is M=1.98, this value hints that the average answer ranges between options one and two in the scale options. The SD=.97, this value demonstrates that there is homogeneity in the distribution of students' answers. From the above data, 6.9% of respondents agreed with the item while 1.5% strongly agreed. On the other hand, 39.2% disagreed while 36.2% strongly disagreed with the item.

The table shows that 16.2% were impartial. The item checks perceptions about literary production and consumption; a major part of students disagreed that literary consumption was unnecessary. In the comments' section, they referred to the availability of online reading materials and that these were a way out for them to compensate for the classroom explanations. Others explained that in the current period one is obliged to cultivate themselves especially when the discipline was humanities. Still, some comments gathered around the importance of reading in general though they stated that they were not really good readers. A shared claim amidst neutral and agreement category was that interest fell only on materials they learnt in the class because it was linked to tests.

2. *I think that there is no efficacy in placing emphasis on the teaching of the literary text.*

N	Valid	130
	Missing	0
Mean		2.08
Median		2.00
Mode		2
Std. Deviation		.985
Range		4
Minimum		1
Maximum		5
Sum		270

Table 147: Statistical Data of Item (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	39	30.0	30.0	30.0
	Disagree	59	45.4	45.4	75.4
	Neither agree nor diagree	17	13.1	13.1	88.5
	Agree	13	10.0	10.0	98.5
	Strongly agree	2	1.5	1.5	100.0
	Total	130	100.0	100.0	

Table 148: Frequency Results of Item (2)

The statisticsdata show a strong homogeneity in the distribution of respondents' answers. It indicates as well that the average answer is option (2) of the scale. A total of 11.5% of respondents held positive perceptions towards the item. 13.1% chose to be neutral. 45.4% of respondents disagreed with the item while 30% of respondents strongly disagreed. The total claim of those who disagreed with the item is divided into three major claims:

➢ Literature is a fine art that must be included in the teaching of humanities.

➢ The necessity of teaching reading strategies together with the teaching of the literary text.

➢ Literature offers free of charge life experience.

3. *A work of literature lost its essence once it is analysed from a unique viewpoint*

N	Valid	130
	Missing	0
Mean		3.87
Median		4.00
Mode		4
Std. Deviation		.918
Range		4
Minimum		1
Maximum		5
Sum		503

Table 149: Statistical Data of Item (3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	13	10.0	10.0	11.5
	Neither agree nor disagree	13	10.0	10.0	21.5
	Agree	74	56.9	56.9	78.5
	Strongly agree	28	21.5	21.5	100.0
	Total	130	100.0	100.0	

Table 150: Frequency Results of Item (3)

The descriptive table shows that the average answer is M=3.87 while the SD value hints to SD=.92 which ensures the consistent distribution of respondents' choices. From the above table, 56.9% of respondents agreed with the statement while 21.5% strongly agreed. A total of 11.5 % of respondents disagreed with the item while 10% of respondents were impartial. The item hints implicitly to the possibility of reading the text from more than one angle. The bulk of respondents agreed that it is possible to approach the text from different perspectives; they linked this to the difficulty of keeping in touch with all the works of critics on one hand. On the other hand, they made reference to the literary text since it is the immediate material available for them for mass use. Some comments stated in general the feeling of ease that is felt with reference to the unique ready-made meaning they could find in works of critics or on line.

4. *I think that teachers are not in a position to control students' conceptions of their readings.*

N	Valid	130
	Missing	0
Mean		4.20
Median		4.00
Mode		4
Std. Deviation		.791
Range		4
Minimum		1
Maximum		5
Sum		546

Table 151: Statistical Results of Item (4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	2	1.5	1.5	2.3
	Neither agree nor disagree	18	13.8	13.8	16.2
	Agree	58	44.6	44.6	60.8
	Strongly agree	51	39.2	39.2	100.0
	Total	130	100.0	100.0	

Table 152: Frequency Results of Item (4)

The above results show that the average answer to this statement ranges between options (4) and (5) of the Likert scale, M=4.20. The value of the SD shows a consistent distribution of students' answers, SD=.80. The frequency table shows that 44.6% of respondents agreed with the statement while 39.2% strongly agreed. .8% of respondents strongly disagreed while 1.5% disagreed. 13.8% of respondents neither agreed nor disagreed. The statement tests respondents' perceptions about the idea that teachers are not in a position to control students' conceptions of their readings. The comments emanating from the category that agreed with the statement that readers have their own viewpoints about what they read. Moreover, students were conscious about the idea that they had a role in the construction of the text meaning. Some comments gathered around the idea that teachers are just guides or facilitators in the learning process. The portion of respondents that responded unfavourably towards the statement gathered around the idea that teachers were the reference for meaning construction.

5. *Literary and text interpretation is the sole responsibility of literary specialists.*

N	Valid	130
	Missing	0
Mean		2.46
Median		2.00
Mode		2
Std. Deviation		1.043
Range		4
Minimum		1
Maximum		5
Sum		320

Table 153: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	17	13.1	13.1	13.1
	Disagree	66	50.8	50.8	63.8
	Neither agree nor disagree	24	18.5	18.5	82.3
	Agree	16	12.3	12.3	94.6
	Strongly agree	7	5.4	5.4	100.0
	Total	130	100.0	100.0	

Table 154: Frequency Results of Item (5)

The data show that there exists a consistent distribution in respondents' answers. The average answer is indicated by the means value that equals 2.46. The frequency table shows that 5.4% strongly agreed with the item while 12.3% of respondents agreed. The data demonstrated as well that 50.8% disagreed while 13.1% strongly disagreed. The table shows that 18.5% neither agreed nor disagreed with the statement. The item aims at testing students' perceptions whether or not literary analysis is the sole mission of specialists. The key justification coming from the category that was in favour of the term was that the reader had a word in what they read, that they possessed thinking capacities that allowed for them to analyse the work. Some comments defended the idea that reader could include aspects of their sociocultural background in the analysis of the work. Others claimed that literary texts were flexible and open to multiple interpretations; still the opinion and analysis of specialists could

stand as a guide to further interpretations. Comments touched upon the interconnectedness that existed between different literary works and the possibility of incorporating knowledge from other texts to the construal of the work being read. The class of respondents that held positive perceptions about the item believed that the sole reference of analysis was the works of critics and field specialists. Some respondents argued that in their case they were still beginners and that they lacked enough experience to interpret a work.

6. *Literary interpretation must not be based only on socially related criteria.*

N	Valid	130
	Missing	0
Mean		2.78
Median		2.00
Mode		2
Std. Deviation		1.264
Range		4
Minimum		1
Maximum		5
Sum		362

Table 155: Statistical Data of Item (6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	13.8	13.8	13.8
	Disagree	51	39.2	39.2	53.1
	Neither agree nor disagree	17	13.1	13.1	66.2
	Agree	29	22.3	22.3	88.5
	Strongly agree	15	11.5	11.5	100.0
	Total	130	100.0	100.0	

Table 156: Frequency Results of Item (6)

The data demonstrate that there is homogenous distribution of respondents' answers, the SD=.81. The value of the mean indicates an average that equals 3.93. The frequency table demonstrates that 11.5% strongly agreed with the item while 22.3% agreed. By the same token, 13.1% of respondents neither agreed nor disagreed. 39.2 % of them disagreed and

13.8% strongly disagreed. The item focuses on the relevance of socio-cultural criteria in text analysis. Respondents who disagreed with the item expressed that they often link what they read to what exists on a real ground at least theoretically. They expressed the idea that literature and writing in general depicts human realities and that reference to real life events is imperative in this case. As for the category that agreed with the item the same comment re-occurred that is reference to the works of critics is primordial.

7. *Students should take the lion's share in the selection of the reading material.*

N	Valid	130
	Missing	0
Mean		3.79
Median		4.00
Mode		4
Std. Deviation		.912
Range		4
Minimum		1
Maximum		5
Sum		493

Table 157: Statistical Data of Item (7)

The displayed data usher to a general consistency in the distribution of answers, SD=.91. The mean value indicates as well that the average of students' answers is 3.79.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.5	1.5	1.5
	Disagree	11	8.5	8.5	10.0
	Neither agree nor disagree	25	19.2	19.2	29.2
	Agree	66	50.8	50.8	80.0
	Strongly agree	26	20.0	20.0	100.0
	Total	130	100.0	100.0	

Table 158: Frequency Results of Item (7)

20% of respondents strongly agreed with the statement while 50.8% agreed with the item. 19.2% of respondents neither agreed nor disagreed. 8.5% of them disagreed while 1.5%

strongly disagreed. The item checks general perceptiveness whether or not students are allowed to take the lion's share in selecting the reading material. The majority of respondents defended the idea referring to their literature syllabus themes. They stated that they considered the text as interesting but the fact they belonged to a different epoch made it difficult for them to adapt to. Some respondents argued for the importance of letting students select what they read because most of them had inclinations towards contemporary literature and writing. It was found that some remarks argued for the integration of competency-based pedagogies if it were not for the sake of letting students be active in choosing and selecting what they read. Still in some remarks, students claimed that they would be more active in responding to the texts. Remarks issuing from the category that disagreed with the item focused on the comfort they felt for letting teachers select the reading material; the comments summarized a rather traditional view that buried the role of students. The class of participants that was neutral claimed generally that it didn't matter for them whether the teacher or the student who selected the material.

8. *Literary texts visualize a more complicated view of life.*

N	Valid	130
	Missing	0
Mean		2.52
Median		2.00
Mode		2
Std. Deviation		1.221
Range		4
Minimum		1
Maximum		5
Sum		328

Table 159: Statistical Data of Item (8)

The SD=1.22, a value that stands for the consistent character of students' answers. The mean shows that the average answer is indicated as M=2.52.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	31	23.8	23.8	23.8
	Disagree	43	33.1	33.1	56.9
	Neither agree nor disagree	19	14.6	14.6	71.5
	Agree	31	23.8	23.8	95.4
	Strongly agree	6	4.6	4.6	100.0
	Total	130	100.0	100.0	

Table 160: Frequency Results of Item (8)

The above table shows that 23.8% of respondents agreed with the statement while 4.6% of them strongly agreed. 14.6% of respondents neither agreed nor disagreed. Equally, 23.8% strongly disagreed with the item while 33.1% disagreed. It is observed from the above data that respondents' perceptions touched upon the five levels of agreement with almost proximate values. Comments emanating from the category that agreed and strongly agreed focused on the imitating trait of literature that is it serves to depict facts of life and aims at findings solutions to the social dilemmas that render life more or less complex. Most of the remarks proffered from those who disagreed with the term mentioned that real life troubles were rather more complex than they seem to be reflected in literary works, however; it is possible to find ideas as to how to behave in a certain experiences. The portion of students that was impartial declared that they did not approach literary works to find ways out for the complex nature of life.

9. *Time allocated to reading literature does not guarantee language mastery and reading competence.*

N	Valid	130
	Missing	0
Mean		3.78
Median		4.00
Mode		5
Std. Deviation		1.134
Range		4
Minimum		1
Maximum		5
Sum		492

Table 161: Statistical Data of Item (9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.1	3.1	3.1
	Disagree	17	13.1	13.1	16.2
	Neither agree nor disagree	25	19.2	19.2	35.4
	Agree	41	31.5	31.5	66.9
	Strongly disagree	43	33.1	33.1	100.0
	Total	130	100.0	100.0	

Table 162: Frequency Results of Item (9)

The statistic table suggests that the distribution of students' answers is homogenous with the SD=1.1. The average answer is indicated by the mean value which equals 3.78. The frequency table shows that 33.1% of respondents strongly agreed with the statement; it indicates as well that 33.1% of them strongly agreed. In the same way, the table demonstrates that 13.1 of students were not in favour of the term while 3.1% strongly disagreed. A total of 19.2% of respondents neither agreed nor disagreed with the statement. The latter is meant for testing perceptions how they feel about the time allotted to reading literature and whether or not it guarantees language and reading competencies. The majority of respondents held positive perceptiveness about the statement arguing that there was no sufficient time devoted to the teaching of the literary text. Respondents detailed that literature module was the only opportunity for them to read and that the scope of the module did not touch upon reading styles and strategies. The remark section included arguments that their focus was rather shed on the completion of the exposés to guarantee the mark and that they didn't focus on the mastery of language or reading competencies. A considerable number of respondents were neutral though, and the key remark they offered was that they were not really akin to developing reading proficiency since they were not tested in the skill; they cared about language competence that contributed to the way they presented their exposés. The class that disagreed claimed that for the sake of the literature course objectives, time attributed was enough as far as the main aim was to ensure the analysis of as many literary works as possible.

2. Correlation between Variables

Throughout the analysis of the data distributed in the SPSS spread sheet, the following correlations between different variables were resulted.

		Emotional responsiveness and empathy towards otherness	Higher faculties of vision and insight
Emotional responsiveness and empathy towards otherness	Pearson Correlation	1	.174[*]
	Sig. (2-tailed)		.047
	Sum of Squares and Cross-products	9.943	1.538
	Covariance	.077	.012
	N	130	130
Higher faculties of vision and insight	Pearson Correlation	.174[*]	1
	Sig. (2-tailed)	.047	
	Sum of Squares and Cross-products	1.538	7.829
	Covariance	.012	.061
	N	130	130

*. Correlation is significant at the 0.05 level (2-tailed).

Table 163: Correlation between Part (2) and Part (3) of the Scale

From the above table, it is observed that there exists a significant correlation between the variable emotional responsiveness and empathy towards otherness and the variable higher faculties of vision and insight. The value of Pearson correlation (r) is positive, r=.174, this means that as the value of emotional responsiveness goes up, the value of higher faculties of vision and insights while reading rises automatically. However, the r value (r $\leq$0.3, r=174) indicates as well that it is a weak relationship. The sig row shows equally that the relationship is significant as indicated by the probability value (p) , p=.05.

		Higher faculties of vision and insight	Nurturing vivid imagination and skills of creation
Higher faculties of vision and insight	Pearson Correlation	1	.251**
	Sig. (2-tailed)		.004
	Sum of Squares and Cross-products	7.829	2.379
	Covariance	.061	.018
	N	130	130
Nurturing vivid imagination and skills of creation	Pearson Correlation	.251**	1
	Sig. (2-tailed)	.004	
	Sum of Squares and Cross-products	2.379	11.506
	Covariance	.018	.089
	N	130	130

**. Correlation is significant at the 0.01 level (2-tailed).

Table 164: Correlation between Part (2) and Part (4) of the Scale

From the above table, it is observed that there exists a significant correlation between the variable higher faculties of vision and insight and nurturing vivid imagination and skills of creation through reading. The value of Pearson correlation (r) is positive, r=.251, this means that as the value of the higher faculties of vision and insight variable goes up, the value of nurturing vivid imagination and skills of creation while reading rises automatically. However, the r value (r $\leq$0.3, r=215) indicates as well that it is a medium relationship. The sig row shows equally that the relationship is significant at p=.004.

		Higher faculties of vision and insight	Concern with the author that can be reflected in the response
Higher faculties of vision and insight	Pearson Correlation	1	.208*
	Sig. (2-tailed)		.017
	Sum of Squares and Cross-products	7.829	2.376
	Covariance	.061	.018
	N	130	130
Concern with the author that can be reflected in the response	Pearson Correlation	.208*	1
	Sig. (2-tailed)	.017	
	Sum of Squares and Cross-products	2.376	16.617
	Covariance	.018	.129
	N	130	130

*. Correlation is significant at the 0.05 level (2-tailed).

Table 165: Correlation between Part (2) and Part (6) of the Scale

The above data shows that there is a significant correlation between the variable higher faculties of vision and insight and concern with the author that can be reflected in the response. The value of Pearson correlation (r) is positive, r=.208, this means that as the value of the higher faculties of vision and insight variable goes up, the value of concern with the author through response rises. However, the r value (r ≤0.3, r=.208) indicates as well that it is a medium relationship. The sig row shows equally that the relationship is significant at p=.017.

		Nurturing vivid imagination and skills of creation	Text structure in re-weaving a new line of thought
Nurturing vivid imagination and skills of creation	Pearson Correlation	1	-.231[**]
	Sig. (2-tailed)		.008
	Sum of Squares and Cross-products	11.506	-2.866
	Covariance	.089	-.022
	N	130	130
Text structure in re-weaving a new line of thought	Pearson Correlation	-.231[**]	1
	Sig. (2-tailed)	.008	
	Sum of Squares and Cross-products	-2.866	13.345
	Covariance	-.022	.103
	N	130	130

**. Correlation is significant at the 0.01 level (2-tailed).

Table 166: Correlation between Part (4) and Part (7) of the Scale

The above data shows that there is a significant correlation between the variable nurturing vivid imagination and skills of imagination and text structure in re-weaving a new line of thought. The value of Pearson correlation (r) is positive, r=-.231, this means that as the value of nurturing vivid imagination variable goes up, the value of text structure in re-weaving a new line of through goes down. However, the r value (r ≤0.3, r=-.231) indicates as well that it is a medium relationship. The sig row shows equally that the relationship is significant at p=.008.

3. Regression Results

For the sake of the current study the eight parts of the students' scale were considered as a set of variables that were divided into predictor and outcome variables. The following tables show the results of the multiple regression that was run to predict the value of three predictor variables on the value of individual outcome variables. In this first part the four variables are:

- Higher faculties of vision and insight-the outcome variable (DV)
- Perceptions about literary values-a predictor variable (IV1)

- Reading as a way of freeing the self and finding one's corner-a predictor variable (IV2)

- Response writing-a predictor variable (IV3)

The aim of the first part is to predict the value of students' opinions in the three predictor variables above on the outcome variable which is perceptions about influence of reflective reading on higher faculties of vision and insight. Of the assumptions that should be checked before running the multiple regression is the sample size. In this part, there are three independent variables, if the dependent variable is normally distributed, the lowest number of cases of participants in this case students would be about 20 for each independent variable which is the minimum. In this case, there are 390 records in a total of 3 predictor variables.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Higher faculties of vision and insight	.095	130	.006	.979	130	.043

a. Lilliefors Significance Correction

Table 167: Test of Normality of Part (2) of the Scale

The above table checks whether or not the data of the dependent variable are almost statistically not significant; this is explained by the Shapiro-Wilk value (=.043). Though near the significant value, it allows for running the regression. It is assumed that this variable is normally distributed. The Kolmogrov-Smirnov test ushers to p=.006 almost but not statistically significant, it is assumed that the data are normally distributed in the dependent variable.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.188[a]	.035	.012	.245	.035	1.533	3	126	.209

a. Predictors: (Constant), Perceptions about literary values, Reading as a way of freeing the self and finding one's corner, Response writing

b. Dependent Variable: Higher faculties of vision and insight

Table 168: Model Summary Results for Part (2) of the Scale

From the table, the multiple correlation coefficient (R),R=0.188, which is a weak relationship. This suggests that the above model is a minor predictor of the outcome. R^2

=.035, in this case, it could be said that 3.50% of the variance in the data can be explained by the predictor variables.

	ANOVA[a]				
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.276	3	.092	1.533	.209[b]
Residual	7.553	126	.060		
Total	7.829	129			
a. Dependent Variable: Higher faculties of vision and insight					
b. Predictors: (Constant), Perceptions about literary values, Reading as a way of freeing the self and finding one's corner, Response writing					

Table 169: ANOVA results for Part (2) of the Scale

The model is barely siginificant, applying the following equation,

F(Regression df, Residual df) = F-Ratio, p=Sig (where F refers to the variation between sample means)

The results indicated that the model was a frail significant predictor of opinions about higher faculties of vision and insight, $F_{(3,126)}=1.53$, p=.209.

	Coefficients[a]									
	Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
Model	B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	3.942	.389		10.135	.000					
Response writing	.126	.067	.166	1.874	.063	.152	.165	.164	.975	1.026
Reading as a way of freeing the self and finding one's corner	-.083	.067	-.110	-1.247	.215	-.086	-.110	-.109	.978	1.023
Perceptions about literary values	.012	.065	.017	.191	.849	.024	.017	.017	.990	1.010
a. Dependent Variable: Higher faculties of vision and insight										

Table 170: The Coefficients Results for the Regression of Part (2) of the Scale

By reading across the rows for each of the predictor variables, it can be observed that :

- Response writing almost contributed significantly to the model (p=.063)

- Reading as a way of freeing the self and finding one's coner as well did not contribute significantly to the model (p=.22)

- Perceptions about literary values did not contribute significantly to the model (p=.85)

The unstandardized Beta (B) values shown in the coefficients table demonstrate that for the variable of response writing and perceptions about literary values the relationship with the outcome variables is rather positive. That is , general perceptions in the dependent variable (higher faculties of vision and insight) go in parallel with the general perceptions in the predictor variables. However, the table shows a negative relationship with the predictor variable reading as a way of freeing the self and finding one's corner as the B indicates a negative value.

- Response writing ($B_{1=}.126$)

- Reading as way of freeing the self and finding one's corner ($B_2=-.083$)

- Perceptions about literary values ($B_{3=}.012$)

The equation that allows to predict respondens' opinions in the outcome variable which is higher faculties of vision and insight based on the predictor variables. The model takes the form of statstical equation where:

$Y=B_0+B_1X_1+B_2X_2+B_3X_3$

In this case, it could be said that:

Higher faculties of vision and insight= 3.942+(.126*response writing)+(.-083*reading as a way of freeing the self and finding one's corner)+(.012*perceptions about literary values).

A multiple regression was carried out to investigate whether perceptions about response writing, reading as a way of freeing the self and finding one's corner, and perceptions about literary values predict respondents' perceptions about higher faculties of vision and insight through reading. The results of the regression indicated that the model explained 3.50% of the variance and that the model was not a real significant predictor of perceptions about higher faculties of vision and insight through reading, $F(3,126)=1.53$, $p=.209$. While response writing contributed almost signficantly to the model ($B=.126$, $p=.063$), reading as a way of freeing the self from one's corner ($B=-.083$, $p=.22$) and perceptions about literary values ($B=.012, p=.85$) did not. The final predictive model was:

Perceptions about higher faculties of vision and insight through reading=3.942+(.126* response writing)+(.-083*reading as way of freeing the self and finding one's corner)+(.012*perceptions about literary values)

The following graphs represent a summary of the above results.
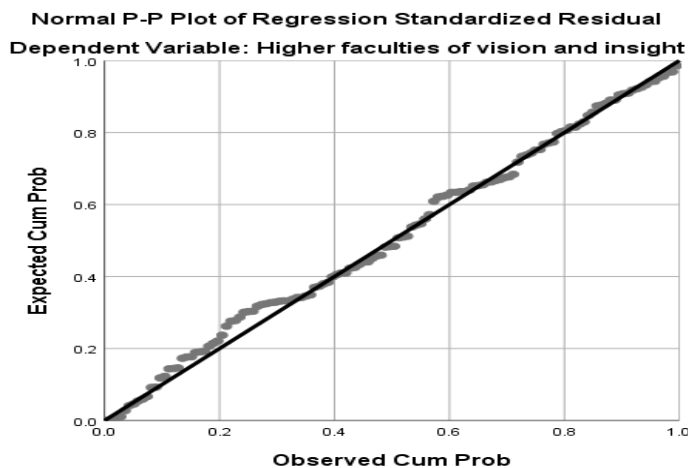
Graph 1: The P-P Plot for Part (2) of the Scale
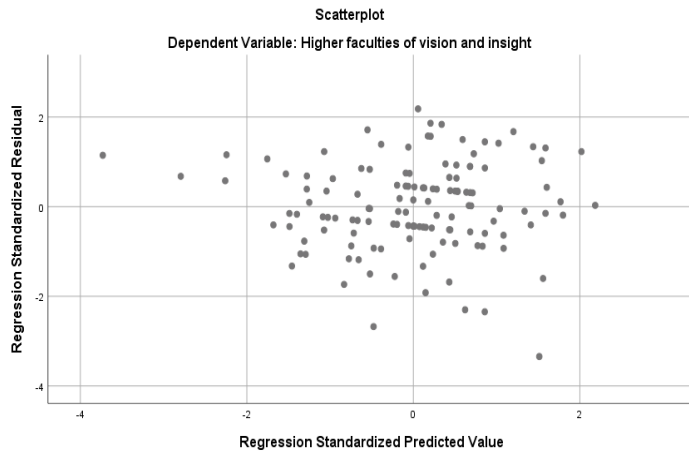
Graph 2: The Scatterplot for Part (2) of the Scale

The aim of this second part is to predict the value of students' opinions in the three predictor variables above on the outcome variable which is perceptions about emotional responsiveness and empathy towards Otherness. In this part, there are three independent variables, if the dependent variable is normally distributed, the lowest number of cases of participants in this case students would be about 20 for each independent variable which is the minimum. In this case, there are 390 records in a total of 3 predictor variables.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Emotional responsiveness and empathy towards Otherness	.097	130	.004	.973	130	.010

a. Lilliefors Significance Correction

Table 171: Test of Normality for Part (3) of the Scale

The above table checks whether or not the data of the dependent variable are almost statistically not significant; this is explained by the Shapiro-Wilk value (=.010). Though near the significant value, it allows for running the regression. It is assumed that this variable is normally distributed. The Kolmogrov-Smirnov test ushers to p=.004 almost but not statistically significant so either test of normality, it is assumed that the data are normally distributed in the dependent variable.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.140[a]	.020	-.004	.278	.020	.844	3	126	.472

a. Predictors: (Constant), Perceptions about literary values, Reading as a way of freeing the self and finding one's corner, Response writing

b. Dependent Variable: Emotional responsiveness and empathy towards otherness

Table 172: Model Summary Results for Part (3) of the Scale

From the table, R=.140, which is a weak relationship. This suggests that the above model is a minor predictor of the outcome. R_2 =.020, in this case, it could be said that 2.00% of the variance in the data can be explained by the predictor variables.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.196	3	.065	.844	.472[b]
	Residual	9.748	126	.077		
	Total	9.943	129			

a. Dependent Variable: Emotional responsiveness and empathy towards otherness

b. Predictors: (Constant), Perceptions about literary values, Reading as a way of freeing the self and finding one's corner, Response writing

Table 173: ANOVA results for Part (3) of the Scale

The model is barely siginificant, applying the following equation,

$$F(\text{Regression df, Residual df}) = \text{F-Ratio, } p=\text{Sig}$$

The results indicated that the model was a frail significant predictor of opinions about higher faculties of vision and insight, F(3,126)=.844, p=.472.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.824	.442		8.655	.000					
	Response writing	.042	.077	.049	.546	.586	.050	.049	.048	.975	1.026
	Reading as a way of freeing the self and finding one's corner	-.057	.076	-.067	-.752	.454	-.053	-.067	-.066	.978	1.023
	Perceptions about literary values	.098	.074	.117	1.323	.188	.117	.117	.117	.990	1.010

a. Dependent Variable: Emotional responsiveness and empathy towards otherness

Table 174: The Coefficients Results for the Regression of Part (3) of the Scale

By reading across the rows for each of the predictor variables, it can be observed that :

- Response writing did not contribute significantly to the model (p=.586)
- Reading as a way of freeing the self and finding one's coner as well did not contribute significantly to the model (p=.454)

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- Perceptions about literary values almost contributed significantly to the model (p=.188)

The B values shown in the coefficients table demonstrate that for the variable of response writing and perceptions about literary values the relationship with the outcome variables is rather positive. That is , general perceptions in the dependent variable (emotional responsiveness and empathy towards Otherness) go in parallel with the general perceptions in the predictor variables. However, the table shows a negative relationship with the predictor variable reading as a way of freeing the self and finding one's corner as the B indicates a negative value.

- Response writing (B1=.042)
- Reading as way of freeing the self and finding one's corner (B2=-.057)
- Perceptions about literary values (B3=.098)

The equation that allows to predict respondens' opinions in the outcome variable which is higher faculties of vision and insight based on the predictor variables. The model takes the form of statstical equation where:

$$Y=B_0+B_1 X_1+ B_2 X_2+ B_3 X_3$$

In this case, it could be said that:

Emotional responsiveness and empathy towards Otherness= 3.824+(.042*response writing)+(-.057*reading as a way of freeing the self and finding one's corner)+(.098*perceptions about literary values).

A multiple regression was carried out to investigate whether perceptions about response writing, reading as a way of freeing the self and finding one's corner, and perceptions about literary values predict respondents' perceptions about emotional responsiveness and empathy towardss Otherness via reading. The results of the regression indicated that the model explained 2.00% of the variance and that the model was not a real significant predictor of perceptions about emotional responsiveness and empathy towards Otherness through reading, $F(3,126)=.844$, p=.472. While response writing (B=.042,p=.586) and reading as a way of freeing the self from one's corner (B2=-.057, p=.454), perceptions about literary values (B3=.098,p=.188) contributed very weakly to the model. The final predictive model was:

Emotional responsivenss and empathy towards otherness=3.824+(.042* response writing)+(.-057*reading as way of freeing the self and finding one's corner)+(.098*perceptions about literary values)

The following graphs give further detailes about the above results.
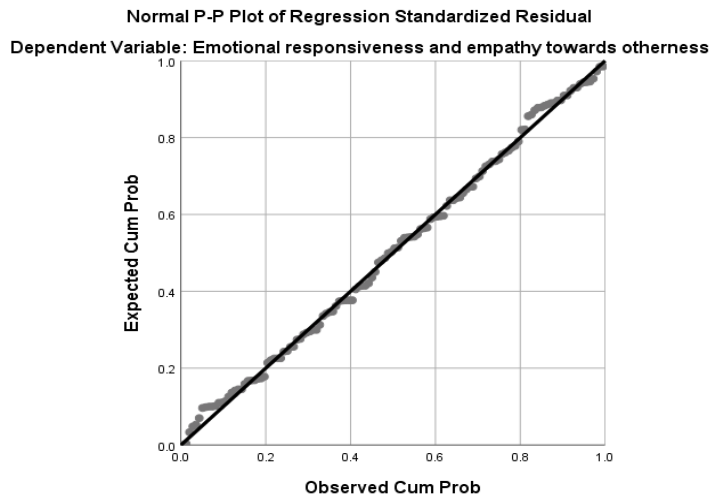
Graph 3: The P-P Plot for Part (3) of the Scale
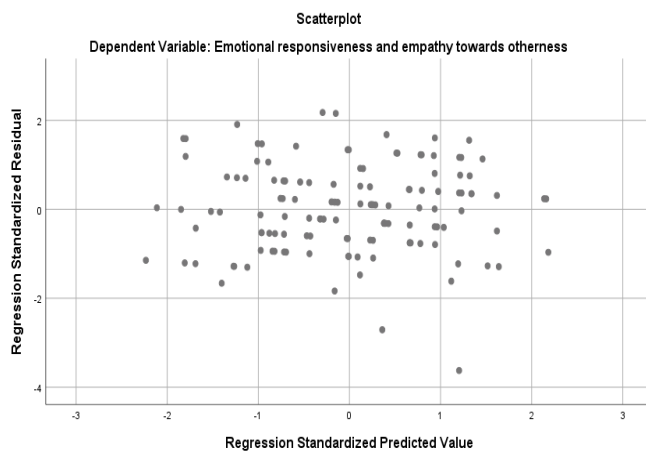
Graph 4: The Scatterplot for Part (3) of the Scale

The aim of this third part is to predict the value of students' opinions in the three predictor variables above on the outcome variable which is perceptions about influence of nurturing vivid imagination and skills of creation. Of the assumptions that should be checked before running the multiple regression is the sample size. In this part, there are three independent variables, if the dependent variable is normally distributed, the lowest number of cases of participants in this case students would be about 20 for each independent variable which is the minimum. In this case, there are 390 records in a total of 3 predictor variables.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nurturing vivid imagination and skills of creation	.112	130	.000	.973	130	.011

a. Lilliefors Significance Correction

Table 175: Test of Normality of Part (4) of the Scale

The above table checks whether or not the data of the dependent variable is almost statistically not significant; this is explained by the Shapiro-Wilk value (=.011). Though near the significant value, it allows for running the regression. It is assumed that this variable is normally distributed. The Kolmogrov-Smirnov test ushers to p=.000 almost but not statistically significant so either test of normality, it is assumed that the data are normally distributed in the dependent variable.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.186[a]	.035	.012	.297	.035	1.510	3	126	.215

a. Predictors: (Constant), Perceptions about literary values, Reading as a way of freeing the self and finding one's corner, Response writing

b. Dependent Variable: Nurturing vivid imagination and skills of creation

Table 176: Model Summary Results for Part (4) of the Scale

From the table, R=.19, which is a weak relationship. This suggests that the above model is a minor predictor of the outcome. R_2 =.035, in this case, it could be said that 3.50% of the variance in the data can be explained by the predictor variables.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.399	3	.133	1.510	.215[b]
	Residual	11.107	126	.088		
	Total	11.506	129			

a. Dependent Variable: Nurturing vivid imagination and skills of creation

b. Predictors: (Constant), Perceptions about literary values, Reading as a way of freeing the self and finding one's corner, Response writing

Table 177: ANOVA results for Part (4) of the Scale

The model is barely significant, applying the following equation,

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$$F(\text{Regression df, Residual df}) = \text{F-Ratio, p=Sig}$$

The results indicated that the model was a frail significant predictor of opinions about nurturing vivid imagination and skills of creation, $F(3,126)=1.510$, $p=.215$.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.222	.472		8.952	.000					
	Response writing	.069	.082	.074	.840	.403	.059	.075	.074	.975	1.026
	Reading as a way of freeing the self and finding one's corner	.001	.081	.001	.013	.990	.000	.001	.001	.978	1.023
	Perceptions about literary values	-.159	.079	-.177	-2.015	.046	-.171	-.177	-.176	.990	1.010

a. Dependent Variable: Nurturing vivid imagination and skills of creation

Table 178: The Coefficients Results for the Regression of Part (4) of the Scale

By reading across the rows for each of the predictor variables, it can be observed that :

- Response writing did not contribute significantly to the model (p=.403)
- Reading as a way of freeing the self and finding one's coner as well did not contribute significantly to the model (p=.990)
- Perceptions about literary values contributed significantly to the model (p=.05)

The B values shown in the coefficients table demonstrate that for the variable of response writing and reading as a way of freeing theself and finding one's corner the relationship with the outcome variables is rather positive. That is , general perceptions in the dependent variable (nurturing vivid imagination and skills of creation) go in parallel with the general perceptions in the predictor variables. However, the table shows a negative relationship with the predictor variable perceptions about literary values as the B indicates a negative value.

- Response writing (B1=.069)
- Reading as way of freeing the self and finding one's corner (B2=.001)
- Perceptions about literary values (B3=-.159)

The equation that allows to predict respondens' opinions in the outcome variable which is nurturing vivid imagination and skills of creation based on the predictor variables. The model takes the form of statstical equation where:

$Y=B_0+B_1 X_1+ B_2 X_2+ B_3 X_3$

In this case, it could be said that:

Nurturing vivid imagination and skills of creation= 4.222+(.069*response writing)+(.001*reading as a way of freeing the self and finding one's corner)+(-.159*perceptions about literary values).

A multiple regression was carried out to investigate whether perceptions about response writing, reading as a way of freeing the self and finding one's corner, and perceptions about literary values predict respondents' perceptions about nurturing vivid imagination and skills of creation via reading. The results of the regression indicated that the model explained 3.50% of the variance and that the model was not a real significant predictor of perceptions about nurturing vivid imagination and skills of creation through reading, $F(3,126)=1.510$, $p=.215$. While response writing (B=.069,p=.403) and reading as a way of freeing the self from one's corner (B2=.001, p=990), perceptions about literary values (B3=-.159,p=.05) contributed to the model. The final predictive model was:

Nurturing vivid imagination and skills of creation=4.222+(.069* response writing)+(.-001*reading as way of freeing the self and finding one's corner)+(-.159*perceptions about literary values)

The following graphs display the distribution of the relationship between the above variables.
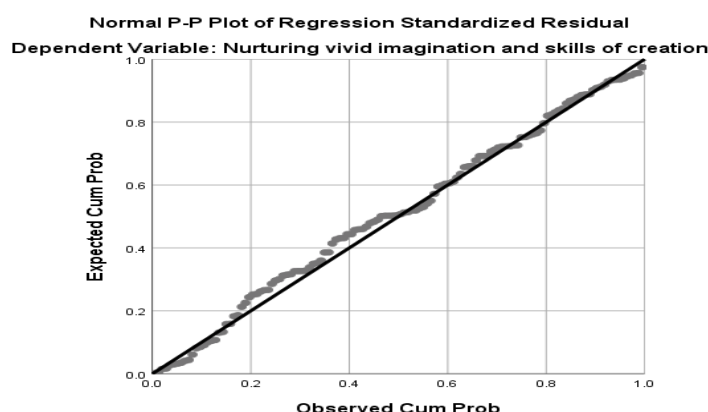
Graph 5: The P-P Plot for Part (4) of the Scale
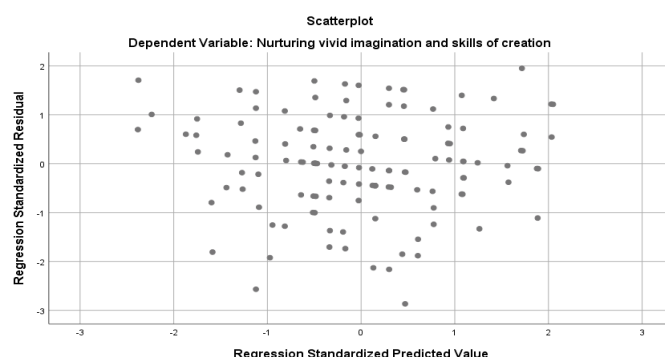
Graph 6: The Scatterplot for Part (4) of the Scale

The aim of this fourth part is to predict the value of students' opinions in the three predictor variables above on the outcome variable which is perceptions about concern with

the author that can be reflected in the response. Of the assumptions that should be checked before running the multiple regression is the sample size. In this part, there are three independent variables, if the dependent variable is normally distributed, the lowest number of cases of participants in this case students would be about 20 for each independent variable which is the minimum. In this case, there are 390 records in a total of 3 predictor variables.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Concern with the author that can be reflected in the response	.077	130	.058	.985	130	.150

a. Lilliefors Significance Correction

Table 179: Test of Normality of Part (6) of the Scale

The above table checks whether or not the data of the dependent variable is almost statistically not significant; this is explained by the Shapiro-Wilk value (=.150). Though near the significant value, it allows for running the regression. It is assumed that this variable is normally distributed. The Kolmogrov-Smirnov test ushers to p=.058 almost but not statistically significant so either test of normality, it is assumed that the data are normally distributed in the dependent variable.

Model Summary[b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.208[a]	.043	.020	.355	.043	1.899	3	126	.133

a. Predictors: (Constant), Perceptions about literary values, Reading as a way of freeing the self and finding one's corner, Response writing

b. Dependent Variable: Concern with the author that can be reflected in the response

Table 180: Model Summary Results for Part (6) of the Scale

From the table, R=0.208, which is a weak relationship. This suggests that the above model is a minor predictor of the outcome. R^2 =.043, in this case, it could be said that 4.30% of the variance in the data can be explained by the predictor variables.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.719	3	.240	1.899	.133[b]
	Residual	15.898	126	.126		
	Total	16.617	129			

a. Dependent Variable: Concern with the author that can be reflected in the response

b. Predictors: (Constant), Perceptions about literary values, Reading as a way of freeing the self and finding one's corner, Response writing

Table 181: ANOVA results for Part (6) of the Scale

The model is barely significant, applying the following equation,

F(Regression df, Residual df) = F-Ratio, p=Sig

The results indicated that the model was a frail significant predictor of opinions about concern with the author that can be reflected in the response, $F_{(3,126)}=1.899$, p=.133

Coefficients[a]

| Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.092	.564		7.252	.000					
	Response writing	.124	.098	.112	1.266	.208	.089	.112	.110	.975	1.026
	Reading as a way of freeing the self and finding one's corner	-.055	.097	-.050	-.566	.572	-.046	-.050	-.049	.978	1.023
	Perceptions about literary values	-.193	.094	-.179	-2.046	.043	-.173	-.179	-.178	.990	1.010

a. Dependent Variable: Concern with the author that can be reflected in the response

Table 182: The Coefficients Results for the Regression of Part (6) of the Scale

By reading across the rows for each of the predictor variables, it can be observed that :

- Response writing did not contribute significantly to the model (p=.208)
- Reading as a way of freeing the self and finding one's coner as well did not contribute significantly to the model (p=.572)
- Perceptions about literary values contributed significantly to the model (p=.043)

The B values shown in the coefficients table demonstrate that for the variable of response writing the relationship with the outcome variables is rather positive. That is , general perceptions in the dependent variable (concern with the author that can be reflected in the response) go in parallel with the general perceptions in the predictor variables. However, the table shows a negative relationship with the predictor variable reading as a way of freeing the self and the finding one's corner and perceptions about literary values as the B indicates a negative value.

- Response writing (B_1=.124)
- Reading as way of freeing the self and finding one's corner (B_2=-.055)
- Perceptions about literary values (B_3=-.193)

The equation that allows to predict respondens' opinions in the outcome variable which is concern with the author that can be reflected in the response based on the predictor variables. The model takes the form of statstical equation where:

$Y=B_0+B_1 X_1+ B_2 X_2+ B_3 X_3$

In this case, it could be said that:

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Nurturing vivid imagination and skills of creation= 4.092+(.124*response writing)+(-.055*reading as a way of freeing the self and finding one's corner)+(-.193*perceptions about literary values).

A multiple regression was carried out to investigate whether perceptions about response writing, reading as a way of freeing the self and finding one's corner, and perceptions about literary values predict respondents' perceptions about concern with the author that can be reflected in the response via reading. The results of the regression indicated that the model explained 4.30% of the variance and that the model was not a real significant predictor of perceptions about concern with the author that can be reflected in the response through reading, $F(3,126)=1.510$, $p=.215$. While response writing (B=.124,p=.208) and reading as a way of freeing the self from one's corner (B2=-.055, p=.572), perceptions about literary values (B3=-.193,p=.043) contributed to the model. The final predictive model was: Nurturing vivid imagination and skills of creation=4.092+(.124* response writing)+(.-055*reading as way of freeing the self and finding one's corner)+(-.193*perceptions about literary values)

The forthcoming charts demonstrate a graphic illustration of the existing relationship between the outcome and predictor variables.
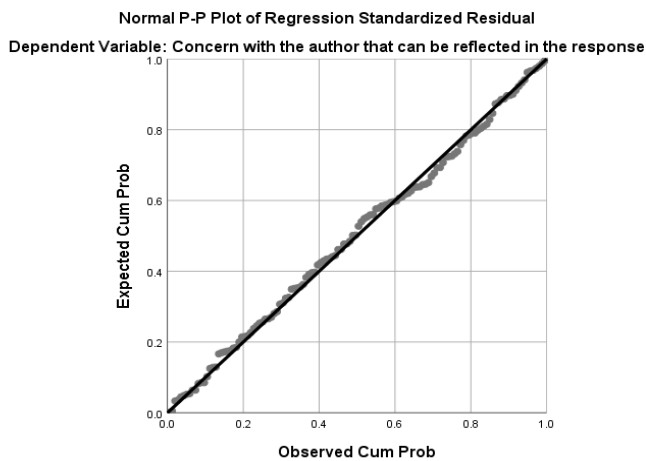
Graph 7: The P-P Plot for Part (6) of the Scale
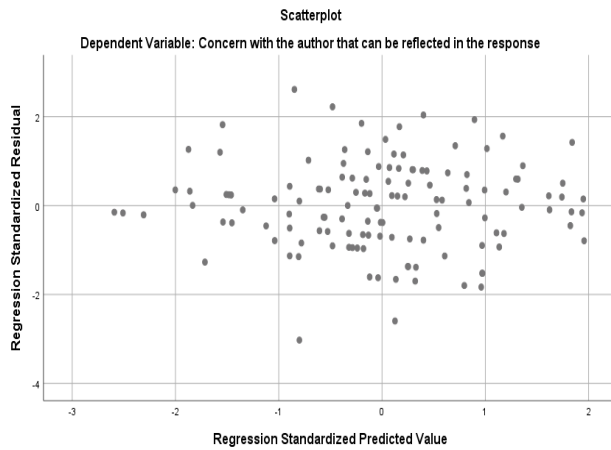
Graph 8: The Scatterplot for Part (6) of the Scale

The aim of the first part is to predict the value of students' opinions in the three predictor variables above on the outcome variable which is perceptions about text structure in re-weaving a new line of thought. In this part, there are three independent variables, if the dependent variable is normally distributed, the lowest number of cases of participants in this case students would be about 20 for each independent variable which is the minimum. In this case, there are 390 records in a total of 3 predictor variables.

|	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Text structure in re-weaving a new line of thought	.128	130	.000	.971	130	.007

a. Lilliefors Significance Correction

Table 183: Test of Normality of Part (7) of the Scale

The above table checks whether or not the data of the dependent variable is almost statistically not significant; this is explained by the Shapiro-Wilk value (=.007). Though near the significant value, it allows for running the regression. It is assumed that this variable is normally distributed. The Kolmogrov-Smirnov test ushers to p=.000 almost but not statistically significant so either test of normality, it is assumed that the data are normally distributed in the dependent variable.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.261[a]	.068	.046	.314	.068	3.075	3	126	.030

a. Predictors: (Constant), Perceptions about literary values, Reading as a way of freeing the self and finding one's corner, Response writing

b. Dependent Variable: Text structure in re-weaving a new line of thought

Table 184: Model Summary Results for Part (7) of the Scale

From the table, R=0.261, which is a weak relationship. This suggests that the above model is a minor predictor of the outcome. R2 =.046, in this case, it could be said that 4.60% of the variance in the data can be explained by the predictor variables.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.910	3	.303	3.075	.030[b]
	Residual	12.434	126	.099		
	Total	13.345	129			

a. Dependent Variable: Text structure in re-weaving a new line of thought

b. Predictors: (Constant), Perceptions about literary values, Reading as a way of freeing the self and finding one's corner, Response writing

Table 185: ANOVA results for Part (7) of the Scale

The model is barely significant, applying the following equation,

F(Regression df, Residual df) = F-Ratio, p=Sig

The results indicated that the model was a frail significant predictor of opinions about text structure in re-weaving a new line of thought in the response, $F(3,126)=3.075$, p=.030

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.673	.499		5.358	.000					
	Response writing	.012	.086	.012	.136	.892	.049	.012	.012	.975	1.026
	Reading as a way of freeing the self and finding one's corner	.253	.086	.257	2.954	.004	.260	.254	.254	.978	1.023
	Perceptions about literary values	.021	.083	.022	.255	.799	.040	.023	.022	.990	1.010

a. Dependent Variable: Text structure in re-weaving a new line of thought

Table 186: The Coefficients Results for the Regression of Part (7) of the Scale

By reading across the rows for each of the predictor variables, it can be observed that :

- Response writing did not contribute significantly to the model (p=.892)

- Reading as a way of freeing the self and finding one's coner as well did not contribute significantly to the model (p=.004)

- Perceptions about literary values contributed significantly to the model (p=.799)

The B values shown in the coefficients table demonstrate that for the variable of response writing and reading as a way of freeing theself and finding one's corner the relationship with the outcome variables is rather positive. That is , general perceptions in the dependent variable (text strucure in re-weaving a line of thought) go in parallel with the general perceptions in the predictor variables. However, the table shows a negative relationship with the predictor variable perceptions about literary values as the B indicates a negative value.

- Response writing (B1=.012)
- Reading as way of freeing the self and finding one's corner (B2=.253)
- Perceptions about literary values (B3=.021)

The equation that allows to predict respondens' opinions in the outcome variable which is text structure in re-weaing a line of thought based on the predictor variables. The model takes the form of statstical equation where:

$Y=B_0+B_1 X_1+ B_2 X_2+ B_3 X_3$

In this case, it could be said that:

Text structure in re-weaving a line of thought= 2.673+(.892*response writing)+(.004*reading as a way of freeing the self and finding one's corner)+(.799*perceptions about literary values).

A multiple regression was carried out to investigate whether perceptions about response writing, reading as a way of freeing the self and finding one's corner, and perceptions about literary values predict respondents' perceptions about text structure in re-weaving a line of thought. The results of the regression indicated that the model explained 4.60% of the variance and that the model was not a real significant predictor of perceptions about nurturing vivid imagination and skills of creation through reading,$F(3,126)=3.075$, p=.030. While response writing (B=.012,p=.892) and reading as a way of freeing the self from one's corner (B2=.253, p=004), perceptions about literary values (B3=.021,p=.799) contributed to the model. The final predictive model was:

Text structure in re-weaving a line of thought=2.673+(.892* response writing)+(.004*reading as way of freeing the self and finding one's corner)+(.799*perceptions about literary values)

The following charts give further details about the type of existing relationships between the above variables.

Graph 9: The P-P Plot for Part (7) of the Scale
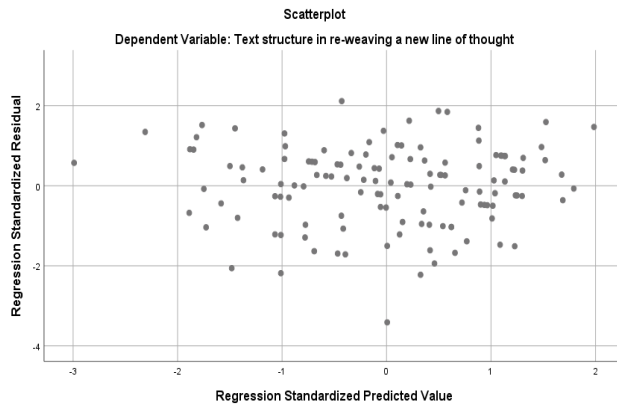
Graph 10: The Scatterplot for Part (7) of the Scale

4. Factor Analysis of the Students Scale

4.1.KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.359
Bartlett's Test of Sphericity	Approx. Chi-Square	4452.739
	df	3160
	Sig.	.000

Table 187: The KMO and Bartlett's Test for Factor Analysis of the Scale
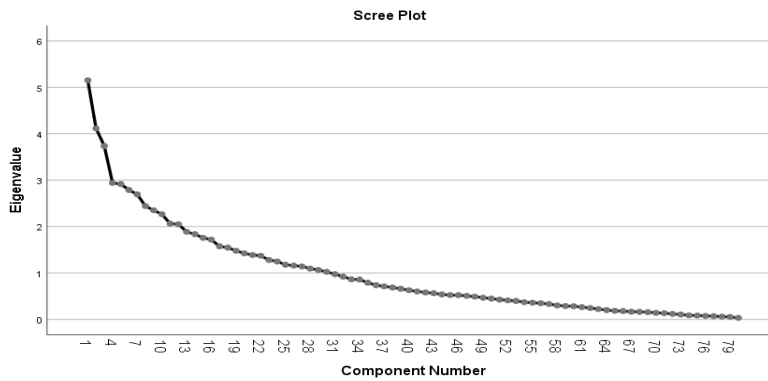
Graph 11: The Scree Plot for the Factors Analysed

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Eighty question items relating to reading, responsive reading, and the contribution of written reader response on FL students' reading proficiency and text interpretation were factor analysed using principal components of analysis with varimax rotation. Kaiser-Meyer-Olkin measure of sampling adequacy was .36 a little bit under the commonly recommended value of .05 indicating that the sample is a little bit small, and Bartlett's test of sphericity was significant (x^2(3160)=4452.74, p < .001).

Using both the scree plot and eigenvalues > 1 to determine the underlying components the analysis yielded thirty factors explaining a total of 75.85 %of the variance of the data.

Factor 1 was labelled 'the gains of literary reading' because of the high loading by the following items: I believe that the literary text offers me the chance to discover lives that differ from mine, I patiently follow and concentrate with the text events till I reach the end, I think that the plot is the essential component of literary analysis, I think that too much focus on literary production and consumption is unnecessary, I believe that reading literature is a way of getting self-satisfaction. This first factor explained 3.89% of the variance after rotation.

Factor 2 was labelled 'ways to scan the text content' because of the loading of by the following items: I believe that it is vital to guess the smells, colours, and voices to ameliorate my way of feeling and experimenting with emotions, and plots with unexpected endings are more interested to read. This second factor explained 3.05% of the variance after rotation.

Factor 3 was labelled 'components and purpose of literary reading' because of the high loading by the following items: It is important to imagine the setting of the story to clarify all possible meanings, literary texts usually shed light on teaching morals, I believe that the story characters can reflect the way people feel in real life. This factor explained 2.98% of the variance after rotation.

Factor 4 was labelled 'literary construal' because of the loading by the following items: I esteem that linking certain text events to my own life contributes in framing a good response, and literary text interpretation is the sole responsibility of field specialists. This factor explained 2.88% of the variance after the rotation.

Factor 5 was labelled 'diversity of meaning' because of the high loadings by the following items: An act of deep reading guides developing aptitudes to filter and react to events and people, it is vital to visualize all possible scenes for the passages that are open to interpretation, and a work of literature loses its essence once it is analysed from a unique viewpoint. This factor explained 2.84% of the variance after rotation.

Factor 6 was labelled 'advantage of free committed reading' because of the loadings by the following items: I think that committed reading helps the reader sympathize with the Other, and living the text through the senses concretises the plot events. This factor explained 2.81% of the variance after rotation.

Factor 7 was labelled 'the plot effect' because of the loading by the following item: I believe that a rich plot is the one that contains plenty of actors. This factor explained 2.78% of the variance after rotation.

Factor 8 was labelled 'literary manipulation' because of the loadings by the following items: I feel so implicated in the world of the literary text that sometimes I become unaware of myself, I think that the literary techniques used by authors are fascinating, and literary texts are efficient tools to compare between real life events and imaginary literary text scenario. This factor explained 2.77% of the variance after rotation.

Factor 9 was labelled 'the text as an outlet' because of the loading by the following items: The world of the literary text creates new realities free from life negativity, I esteem that reading literary is helpful in freeing the mind from daily life troubles. This factor explained 2.75% of the variance after rotation.

Factor 10 was labelled ' autonomous devotion to reading' because of the loading by the following items: Time allocated to reading literature does not guarantee language mastery and reading competence; while reading an author's work, I try to recognize the author's unique themes, once immersed in reading; it is not useful to keep watching time. This factor explained 2.70% of the variance after rotation.

Factor 11 was labelled 'critical reading' because of the loadings by the following items: Literary text characters help me reflect on my inadequacies, it is relevant to relate the themes of the story being read to the rest of the literature to have a global view of the interpretation. This factor explained 2.70% of the variance after rotation.

Factor 12 was labelled 'active learning and reading' because of the loadings by the following items: Literary response allows the reader to develop the necessary thinking skills for school and life, and students should take the lion's share in the selection of the reading material. This factor explained 2.65% of the variance after rotation.

Factor 13 was labelled 'more time, more follow up with events' because of the loading by the following items: I focus in my reading on following up what happens to the characters, and I think more time should be allocated to the teaching of literary texts. This factor explained 2.60% of the variance after rotation.

Factor 14 was labelled 'potential components of literary construal' because of the high loadings of the following items: I believe that written response allows students to reach the level of recreating the story in line with their own readings and experience, I think that successful reading necessitates visualizing imaginary exchanges with characters in the literary work, and in interpreting meaning, I rather focus on understanding the plot structure. This factor explained 2.50% of the variance after rotation.

Factor 15 was labelled 'authorial intention in the literary text teaching' because of the high loadings of the following items: I think that the author's views of life are depicted in his major works, in reading literature, I rather focus on the writing style of the author to understand, and I think that there is no efficacy in placing emphasis on the teaching of the literary text. This factor explained 2.45% of the variance after rotation.

Factor 16 was labelled 'author's biography as part of cognitive mapping' because of the loadings of the following items: Cognitive mapping of the story plot is relevant for better comprehension, and I sometimes refer to the author's biography to interpret certain facets of the text. This factor explained 2.43% of the variance after rotation.

Factor 17 was labelled 'the psychological weight of characters' because of the loadings of the following items: I assume that the literary text characters help me reorient my personal motives, and the literary text is a psychological filter that helps me get rid of my negative energies. This factor explained 2.40% of the variance after rotation.

Factor 18 was labelled 'reading and the sense of commitment' because of the loadings of the following items: I guess that literature is one way of amusing the spirit, and I think that it is important for the FL student to finish every reading till the end of the text. This factor explained 2.39% of the variance after rotation.

Factor 19 was labelled 'story's ending and author's intention' because of the loading of the following item: I think that the end of the story embraces its essence (the author's intention). This factor explained 2.38% of the variance after rotation.

Factor 20 was labelled 'the weight of imaginative powers' because of the loadings of the following items: It is important to consider the origin of a felt sensation towards a scene, either I have read it before or lived it before. This factor explained 2.36% of the variance after rotation.

Factor 21 was labelled 'the informational role of literary reading' because of the loading of the following item: I read literary texts to learn about the different literary genres. This factor explained 2.34% of the variance after rotation.

Factor 22 was labelled 'responding freely and neutrally to the text' because of the loadings of the following items: I think that literary response frees the reader from any external constraints, and it is important to assume a neutral cultural stance in responding to the literary text. This factor explained 2.28% of the variance after rotation.

Factor 23 was labelled 'the character tone effect' because of the loading of the following item: Imagining the tone of the characters while they are in the middle of the discussion helps framing a suitable response. This factor explained 2.22% of variance after rotation.

Factor 24 was labelled 'reading and retrospection' because of the loading of the following item: Reading literary texts helps me discover aspects of my life that I previously neglect. This factor explained 2.21% of the variance after rotation.

Factor 25 was labelled 'response and reflective exchange analysis' because of the loadings of the following items: I think that a practical reading-writing session helps me to be trained on generating multiple versions of the same text. This factor explained 2.18% of the variance after rotation.

Factor 26 was labelled 'the social weight of construal' because of the loading of the following items: Literary interpretation must not be based on socially related criteria. This factor explained 2.18% of the variance after rotation.

Factor 27 was labelled 'the power of higher order thinking skills' because of the loadings of the following items: Literary response is a concrete manifestation of the reader's higher order thinking capacities, and the literary text is a mega speech act that can be responded to with reference to both native and target culture. This factor explained 2.15% of the variance after rotation.

Factor 28 was labelled 'reading enjoyments' because of the loadings of the following items: Sometimes reading is just one way of keeping up with intellectual delights, when I consider the literary work I usually see myself as one of the plot characters. This factor explained 2.09% of the variance after rotation.

Factor 29 was labelled 'culture and weighing alternatives' because of the loadings of the following items: The cultural factor is important in interpreting FL readings, and I believe that literary response helps weighing all alternatives in tolerating the cultural difference. This factor explained 1.96% of the variance after rotation.

Factor 30 was labelled 'the weight of the closing' because of the loading of the following item: In my reading, I am interested in how the end turns out. This factor explained 1.91% of the variance after rotation.

5. Comments and Discussion

Part (1) of the students' scale pictures an overall positive tendency towards the written response method of the literary text as an educational technique to boost their reading proficiency. This part reveals a general homogenous encouraging reaction towards most of its eight items with some levels of disagreements and impartiality as well. A large portion of respondents believes that the free response towards the text liberates them from the classroom orthodoxies while guiding them through developing their own proficiencies. The results reveal as well that students are conscious about the weight of free reader response on enhancing their higher order thinking skills and faculties of critical analysis that start from simple text analysis to the analysis of larger life events. This was reflected in the positive views they held towards the response method as a way of tolerating the cultural difference and proffering new visions that paves the floor for reaching Bloom's stage of creation that incorporates the experiential and intellectual predisposition of the reader, in this case the EFL student. Those positive standpoints bring into view students' cognizance of the need of new teaching paradigms that emphasize the idea of proficiency development.

Question item (5) of this part reveals that students are conscious about the intellectual gains via the reader response method. They considered that being trained on literary response participates in the activation of their thinking capacities. Then, question item (6) of part (1) discloses that students are aware of the significance of putting into practice their previous knowledge emanating from their socio-cultural background in expanding the text meaning. In this vein, they expressed their positive perceptions towards the import of assuming a neutral cultural stand while considering the content of the English text. EFL students seem aware of all that relates to the constituents of a constructive reader response activity through the individual reaction to the statements. Once again, question item (8) reflects a general positive inclination towards the integration of a reading-writing session to guide students through the passage of multiple interpretations. This general positive tendency is partially explained with reference to modules where students are required to read, analyse the text and prepare a written exposé about this like the literature tutorials.

Part (2) of the scale is a start of getting into the detailed components of the reader response ideology. This section focuses on relative contribution of literary responsive reading in activating EFL students' higher faculties of vision and insight. The general perceptions shown through this part are classified as positive with intervals of neutrality and disagreement. Question items (1) and (2) revealed affirmative perceptiveness towards the power of literary reading in guiding students through auto-discovery, respondents avowed that

they got in touch with feelings or aspects of their lives that they throw in oblivion. If any, this means that EFL students are aware of the psychological weight of the sub-conscious mind on bringing to surface hitherto neglected character aspects. The comments they offered proved as well that they incorporate certain knowledge from other modules, like psychology in this context, as a way of activating their analytical faculties.

Equally, question items (3), (4), and (5) mirror a general positive perception towards the effect of text analysis on reflecting upon the human character overall and the nature of the tissue of the human relations and events. It might be explained through the comments section that students' interest in literary analysis and response is a feature of the natural curiosity of the human being to delve into new experiences, however; this needs to be supported and piloted by the teacher.

Question item (10) of this section pictures a positive inclination towards the potential contribution of literary reading on re-orienting students' views of looking at things. If it were not thanks to the meticulous analysis of the text events and the characters' comportments, students would not be able to reflect positively on this item. The section's data reflect a general tendency to agree with the fact that analytical reading paves the ground for a collection of gains that touch upon considering life events from a different angle, looking for alternatives, reading between the lines, gaining ready-made life experience, reading through some aspects of people's personalities through comparing and contrasting with what was read, and finding a private corner. Question item (14) reflects general agreement with the idea that committed reading helps developing feelings of empathy towards the Other. Through referring to the comments' section, it was revealed that this actually works either way, students mentioned feelings of empathy towards compatriots or foreigners. In this context, it is the FL community in general. This item relates then to items (6) and (7) in part (1) of the scale since the emanating standpoints are the same.

Part (3) of the scale pushes things a little bit forward and investigates the weight of response-based reading in giving a clear shape to the student's emotional responsiveness. Respondents showed general agreement with most of the section's items. Question item (1), (2), (3), and (4) reflected students' positive perceptiveness towards the possibility of incarnating one's self through a culturally different text and context. Students reflected their agreement with the idea that through the cognitive process of visualizing and living through the text plot, they could be in a position to work on their feelings of compassion. Question item (6) consolidated this, students responded with agreement to the fact that self-integration in the literary text strengthens the feeling of understanding humanity in general.

Question items (7), (8), and (9) uncovered that students are ready to go through the previous experience in reading while believing that the text characters can echo the way people feel in real life. As well, the section revealed students' interest in imagining what would happen after the end of the story. Those views prove more or less that EFL students are ready to experiment with the reading skill in different ways that call for the incorporation of their intellectual and affective faculties.

Part (4) of the scale deals with the contribution of the response-based reading in nurturing vivid imagination and skills of creation. Overall, the section mirrored positive perceptions towards the previous idea. Question item (1) reflected students' awareness about the import of the significance of imagining the setting and appealing to faculties of thinking to clarify all possible meanings. Question items (2) (3) (4) (5) (6) uncovered students' readiness to approach the text from a purely perceptive angle; they declared that the integration of the senses in the reading activity has positive bearings on the process of comprehension and interpretation. Question item (10) uncovered students' positive stands towards the concretisation of smells, colours, and voices as a way to modify the quality of the affective weight towards the text.

On top, the section revealed respondents' agreement with the fact that cognitive mapping coupled with perceptual plotting of the text helps offering a better version of the reading experience.

Part (1) of the scale relates to students' opinions about reading as a way of freeing the self and finding one's corner. Largely, the section exposed students' agreement with the idea that reading brings novelty and independence to the reader. Question item (1) uncovered students' positive perceptiveness about the benefits of free time reading; the comments offered by them offered justifications that in theory they are aware of the significance of this skill yet there is a sense of illusion that makes of them reticent to opt for this habit. Question items (2),(3),(4),(5),(6), and (7) are extensions of one another and together they pictured the positive attitudes students held towards reading as an intellectual refuge for the EFL student, a delight and a way of getting self-satisfaction. Given these connotations students agreed that the factor of time becomes ineffectual compared with the gains they would get. Question item (10) mirrored students' positive views about the effect of complete immersion in the reading task; with some levels of disagreement and impartiality students agreed that while reading they tend to focus on the text line of thought. This view about the factor of time in relation to reading is further consolidated by the majority of agreements in question item (11) where

students believed that more time should be allocated to the teaching of the reading skill in general and the literary text in particular.

Part (6) of the scale is concerned with depicting general view points about a particular point that is still debated in the EFL context, namely the status and concern with the author that can be reflected in the reading response. Question items (1) and (2) reflected positive views, with varying values of disagreement and neutrality, about the relevance of being acquainted with the themes of authors as well as their writing style in order to be able to get immersed into the interpretive act. Relying on the students' comments, it was observed that they are conscious about the relevance of being familiar with the author's themes as a helpful factor of the interpretive process. Question item (3) in this section revealed that students have neutral stands towards exploiting literary readings to enlarge their knowledge about the different literary and writing genres. In this context, what matters is the process of comprehension because they will be tested upon this. Question items (4) and (6) revealed positive perceptiveness about the import of creating links of intertexuality between the contents of reading as well as the different ways in which authors analyse the sociocultural phenomena. This proves that students have the potential to develop a global view of text reading that differs from the traditional way of focusing only on the limited context of the text. Question items (7), (8), and (9) pictured moderately positive views about focus on the author's biography, life, and literary techniques to account for the interpretation of the text. Namely, respondents were concerned with this step but not to the extent of considering it as a total reference for the construal process. Overall, this section reveals that students hold positive perceptions about reference to some corners specific to the author but not to the detriment of the previous steps of response mentioned in the other sections.

Part (7) of the scale uncovers overall positive attitudes towards the role of the text per se, its structure and plot in re-weaving a new line of thought. This is related purely to the impact of the text makeup on guiding students through forming interpretative lines. Question items, (2), (3), (4), and (5) came across a positive stance towards approaching the text with a focus on its plot structure as the first direction before considering other extra-textual factors. These items revealed as well positive standpoints towards meticulous concentration on the sequence of events till the end. Question item (1) particularly focused on the significance of the text structure in opening lines of interpretation and text comprehension, namely respondents gave the example of the structure of the T.S Eliot's Waste Land in picturing the anarchy in which live the characters. Question item (6) expressed favourable opinions about plots with unexpected endings proving that EFL students have the predisposition to deal with

new methods of text reading. Question items (7) indicated that students do not attach much import to the plots that are rich of characters; a great percentage stated that this was not an index of a rich plot. Item (9) revealed general unfavourable stances towards the idea that texts which are based on easy plots are not attractive. It might be explained with reference to the comments that students do not ascribe the success of the reading activity to the ease or complexity of the text plot. Mostly, this section mirrors students' positive perceptiveness towards considering the text structure and plot in meaning edifying.

Part (8) of the scale is devoted to checking students' opinions about the essence of literary values. Overall, this section uncovers that EFL students in this context are akin to deal with the reading and analysis of the literary text. While they did not agree on all of the statements, they provided valuable ideas in the comments' section. Item (1) of the scale reflects a general unfavourable opinion with the idea that literary reading is unnecessary. Most of respondents linked proficiency in reading to proficiency in dealing first with the literary writings. This was consolidated by the unfavourable stances they showed in item (2) which relates to the significance of placing emphasis on the teaching of how to read between the lines of a literary text. Once again, item (3) revealed that students are aware of the previous items and their positive stance towards this content proves that they are in favour of the multiple possibilities of meaning creation once they get rid of the unique view of the text.

Question items (4), (5), (6), (7), and (8) revealed positive perceptiveness on the part of students towards the possibility of taking the lion's share in creating and selecting the texts to be read since from a pedagogical standpoint it relates to the pillars of competency-based pedagogies. Question item (9) unearths positive perceptions towards the fact that time allocated in the syllabus to literature reading is not a guarantee of literary competence. The latter needed enough time to be attached first to reading, then at later stages of literary exposure students will reach the level of literary insight, understanding, appraisal, and construal. On the whole, the last section affirms that students hold favourable opinions about the essence and the inclusion of the literary values as part of overall competency which can be traced back to the classroom traditions of the teaching of literature.

6. Analysis of the Reading Strategies Survey

1. *I have an objective in mind for my reading.*

N	Valid	130
	Missing	0
Mean		2.22
Median		2.00
Std. Deviation		.915
Range		3
Minimum		1
Maximum		4
Sum		288

Table 188: Statistical Data of Item (1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	35	26.9	26.9	26.9
	Occasionally	40	30.8	30.8	57.7
	Sometimes	47	36.2	36.2	93.8
	Usually	8	6.2	6.2	100.0
	Total	130	100.0	100.0	

Table 189: Frequency Results of Item (1)

The present item checks the frequencies of resorting to the mechanism of deciding upon an objective of reading before starting the act of reading. The above table shows that 26.9% of respondents stated that they never or almost never opt for this step. 30.8% of respondents said that they did this occasionally. 36.2% of participants claimed that they sometimes did this, and 6.2% stated that they often opted for this step. The data show that the average of students' answers is indicated by the value 2.22.

The SD=.91, this value ensures a strong consistency in the distribution of respondents' answers. The mean value indicates that the major part of respondents decides only occasionally or sometimes about a purpose of reading.

2. *I take notes of my readings to understand better.*

N	Valid	130
	Missing	0
Mean		2.39
Median		2.00
Std. Deviation		.831
Range		4
Minimum		1
Maximum		5
Sum		311

Table 190: Statistical Data of Item (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	10.8	10.8	10.8
	Occasionally	62	47.7	47.7	58.5
	Sometimes	47	36.2	36.2	94.6
	Usually	3	2.3	2.3	96.9
	Always	4	3.1	3.1	100.0
	Total	130	100.0	100.0	

Table 191: Frequency Results of Item (2)

The above table demonstrates that 10.8% of respondents never take notes while reading for better understanding. 47.7% of respondents occasionally take notes while they are reading. 36.2% of respondents sometimes take notes of their reading to better understand what they read. 2.3% of participants usually take notes while reading and 3.1% of respondents always take notes of their reading for better understanding. Similarly, the data show that the average of participants' answer as indicated by the mean value as M=2.39. The SD=.83, this value ensures a good level of homogeneity in the distribution of respondents' answers which consolidates the data distributed in the frequency table. Relying on the mean value, most respondents are not akin to taking notes while reading regularly but just sometimes or occasionally.

3. *I incorporate my previous knowledge to understand what I am reading.*

N	Valid	130
	Missing	0
Mean		3.69
Median		4.00
Std. Deviation		.971
Range		4
Minimum		1
Maximum		5
Sum		480

Table 192: Statistical Data of Item (3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.5	1.5	1.5
	Occasionally	17	13.1	13.1	14.6
	Sometimes	24	18.5	18.5	33.1
	Usually	63	48.5	48.5	81.5
	Always	24	18.5	18.5	100.0
	Total	130	100.0	100.0	

Table 193: Frequency Results of Item (3)

The frequency table demonstrates that 1.5% of respondents never bring forth previous knowledge in order to understand what they read. 18.5% of respondents sometimes incorporate their previous knowledge into the understanding of the text. 48.5% of participants usually bring forth prior knowledge into their text comprehension, and 18.5% stated that they always incorporated previous knowledge to understand what they were reading. In a similar vein, the findings hinted that the average answer of respondents' choices is indicated by the value M=3.69. The SD=.97, this value ensures a strong consistency in the distribution of respondents' answers. The values of the mean and the SD consolidate the data spread out in the frequency table. To sum up, the major part of participants regularly but not always combines their previous knowledge to explain the text being read.

4. *I read the text résumé before starting my detailed reading.*

N	Valid	130
	Missing	0
Mean		4.01
Median		4.00
Std. Deviation		.840
Range		4
Minimum		1
Maximum		5
Sum		521

Table 194: Statistical Data of Item (4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	.8	.8	.8
	Occasionally	10	7.7	7.7	8.5
	Sometimes	9	6.9	6.9	15.4
	Usually	77	59.2	59.2	74.6
	Always	33	25.4	25.4	100.0
	Total	130	100.0	100.0	

Table 195: Frequency Results of Item (4)

8% of respondents never read the text résumé before starting the reading of the book. 7.7% of respondents stated that they occasionally read the résumé before starting detailed reading. 6.9% of participants sometimes read the text résumé before beginning the task of reading. 59.2% of respondents usually read the résumé before starting to read while 25.4% of them always opt for this step.

The average of students' selections is indicated by the mean value as M=4.01. The SD=.84, this value reflects a good consistency in the distribution of students' answers. The values of the mean and the SD consolidate the data distributed in the frequency table.

5. *If the text is difficult, I implement the reading aloud method.*

N	Valid	130
	Missing	0
Mean		2.72
Median		3.00
Std. Deviation		.707
Range		4
Minimum		1
Maximum		5
Sum		353

Table 196: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	4.6	4.6	4.6
	Occasionally	36	27.7	27.7	32.3
	Sometimes	79	60.8	60.8	93.1
	Usually	7	5.4	5.4	98.5
	Always	2	1.5	1.5	100.0
	Total	130	100.0	100.0	

Table 197: Frequency Results of Item (5)

The frequency table shows that 4.6% of respondents never resort to reading aloud if they are faced with a difficult text. 27.7% of respondents occasionally refer to reading aloud if the text is difficult. 60.8% stated that they sometimes read aloud if they found the text difficult. 5.4% of participants usually read aloud when the text is difficult while 1.5% always use this technique in this context. The statistics indicates that the average answer of students' selection is 2.72 as the mean value shows. In a similar way, the SD=.70   , this value ensures an acceptable level of consistency in the distribution of respondents' answers. In total, the mean value and the SD value corroborate the results displayed in the frequency table. It is reckoned that the major part of respondents refer just sometimes to the reading aloud technique if the text is complex.

6. *I link the text content to the overall objective of my reading.*

N	Valid	130
	Missing	0
Mean		2.72
Median		3.00
Std. Deviation		.647
Range		3
Minimum		1
Maximum		4
Sum		354

Table 198: Statistical Results of Item (6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	3.1	3.1	3.1
	Occasionally	38	29.2	29.2	32.3
	Sometimes	78	60.0	60.0	92.3
	Usually	10	7.7	7.7	100.0
	Total	130	100.0	100.0	

Table 199: Frequency Results of Item (6)

3.1% of respondents never link the content to their overall purpose of reading. 29.2% of respondents occasionally create the link between the text content and their purpose of reading. 60% of respondents stated that they sometimes link the content being read to their reading purpose, and 7.7% said that they usually associate the text content to their purpose of reading. The average of respondents' answers is indicated by the mean value as M=2.72 while the SD value indicated as SD=0.65 suggests a medium consistency in the distribution of students' choices. As the frequency table shows, the great part of respondents links every so often the text content to the overall objective of their reading.

7. *I take my time to focus on details for better comprehension of the text.*

N	Valid	130
	Missing	0
Mean		3.97
Median		4.00
Std. Deviation		.931
Range		4
Minimum		1
Maximum		5
Sum		516

Table 200: Statistical Data of Item (7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.5	1.5	1.5
	Occasionally	9	6.9	6.9	8.5
	Sometimes	19	14.6	14.6	23.1
	Usually	61	46.9	46.9	70.0
	Always	39	30.0	30.0	100.0
	Total	130	100.0	100.0	

Table 201: Frequency Results of Item (7)

The frequency table shows that 1.5% of respondents never focus on details to get the overall meaning of the text. 6.9% of respondents stated that they occasionally focus on details to understand the overall meaning of the text. 14.6% of respondents sometimes emphasise on details to understand the text meaning. 46.9% of participants declared that they usually focus on details to understand the text meaning, and 30% of respondents always rely on details to get the overall meaning of the text they read. Similarly, the findings show that the average of respondents' answers is M=3.97; the SD=.93 this value suggests that the distribution of answers is consistent. The mean and the SD values consolidate the data displayed in the frequency table. It is concluded through the data that most of respondents usually focus on details as a strategy to get the text overall meaning.

8. *I get a quick glance of the text structure and lay out before my reading.*

N	Valid	130
	Missing	0
Mean		3.92
Median		4.00
Std. Deviation		.671
Range		3
Minimum		2
Maximum		5
Sum		509

Table 202: Statistical Data of Item (8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	5	3.8	3.8	3.8
	Sometimes	20	15.4	15.4	19.2
	Usually	86	66.2	66.2	85.4
	Always	19	14.6	14.6	100.0
	Total	130	100.0	100.0	

Table 203: Frequency Results of Item (8)

The above table shows that 3.8% of respondents occasionally get a quick glance of the text structure and lay out before their reading. 15.4% of respondents stated that they sometimes get a rapid glance at the text structure before starting to read. 66.2% of respondents usually consider the text structure and lay out before starting to read, and 14.6% of them always opt for this strategy.

The findings demonstrate that the average answer of respondents' selections is indicated by the mean value as M=3.92. Equally, the SD=.67, this value suggests a moderate consistency in the distribution of respondents' answers. In total, the major part of respondents usually gets a glance at the text structure and lay out before starting to read.

9. *I try to keep focused on my line of thought while reading.*

N	Valid	130
	Missing	0
Mean		3.78
Median		4.00
Std. Deviation		.780
Range		4
Minimum		1
Maximum		5
Sum		491

Table 204: Statistical Data of Item (9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.5	1.5	1.5
	Occasionally	9	6.9	6.9	8.5
	Sometimes	18	13.8	13.8	22.3
	Usually	88	67.7	67.7	90.0
	Always	13	10.0	10.0	100.0
	Total	130	100.0	100.0	

Table 205: Frequency Results of Item (9)

The above table demonstrates that 1.5% of respondents never keep focused on their line of thought while reading. 6.9% of respondents occasionally keep their focus on their line of thought while reading. 13.8% of respondents sometimes watch out their line of thought while reading. 67.7% of participants stated that they kept focused on their line of thought while reading and 10% of respondents always focus on their line of thought while they are reading.

In a similar way, the data indicate that the average answer of respondents' selections is M=3.78. The SD=.78, this value hints to a pretty good consistency in the distribution of answers. In consequence, the mainstream of respondents usually keeps an eye open on their line of thought while reading.

10. *I write marginal comments to help me structure my overall response.*

N	Valid	130
	Missing	0
Mean		2.48
Median		2.00
Std. Deviation		.942
Range		4
Minimum		1
Maximum		5
Sum		323

Table 206: Statistical Data of Item (10)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	17	13.1	13.1	13.1
	Occasionally	55	42.3	42.3	55.4
	Sometimes	38	29.2	29.2	84.6
	Usually	18	13.8	13.8	98.5
	Always	2	1.5	1.5	100.0
	Total	130	100.0	100.0	

Table 207: Frequency Results of Item (10)

The frequency table demonstrates that 13.1% never take marginal comments while reading to help them give shape to their response. 42.3% occasionally write comments while reading. 29.2% of respondents stated that they sometimes took marginal comments to help them structure their last version of response. 13.8% of participants usually accompany their reading with comments and 1.5% always take comments while reading to help their write their final response. The mean value is indicated as M=2.48 reflecting that average answer is between options (2) and (4). Equally, the SD=.94, this value ensures strong homogeneity in the distribution of respondents' answers. Hence, the mean and the SD values mirror the data displayed in the frequency table. The results of this item signposts that the bulk of respondents occasionally take marginal comments while reading to guide them through the generation of their final response to the text.

11. *I adjust my reading pace to fit the content I am dealing with.*

N	Valid	130
	Missing	0
Mean		3.54
Median		4.00
Std. Deviation		.941
Range		4
Minimum		1
Maximum		5
Sum		460

Table 208: Statistical Data of Item (11)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	3.1	3.1	3.1
	Occasionally	15	11.5	11.5	14.6
	Sometimes	32	24.6	24.6	39.2
	Usually	65	50.0	50.0	89.2
	Always	14	10.8	10.8	100.0
	Total	130	100.0	100.0	

Table 209: Frequency Results of Item (11)

3.1% of respondents never adapt their reading pace to fit the content being read. 11.5% of respondents occasionally adjust their reading pace to the content they are dealing with. 24.6% of respondents sometimes attune their reading pace to the content they read. 50% of participants stated that they usually adapted their reading to the quality of content they were dealing with while 10.8% of respondents always adapt their reading pace to the content being read. The data exhibited in table demonstrate that the average of respondents' answers is M=3.54 suggesting that participants' answers fall somewhere between option (3) and (4). On equal footing, the SD value as indicated by SD=.94 suggests a strong consistency in respondents' answers. It could be said that the latter values consolidate the data displayed in the frequency table. To conclude, answers of the current item indicate that most of respondents usually adjust their reading pace to the content being read.

12. *While reading, I select the content I consider important for my final response to the text.*

N	Valid	130
	Missing	0
Mean		3.80
Median		4.00
Std. Deviation		.640
Range		3
Minimum		2
Maximum		5
Sum		494

Table 210: Statistical Data of Item (12)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	8	6.2	6.2	6.2
	Sometimes	18	13.8	13.8	20.0
	Usually	96	73.8	73.8	93.8
	Always	8	6.2	6.2	100.0
	Total	130	100.0	100.0	

Table 211: Frequency Results of Item (12)

The frequency table indicates that 6.2% of respondents occasionally select content, they consider vital, while reading for their final response to the text. 13.8% of respondents sometimes select content they deem important for their final response. 73.8% of respondents usually select content they consider important for their final text response. 6.2% of respondents always select content they judge contributing to their final response. The mean value equals M=3.80; it suggests that respondents' selections range between options three and four. As well, the SD=.64, this value pictures an above average consistency in the distribution of respondents' answers. All told, the majority of respondents usually decide on content estimate essential for their final response.

13. *I refer to the dictionary to understand vocabulary I ignore about.*

N	Valid	130
	Missing	0
Mean		4.00
Median		4.00
Std. Deviation		.682
Range		3
Minimum		2
Maximum		5
Sum		520

Table 212: Statistical Data of Item (13)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	6	4.6	4.6	4.6
	Sometimes	12	9.2	9.2	13.8
	Usually	88	67.7	67.7	81.5
	Always	24	18.5	18.5	100.0
	Total	130	100.0	100.0	

Table 213: Frequency Results of Item (13)

The frequency table shows that 4.6% of respondents occasionally use the dictionary to explain words they do not understand. 9.2% of respondents sometimes refer to the dictionary to explain difficult vocabulary. 67.7% of participants use the dictionary to understand difficult vocabulary and 18.5% of respondents stated that they used the dictionary to understand complex words.

The findings show that the mean value equals M=4.00 suggesting that the average answer is option four. Equally, the SD=.68, it suggests an average level of homogeneity in the distribution of answers. Both of the preceding values affirm the data exhibited in the frequency table. The results indicate that the major part of respondents usually use the dictionary to explain and understand words they do not understand.

14. *I raise my concentration with the rising of the text difficulty.*

N	Valid	130
	Missing	0
Mean		4.21
Median		4.00
Std. Deviation		.643
Range		3
Minimum		2
Maximum		5
Sum		547

Table 214: Statistical Data of Item (14)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	3	2.3	2.3	2.3
	Sometimes	7	5.4	5.4	7.7
	Usually	80	61.5	61.5	69.2
	Always	40	30.8	30.8	100.0
	Total	130	100.0	100.0	

Table 215: Frequency Results of Item (14)

The above table demonstrates that 2.3% of respondents occasionally raise their level of concentration with the rising of the text difficulty. 5.4% of respondents sometimes increase their level of concentration with the rising of the text difficulty. 61.5% of respondents usually raise their level of concentration with the increase of the text difficulty and 30.8% of respondents increase their level of concentration with the increase of the text difficulty. The data show that the average answer to the item is decided by the mean value that equals M=4.21; the value of the SD=.64 suggests an average consistency in the distribution of respondents' answers. In sum, the data hint that most respondents choose to adapt their level of concentration in line with the text difficulty.

15. *I exploit the pictures and images in the text to support my understanding.*

N	Valid	130
	Missing	0
Mean		3.59
Median		4.00
Std. Deviation		.785
Range		3
Minimum		2
Maximum		5
Sum		467

Table 216: Statistical Data of Item (15)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	9	6.9	6.9	6.9
	Sometimes	50	38.5	38.5	45.4
	Usually	56	43.1	43.1	88.5
	Always	15	11.5	11.5	100.0
	Total	130	100.0	100.0	

Table 217: Frequency Results of Item (15)

The above data point out that 6.9% of participants occasionally exploit the text media to support their text understanding. 38.5% of respondents stated that they sometimes used the text media to reinforce their text understanding. 43.1% of respondents usually exploit the text pictures and images to enlarge their understanding and 11.5% always use this strategy to better their comprehension. The SD=.79; it reflects a rather consistent distribution of answers while the mean value as indicated in table equals 3.59 suggesting that average answer falls between option (3) and (4). The results gained through this item demonstrate that respondents usually make reference to the text media to perfect their comprehension.

16. *I take pauses while reading to reconsider what I am reading.*

N	Valid	130
	Missing	0
Mean		3.76
Median		4.00
Std. Deviation		.702
Range		3
Minimum		2
Maximum		5
Sum		489

Table 218: Statistical Results of Item (16)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	3	2.3	2.3	2.3
	Sometimes	42	32.3	32.3	34.6
	Usually	68	52.3	52.3	86.9
	Always	17	13.1	13.1	100.0
	Total	130	100.0	100.0	

Table 219: Frequency Results of Item (16)

The frequency table demonstrates that 2.3% of participants occasionally take pauses while reading to reconsider what they read while 32.3% of them sometime opt for this technique. 52.3% of respondents usually take pauses while reading to reconsider the content being read and 13.1% of them stated that they took pauses to reflect upon what is being read. Likewise, table shows that the average of respondents' answers is demonstrated by the value of the mean that equals 3.76 suggesting that most of selections fall between options (3) and (4).

The SD=.70, the value hints to a good consistency in the dissemination of respondents' answers. These last two values consolidate the frequency table data. Hence, the majority of participants usually refer to the use of pauses in order to reconsider the content being read.

17. *I refer to contextual clues to improve my text understanding.*

N	Valid	130
	Missing	0
Mean		4.04
Median		4.00
Std. Deviation		.664
Range		3
Minimum		2
Maximum		5
Sum		525

Table 220: Statistical Data of Item (17)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	5	3.8	3.8	3.8
	Sometimes	11	8.5	8.5	12.3
	Usually	88	67.7	67.7	80.0
	Always	26	20.0	20.0	100.0
	Total	130	100.0	100.0	

Table 221: Frequency Results of Item (17)

3.8% of participants occasionally implicate contextual cues to improve their text understanding. 8.5% of respondents sometimes use contextual clues to find explications for some content. 67.7% of respondents usually refer to contextual cues to interpret certain facets of the text and 20% always refer to this technique while reading.

The SD of this item equals .66 suggesting an average level of consistency in the dissemination of respondents' selections. It is observed as well that the average answer is M=4.04 suggesting that most of selections fall between option four and five from levels of frequency. Thus, these results indicate that most of respondents usually use the technique of contextual clues to interpret certain portions of the text they read.

18. *I resort to paraphrasing to restate and recreate a new content relying on my reading.*

N	Valid	130
	Missing	0
Mean		2.39
Median		2.00
Std. Deviation		.831
Range		4
Minimum		1
Maximum		5
Sum		311

Table 222: Statistical Data of Item (18)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	10.0	10.0	10.0
	Occasionally	68	52.3	52.3	62.3
	Sometimes	35	26.9	26.9	89.2
	Usually	13	10.0	10.0	99.2
	Always	1	.8	.8	100.0
	Total	130	100.0	100.0	

Table 223: Frequency Results of Item (18)

The above table shows that 10.8% of respondents resort to paraphrasing to consolidate their text understanding. 10% of respondents never refer to paraphrasing in order to recreate their own personal content, 52.3% of respondents occasionally use the paraphrasing method to re-establish their own understanding, and 26.9% of respondents sometimes use this technique to consolidate and create their own versions of the text. The statistic table shows that the average answer ranges between options (2) and (3) in the frequency scale (M=2.39), the data indicate as well that there is a homogenous distribution in respondents' answers (SD=.83). According to these results, the majority of students occasionally but not always use the paraphrasing method to trace and recreate their own content.

19. *I use my imagination and mental representation to understand and generate a new story response.*

N	Valid	130
	Missing	0
Mean		3.86
Median		4.00
Std. Deviation		.668
Range		3
Minimum		2
Maximum		5
Sum		502

Table 224: Statistical Data of Item (19)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	4	3.1	3.1	3.1
	Sometimes	27	20.8	20.8	23.8
	Usually	82	63.1	63.1	86.9
	Always	17	13.1	13.1	100.0
	Total	130	100.0	100.0	

Table 225: Frequency Results of Item (19)

The above table shows that 3.1% of respondents occasionally use their imagination and mental representation to understand and generate new responses to what they read. 20.8% of respondents sometimes refer to imagination and mental scheming to produce new response. 63.1% of participants stated that they usually used their imagination to provide a new version of the text and 13.1% of them always refer to this strategy. Relatedly, the mean value indicated as M=3.86 proposes that the average answer is between options three and four from the frequency levels. The SD=.67, this value proposes an average consistency in the distribution of respondents' selection. According to those values and the data spread in the frequency table the bulk of respondents usually incorporate their imagination and mental representation to get the meaning across and generate new story response.

20. *I employ typographic tools like italics and drawings to highlight important details.*

N	Valid	130
	Missing	0
Mean		3.51
Median		4.00
Std. Deviation		.707
Range		3
Minimum		2
Maximum		5
Sum		456

Table 226: Statistical Data of Item (20)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	10	7.7	7.7	7.7
	Sometimes	50	38.5	38.5	46.2
	Usually	64	49.2	49.2	95.4
	Always	6	4.6	4.6	100.0
	Total	130	100.0	100.0	

Table 227: Frequency Results of Item (20)

The data displayed in the above table indicate that 7.7% of respondents occasionally employ the typographic tools and drawings to highlight essential text details. 38.5% of respondents sometimes refer to the use of typographic tools and drawings to underline important details of the text. 49.2% of participants usually employ drawings and typographic tools to select important details and 4.6% of them always refer to this technique. Equally, the data show that the average of respondents' answer is M=3.51 while the SD value suggests a fairly good level of consistency in the distribution of respondents' answers (SD=.70). Accordingly, the displayed data suggest that the great part of participants usually implement the technique of drawing and typographic means to focus on the details they deem essential.

21. *I critically examine, assess, and select the content that matches my experience.*

N	Valid	130
	Missing	0
Mean		3.93
Median		4.00
Std. Deviation		.695
Range		3
Minimum		2
Maximum		5
Sum		511

Table 228: Statistical Data of Item (21)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	5	3.8	3.8	3.8
	Sometimes	21	16.2	16.2	20.0
	Usually	82	63.1	63.1	83.1
	Always	22	16.9	16.9	100.0
	Total	130	100.0	100.0	

Table 229: Frequency Results of Item (21)

The frequency table displays that 3.8% of respondents occasionally examine critically then select the content that matches their experiences. 16.2% of respondents sometimes think critically of highlighting content that matches their experiences. 63.1% of participants stated that they usually select critically the text content that was aligned with their experiences and 16.9% of respondents always think critically of selecting and assessing the content that matches their previous experiences. As well, the results demonstrate that the average answer is indicated as 3.93 implying that most answer fall between option three and four in the frequency levels. The value of the SD suggests a fair homogeneity in the distribution of students' selections (SD=.70). In line with these data, the best part of participants usually use their critical thinking to select and evaluate reading content they deem related to their personal experiences.

22. *I check my readings back and forth to make sure of the tie between ideas.*

N	Valid	130
	Missing	0
Mean		3.36
Median		3.00
Std. Deviation		.898
Range		4
Minimum		1
Maximum		5
Sum		437

Table 230: Statistical Data of Item (22)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	3.8	3.8	3.8
	Occasionally	12	9.2	9.2	13.1
	Sometimes	54	41.5	41.5	54.6
	Usually	49	37.7	37.7	92.3
	Always	10	7.7	7.7	100.0
	Total	130	100.0	100.0	

Table 231: Frequency Results of Item (22)

The above table shows that 3.8% of respondents never check their readings back and forth to make sure of the tie between ideas. 9.2% occasionally travel back and forth in their readings to make associations between ideas. 41.5% of participants sometimes read back and forth to create ties between their ideas. 37.7% of respondents usually use the technique of reading back and forth to create links between ideas and 7.7% stated that they always used the technique of reading back and forth to create the tie between their ideas while reading. In the same way, the mean value shows that the average answer is M=3.36 while the SD value suggests a very good consistency in the distribution of respondents' answers. In line with these data, the greater part of respondents sometimes check their readings back and forth to make sure of the link between ideas while readings.

23. *I verify my comprehension when I come by new information.*

N	Valid	130
	Missing	0
Mean		3.87
Median		4.00
Std. Deviation		.751
Range		3
Minimum		2
Maximum		5
Sum		503

Table 232: Statistical Data of Item (23)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	5	3.8	3.8	3.8
	Sometimes	31	23.8	23.8	27.7
	Usually	70	53.8	53.8	81.5
	Always	24	18.5	18.5	100.0
	Total	130	100.0	100.0	

Table 233: Frequency Results of Item (23)

The frequency table shows that 3.8% of respondents occasionally verify their comprehension when they come across new information. 23.8% of participants sometimes check their understanding when they come across new information. 53.8% of respondents usually verify their comprehension when faced with new types of information. 18.5% always check their understanding when they reach a new type of information. Equally, the data demonstrate that the average answer is showed by the mean value as 3.87 suggesting that most of answers range between options (3) and (4) in the frequency levels. The SD value suggests a fair consistency in the distribution of answers. According to these data, the bulk of respondents usually verify their comprehension when they come across new information in the text.

24. *I try to make predictions alongside my reading.*

N	Valid	130
	Missing	0
Mean		3.96
Median		4.00
Std. Deviation		.628
Range		3
Minimum		2
Maximum		5
Sum		515

Table 234: Statistical Data of Item (24)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	1	.8	.8	.8
	Sometimes	25	19.2	19.2	20.0
	Usually	82	63.1	63.1	83.1
	Always	22	16.9	16.9	100.0
	Total	130	100.0	100.0	

Table 235: Frequency Results of Item (24)

The frequency table shows that .8% of respondents occasionally make predictions alongside their readings. 19.2% of respondents sometimes make predictions while reading. 63.1% usually make predictions alongside their reading and 16.9% of participants always make guesses throughout the line of their reading.

The mean value shows that the average answer is M=3.96 while the SD=.63, this value reflects an average consistency in the distribution of respondents' answers. To sum up, this item data tell that the major part of respondents usually try to make predictions alongside their readings.

25. *I use re-reading technique to enhance the quality of my understanding.*

N	Valid	130
	Missing	0
Mean		3.96
Median		4.00
Std. Deviation		.730
Range		3
Minimum		2
Maximum		5
Sum		515

Table 236: Statistical Data of Item (25)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	7	5.4	5.4	5.4
	Sometimes	16	12.3	12.3	17.7
	Usually	82	63.1	63.1	80.8
	Always	25	19.2	19.2	100.0
	Total	130	100.0	100.0	

Table 237: Frequency Results of Item (25)

The frequency table indicates that 5.4% of respondents occasionally use the re-reading technique to ameliorate the quality of their understanding. 12.3% of them sometimes use the re-reading quality to enhance their text understanding. 63.1% of respondents stated that they usually use the re-reading technique to ameliorate their text understanding and 19.2% of them always use the aforementioned technique.

The SD=.73 which indicates a homogenous selection of options while M=3.97 indicating that most answers turn around option (3). To conclude, the majority of respondents usually use the re-reading technique to enhance the quality of their understanding.

26. *I accompany my reading with questions that I ask myself throughout my reading.*

N	Valid	130
	Missing	0
Mean		3.82
Median		4.00
Std. Deviation		.680
Range		2
Minimum		3
Maximum		5
Sum		496

Table 238: Statistical Data of Item (26)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	44	33.8	33.8	33.8
	Usually	66	50.8	50.8	84.6
	Always	20	15.4	15.4	100.0
	Total	130	100.0	100.0	

Table 239: Frequency Results of Item (26)

The above table shows that 33.8% of respondents sometimes supplement their readings with questions that they ask themselves throughout their readings. 50.8% of respondents usually ask themselves questions related to what they read and15.4% stated that they always accompanied their reading with questions they ask themselves while reading. The data distributed in table indicate that the average answer is M=3.82 while the SD value suggests an average level of consistency in respondents' answers. In total, the data proffered by this item tell that most of respondents usually accompany their reading with questions they ask to illuminate their comprehension.

27. *I check if my predictions about what is to come in the text are correct or wrong.*

N	Valid	130
	Missing	0
Mean		3.88
Median		4.00
Std. Deviation		.659
Range		3
Minimum		2
Maximum		5
Sum		504

Table 240: Statistical Data of Item (27)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	4	3.1	3.1	3.1
	Sometimes	25	19.2	19.2	22.3
	Usually	84	64.6	64.6	86.9
	Always	17	13.1	13.1	100.0
	Total	130	100.0	100.0	

Table 241: Frequency Results of Item (27)

The data demonstrated in the frequency table show that 3.1% of participants occasionally check the compatibility of their predictions with what happens in the text. 19.2% of respondents sometimes check if their predictions are correct or not. 64.6% of participants usually stated that they checked their predictions about what is to come in the text are correct or wrong and 13.1% always check their predictions about the text whether or not they are correct. Similarly, the data show that the average answer is M=3.88 suggesting that most respondents select option three or four in the frequency level; the value of the SD suggests a moderate consistency in the distribution of respondents' answers (SD=.66). Relying on the previous data, the major part of participants usually examines the probability of their predictions while reading.

28. *While reading, I deduce the meaning of sentences, words, and phrases.*

N	Valid	130
	Missing	0
Mean		4.09
Median		4.00
Std. Deviation		.628
Range		3
Minimum		2
Maximum		5
Sum		532

Table 242: Statistical Data of Item (28)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	1	.8	.8	.8
	Sometimes	17	13.1	13.1	13.8
	Usually	81	62.3	62.3	76.2
	Always	31	23.8	23.8	100.0
	Total	130	100.0	100.0	

Table 243: Frequency Results of Item (28)

The above table shows that .8% of respondents occasionally deduce the meaning of sentences, words, and phrases 13.1% of participants sometimes infer the meaning of sentences, words, and phrases. 62.3% of respondents usually use the technique of deducing the meaning of sentences while reading and 23.8% of respondents always deduce the meaning of sentences, words, and phrases. It is observed that the average answer ranges between options (4) and (5). The SD value suggests a moderate consistency in the distribution of students' answers (SD=.63). According to these results, the bulk of respondents usually resort to the technique of deducing the meaning of sentences, words, and phrases while reading.

29. *While reading, I translate from English to my mother tongue.*

N	Valid	130
	Missing	0
Mean		2.33
Median		2.00
Std. Deviation		.709
Range		2
Minimum		1
Maximum		3
Sum		303

Table 244: Statistical Data of Item (29)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	18	13.8	13.8	13.8
	Occasionally	51	39.2	39.2	53.1
	Sometimes	61	46.9	46.9	100.0
	Total	130	100.0	100.0	

Table 245: Frequency Results of Item (29)

The frequency table shows that 13.8% of respondents never translate from English to their mother tongue while reading. 39.2% of participants stated that they occasionally translated from English to their native language while reading and 46.9% of respondents sometimes resort to this technique. Equally, the average answer of respondents' selections is indicated by the value M=2.33 while the SD value suggests a good homogeneity in the distribution of respondents' answers. Hence, it is concluded that the greater part of respondents sometimes translate from English to their mother tongue while reading.

30. *While reading, I consider the content I read both in English and in my mother tongue.*

N	Valid	130
	Missing	0
Mean		3.92
Median		4.00
Mode		4
Std. Deviation		.592
Range		3
Minimum		2
Maximum		5
Sum		510

Table 246: Statistical Data of Item (30)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	4	3.1	3.1	3.1
	Sometimes	16	12.3	12.3	15.4
	Usually	96	73.8	73.8	89.2
	Always	14	10.8	10.8	100.0
	Total	130	100.0	100.0	

Table 247: Frequency Results of Item (30)

3.1% of respondents occasionally consider the content they read both in English and in their mother tongue. 12.3% of participants sometimes consider the content they read both in English and in their mother tongue. 73.8% of respondents usually consider the content they read in both languages and 10.8% of participants always consider the content they read in both languages. In a similar way, the value of the mean indicates that the average answer is M=3.92 while the SD demonstrates a weak consistency in the dissemination of respondents' answers. In general, the data indicate that the majority of respondents usually consider the content they read both in the English context and in the context of their mother tongue.

6.1.Factor Analysis of the Reading Strategies Survey

6.1.1. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.452
Bartlett's Test of Sphericity	Approx. Chi-Square	567.689
	df	435
	Sig.	.000

Table 248: The KMO and Bartlett's Test for the Strategies Scale Factor Analysis

12 question items relating to the strategies FL students' resort to while reading were factor analysed using principal components of analysis with varimax rotation. Kaiser-Meyer-Olkin measure of sampling adequacy was .45 a little bit under the commonly recommended value of 0.5 indicating that the sample is a little bit small, and Barlett's test of sphericity was significant (x^2 (435)= 567.69, p < .001).

Using both the scree plot and eigenvalues > 1 to determine the underlying components the analysis yielded twelve factors explaining a total of 63.32% of the variance of the data.

Factor 1 was labelled 'inferential reading' because of the loading of the following item: While reading, I deduce the meaning of sentences, words, and phrases. This factor explained 6.03% of the variance after rotation.

Factor 2 was labelled 'strategic approach to reading' because of the high loadings of the following items: I take notes of my readings to understand better, I have an objective in my mind for my reading, and I read the text résumé before starting my detailed reading. This factor explained 5.86% of the variance after rotation.

Factor 3 was labelled 'critical comparison via text media' because of the loadings of the following items: I exploit the pictures and images in the text to support my understanding, I employ typographic tools like italics and drawings to highlight important details, and while reading, I consider the content I read both in English and in my mother tongue. This factor explained 5.95% of the variance after rotation.

Factor 4 was labelled 'critical strategies of reading' because of the loadings of the following items: I check if my predictions about what is to come in the text are correct or wrong, and I critically examine, assess, and select the content that matches my experience. This factor explained 5.55% of the variance after rotation.

Factor 5 was labelled 'questions and verifications while reading' because of the loadings of the following items: I accompany my reading with questions that I ask myself

throughout my reading, and I verify my comprehension when I come across new information. This factor explained 5.53% of the variance after rotation.

Factor 6 was labelled 'previous reading and re-reading in text understanding' because of the loadings of the following items: If the text is difficult, I implement the reading aloud method, I incorporate my previous knowledge to understand what I am reading, and I use the re-reading technique to enhance the quality of my understanding. This factor explained 5.40% of the variance after rotation.

Factor 7 was labelled 'taking time to select suitable content' because of the loadings of the following items: I take pauses while reading to reconsider what I am reading, while reading, I select the content I consider important for my final response to the text, and I raise my concentration with the rising of the text difficulty. This factor explained 5.18% of the variance after rotation.

Factor 8 was labelled 'mental scheming for word understanding' because of the loadings of the following items: I use my imagination and mental representation to understand and generate a new story response, I take my time to focus on details for better comprehension of the text, and I refer to the dictionary to understand vocabulary I ignore about. This factor explained 5.17% of the variance after rotation.

Factor 9 was labelled 'translation as a reading tip' because of the loadings of the following items: While reading, I translate from English to my mother tongue. This factor explained 5.10% of the variance after rotation.

Factor 10 was labelled 'predictions and guesses checking while reading' because of the loadings of the following items: I try to make predictions alongside my reading, and I check my readings back and forth to make sure of the tie between ideas. This factor explained 4.87% of the variance after rotation.

Factor 11 was labelled 'exploiting reading purpose and text structure in reading' because of the loadings of the following items: I link the text content to the overall objective of my reading, and I get a quick glance of the text structure and layout before my reading. This factor explained 4.54% of the variance after rotation.

Factor 12 was labelled 'reading and focus' because of the loading of the following item: I try to keep focused on my line of thought while reading. This factor explained 4.48% of variance after rotation.

The following chart represents a graphic representation of the 15 factors.
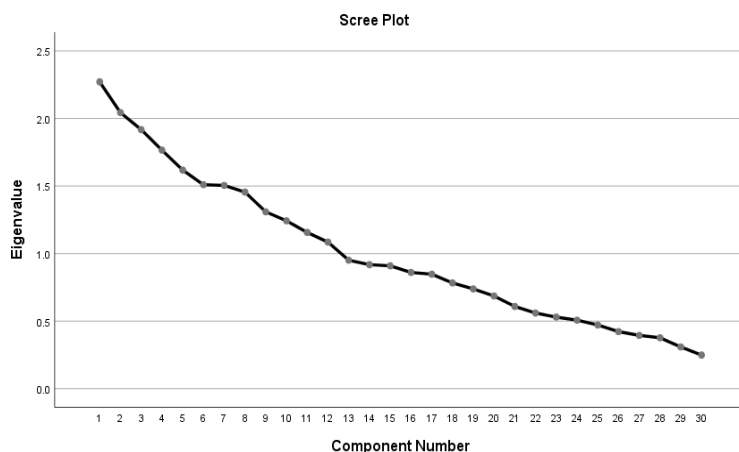
Graph 12: The Scree Plot for the Reading Strategies Factor Analysis

6.2. Comments and Discussion

The major focus of the strategies survey was to observe, infer, and unravel the different stratagems students use in their dealings with the text they read. Part of producing a good response resides in the way students approach the reading of the text. The results of the questionnaire unraveled that EFL students are not acquainted with establishing a clear goal for their reading; they just sometimes have an objective in mind for their reading. This might be traced back to the lack of a course devoted purely to preaching students about this skill because when students lack an aim for reading they might lose interest rapidly and have the sense of disorientation or triviality of the reading activity. The results showed as well that students occasionally take notes of what they read to consolidate their text understanding. Notes taking is a technique and a skill that helps learners select from a large sample of information the one that best serves their objectives. Although, there are teaching modules in the first two years of the study cycle where students are introduced to note taking as a research skill, they still face trouble developing the habit of using it. The survey findings signaled that students usually incorporate previous knowledge to facilitate their text understanding; this converges with item (12) in part two of the students scale where respondents reacted favourably to the reference to their personal life experience to add meaning to the text they read. It is revealed as well that students usually focus on the résumé before starting to read the text. The résumé proffers a shot cut and serves as a glance of the essential text events; in the normal case most readers go through the résumé before initiating their reading.

In the same way, the findings showed that students sometimes refer to reading aloud if the text is difficult. Reading aloud strategy proves efficient when the text reaches a certain level of complexity (Mehmoud Sajid & Kassim, 2019), however; it can be applied only under

certain circumstances. Students claimed that they sometimes link the text content to their overall purpose of reading. In the first item of the survey, students seemed reticent about the idea of having a goal for reading and automatically they stated that they just sometimes link the content of the text to their reading objective. The comments they provided turned generally around the idea that they did not develop the habit of creating a goal for reading nor did they apply this to suit the content they were interested in, nonetheless; they proclaimed that it was a good step in future that would help classifying the information they are interested to get. Likewise, it was observed that students usually focus on details with the intention of getting the most of the content they read. Through the comments section, it was revealed that students are accustomed on the use of this strategy from their previous educational experience that extends till the university level. Some participants ushered that they refer to this technique as a compensatory strategy when they are faced with some reading obstacles.

The data hint as well that students usually get a glance at the text structure and general lay out before starting to read. This strategy resembles and is often referred to in parallel with the strategy of reading the text résumé; it happens in the same way that this content converges with the content of item (1) in part seven of the scale where a reasonable percentage of respondents agreed favourably with the idea that text structure participates in offering some interpretative guidelines. Not far from this, the findings indicate that students usually keep focused with their line of thought while reading. With reference to the comments' section, students explained this in terms of habit formation since their focus is shed on the mark principally they are in a position to keep focused with the text to offer an optimal analysis of the text. In this context, they related to the literary text per se since this is the reading material they are asked to analyse in tutorials the most. This strategy is coupled with the one of taking marginal comments that helps guiding overall understanding and comprehension; the data hint that students occasionally take marginal comments while reading as landmarks to grasp the general meaning of the text and to know what to relate to their previous readings. Again not far from this strategy, students seemed aware that taking notes and focusing on the line of thought need to be adjusted by a moderate reading pace that allows for them to profit the most from the informational load of the text. Hence, they usually regulate their reading pace to serve the level of the text difficulty.

The survey results showed that students usually select the content they consider important for their final response to the text. Actually, content selection is a strategy that most readers resort to in order not to lose their focus on essential information the text displays. Brun-Mercer (2019) explained, with reference to on line reading, that readers can implement

the strategy of selecting important hyperlinks or extracts that they may refer to later to strengthen their text comprehension because simply reading is a nonlinear process. This strategy is best consolidated through continuous practice and is helpful in aiding students' remember content that might serve the aim of a structured final text response. In the same vein, students usually refer to the dictionary to explain individual lexemes that they do not understand. This latter strategy is of natural and automatic use by EFL learners since they are dealing with a FL and are still in a process of building their vocabulary luggage. As far as reading is an active nonlinear process, students are in a continuous process of vocabulary learning not only for understanding what they read but for knowing how to prove their understanding of the text as well.

Students usually exploit the text media, if any, to facilitate their text understanding. Obviously when the code of writing is foreign, the informational load of its media becomes a secondary resource for text comprehension. Hermida (2015) stated that texts have a general language as well as a specific one that is only reflected through their media and is field-specific as well. Thus, teaching EFL students how to read from the text media participates in the fostering of their reading proficiency. It is noticed through the analysis of the survey results that students usually take pauses while reading to reconsider content they came across; students left comments that relate to renewing the vibes after a long time of reading which is linked also to the complexity and length of the text. It is known in the field of psychology that the human brain tends to lose concentration if it is exposed to continuous and familiar types of information for a prolonged time span (Van den Boer, 2018), a typical case of the EFL context where both language and its culture are exposed through the reading texts. Of significance is the fact that students usually implement contextual clues to equally compensate and comprehend certain portions of the text. It is important to refer to contextual clues as a shelter of comprehension especially when the claim is the nonlinear aspect of reading and that meaning is dual. Some respondents stated in the comments section that they had learnt about this strategy when they were at high school and believed that it helped them when they still lack enough vocabulary and analytical techniques to understand the English text.

Moreover, students occasionally resort to paraphrasing as a strategy to refashion one's comprehension in their own style. In their study, Escudero, Fuertes and Lopez (2019) concluded that overt training on paraphrasing strategies in the contour of EFL learning led directly to efficient reading comprehension; the researchers asserted that learners will be able to jump into deductive and analytical comprehension. Students commented that paraphrasing

allows them to work on individual lines to reach text comprehension by themselves while not neglecting the writing skill, directly or not they were conscious about the existing tie between the reading and the writing skill. Still, in order to have better results out of the use of this strategy more time is needed or extra-home works need to be assigned. Not far from this, students usually use their imagination and mental scheming to understand and generate new story response. In most of their comments, students hint to the fact that imagination is inseparable from reading and that they do not often question this phenomenon. Mental scheming in general is part of everyday life and is applied in reading in the same way in which people categorize and classify daily information and events. This cognitive storage serves as a readymade repertoire of reference to individuals and is applied in the case of learning contexts to prove understanding and critical analysis of the learning material. Students declare that they usually refer to typographic tools in the example of drawings and important details highlighting to retain information. This strategy can be linked to the previous one in that readers often consolidate mental classifications with printed landmarks especially when the linguistic code is a foreign one. At the same time, it was observed that students usually examine, assess, and select content that matches at best their previous experiences. Most of the claims in the comment section stated that while reading students created ties with certain text events either because they had lived through these experiences before or because they had read about them somewhere else.

On equal footing, students sometimes check their readings back and forth to verify their overall text comprehension. This strategy is referred to by readers to consolidate the information they receive or to check if their predictions were right; in this particular case students claimed that time pressure and academic responsibilities did not allot them enough time to keep going back and forth in their readings. Hence, this strategy is of a little reference while reading. Not far from this strategy, respondents usually verify their comprehension when they came across new information. In the previous statement, students stated that they do not always refer to checking back and forth what they read because of time constraints; in the current statement they resorted to the same justification in that time constraints in their particular context did not favour stopping at every bit of the text to check their understanding. Since the only course that devotes time to reading at this level is the literature course, it seems that students' focus is rather shed on the completion of tasks in the right time not on the right application of this strategy.

Likewise, the data ushered that students usually accompany their reading with predictions and marginal questions as well as re-readings when these are necessary.

According to their comments, these strategies are referred to on a personal scale as a trial to be autonomous in developing overall text comprehension. With reference to literature module, they stated that there was no enough time to go through the practice of all of these strategies. Results indicate that EFL students complement these strategies with meaning deduction that is made at the level of the word, the sentence, or the phrase and sometimes they employ translation strategies to cope with the reading content to consider what they read both in the FL culture as well as in their native culture.

Overall, the strategies survey revealed that EFL students resort to the use of reading strategies, either consciously or unconsciously, with varying degrees of frequency. Also, the comments they provided proved their level of awareness about the import of reference to these strategies while reading. It is observed as well that students are alert about the benefits of personal effort in the application of reading strategies to help them boost the use of thinking abilities in developing proficiency in reading.

Conclusion

With reference to the data gained through the analysis of the students' scale and the reading strategies questionnaire, it is possible to say that there exists a relationship between the variables of the current research viz. the contribution of reader response framework on enhancing EFL students' reading proficiency and text interpreting.

In this section of the work, the findings of the scale certify that EFL students are aware and in agreement with the fact that approaching the FL text with a reader response approach helps them get connected with their higher order thinking capacities and liberates them from the view of limited text meaning. The findings proves that the major part of students consider the cultural factor, a part and parcel of the FL text, as an important element in text understanding and are ready to consider text meaning from a neutral stand point. That is, they have potential to approach text reading with reference to the socio-cultural factors of their mother tongue and the FL one. Students showed favourable perceptions towards considering the FL text as a mega speech act, with all that the informational load that the expression carries. Moreover, the pragmatic analysis of FL discourse considers the intentions of the message sender which has as implications taking into account the multiplicity of potential meanings.

Students showed aptitude to refer to their affective predispositions in the analysis of the work and through their responses they are in favour of the inclusion of this ability in text interpretation. The results demonstrated that students hold positive perceptions towards the

possibility of incorporating linguistic and extra-linguistic factors in the analysis of the FL text and that the latter might appeal to aspects of their lives, experiences, and previous readings. The reading strategies survey proves that EFL students attach import to the reading skill and they do apply consciously or unconsciously those strategies in the types of classroom readings they deal with.

Chapter Six: Analysis of the Treatment Results and the Observation Data

Introduction

The preceding chapter was interested in the exposure and probing of the findings arrived to through the administration of a Likert scale and a reading strategies survey to EFL students. The chapter reckoned that students hold positive perceptiveness about adopting a new response-oriented methodology in the reading and construal of the FL literary or none-literary text. It was concluded as well that EFL students have and are ready to adopt reading strategies necessary for text analysis. The present chapter is concerned with the analysis of the second portion of the study variables namely the potential influence of reader-response paradigm on developing proficient reading and consequently text interpreting. It is devoted to the analysis of the information gathered through the observation and the treatment phase.

1. Description of the Treatment Group

The treatment group is composed of 34 third year students majoring in English as a foreign language. The participants were randomly chosen and were of varying degrees of language proficiency; they had equal chance of taking part in the study without the interference of any extraneous factors. The class met twice a week; Tuesday from 12:30 pm to 14:00 pm and Wednesday from 11:00 am to 12:30 pm. Participants were given the chance to agree upon the book or the text they were interested in with the teacher's guidance. They were given time to read and respond in a written form to the text. The class was organized in the form of presentations where a student or pair of students presented the work and the rest of the class prepared questions to be conducted in the form of debates that related to aspects of reader response paradigm to be discussed openly. Bloom's taxonomy of educational objectives (both intellectual and affective domain) was considered, Benton's (cited in Carlisle, 2000) and Squire's classifications (Almahrooqi, 2011) were considered as well. Added to these, participants were trained on assuming tolerant views vis-à-vis the other through the embracing of a neutral cultural stand.

The two modules in which students have the potential to be often exposed to reading in the LMD system are literature and written expression and comprehension, hence; a listing of these two courses objectives will be mentioned in the next two subtitles.

2. Objectives of Third Year Literature Module

According to the official training syllabus, the 3rd year literature module aims at:

➢ Developing students' cultural and intercultural competencies.

➢ Analysing the literary text in relation to its context, context of production, context of reference, and context of reception.

Before meeting this set of objectives, students are required to show the following predispositions:

➢ Developing sufficient knowledge about literary genre and movements through the preceding semester.

➢ Making reference to the writing techniques acquired through modules of research methodology and written expression.

3. Objectives of Third Year Written Expression and Comprehension Module

According to the official distribution of course objectives, the module aims generally at:

➢ Guiding students through the writing of administrative applications.

➢ Enabling students to write a training report, or a report about a text.

➢ Knowing how to draft official reports.

Before starting the realization of these objectives, it is stated in the training document that students are required to show some pre-requisite knowledge. The following points are considered:

➢ Having the ability to react to the text media as well as the connotative and denotative use of language.

➢ Having the predisposition to analyse and employ in context the proverbs and myths of the world (transcultural knowledge).

➢ Having the ability to draft administrative writings.

4. Analysis of Participant Observation Data

• Observation Data of the First Text (The alchemist, Paulo Coelho)

The book was selected by students for the reason that the majority had read or heard about it. It tells the story of a young boy called Santiago who engaged in a long journey to the pyramids thinking and believing that he would find his treasure there. He went through a concrete and spiritual journey that ended up by discovering that the real treasure was in front of him at the church which he refused to join. The morale of the story is that the true quest is the self-discovery inward voyage that allows humans to follow the omens for pursuing their

dreams. The sequence of events and the new ideas related to the new tendencies of personal development theories attracted students, who are still at the beginning of their quest, to enjoy the reading of the book. The vocabulary is simple and the theme is of contemporary period related to what they are experiencing in life.

Participants were asked to prepare their written responses in advance for analysis while the classroom was considered as a free space where students had the chance to discuss their differing interpretive stances.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	79.41%
Questions	88.24%
Connections	88.24%
Memories	100%
Guesses	100%
Reflections	82.35%
Comparisons (including cultural)	79.41%
Thoughts and feelings	97.05%
Comments	55.88%

Table 249: Statistical Report for the Alchemist

- **Observation Data of the Second Text (The Girl on the Train, Paula Hawkins)**

This story has as a setting contemporary London; it tells the story of a young middle class couple who strive to throw away their financial difficulties which characterize most of modern societies worldwide. Their relationship had abruptly ended with divorce which led Rachel to plunge into a vicious circle of binge drinking while Tom married another woman and started over a new life. The story discusses the themes of betrayal, hypocrisy, and the misleading image of physical appearance. While Rachel was thinking that Tom had a perfect life she was focused on imagining the life of a couple at few blocks away from Tom and Anna's house that she always would see from the train's window. The story ended dramatically by the discovery that her ex-husband was a killer and that Megan, the wife from the couple living perfectly, was a woman with dangerous secrets of infidelity and psychological anarchy.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	97.05%
Interpretational	82.35%
Questions	88.24%
Connections	97.05%
Memories	85.29%
Guesses	100%
Reflections	52.94%
Comparisons (including cultural)	73.53%
Thoughts and feelings	97.05%
Comments	79.41%

Table 250: Statistical Report for the Girl on the Train

- **Observation Data of the Third Text (Milk and Honey, Rupi Kaur)**

Milk and honey is a collection of poems gathered to treat various themes that touch upon the shared sufferings of humanity. The book is a work of art of modern poetry and it is divided into four sections: The hurting, the loving, the breaking, and the healing. The themes they treat range from love, abuse, pain, human misery, family, connections, to women's sufferings. Through the poems' verses the book describes the nature of those feelings, the nature of the negative experiences that emanate from them, and the way through to healing.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	76.47%
Questions	55.88%
Connections	94.12%
Memories	97.05%
Guesses	58.82%
Reflections	73.53%
Comparisons (including cultural)	76.47%
Thoughts and feelings	76.74%
Comments	100%

Table 251: Statistical Report for Milk and Honey

- **Observation Data of the Fourth Text (Gone Girl, Gillian Flynn)**

The book is based on a set of twisting events that are generated by both protagonists Amy and Nick. A couple living up till now a happy life till the moment where routine invaded their life and turned it upside down. Again, financial trouble is a recurrent theme that pushed

the couple to regain their countryside life. Amy's parents created a child book collection that she considered as based on her childhood misfortunes rather than on her pretended achievements. Over time, their marriage disintegrated and the wife got immersed into a demonic plan to destroy her husband's life. By the end she committed a crime, was saved from life sentence and astonishingly got back to her husband that became under her control forcibly.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	85.29%
Questions	100%
Connections	61.76%
Memories	47.05%
Guesses	94.12%
Reflections	97.06%
Comparisons (including cultural)	55.88%
Thoughts and feelings	100%
Comments	88.24%

Table 252: Statistical Report for Gone Girl

- **Observation Data of the Fifth Text (If I Stay, Gayle Forman)**

The book pursues the life of an adolescent called Mia that used to enjoy a happy life with her nucleus family. The story begins directly with a mirage in Mia's mind in a snowy forest, a foggy spot where everything intersected in her mind. And suddenly, she discovered that she was implicated in an out of body experience, a blurred feeling got over her when she was looking at herself laid still on the ground, a muddled sensation of the deep silence that took over the place. She was looking at people, nurses, and doctors hurrying to save her and her family but still could not understand how come she was walking in all directions trying to tell them she stood next to them and tried to ask them why they could not see her. This out of body experience led her to discover many realities she shut an eye on before the accident occurred; at one moment after ensuring that all members of her family departed Mia decided to let go and pursue the unclear path of darkness where she was immersed until Adam appeared. She was communicating with him from her blackout and he succeeded to bring her back to life.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	94.12%
Questions	88.24%
Connections	94.12%
Memories	85.30%
Guesses	100%
Reflections	91.18%
Comparisons (including cultural)	64.70%
Thoughts and feelings	52.94
Comments	88.24%

Table 253: Statistical Report for If I Stay

- **Observation Data of the Sixth Text (The Waste Land, T.S Eliot)**

Eliot's Waste Land is a part of the third year literature syllabus so students had already been introduced to in their learning programme. The work is categorised under modernist poetry appealing to issues that relate to the modern epoch and the modern human being. The work is composed of a collection of poems each of which treats a multiplicity of issues that personify the anarchies of the modern era and the bereft character of the contemporary human being. Moreover, the writing style of the poet tells a lot about the semiotic and semantic aspects of the work. As well, it brings into one mold a collection of discordant cultures and symbols of literature. The assortment of voices used in the poem and reference to quotations from different literary and artistic sources and appeal to the human sufferings related to the current epoch traits made the construal process easier and more open to manifold interpretations.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	97.05%
Questions	100%
Connections	97.05%
Memories	100%
Guesses	97.05%
Reflections	100%
Comparisons (including cultural)	85.30%
Thoughts and feelings	94.12%
Comments	97.06%

Table 254: Statistical Report for The Waste Land

- **Observation Data of the Seventh Text (All the Light We Cannot See, Anthony Doerr)**

The book is set initially as a retelling of certain historical events that are traced back to World War 2 era. The author does not go through a deep description of every bit of detail that is related basically to historical facts which means that the reader needs to extend their knowledge by further researching certain details. Besides illustrating historical realities of this period, the story line turns around mirroring universal themes of family, destiny, free will, responsibility, ways of looking at things, and mythical quest. Marie-Laure a blind French little girl and Werner a German orphan are central characters that tell the story from two different perspectives. Marie-Laure's father is an employee in the Museum of Natural History in Paris and knows about a legend diamond there that is supposed to bring eternal life to its owner but to curse their surrounding relatives; later in the story this diamond becomes the central interest of German soldiers. It serves actually as a quest or a purpose in life and it represents the extent to which human beings are ready to sacrifice for the sake of meeting final reward. At the same time, Marie-Laure's protective comportment towards the diamond shows the other extreme or aptitude sacrifice what one possesses for the sake of a noble purpose. The story ends with bringing the reader into the image of modern society with Marie-Laure growing old, rambling in the streets of Paris and recollecting pieces of memories about their loved ones who died so young questioning herself if it is the diamond curse or the unavoidable stroke of fate.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	94.12%
Questions	85.30%
Connections	88.24%
Memories	85.30%
Guesses	94.12%
Reflections	88.24%
Comparisons (including cultural)	82.35%
Thoughts and feelings	94.12%
Comments	88.24%

Table 255: Statistical Report for All the Light We Cannot See

- **Observation Data of the Eighth Text (The Book Thief, Markus Zusak)**

The book tells the story of the main character Liesel Meminger a little girl surviving in Nazi Germany in the period of World War 2. The novel recounts the political conflicts that characterised Nazi Germany and made hints to the Holocaust. The novel's title is related to one of the themes being treated which is Liesel's illiteracy, her way through learning how to read and write, under the very restricting circumstances of political instability, and finally her arriving to recognize the power of the word in transmitting information. Death is introduced in the story as a narrator and as a personification of death, himself astonished about the extent to which human cruelty could go. Max is a Jew who survived the Holocaust and was sheltered in the basement of Hans, the foster father of Liesel, because Max's father Erik has already saved his life before so it was just an act of recognition. A friendship tie had been created between Liesel and Max who had written her two short stories about their friendship. Throughout time, Liesel and Max got separated and after many violent incidents of the war they came to be amidst the few survivors; Liesel exploited her writing skills to write a chronicle about all the incidents and agonies she went through while Death was puzzled by the negative choices human beings may opt for.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	97.06%
Questions	67.65%
Connections	94.12%
Memories	97.06%
Guesses	94.12%
Reflections	100%
Comparisons (including cultural)	88.24%
Thoughts and feelings	88.24%
Comments	67.65%

Table 256: Statistical Report for the Book Thief

- **Observation Data of the Ninth Text (The Forty Rules of Love, Elif Shafak)**

This book is an all-encompassing one, a rich literary repository that is grounded upon the technique of juxtaposition; one story is settled at the heart of the other. The two stories pictured each other via two diverse cultures that existed at an interval of seven centuries. The book deals mainly with the values of love as a morale feeling in a different way. Again, the theme of betrayal and disloyalty that characterises the estranged modern human being is of occurrence. Ella, a housewife that grows impatient with her routine with three kids and a disloyal husband decides to start a new profession as a reader in a literary organisation. Her first review is a book written by a Turkish novelist that tells the story of a thirteen century poet called Rumi and his teacher Shams of Tabriz. She thought at first that cultural difference would be a barrier in her way of understanding the context and content of the book, but through time she grew impressed by the author of the book. Ella was pursuing the internal voice that Shams is teaching Rumi to leave the comfortable zone created by the codes and norms of the community; she late falls in love with Aziz the writer of the book and felt that she was going through the same path of Rumi in the book she is reading. The essence of the story lies in the idea that connecting to the self and leaving the apparent sense of security indemnified by social codes brings to surface the authentic self-image.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	91.18%
Questions	76.47%
Connections	94.12%
Memories	44.12%
Guesses	94.12%
Reflections	85.30%
Comparisons (including cultural)	94.12%
Thoughts and feelings	58.82%
Comments	73.53%

Table 257: Statistical Report for the Forty Rules of Love

- **Observation Data of the Tenth Text (Me Before You, Jojo Moyes)**

The book tells the story of a young man called Will was once a very active rich man and suddenly had quadriplegia after a motorcycle accident. Twenty six years old Louisa Clark is a major character that was working in the family café and who was obliged to look for another job after the closure of the café. It happened that she was recruited to nurse Will who was using the wheelchair permanently. The major theme that one can derive from the story is the different reactions people may show when they are sentenced to life long handicaps. Will was reluctant to accept any presence with the intention of supporting him; and showed signs of aggressive character with Louise. With time both developed tolerant feelings towards each other, she was supporting him and he confessed to her that he decided to end his days through Dignitas. Despite the fact that she confessed that she loves him, Will was decided upon the choice of death as a solution to end his sufferings. After his funerals, Louisa discovered that he left for her a big amount of money so that she could pursue her dreams and live what he could not live anymore.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	94.12%
Questions	88.24%
Connections	94.12%
Memories	82.35%
Guesses	88.24%
Reflections	97.06%
Comparisons (including cultural)	91.18%
Thoughts and feelings	100%
Comments	88.24%

Table 258: Statistical Report for Me Before You

- **Observation Data of the Eleventh Text (Eleanor and Park, Rainbow Rowell)**

The novel is based on the story of a young teenager named Eleanor who was living a persecuted life with her stepfather, her mom and five siblings. The story mirrors the typical social troubles of the American capitalist system where mothers often choose to reconstruct their lives for a multiplicity of reasons and bring home a so called fatherly face that turns out to be a torment for the kids. Eleanor is excellent in school, however, her poor social conditions played against her favour. As a consequence, she was a victim of bullying by her classmates. One of her classmates called Park discovered that she was so smart and deserved better treatment and so began to be protective towards her. When her stepfather exceled in torturing her and her siblings, Eleanor decided to move with her family to their aunt's house and they left him alone with his drinking binges. She then began a new life away from these negative souvenirs leaving Park behind. The latter tried to get in touch with her in vain. The story treats themes that relate to family abuse, school abuse, escaping, and self-esteem that are responded to differently by participants.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	97.05%
Interpretational	85.30%
Questions	88.24%
Connections	91.18%
Memories	94.12%
Guesses	94.12%
Reflections	85.30%
Comparisons (including cultural)	88.24%
Thoughts and feelings	97.05%
Comments	76.47%

Table 259: Statistical Report for Eleanor and Park

- **Observation Data of the Twelfth Text (The Devil Finds Work, Mack Reynolds)**

This is a short story that extends over a few pages. The story is based on a fictitious discussion between a poet called Nick and the legendary demon Mephistopheles. The story recounts the unpredictable paths that people might follow for the sake of reaching what they dream about. Just as the Shakespearean intention goes, Nick fancies that his verses will be eternally written and read by the coming generations, a simple wish for every writer. The story mirrors a philosophical dialogue between the poet and the demon that convinced him to sign a contract so that Mephistopheles would grant him the success he always fancied about. To the reader's astonishment, the poet signed the deal and the story jumped twenty five years forward to show the poet in a stunningly different position. Participants wrote impressive responses about this short story especially because the themes relate to the current situation of mankind looking and running after material gain deleting in the course of their quest all that is related to the system of morals and values.

Response Category	Frequency of Occurrence (100%)
Narrational (an outline)	100%
Interpretational	85.30%
Questions	88.24%
Connections	79.41%
Memories	50%
Guesses	82.35%
Reflections	88.24%
Comparisons (including cultural)	55.88%
Thoughts and feelings	97.06%
Comments	79.41%

Table 260: Statistical Report for the Devil Finds Work

- **Observation Data of the Thirteenth Text (Sonnet 8 by William Shakespeare)**

The researcher opted for working with Shakespearean sonnets because students were already exposed to analyse and discover the writings of Shakespeare in the third year literature module. Yet, the approach differed only in the way students were encouraged to probe the work namely a reader response one. Students had been introduced to the layout of the sonnets and the semantic features related to the rhyme and scheme of the poems.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	76.47%
Questions	85.29%
Connections	94.12%
Memories	58.82%
Guesses	94.12%
Reflections	76.47%
Comparisons (including cultural)	67.65%
Thoughts and feelings	88.24%
Comments	85.29%

Table 261: Statistical Report of Sonnet 8

- **Observation Data of the Fourteenth Text (The Mother of a Queen, Ernest Hemingway)**

This is one of Hemingway's short tales that tells the story of Paco, a young man working for a manager called Roger. The latter is actually a close friend of Paco's as well.

Hemingway's treats in this short story a controversial theme related to the questioning aspects of masculinity personified in the character of Paco, to whom the word Queen in the title refers. The story pictures the indifference of Paco towards the death of his own mother and his refusal to pay her the burial spot; in consequence Roger was outraged by this passive reaction of Paco and insisted to offer help to his friend who rejected every trial. The story embodies a deeper secret relationship than it seems between both characters which does not reflect the orthodox canon of Hemingway's standpoint towards this issue. The story generated in general a strong sociocultural reaction on the part of participants towards this latter issue and secondary reactions towards the accompanying issues.

Response category	Frequency of occurrence (100%)
Narrational (an outline)	100%
Interpretational	97.06%
Questions	64.70%
Connections	88.24%
Memories	82.35%
Guesses	79.41%
Reflections	85.29%
Comparisons (including cultural)	85.29%
Thoughts and feelings	91.18%
Comments	100%

Table 262: Statistical Report of the Mother of a Queen

- **Observation Data of the Fifteen Text (Sonnet 107, William Shakespeare)**

The second Shakespearean sonnet that the researcher opted for is sonnet 107; third year students were already exposed to this type of poems in the literature. Yet, the approach followed here is different from the way students approach the text in the literature class differed from the way they approached the text in the treatment. Students had been introduced to the layout of the sonnets and the semantic features related to the rhyme and scheme of the poems.

Response Category	Frequency of Occurrence (100%)
Narrational (an outline)	97.05%
Interpretational	73.53%
Questions	85.29%
Connections	94.11%
Memories	100%
Guesses	76.47%
Reflections	94.11%
Comparisons (including cultural)	44.11%
Thoughts and feelings	61.76%
Comments	70.59%

Table 263: Statistical Report of Sonnet 107

5. The Null Hypothesis of the Study

This study aims mainly at investigating the gains of adopting a reader response paradigm on the analysis of the FL texts, particularly literary texts, and in developing FL students reading proficiency and text interpretation in general. The essential goal is to draw attention to the benefits of activating the pillars of this theory in such a way as to converge with the bottom of active learning in the LMD system as being applied in Algeria. The experiment is meant to try applying the big lines of this theory with the treatment group so that to check for the difference before and after the application of the theory. For the sake of this, the researcher turns to compare the means of both groups applying the paired sample T-test for the same group and the independent sample T-test between groups; in this vein Brockopp and Hastings-Tolsma states that: "The null hypothesis is a statistical statement that predicts no difference between the groups of events or observations under study. Inferential statistics are used in an effort to reject the null, thereby showing that a difference does exist" (2003, p. 302). If the inferential statistics prove that there is a difference, then there exists a relationship between the dependent and independent variable. Relying on this, the null hypothesis in the current study is:

H0: There is no relationship between applying reader response scheme and development of FL students' reading proficiency and text interpretation ($p \geq \alpha$. Where $\alpha=0.05$).

H1: There is a positive link between applying reader response scheme and development of FL students' reading proficiency and text interpretation ($p \leq \alpha$. Where $\alpha=0.05$).

6. Analysis of Control and Treatment Groups Data

6.1. Paired Samples T-Test of Control Group

6.1.1. Test of Normality for Control Group

			Statistic	Std. Error
difference	Mean		-.0221	.12326
	95% Confidence Interval for Mean	Lower Bound	-.2728	
		Upper Bound	.2287	
	5% Trimmed Mean		.0172	
	Median		.0000	
	Variance		.517	
	Std. Deviation		.71871	
	Minimum		-2.00	
	Maximum		1.25	
	Range		3.25	
	Interquartile Range		1.00	
	Skewness		-.679	.403
	Kurtosis		.972	.788

Table 264: Test of Normality Descriptives for Control Group

The absolute value of Skewness from the table is -.679 ; it does not exceed .8. In the same way, the absolute value of Kurtosis is .972 ; it does not exceed 2. Both values are valid.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
difference	.165	34	.020	.930	34	.030

a. Lilliefors Significance Correction

Table 265: Data of Normality Test for Control Group

The above table shows that the value of Shapiro-Wilk is p=.030 so the result is almost statistically insignificant suggesting that the data are almost normally distributed.
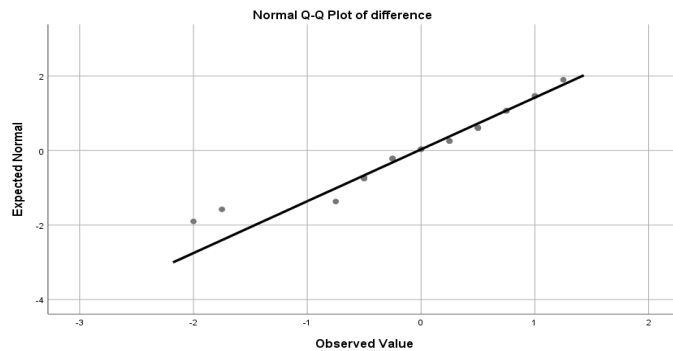
Graph 13: The Q-Q Plot of Difference for the Control Group

From the normal Q-Q plot of difference, the points are closer to the line suggesting that there are normally distributed differences. No outliers were detected in this distribution.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest for control group	10.1471	34	1.76038	.30190
	Posttest for control group	10.1691	34	1.53584	.26339

Table 266: Paired Sample T-Test Descriptives for Control Group

From the above table, it is observed that the mean value for the posttest and the pretest are almost identical. The table indicates as well that the SD for the pretest and the posttest are fairly close together.

		N	Correlation	Sig.
Pair 1	Pretest for control group & Posttest for control group	34	.914	.000

Table 267: Paired Samples Correlations for Control Group

From the table of correlation the p value is statistically significant (p=.000). So, there is a marginal significance in the difference between the pretest and posttest scores.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest for control group - Posttest for control group	-.02206	.71871	.12326	-.27283	.22871	-.179	33	.859

Table 268: Paired Samples T-Test Results for Control Group

From the above table, the value of the mean is -0.022 indicating that the posttest results are statistically lower than the pretest results. P=.86 ≥ .5 (α=.5); this value shows that there

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statistically no significant difference between the pretest and the posttest data for the control group.

6.2. Paired Samples T-Test of Treatment Group

6.2.1. Test of Normality for Treatment Group

			Statistic	Std. Error
Difference	Mean		1.6324	.23038
	95% Confidence Interval for Mean	Lower Bound	1.1725	
		Upper Bound	2.0922	
	5% Trimmed Mean		1.5989	
	Median		1.2500	
	Variance		3.609	
	Std. Deviation		1.89976	
	Minimum		-1.25	
	Maximum		5.50	
	Range		6.75	
	Interquartile Range		3.25	
	Skewness		.192	.291
	Kurtosis		-1.373	.574

Table 269: Test of Normality Descriptives for Treatment Group

The absolute value of Skewness from the table is .192 ; it does not exceed .8. In the same way, the absolute value of Kurtosis is -.1.373 ; it does not exceed 2. Both values are valid.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Difference	.210	68	.000	.918	68	.000

a. Lilliefors Significance Correction

Table 270: Data of Normality Test for Treatment Group

The above table shows that the value of Shapiro-Wilk is p=.000, so the result is statistically significant suggesting that the data are not normally distributed.
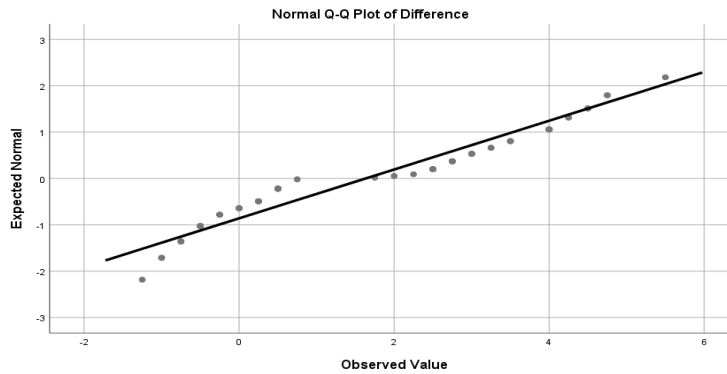
Graph 14: The Q-Q Plot of Difference for the Treatment Group

From the normal Q-Q plot of difference, some outliers were detected in the distribution of data that are traced back to the effect of implementing Benton's model (cited in Carlisle, 2000) and Squire's responsive classification (as cited in Almahrooqi, 2011).

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	10.1985	34	1.33112	.22829
	Posttest	13.4412	34	1.09934	.18854

Table 271: Paired Sample T-Test Descriptives for Treatment Group

The statistics table shows that there is a positive difference between the pretest and the posttest means. Notably, the mean of the latter is greater than the mean of the former. In addition, the standard deviations show that the variation in the data (spread of scores) is a little wider in the pretest (SD=1.33) than the posttest (SD=1.09).

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	34	.517	.002

Table 272: Paired Samples Correlations for Treatment Group

From the table of correlation the p value is statistically significant (p=.002). So, there is a statistically significant difference between the pretest and posttest scores.

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation		Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-3.24265	1.21151	.20777	-3.66536	-2.81993	-15.607	33	.000

Paired Samples Test

Table 273: Paired Samples T-Test Results for Treatment Group

From the table, the value of the mean is -3.242 indicating that the posttest results are statistically higher than the pretest results. P=.000 ≤ .5 (α=.5); this value shows that there statistically a significant difference between the pretest and the posttest data for the treatment group.

7. Test of Normality for the Independent T-Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.111	68	.036	.948	68	.007
Posttest	.096	68	.200[*]	.975	68	.179

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 274: Test of Normality for the Independent T-Test

From the above table, it is observed that the value of the Shapiro-Wilk in the pretest equals .007 which is statistically significant and indicates that the scores at this level are not normally distributed. The Kolmogrov-Smirnov as well ushers to a significant value (p=.036≤ α=.05) consolidating the fact that the scores are not normally distributed. On equal footing, the data in the posttest row shows that the value of the Shapiro-Wilk is .179 which is not significant (α=.05). The Kolmogrov-Smirnov hints to a non-significant value as well (p=.200 ≥ α=.05). These two values ensure that the scores are not normally distributed.
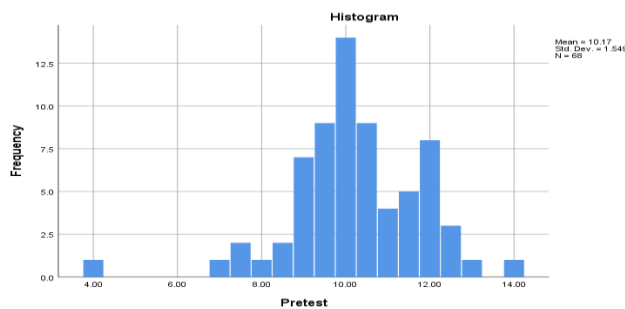
Graph 15: Difference in Pretest Results of Control and Treatment Groups
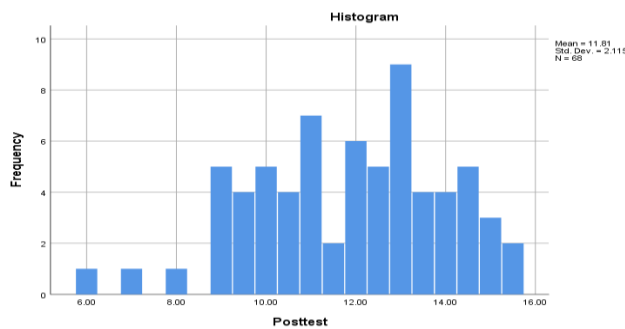
Graph 16: Difference in Posttest Results of Control and Treatment Groups

7.1. Paired Samples T-Test for Control and Treatment Groups

In this context, the paired samples T-test is administered across all 68 of the records it does not compare the control group to the treatment it just compares the pretest to the posttest. The mean value in the pretest is M=10 moderate, in the posttest M=11 more than moderate.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	10.1728	68	1.54911	.18786
	Posttest	11.8051	68	2.11509	.25649

Table 275: Paired Samples Statistics for Control and Treatment Groups

The statistics table shows that the mean value in the pretest is moderate (M=10.17). The posttest mean value is more than the pretest one and is more than moderate (M=11.80). Hence, there is a positive change between the pretest and the posttest scores.

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	68	.498	.000

Table 276: Paired Sample Correlations for Control and Treatment Groups

From the table of correlations the p value is statistically significant (p=.000). So, there is a statistical significance in the difference between the pretest and posttest scores.

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-1.63235	1.89976	.23038	-2.09219	-1.17251	-7.085	67	.000

Table 277: Paired Samples T-Test of Control and Treatment Groups Results

There is a significant difference between the pretest and the posttest scores across all 68 records. P=.000 ≤ α=.05, so it is a significant value that consolidates the existence of a difference in participants' performance between the pretest and the posttest.

8. ANOVA Test Results

The ANOVA test is another way to see if there is a difference in the posttest performance of both groups.

	Value Label	N
Group 1	Control	34
2	Treatment	34

Table 278: Between-Subjects Factors

The above table gives simple information about the number of participants included in both control and experimental groups.

Dependent Variable: Difference

Group	Mean	Std. Deviation	N
Control	.0221	.71871	34
Treatment	3.2426	1.21151	34
Total	1.6324	1.89976	68

Table 279: Descriptive Statistics for Control and Treatment Groups Results

The statistics table consolidates the results gained through the previous tests in this section. Apparently, the mean value for the treatment group (M=3.24) is greater than the mean for the control group (M=.022). In the same line, the spread of scores for the two different groups is shown through the value of the SD which demonstrates more homogeneity in the treatment group scores (SD=1.21).

		Levene Statistic	df1	df2	Sig.
Difference	Based on Mean	3.288	1	66	.074
	Based on Median	3.297	1	66	.074
	Based on Median and with adjusted df	3.297	1	49.333	.075
	Based on trimmed mean	3.371	1	66	.071

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Difference

b. Design: Intercept + Group

Table 280: Levene's Test of Eqality Error Variances

An assumption of ANOVA is that the groups being compared have a similar dispersion of scores, or variance which can be tested through Levene's test of equality of variance. As such, the table shows a non-significant result indicating that the assumption of

homogeneity of variance has been met as p=.07, which is greater than .05. So, it can be said that:

- Levene's test confirmed that the assumption of homogeneity of variance has been met, $F(1,66)=3.371$, $p \geq .05$, the null hypothesis that the error variance between groups is equal is accepted.

Tests of Between-Subjects Effects

Dependent Variable: Difference

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	176.327[a]	1	176.327	177.723	.000	.729	177.723	1.000
Intercept	181.191	1	181.191	182.626	.000	.735	182.626	1.000
Group	176.327	1	176.327	177.723	.000	.729	177.723	1.000
Error	65.482	66	.992					
Total	423.000	68						
Corrected Total	241.809	67						

a. R Squared = .729 (Adjusted R Squared = .725)
b. Computed using alpha = .05

Table 281: Tests of Between-Subjects Effects

The results of the one way independent ANOVA showed that there was a significant main effect of the application of reader response paradigm (through the use of Benton's and Squire's classification) on the enhancement of students' reading proficiency and text interpretation. Partial Eta Squared which is the effect size is 73% how much movement in one variable can be explained by movement in another. These findings were proved through the analysis of participants' written responses, according to the following formula:

F (IV df, error df)=F-Ratio, p=Sig, η_p^2=Partial Eta Squared

(F (1,66)=177.723, p=.000, η_p^2=.73).

Bonferroni post hoc tests showed that the treatment group (M=3.24, SD=1.21) scored more significantly than the control group (M=.22, SD=.72).

These findings support the hypothesis that the application of reader response assumptions, through the various methods available in literature, has a significant influence on advancing students' reading proficiency and their sense of text interpreting.

Dependent Variable: Difference

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	.022	.171	-.319	.363
Treatment	3.243	.171	2.902	3.584

Table 282: Group Estimated Marginal Means

The following means plot graph visualises the results in a better way. From the graph, it is observed that there exists a difference in the mean scores between the treatment and control groups.
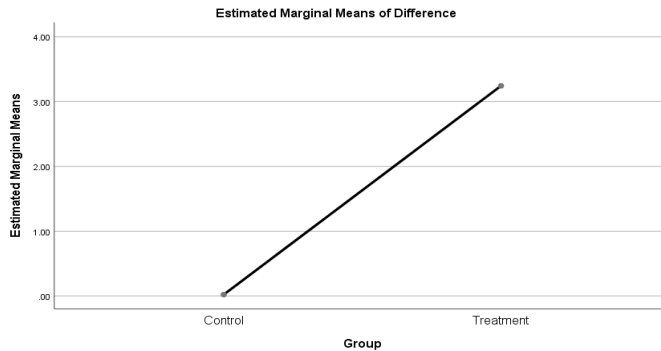
Graph 17: Estimated Marginal Means of Difference

8.1.Independent Samples T-Test

	Group	N	Mean	Std. Deviation	Std. Error Mean
Difference	Control	34	.0221	.71871	.12326
	Treatment	34	3.2426	1.21151	.20777

Table 283: Control and Treatment Groups Statistics

In this table, the mean of the control group is M=.022 and for the treatment group is M=3.24. In addition, it is observed from the standard deviations that the variation in the data (spread of scores) is a little wider for the treatment group (SD=1.21) than the control group (SD=.71).

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Difference	Equal variances assumed	3.288	.074	-13.331	66	.000	-3.22059	.24158	-3.70292	-2.73826
	Equal variances not assumed			-13.331	53.668	.000	-3.22059	.24158	-3.70500	-2.73618

Table 284: Independent Samples T-Test

From Levene's test for equality of variances, the variances are assumed to be equal as the F-value is not significant (p=.074). This value indicates that there are statistically significant differences in the way the data are dispersed, and the assumption of homogeneity has been met.

The data in the table shows as well that the T-test is significant as the p-value is less than .05 (p≤ .05).

t(53.67)=-13.33, p=.000

Results showed that participants that were not exposed to the reading log technique through reader response had lower achievement in the test scores (M=.022, SD=.71) than those who did (M=3.24, SD=1.21).

An independent T-test found this pattern to be significant, t(53.67)=-13.33, p≤ .05

Together this suggests that teaching students to respond to the text using the reader response paradigm augments the possibility for them to develop their reading proficiency and text interpreting which supports the study hypothesis.

9. Repeated Measures ANOVA Results

	Experiment	Mean	Std. Deviation	N
Pretest	Control	10.1471	1.76038	34
	Treatment	10.1985	1.33112	34
	Total	10.1728	1.54911	68
Posttest	Control	10.1691	1.53584	34
	Treatment	13.4412	1.09934	34
	Total	11.8051	2.11509	68
Posttest_2_Months	Control	9.8971	1.51147	34
	Treatment	13.6397	1.00603	34
	Total	11.7684	2.27548	68

Table 285: Descriptive Statistics for the Repeated Measures ANOVA

The descriptive statistics table shows that the posttest treatment mean after two months (M=13.63) is greater than the posttest control mean (M=10.16).

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
time	Pillai's Trace	.774	111.154[b]	2.000	65.000	.000	.774
	Wilks' Lambda	.226	111.154[b]	2.000	65.000	.000	.774
	Hotelling's Trace	3.420	111.154[b]	2.000	65.000	.000	.774
	Roy's Largest Root	3.420	111.154[b]	2.000	65.000	.000	.774
time * Experiment	Pillai's Trace	.805	134.347[b]	2.000	65.000	.000	.805
	Wilks' Lambda	.195	134.347[b]	2.000	65.000	.000	.805
	Hotelling's Trace	4.134	134.347[b]	2.000	65.000	.000	.805
	Roy's Largest Root	4.134	134.347[b]	2.000	65.000	.000	.805

a. Design: Intercept + Experiment
   Within Subjects Design: time
b. Exact statistic

Table 286: Multivariate Tests

From the above table, the Pillai's Trace for time indicates a statistically significant value (p=.000). For the time*experiment interaction the Pillai's Trace shows as well a statistically significant value. On equal footing, the Mauchly's test of sphericity ushers to a statistically non-significant value (p=.059), hence; the assumption of sphericity has not been violated.

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
time	Sphericity Assumed	118.135	2	59.067	143.826	.000	.685
	Greenhouse-Geisser	118.135	1.846	64.005	143.826	.000	.685
	Huynh-Feldt	118.135	1.925	61.363	143.826	.000	.685
	Lower-bound	118.135	1.000	118.135	143.826	.000	.685
time * Experiment	Sphericity Assumed	137.238	2	68.619	167.083	.000	.717
	Greenhouse-Geisser	137.238	1.846	74.355	167.083	.000	.717
	Huynh-Feldt	137.238	1.925	71.285	167.083	.000	.717
	Lower-bound	137.238	1.000	137.238	167.083	.000	.717
Error(time)	Sphericity Assumed	54.211	132	.411			
	Greenhouse-Geisser	54.211	121.818	.445			
	Huynh-Feldt	54.211	127.062	.427			
	Lower-bound	54.211	66.000	.821			

Table 287: Tests of Within-Subjects Effects

From the above data, the Greenhouse-Geisser indicates a statistically significant value (p=.000). The same significant value has been indicated by the Huynh-Feldt (p=.000). For the interaction effect between time and treatment, the Sphericity Assumed, the Greenhouse-Geisser, and the Huynh-Feldt values are all statistically significant (p=.000 $\geq$ α=.05). Levene's test ushers to a statistically significant value (p=.49), so it is assumed that the assumption of homogeneity of variance have not been met.
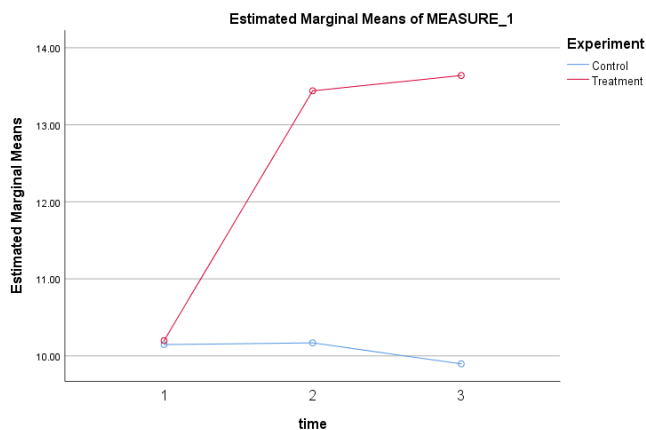
Graph 18: Estimated Marginal Means of Measure

The profile plot shows that the mean value for the treatment group increases a bit while for the control group it decreases a bit.

10. Comments and Discussion

The major emphasis of the current work is to examine, elucidate, and shed light on the benefits of the application of reader response paradigm in the EFL context for reasons of enhancing students reading proficiency and text interpretation. Focus is spotted mainly, in this very context, on the literary text reading since this is the basic reading material of large use by instructors and students equally; the availability of a teaching module devoted to this facilitated greatly the process of investigation.

The main concern, though, is to bring into light the horizons opened by the adoption of reader response pillars in the EFL LMD classes as a way to respond critically to the English text. The experimental sessions trained students on ways on creating response ties with the text along Benton's list (as cited in Carlisle, 2000) and Squire's classification (as cited in Almahrooqi, 2011). The analysis of the written responses touched mainly upon the extent to which students incorporate the following factors from the previous inventories: Questioning, memories, guesses, reflections, comparisons, thoughts and feelings, general marginal comments, connections, and a general sketch of the text. Added to these are Squire's categories: Narrational and interpretational. Relying on the findings of the experiment, more than a few conclusions can be drawn.

Amidst the objectives of the researcher is to check the likelihood of reader response frame to enhance the quality of students' reading proficiency and text interpretation through reference to the aforementioned indices. Focus on the writing style while evaluating the written response is borne in mind in connection with the general lay out of essay writing.

The statistics results demonstrated that reader response paradigm, as applied in the current work, can contribute significantly in the improvement of students' reading proficiency, their analytical competencies, as well as their sense of text interpreting. In spite of this, it might be said that for the paradigm's results to be efficient it must be applied extensively before the current learning cycle. The tests' findings showed that EFL students are ready to enter into this experience of viewing the text and the reading act in general from a new perspective. Participants implicated in the study had already previous, academic or none-academic, experience with literary text reading as well as with the rudiments of writing which was in favour of the research aim.

The query sought equally to check the different ways in which students debate the content they read and the information they incorporate to recreate a new content through reader-response framework. Of course, the method is not of vogue currently, first because of the absence of a module devoted to reading per se, and second because only a limited category of instructors implement it with limits.

The evaluation of students' written output in both pretest and posttest proved that there is a feasible discrepancy in text analysis before and after the treatment phase. Amidst the aims of the research is to see the probability of students' adeptness to integrate an aesthetic reaction to the text as well.

It is noteworthy to mention that the control group received a traditional way of teaching the reading of the English text where students continue to read in a very limited one way perspective while the treatment group approached the reading activity in a rather free reader response way that focused on the complete collaboration of the reader in the interpretative activity.

Various tests were applied to investigate the significance of the achievement difference between the two groups and within each group. The paired samples T-test for the control group gave a non-significant value (p=.86) indicating that the posttest outcome for the control group was not significantly different from the pretest result. In the same vein, the same test was applied to the treatment group and indicated that there was a significant positive difference in the achievement of the treatment group (p=.000).

An overall independent T-test was applied to check the difference between both groups posttest results and indicated a significant value (p=.000). This result proves that EFL students are in a position to approach the English text with a reader response standpoint, and to implement the right reading strategies and thinking faculties to get the most of their reading.

The paired-samples T-test that was run across the 68 participants indicated as well a significant value ushering to an existing difference between both groups achievements, p=.000.

Equally, another posttest took place after one month and a half and for the sake of analysing the results, a repeated measures ANOVA was run and the findings confirmed a change in the students accomplishment in the posttest. The latter test proved that through constant practice students will be able to link the succession of the text events to aspects of their lives, their culture, their personal experiences, their previous readings, their analytical faculties, their feelings and affective senses. The activation of these aptitudes to account for a structured version of response welcomes the potential adoption of reader response framework to develop EFL students' critical reading proficiencies and sense of text interpreting in general.

Conclusion

This chapter uncovered the analysis of data gathered through the observation and the treatment phase. Both paired-samples T-test for control and experimental groups were significant indicating that there are major changes in the treatment group's posttest achievement. The independent T-test results were significant as well ushering to a feasible difference in both groups achievements. The repeated measures ANOVA test was run as well and indicated that students were still able to provide a proficient response to the text referring to all aspects of reader response paradigm. Similarly, the paired samples T-test that was run across the 68 participants ushered to a significant result. In general, the experiment results show that the method led to feasible results in enhancing students' interpretative response to text reading.

Chapter Seven: Analysis of the Teachers Questionnaire and Interview

Introduction

The previous chapter was dedicated to the evaluation of information collected through the observation and the experiment results. The data gathered prove that students are in favour of a reading technique that allows them to be responsible for their own comprehension and construal of the text. It has been concluded as well in chapter five that students, on their part, approve for the positive bearings they may get from being trained on constructing their own response to what they read, and consider this a sign of proficiency development. Further data will be analysed in the present chapter to reach a general conclusion. Mainly, this part is concerned with the assessment of the teachers scale and interview. The collected data is analysed qualitatively and quantitatively.

1. **Analysis of the Teachers Questionnaire**
1.1. **Part One**

The first part of the scale deals with the instructors' perceptions about the impact of literary text reading on ameliorating students' creative writing and resourceful imagination. In what is to come in the section is a statistical analysis of the data.

1. *Reading literary texts familiarizes EFL students with models of intuitive and inventive writing.*

N	Valid	30
	Missing	0
Mean		4.30
Median		4.00
Mode		4
Std. Deviation		.466
Range		1
Minimum		4
Maximum		5
Sum		129

Table 288: Statistical Data of Item (1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	21	70.0	70.0	70.0
	Strongly agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Table 289: Frequency Results of Item (1)

The frequency table shows that the majority of respondents were in agreement with the statement. The item is meant to check instructors' opinions about the potential weight of literary text reading on introducing students to modes of writing. The data show that the mean value hints to M=4.30 suggesting that average answer ranges between option four and five in the scale. On equal footing, the SD=.46, this value suggests a fragile distribution in the teachers' answers justified by the only two levels of agreement that respondents opted for. Key arguments that teachers offered touched upon the conventional tie between the skills of reading and writing. They argued that more reading sessions guaranteed more proficiency in writing be it academic or non-academic writing. Some justifications hinted to the relative import of controlling strategies of writing that are needed for further academic pursuits like the master's degree (MA) and the doctorate (PhD). There are comments that argued for the weight of reading in enhancing the overall character of students and their general intellectual luggage as they are specialised in humanities.

2. *Highlighting literary styles while reading promotes students' acquaintance with writing techniques.*

N	Valid	30
	Missing	0
Mean		4.57
Median		5.00
Mode		5
Std. Deviation		.504
Range		1
Minimum		4
Maximum		5
Sum		137

Table 290: Statistical Data of Item (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	43.3	43.3	43.3
	Strongly agree	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

Table 291: Frequency Results of Item (2)

The above data display that 56.7% of respondents strongly agreed with the item, and 43.3% of them agreed. Similarly, the SD=0.50 suggests a medium consistency in the instructors' selections of answers. The mean value equals M=4.75 suggesting that the average answer is around option (4). The item tests instructors' opinions whether or not discussing literary styles acquaints students with developed writing techniques. In total instructors stood in agreement with this idea. Their remarks fell within three main sections:

➢ Through the habit of reading students' unconscious is immersed in storing high amounts of information including refined writing styles.

➢ Literary reading is the chief accessible and attractive type of reading that most FL students are attached to; it helps them gather the necessary data for being critical readers and potential writers.

➢ Literary style can be integrated as part of writing modules where students should read then imitate the writing style of the author to generate other plots.

3. *Adapting literary extracts in the class stimulates students' motivation to read and write.*

N	Valid	30
	Missing	0
Mean		3.80
Median		4.00
Mode		4
Std. Deviation		1.186
Range		4
Minimum		1
Maximum		5
Sum		114

Table 292: Statistical Data of Item (3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	3.3	3.3	3.3
	Disagree	6	20.0	20.0	23.3
	Agree	14	46.7	46.7	70.0
	Strongly agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Table 293: Frequency Results of Item (3)

As indicated above, the SD= 1.18, this value suggests a strong homogeneity in instructors' choice of answers. By the same token, the mean value proposes that the average answer ranges between three and four in the scale option, M=3.80. In table, it is observed that 30% of respondents strongly agreed with the statement while 46.7% agreed. 20% of respondents disagreed while 3.3% strongly disagreed. The item suggests checking instructors' perceptiveness about integrating the technique of adapting literary extracts to raise FL students' motivation to read and write. Respondents were divided into two section; 76.7% were in favour of the item content while 23.3% expressed negative opinions about the idea. The major comment issuing from the former class related this item to the previous one arguing that literary extracts are ready made exemplars that students can profit from in relation to all sections of their pedagogical career. They stated that the more students could feel they were advancing in their learning process the more they got motivated to read in order to progress. Amidst the claims offered as well is the stimulation of the curiosity factor that guides students to fetch for ways to exceed the offered model and to write better. The opposite claim stated that sometimes it was difficult to motivate students through the adoption of literary extracts since the latter presented a perfect version idealised by the reader and that instead of motivating students it discouraged them.

4. *Training students on identifying the story sections helps them device their own narratives.*

N	Valid	30
	Missing	0
Mean		4.07
Median		4.00
Mode		4
Std. Deviation		.691
Range		3
Minimum		2
Maximum		5
Sum		122

Table 294: Statistical Data of Item (4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Agree	22	73.3	73.3	80.0
	Strongly agree	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Table 295: Frequency Results of Item (4)

20% of respondents strongly agreed with the item, and 73.3% agreed. Equally, 6.7% of respondents disagreed with the statement. There exists an average consistence in respondents' selections shown in the SD=.69. The average answer is indicated by the mean value which equals M=4.07. The statement content is meant for checking overall opinion whether or not guiding students through identifying the different sections of the text helps them later device their own narrative. The bulk of teachers were in favour of the idea; according to them this is related to cognitive mapping where the reader will be automatically able to recognize the start and end of each part without indicators. They stated as well that this was related to strategies of comprehension where students would develop the gist of knowing what they read and how to relate the composing parts to each other. Some teachers claimed that they had already used this technique either in written expression and comprehension sessions or in the tutorial of literature sessions. The portion that disagreed with the statement complained of the dreamy objective that FL students could device own narratives with all the writing dilemmas they faced.

5. *Exposing students regularly to literary extracts boosts their intuitive imagination.*

N	Valid	30
	Missing	0
Mean		4.57
Median		5.00
Mode		5
Std. Deviation		.504
Range		1
Minimum		4
Maximum		5
Sum		137

Table 296: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	43.3	43.3	43.3
	Strongly agree	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

Table 297: Frequency Results of Item (5)

The table demonstrates that 56.7% of respondents strongly agreed with the statement while 43.3% agreed. The data display that the average answer equals M=4.57 indicating that average answers ranges between option (4) and (5). The SD=.50, this value ushers to a fragile distribution in students' answers. The item tests instructors' opinions about the impact of regular exposure to literary extract, being the first availabl reference of reading for students, on their imaginative capacities. Justification touched upon the following ideas:

➢ Organized exposure to literary extracts facilitates the teacher's role and invites students to be active.

➢ Regular contact and discussion of literary extracts aids students to develop a flexible imagination.

➢ Frequent discussion of literary extracts nurtures students' cognitive faculties.

> ➢ Exposing students to literary extracts regularly equips them with the necessary linguistic and literary competencies necessary for developing proficiency in analytical reading and writing.

1.2.Part Two

This section attempts to measure general tendencies instructors show vis-à-vis the idea that literary text reading serves as exemplars for enhancing the quality of students' writing.

1. *Focusing on the figurative style in the literary text is beneficial for ameliorating students' writing.*

N	Valid	30
	Missing	0
Mean		3.63
Median		4.00
Mode		4
Std. Deviation		1.273
Range		4
Minimum		1
Maximum		5
Sum		109

Table 298: Statistical Data of Item (1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10.0	10.0	10.0
	Disagree	3	10.0	10.0	20.0
	Neither agree nor disagree	4	13.3	13.3	33.3
	Agree	12	40.0	40.0	73.3
	Strongly agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Table 299: Frequency Data of Item (1)

The table exhibits a diversity of opinion in respondents' reactions that was not depicted in the previous section. 26.7% of respondents strongly agreed with the statement while 40% just

agreed. The data shows that 10% of respondents disagreed while 10% strongly disagreed. A total percentage of 13.3% of respondents neither agreed nor disagreed. The numeric table demonstrates that the average answer is 3.63. The SD=1.2, a value that confirmed the general consistent aspect of respondents' answers. The present item checks instructors' viewpoints whether or not focus on the figurative aspect of the literary text can boost students' writing style. The category of respondents that agreed claimed that it was possible to rely on this aspect of literary writing to encourage students to reproduce and recreate their own version since the approach being implemented in the Algerian university focuses on active learning. Some arguments stated the need for further hours of practice so that the result could be feasible; particularly they hinted to the imperative integration of reading and writing claiming that the results of good reading can be checked via writing. Comments touched upon the stimulation of higher order thinking skills through frequent exposure to figurative writing style. Arguments emanating from the category that disagreed mentioned again the difficulty that students might face imitating the figurative writing style and proposed a slow but sure introduction to these techniques rather than a rapid one. The key comment proffered by the category that stood impartial was that they never applied this technique and they didn't believe it might work with the current data of FL students' level in Algeria.

2. *Swinging between different literary genres offers students a wide view of what constitutes good response writing.*

N	Valid	30
	Missing	0
Mean		4.30
Median		4.00
Mode		4
Std. Deviation		.466
Range		1
Minimum		4
Maximum		5
Sum		129

Table 300: Statistical Data of Item (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	21	70.0	70.0	70.0
	Strongly agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Table 301: Frequency Results of Item (2)

The frequency table indicates that 30% of respondents strongly agreed and 70% just agreed with the statement. Table shows that the average answer is 4.30 that is the average selection falls somewhere between options four and five in the scale. The SD=.46, a value that pictures a slight rhythm of homogeneity in respondents' answers. The item investigates general perceptions about the effect of swinging between different literary genres and texts on equipping students with newer ways of responding to their readings. The following arguments were depicted:

➢ Exposing students to a variety of text and genre models paves the ground for orchestrating different ways of responding to the text.

➢ Exposing students to various text genres teaches students structured ways of analysing and responding to text events.

➢ Variability of text exposure proffers alternatives to evaluate the work.

➢ Offering students different text genres can be extended to create groups of practice to train students on how to respond.

3. *Involving students in paraphrasing the literary text (poem, short story, novel…) helps ameliorating the quality of students' writing.*

N	Valid	30
	Missing	0
Mean		4.17
Median		4.00
Mode		4
Std. Deviation		.379
Range		1
Minimum		4
Maximum		5
Sum		125

Table 302: Statistical Data of Item (3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	25	83.3	83.3	83.3
	Strongly agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 303: Frequency Results of Item (3)

The above table reveals that 16.7% strongly agreed while 83.3% agreed with the item. Table shows that the average answer is 4.17; respondents' selections oscillate between options four and five.

The SD=.38, this value ushers to a fragile consistency in the distribution of respondents' answers. Item (3) in this part details further the previous item; it tests whether or not implicating students in paraphrasing the text can have a lead in perfecting their writing with the intention of generating good response.

Most of arguments followed the principle of practice makes perfect; they claimed that officialising sessions where students could have enough space to practice imitating the author's style or to paraphrase in order to create new plots. Amidst the claims mentioned there were complaints about lack of commitment on the part of students, not to generalise, to abide by the classroom tasks of writing.

Respondents suggested that if students were punctual, the paraphrasing technique could be part of homework tasks since in practice there was no time devoted to this activity. Other claims argued for the positivism and sense of responsibility that resulted from letting students loose to re-write the text using just their own style as a first trial then in later trial with certain modifications.

4. *Engaging students in literary discussions (emanating from reading logs and literature circles) develops their critical sense of reading and writing.*

N	Valid	30
	Missing	0
Mean		4.60
Median		5.00
Mode		5
Std. Deviation		.498
Range		1
Minimum		4
Maximum		5
Sum		138

Table 304: Statistical Data of Item (4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	40.0	40.0	40.0
	Strongly agree	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Table 305: Frequency Results of Item (4)

The frequency table shows that the bulk of respondents were in favour of the statement content; it indicates that 60% of respondents strongly agreed with the statement while 40% agreed. Likewise, the above results reveal that the average answer is 4.60 which consolidates the frequency table data. The SD=.50, this value indicates an average consistency in respondents' answers. The present item checks instructors' perceptions about the efficiency of engaging students in literary discussions in order to develop their sense of criticism. The majority of respondents held positive viewpoints about training students on meaning negotiation arguing that this technique is absent in the current pedagogical settings. Some comments argued that training students on ways of discussing produced a generation that weighsalternatives and that considers things from a critical stance. It was observed in comments that respondents claimed for the psychological weight of leading discussions on students and on the profiling of their character which contributed to their way of responding and reacting to events in general and text events in the pedagogical context of FL learning particularly.

5. *Embracing a critical philosophy in literary reading paves the way for literary understanding.*

N	Valid	30
	Missing	0
Mean		4.00
Median		4.00
Mode		4
Std. Deviation		.525
Range		2
Minimum		3
Maximum		5
Sum		120

Table 306: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	4	13.3	13.3	13.3
	Agree	22	73.3	73.3	86.7
	Strongly agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 307: Frequency Results of Item (5)

The above table shows that 13.3% of respondents strongly agreed with the item while 73.3% agreed. 13.3% of respondents neither agreed nor disagreed. The data show that the average answer is (4), M=4. The SD=.52, it hints to an average level of consistency in the distribution of answers. The present item checks teachers' reactions about adopting a critical philosophy while teaching literary texts for the sake of facilitating text comprehension. The major part of respondents was in favour of the item. This latter category claimed that reading the text with a critical stance opened new horizons for approaching text interpretation. Respondents claimed that reading the text with critical stance helped students practice using their communication faculties and taught them how to conduct refined intellectual dialogues. It was observed as well through the analysis of comments that instructors were not comfortable with the limited freedom accorded to students as readers to utter out their

thoughts and ideas about the text. Again, some respondents said that they applied the method with the possible means that they had.

1.3.Part Three

This section aims at exploring teachers' opinions about the contribution of extra curricula activities with the aim of improving students' sense of reading and writing.

1. *Classroom debates after a literary reading session are good techniques for instigating students to write critically about topics of interest.*

N	Valid	30
	Missing	0
Mean		3.97
Median		4.00
Mode		4
Std. Deviation		.718
Range		3
Minimum		2
Maximum		5
Sum		119

Table 308: Statistical Data of Item (1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Neither agree nor disagree	2	6.7	6.7	13.3
	Agree	21	70.0	70.0	83.3
	Strongly agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 309: Frequency Results of Item (1)

The above table shows that 16.7% of respondents strongly agreed with the item while 70% of them agreed. Similarly, 6.7% neither agreed nor disagreed and 6.7% disagreed. It is observed that the average answer is 3.97 that is respondents' answers range between options

(3) and (4) of the scale. The SD=0.72, this value ushers to an above average consistency in the distribution of answers. The statement tests instructors' opinions about the efficiency of classroom debates after a reading session, literary in particular, in motivating students to take the initiative to write about topics of interest for them. The majority of teachers responded positively to the item; they ushered that it was related to item (4) and (5) in the previous section. The category of respondents that agreed with the term claimed that after reading debates were helpful in proffering ideas for learners to build their own narratives and themes. It was stated as well that organised discussions are perfect tools to allow students to reflect upon their social realities and to find solutions for certain issues that they face in their communities in a well-constructed way. Another portion of respondents stated that after reading debates can evaluate the extent to which students are developing their reading proficiency and cognitive levels of analysis. The category of respondents that was not in favour of classroom debates argued that for enabling students to enter into highly developed levels of discussions, they needed first to be introduced to reading strategies and techniques, to ways of analysing what is being read with a critical stance then in a later stage to invite to analyse themes they were interested in. As far as the category that was impartial is concerned, the chief argument was that respondents were not sure of the efficacy of putting this task into practice since the priority was to finish first the programme.

2. *A good idea after a literary debate is to encourage students to produce their own written versions of stories and poems.*

N	Valid	30
	Missing	0
Mean		4.47
Median		4.00
Mode		4
Std. Deviation		.507
Range		1
Minimum		4
Maximum		5
Sum		134

Table 310: Statistical Data of Item (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	16	53.3	53.3	53.3
	Strongly agree	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

Table 311: Frequency Results of Item (2)

From the above tables, 53.3% of respondents agreed with the item and 46.7% strongly agreed. The average answer to this item is M=4.47 indicating that respondents' choices were between options four and five. Equally, the SD=.50, this value indicates an average distribution in teachers' answers. This item checks respondents' opinions about the idea whether or not it is efficient to encourage students to produce written versions of the stories and poems. The bulk of teachers agreed with varying degrees of agreement. Most of justifications stated that it was primordial to introduce students at this level to use their imaginative powers and to activate their thinking skills through after-reading discussions. Noticeable in the comments is the idea of encouraging students to express their thought through constructed debates.

3. *To develop in students a sense of literary refinement teachers should encourage them to write creatively.*

N	Valid	30
	Missing	0
Mean		4.17
Median		4.00
Mode		4
Std. Deviation		.592
Range		2
Minimum		3
Maximum		5
Sum		125

Table 312: Statistical Data of Item (3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	3	10.0	10.0	10.0
	Agree	19	63.3	63.3	73.3
	Strongly agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Table 313: Frequency Results of Item (3)

The frequency table demonstrates that 26.7% of respondents strongly agreed with the term while 63.3% agreed. On equal footing, it shows that 10% of respondents neither agreed nor disagreed. The data demonstrate that the average of answers is M=4.17.

The SD=.59, this value hints to an average level of consistency in the distribution of respondents' answers. The item is aimed at checking instructors' perceptions about the idea that part of introducing FL students to literary refinement requires encouraging them to write with a creative sense.

The majority of teachers held positive perceptions about the idea arguing that the teacher is considered as a source of extrinsic motivation to the student. They maintained that while students could take the lion's share within the LMD system, in theory, the teacher could still be considered a source of inspiration. In this vein, some respondents affirmed that they offered students rewards for best piece of writing that they applied once in a while because of time constraints. Respondents suggested the method of term paper to oblige students to be punctual with the commitment of responsive writing so that they exploited conveniently their thinking and imaginative faculties.

It was observed that teachers were aware of students' positive achievement if they were prompt in what they did. For the categories that were neutral and in disagreement, opinions coincided with the key thought that most of student lack intrinsic motivation and that with the load of handouts they have it is not possible for them to have time to write creatively even when encouraged by teachers.

4. *If students are motivated to write creatively, they will develop the habit of reflective free writing.*

N	Valid	30
	Missing	0
Mean		4.27
Median		4.00
Mode		4
Std. Deviation		.521
Range		2
Minimum		3
Maximum		5
Sum		128

Table 314: Statistical Data of Item (4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor diagree	1	3.3	3.3	3.3
	Agree	20	66.7	66.7	70.0
	Strongly agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Table 315: Frequency Results of Item (4)

The frequency table indicates that 30% of respondents strongly agreed with the item while 66.7% of them agreed.3.3% of respondents neither agreed nor disagreed. The data indicate that the average of respondents' answers is M=4.27. Equally, the SD=.52; it indicates an average consistency in the distribution of respondents' answers. The present item aims at checking teachers' opinions about the role of motivation in getting students to develop the habit of reading and responding via writing. The major part of respondents defended the crucial role of motivation in urging students to embrace the habit of reading. Respondents affirmed the psychological weight motivation might have on the psyche of FL students. It was found in some comments that the lack of an explicit reading session affects students' perceptions about the import of this skill and consequently it influences their reading proficiency which is complementary to the writing skill. Some suggestions supported the idea that teachers should play the role or model for students to follow; it is possible to organize meetings with students where they discuss together the content of books that teachers deem

good at their level. Some respondents wrote that they followed this technique in oral expression sessions and that it proved efficient in boosting students' motivation to read and stand up for defending their thoughts of after reading. A recurrent reason that supports the weight of intrinsic motivation was referred to in the remarks of respondents that disagreed.

5. *Free response writing is a good philosophy and technique to stimulate creative reading and inventive writing.*

N	Valid	30
	Missing	0
Mean		4.33
Median		4.00
Mode		4
Std. Deviation		.479
Range		1
Minimum		4
Maximum		5
Sum		130

Table 316: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	20	66.7	66.7	66.7
	Strongly disagree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Table 317: Frequency Results of Item (5)

The data displayed in the above table state that 33.3% of respondents strongly agreed with the statement while 66.7% agreed with it. In the same line, the data demonstrate that the SD=.48, this value reflects a weak distribution of answers. The latter result is consolidated by the mean value which equals 4.33 indicating that most answers range between options (4) and (5) of the scale. The item tests perceptions about the role of free response as a philosophy to boost creative reading and inventive writing. As the data display, respondents held positive perceptions in total towards the content of this item. They stated that derestricting students to assume their thoughts and points of view would help both instructors and students to realize

the aspiration of a learner-centred pedagogy as claimed by the LMD philosophy. Some arguments pressed on the role of free reflective response in teaching students to master their thinking capacities and to develop autonomy in being responsible on developing their language proficiencies. Other claims stated simply that free response would be a great opportunity for students to work on the development of their reading proficiency.

1.4.Part Four

This section explores teachers' perceptiveness about the impact of literary inclinations on enhancing the sense of reading.

1. *Literary readings kindle students' inventive and literary creativity as well as the overall reception of literary works.*

N	Valid	30
	Missing	0
Mean		4.10
Median		4.00
Mode		4
Std. Deviation		.305
Range		1
Minimum		4
Maximum		5
Sum		123

Table 318: Statistical Data of Item (1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	27	90.0	90.0	90.0
	Strongly agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Table 319: Frequency Results of Item (1)

The frequency table shows that 10% of respondents strongly agreed with the item while 90% of them agreed. The average of students' answers is showed by the mean value as M=4.10. The latter indicates that respondents' selections oscillate between options (4) and (5) in the scale. The SD=.30, this value mirrors a very weak distribution in respondents' answers. The present statement is meant to check general opinions about the double role of literary readings in stimulating students' inventive creativity as well as kindling their reception of the literary works. Instructors' opinions about the idea were all positive divided between agreements and strong agreements. In most of the remarks, respondents considered this content as a detailed extension of previous items in part three. They claimed that reading in general was an active skill since it allowed students to think before absorbing the information they read. In this context, respondents argued for the interactive aspect of reading in permitting for students to create lines of affiliation with the text, living through its events and relating them to their lives. It was observed that some respondents already implemented this technique of teaching reading with their students while others stated that theoretically speaking this was feasible. They added that through exposure to literary reading students became responsible for their own writing and so their creative skills would be activated, and in later stages they could be ready to know how to receive and react properly to literary works on their own.

2. *It is vital to fully integrate literary, linguistic, and critical thinking competencies in the teaching of reading and writing in EFL classes.*

N	Valid	30
	Missing	0
Mean		4.37
Median		4.00
Mode		4
Std. Deviation		.490
Range		1
Minimum		4
Maximum		5
Sum		131

Table 320: Statistical Data of Item (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	19	63.3	63.3	63.3
	Strongly agree	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

Table 321: Frequency Results of Item (2)

The above data show that 36.7% of respondents strongly agreed with the item while 63.3% of them agreed. Equally, the average of respondents' answers is 4.37 indicating that the majority of respondents agreed with the item. The SD=.49, this value pictures a weak distribution in respondents' answers which was consolidated by the mean value. The item tests instructors' opinions about the imperative of integrating literary, linguistic, and critical thinking competencies in the teaching of reading and writing to FL students. The major stand point was positive; respondents stated that this item summarised in one sentence the previous items' claims. Some comments argued that if reading were taught from a critical stance, students would have the chance to work on their overall level of proficiency. Added to this, respondents believed that the LMD system embraced a recycling pedagogy where all proficiencies are related and invested into one another. They suggested exploiting the module of written comprehension and expression to encourage students to invest in their intellectual and linguistic abilities with the teachers' guiding as a first step.

3. *Teaching English through literary lenses renders language instruction a more valuable experience.*

N	Valid	30
	Missing	0
Mean		2.50
Median		2.00
Mode		2
Std. Deviation		1.009
Range		3
Minimum		1
Maximum		4
Sum		75

Table 322: Statistical Data of Item (3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	10.0	10.0	10.0
	Disagree	17	56.7	56.7	66.7
	Neither agree nor disagree	2	6.7	6.7	73.3
	Agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Table 323: Frequency Results of Item (3)

The data displayed in the above table show that 26.7% of respondents agreed while 6.7% neither agreed nor disagreed. 56.7% of respondents disagreed, and 10% strongly disagreed. Moreover, table demonstrates that the average of respondents' answers is M=2.50 and this was consolidated by the frequency table data.

The SD=1.00, this value indicates that the data is distributed in a homogenous way. The item tests instructors' agreements with the idea that teaching English via literary lines renders learning more meaningful.

Most of respondents that disagreed with the item gathered around a recurrent claim that in the current circumstances, students' level; intellectual predispositions and aptitudes hindered the aimed for results. They claimed as well that much effort was needed to convince the present generations of the import of reading and that decision makers should re-consider this point in order for university to produce well-rounded citizens able to analyse events rationally. For the class of respondents that agreed the claim was that instructors should device personal techniques to attract students' interest in reading in general, in the case of FL students reading literature in particular, and to engage them in tasks that test their views about what they read with reference to current theories of reading and text reception.

4. *Reference to the literary text (with all of its genres) to install language skills motivates students better than teaching through other types of non-literary texts.*

N	Valid	30
	Missing	0
Mean		2.73
Median		2.50
Mode		2
Std. Deviation		1.143
Range		4
Minimum		1
Maximum		5
Sum		82

Table 324: Statistical Data of Item (4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	13.3	13.3	13.3
	Disagree	11	36.7	36.7	50.0
	Neither agree nor disagree	5	16.7	16.7	66.7
	Agree	9	30.0	30.0	96.7
	Strongly agree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 325: Frequency Results of Item (4)

The data presented in the above table demonstrate that 3.3% of respondents were in strong agreement with the item while 30% of them just agreed. In a similar way, 36.7% of respondents disagreed while 13.3% of them strongly disagreed with the item. It is shown that the average of respondents' answers is M=2.37. The SD=1.14, this value ensures that a consistent distribution in respondents' answers that is further consolidated by the data of the frequency table. The current item tests instructors' opinions about the use of literary texts (all genres included) to introduce students to language skills is a more motivating factor. Respondents' arguments were varied, the category that was in favour of the item stated that the literary material could serve in the teaching of many language and communication related modules like grammar and oral expression. They argued that literary materials served as authentic models as well to give instances of the FL sociocultural realities and so aided creating intercultural affiliations with native speakers. Some comments claimed for the pragmatic touch of the literary text in that it is a comprehensive teaching material that offers

information about all language related competencies which can act as a motivating factor for students. On the other hand, respondents that disagreed with the statement restated the same argument mentioned in the previous item that students were not attracted to focus on materials related to reading; FL students needed training and habit formation before assigning them to learn language via literary modes; and most importantly students were not motivated to use or read literary materials because of the prejudices they held.

5. *Teaching English through its literature introduces students to contextual and intercultural cues of language use.*

N	Valid	30
	Missing	0
Mean		4.37
Median		4.00
Mode		4
Std. Deviation		.490
Range		1
Minimum		4
Maximum		5
Sum		131

Table 326: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	19	63.3	63.3	63.3
	Strongly disagree	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

Table 327: Frequency Results of Item (5)

The frequency table data show that 36.7% of respondents strongly agreed with the item, and 63.3% of them agreed. As it is shown in table, the average of respondents' answers is M=4.37. The SD=.49, a value that reflects a fragile homogeneity in the distribution of respondents' answers that is further consolidated by the frequency table data. The statement aims, in essence, at checking teachers' perceptions about the relevance of teaching English

through its literature to help introduce FL students to the contextual and intercultural cues of language use. Most of respondents commented about the significance if not depriving language from its culture especially when the concern is about analysing the reading text which is overloaded with cultural facts.

1.5. Part Five

In this section, the researcher tries to explore instructors' opinions about the impact of structured and regular response writing on developing students' reading proficiency.

1. *Inspired writing reflects students' overall reading proficiency.*

N	Valid	30
	Missing	0
Mean		4.07
Median		4.00
Mode		4
Std. Deviation		.254
Range		1
Minimum		4
Maximum		5
Sum		122

Table 328: Statistical Data of Item (1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	28	93.3	93.3	93.3
	Strongly agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Table 329: Frequency Results of Item (1)

The above table displays that 6.7% of participants strongly agreed with the item while 93.3% of them agreed. Likewise, the results demonstrate that the average of respondents' answers is M=4.07. The SD=0.25, this value reflects a very weak distribution of respondents' answers; this is already proven by the mean value and the frequency table. The present item

tests teachers' opinions about writing as a technique to check students' overall reading proficiency. All respondents were in agreement divided between strongly agreeing and just agreeing with the statement. They stated that for reasons of time constraints, it could be possible to exploit written expression sessions to urge students to read then reflect their reading activity in the form of writing. According to respondents, a part of the LMD writing syllabus is dedicated to teaching 3rd students how to write and respond to literary reading which is not applicable because it is classified at the very end of the teaching course outline. Another set of arguments contended that responsive writing particularly set students free to think on their own and gave them pace to adopt and express their ideas.

2. *Encouraging students to write after a reading extract will gradually introduce them to advanced writing with respect to style and grammar.*

N	Valid	30
	Missing	0
Mean		4.30
Median		4.00
Mode		4
Std. Deviation		.466
Range		1
Minimum		4
Maximum		5
Sum		129

Table 330: Statistical Data of Item (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	21	70.0	70.0	70.0
	Strongly agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Table 331: Frequency Results of Item (2)

The above table shows that 30% of respondents strongly agreed with the item while 70% of them agreed. Equally, the data demonstrate that the average of respondents' choices is M=4.30. It illustrates as well that the SD=.47; a value that hints to a very weak consistency in

the distribution of respondents' selection that is proved by the frequency table data. This statement focuses on checking instructors' views about the weight of written response on introducing students to skillful writing with respect to style and grammar. Participants claimed of the complementary relationship between reading and writing focusing on the fact that both of them are active skills. While regular reading ensures enhanced writing, this latter can be used to verify students' reading proficiency in terms of literal or interpretational understanding. In total, respondents ensured that psychological theories proved the positive role of the subconscious in storing and retrieving the information, and that when individuals become skillful readers they can be as well skillful writers at least able to control the rudiments of writing.

3. *Reading literary texts and responding to them via writing enhances students' confidence in their interpretational competences.*

N	Valid	30
	Missing	0
Mean		4.50
Median		4.50
Mode		4[a]
Std. Deviation		.509
Range		1
Minimum		4
Maximum		5
Sum		135

a. Multiple modes exist. The smallest value is shown

Table 332: Statistical Data of Item (3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	50.0	50.0	50.0
	Strongly agree	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

Table 333: Frequency Results of Item (3)

The above table indicates that respondents were in favour of the item; they were though divided into two main categories. 50% of them strongly agreed and 50% agreed with the statement. Similarly, it is noticed the average of respondents' answers is indicated by the mean value as M=4.50. The SD=0.50, this value suggests an average consistency in the distribution of respondents' answers. The statement aims at checking teachers' opinions about the effect of literary text reading and response paradigm on developing students' reading strategies. Respondents explained that regular training of students on reading and subsequently responding to reading entered within the field of habit formation. In the comments section, respondents argued that teachers could highlight the essential reading strategies, train students on using them in class then on their own, after this they would be able to use them unconsciously in their future readings.

4. *Inspired writing paves the way for critical reading.*

N	Valid	30
	Missing	0
Mean		4.03
Median		4.00
Mode		4
Std. Deviation		.183
Range		1
Minimum		4
Maximum		5
Sum		121

Table 334: Statistical Data of Item (4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	29	96.7	96.7	96.7
	Strongly agree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 335: Frequency Results of Item (4)

The above table shows that 3.3% of respondents strongly agreed with the item while 96.7% agreed. The above table illustrates that the average of respondents' selections is M=4.03 which is consolidated by the SD=.18. This latter value consolidates the frequency table data. This statement checks respondents' perceptiveness about the idea that inspired writing paves the ground for critical reading. Respondents' stated that this item is related in some aspects to the previous two items in this part; they focused again on the complementary tie between reading and writing and the interactive influence where one skill is reflected in the other. Respondents stated that regular writing tasks were helpful in return in guiding students on how to read, what to select, and what to skip while reading. Teachers explained as well that when students are encouraged to use their creative capacities in writing they would look for further ways to enhance their style especially if teachers clarified the need of writing for their master dissertations where they need all the same to read critically.

5. *Imitating the way authors write refines students' aesthetic taste.*

N	Valid	30
	Missing	0
Mean		3.70
Median		4.00
Mode		4
Std. Deviation		.794
Range		3
Minimum		2
Maximum		5
Sum		111

Table 336: Statistical Data of Item (5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Neither agree nor disagree	9	30.0	30.0	36.7
	Agree	15	50.0	50.0	86.7
	Strongly agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 337: Frequency Results of Item (5)

The frequency table demonstrates that 13.3% of respondents strongly agreed with the item while 50% just agreed. 30% of respondents neither agreed nor disagreed, and 6.7% disagreed. It is shown that the average of respondents' answers is M=3.70. In the same line, the SD=.49, this value suggests a very weak consistency in the distribution of respondents' answers. The current item checks instructors' general perceptions about the idea that if students imitated the writers' ways they would refine their aesthetic sense. Respondents that agreed with the statement claimed that imitating the authors' ways of writing can be used as a technique that complemented other techniques for teaching reading and writing ensuring that it could have a positive influence on the development of their aesthetic sense. It was observed in some comments that teachers recognize the deficiencies students face in reading or writing and that the lack of the aesthetic sense is originated in the status that is attached to these two skills in the FL syllabus. Respondents stated that when students reached a certain level of writing attainment they would be able to control their reading tastes. On the other side, respondents who disagreed and were impartial resorted to the same comment that FL students still face many difficulties in both skills that should be addressed via new reforms.

6. *Reflective reader response writing is an excellent way to develop reading proficiency.*

N	Valid	30
	Missing	0
Mean		4.40
Median		4.00
Mode		4
Std. Deviation		.498
Range		1
Minimum		4
Maximum		5
Sum		132

Table 338: Statistical Data of Item (6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	18	60.0	60.0	60.0
	Strongly agree	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Table 339: Frequency Results of Item (6)

The frequency table shows that 40% of respondents strongly agreed with the item while 60% of them just agreed.

The data demonstrate that the SD=.50 suggesting an average level of homogeneity in the distribution of respondents' answers. Similarly, the average of respondents' answers is shown by the mean value that equals 4.40. The latter together with the SD value consolidate the frequency table data. The present item tests teachers' viewpoints about the weight of reflective reader response writing on the development of students' reading proficiency.

As the frequency table shows opinions were divided between agreement and strong agreement. Respondents stated that good writing was a reflection of good reading; a point that was tackled in most of the FL literature. Some of them declared that they personally implemented reader response method in their own classes and could observe the difference at the end of the year. It was claimed as well that the critical thinking capacities shown while writing were indices of the current state of students' reading proficiency.

Nonetheless, they hinted to the fact that in Algeria the application of this method on a concrete and official ground was still in a preliminary stage as far as it did not form an official component of the programme suggesting that it can be beneficial to the general level of students' proficiency with the freedom of expression that it proffered to the reader.

7. *Coaching students on the habitual use of reader response logs trains them on self enhancement to become proficient readers.*

N	Valid	30
	Missing	0
Mean		4.40
Median		4.00
Mode		4
Std. Deviation		.498
Range		1
Minimum		4
Maximum		5
Sum		132

Table 340: Statistical Data of Item (7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	18	60.0	60.0	60.0
	Strongly agree	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Table 341: Frequency Results of Item (7)

The above table indicates that 40% of respondents were in strong agreement with the item while 60% of them were just in agreement. The average of respondents' answers is M=4.40 while the SD=.50 suggesting an average level of consistency in the distribution of answers. Both of the latter support the data distributed in the frequency table. Respondents maintained that the reading log was an applicable example among so many other means to help students think critically and enhance their reading mastery; it could be applied in literary sessions since there was no module devoted to teach reading techniques and strategies and it could have the awaited for effect.

2. Factor Analysis of the Teachers Questionnaire

2.1. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.121
Bartlett's Test of Sphericity	Approx. Chi-Square	474.267
	df	351
	Sig.	.000

Table 342: KMO and Bartlett's Test of the Teachers Scale Factor Analysis

Eleven question items relating to instructors' opinions about reading, responsive reading, and the contribution of written reader response on FL students' reading proficiency and text interpretation were factor analysed using principal components of analysis with varimax rotation. Kaiser-Meyer-Olkin measure of sampling adequacy was .12 a little bit under the commonly recommended value of 0.5 indicating that the sample is a little bit small, and Bartlett's test of sphericity was significant (x^2 (351)= 474.27, p < .001).

Using both the scree plot and eigenvalues > 1 to determine the underlying components the analysis yielded 11 factors explaining a total of 80.63 % of the variance of the data.

Factor 1 was labelled 'critical thinking, reading, and writing strategies' because of the high loadings of the following items: Encouraging students to write after a reading extract will gradually introduce them to skilled writing with respect to style and grammar, involving students in paraphrasing literary texts(poems, short stories, novels…) helps ameliorating the quality of students' writing, inspired writing paves the ground for critical reading , and it is vital to fully integrate literary, linguistic, and critical thinking competences in the teaching of reading and writing in EFL classes. This factor explained 9.60% of the variance after rotation.

Factor 2 was labelled 'the motivational facet of literary readings' because of the loadings of the following items: Literary readings kindle students' inventive and literary creativity as well as the overall reception of literary works, and adapting literary extracts in the class stimulates students' motivation to read and write. This factor explained 9.27% of the variance after rotation.

Factor 3 was labelled 'the literary and the cultural weight of reading in developing the critical sense' because of the loadings of the following items: Teaching English through its literature introduces students to contextual and intercultural cues of language use. This factor explained 7.50% of variance after rotation.

Factor 4 was labelled 'literary exposure and sense of refinement' because of the loadings of the following items: Exposing students to literary extracts boosts their intuitive imagination, reference to the literary text (with all of its genres) to install language skills motivates students better than teaching through other types of non-literary texts, and to develop in students a sense of literary refinement, teachers should encourage them to write creatively. This factor explained 7.43% of variance after rotation.

Factor 5 was labelled 'free response via literary readings' because of the loadings of the following items: Reading literary texts familiarizes EFL students with models of intuitive and inventive writing, free response writing is a good philosophy and technique to stimulate creative reading and inventive writing. This factor explained 7.42% of variance after rotation.

Factor 6 was labelled 'reading proficiency through the author's writing lens' because of the loadings of the following items: Imitating the way authors write refines students' aesthetic taste, reflective reader response writing is an excellent way to develop reading proficiency. This factor explained 7.32% of variance after rotation.

Factor 7 was labelled 'the didactic mission of reading, debating, and responsive writing' because of the loadings of the following items: Reading literary texts and responding to them via writing fossilises reading strategy building, a good idea after a literary debate is to encourage students to produce their own written versions of stories and poems, and highlighting literary styles while reading promotes students' acquaintance with high quality writing techniques. This factor explained 7.00% of variance after rotation.

Factor 8 was labelled 'creative writing through classroom debates and reading proficiency' because of the loading of the following items: If students are motivated to write creatively, they will develop their habit of reading and responding in writing freely, classroom debates after a literary reading session is a good technique for instigating students to write about topics of interest. This factor explained 6.97% of variance after rotation.

Factor 9 was labelled 'critical reading and text type in developing responsive reading' because of the loadings of the following items: Embracing a critical philosophy in literary reading paves the way for literary understanding and reading in general, and swinging between different literary genres and texts offers students a wide view of richer ways to respond to reading. This factor explained 6.52% of variance after rotation.

Factor 10 was labelled 'personal narrative through response and reading proficiency' because of the loadings of the following items: Inspired writing reflects students' overall reading proficiency, and training students on identifying the story sections helps them device their own narratives. This factor explained 6.17% of variance after rotation.

Factor 11 was labelled 'the positive side of teaching language through its literature' because of the loading of the following item: Teaching English through literary lenses renders language instruction a more valuable experience. This factor explained 5.80% of variance after rotation. The following chart explains graphically the resulted factors.
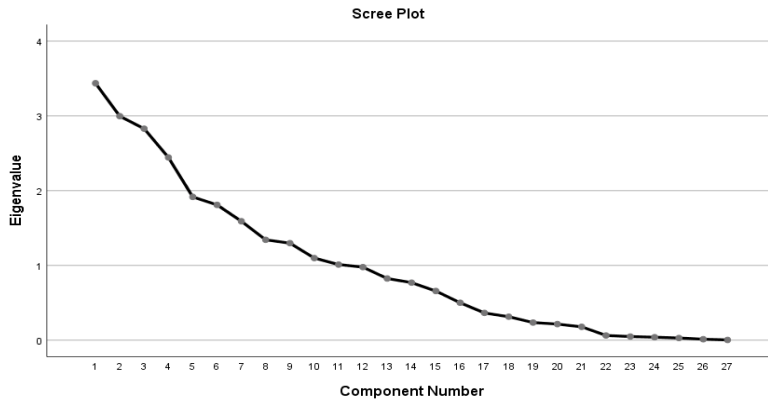
Graph 19: The Scree Plot for the Teachers Scale Factor Analysis

3. Correlations Depicted between the Scale's Items

		Reading literary texts familiarizes EFL students with models of intuitive and inventive writing	Exposing student to literary extracts boosts their intuitive imagination
Reading literary texts familiarizes EFL students with models of intuitive and inventive writing	Pearson Correlation	1	-.455[*]
	Sig. (2-tailed)		.012
	N	30	30
Exposing student to literary extracts boosts their intuitive imagination	Pearson Correlation	-.455[*]	1
	Sig. (2-tailed)	.012	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Table 343: Correlation between Item (1) and Item (5) in Part (1)

The above data show that there is a significant correlation between the variable reading literary texts familiarizes EFL students with models of intuitive and inventive writing and exposing student to literary extracts boosts their intuitive imagination. The value of Pearson correlation (r) is positive, r=-.455, this means that as the value of reading literary texts familiarizes EFL students with models of intuitive and inventive writing variable goes up, the value of exposing student to literary extracts boosts their intuitive imagination goes down. However, the r value (r ≤0.3, r=-.455) indicates as well that it is a medium relationship. The sig row shows equally that the relationship is significant at p=.012.

		Adapting literary extracts in the class stimulates students' motivation to read and write	Literary readings kindle students' inventive and literary creativity as well as the overall reception of literary works
Adapting literary extracts in the class stimulates students' motivation to read and write	Pearson Correlation	1	-.610[**]
	Sig. (2-tailed)		.000
	N	30	30
Literary readings kindle students' inventive and literary creativity as well as the overall reception of literary works	Pearson Correlation	-.610[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 344: Correlation between Item (3) in Part (1) and Item (1) in Part (4)

The above data show that there is a significant correlation between the variable adapting literary extracts in the class stimulates students' motivation to read and write and literary readings kindle students' inventive and literary creativity as well as the overall

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reception of literary works. The value of Pearson correlation (r) is positive, r=-.610, this means that as the value of variable adapting literary extracts in the class stimulates students' motivation to read and write goes up, the value of literary readings kindle students' inventive and literary creativity as well as the overall reception of literary works goes down. However, the r value (r ≤0.5, r=-.610) indicates as well that it is a strong relationship. The sig row shows equally that the relationship is significant at p=.000.

		Highlighting literary styles while reading promotes students' acquaintance with high quality writing techniques	Focusing on the figurative style in the literary text is beneficial for ameliorating students' writing style
Highlighting literary styles while reading promotes students' acquaintance with high quality writing techniques	Pearson Correlation	1	.550[**]
	Sig. (2-tailed)		.002
	N	30	30
Focusing on the figurative style in the literary text is beneficial for ameliorating students' writing style	Pearson Correlation	.550[**]	1
	Sig. (2-tailed)	.002	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 345: Correlation between Item (2) in Part (1) and Item (1) in Part (2)

The above data show that there is a significant correlation between the variable highlighting literary styles while reading promotes students' acquaintance with high quality writing techniques and focusing on the figurative style in the literary text is beneficial for

ameliorating students' writing style. The value of Pearson correlation (r) is positive, r=.550, this means that as the value of variable highlighting literary styles while reading promotes students' acquaintance with high quality writing techniques goes up, the value of focusing on the figurative style in the literary text is beneficial for ameliorating students' writing style goes up. However, the r value (r ≤0.5, r=.550) indicates as well that it is a strong relationship. The sig row shows equally that the relationship is significant at p=.002.

		Exposing students to literary extracts boosts their intuitive imagination	To develop in students a sense of literary refinement, teachers should encourage them to write creatively
Exposing student to literary extracts boosts their intuitive imagination	Pearson Correlation	1	-.558[**]
	Sig. (2-tailed)		.001
	N	30	30
To develop in students a sense of literary refinement, teachers should encourage them to write creatively	Pearson Correlation	-.558[**]	1
	Sig. (2-tailed)	.001	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 346: Correlation between Item (5) in Part (1) and Item (3) in part (3)

The above data show that there is a significant correlation between the variable exposing students to literary extracts boosts their intuitive imagination, teachers should encourage them to write creatively and the variable to develop in students a sense of literary refinement, teachers should encourage them to write creatively. The value of Pearson correlation (r) is positive, r=.488, this means that as the value of variable exposing students to literary extracts boosts their intuitive imagination goes up, the value of to develop in students a sense of literary refinement, teachers should encourage them to write creatively goes up.

However, the r value (r ≤0.5, r=.49) indicates as well that it is a strong relationship. The sig row shows equally that the relationship is significant at p=.001.

4. Analysis of the Teachers Interview

1. *How do you rate the importance of reading in general and for EFL students in particular?*

All interviewees (100%) were in agreement of the importance of reading in the general context as well as in the particular context of EFL.

2. *How do you conceive of proficiency in reading? (What are its signs?)*

All interviewees (100%) agreed that reading is a necessary skill for life not only for language students but for all individuals. Claims stated that it participated to the building of the general character of the individual. In relation to the particular case of EFL context, 43.33% of respondents stated that reading raised students' critical thinking capacities and their ability to activate their higher order thinking faculties. 36.66% of respondents shared the idea that reading practices help students to get out of the routine state of affairs and invite them to know how to interpret the written language denotatively and connotatively. For this category, teachers are agents of action in shepherding students to look at things from multiple perspectives through the practice of the dual vision vis-à-vis the text. 20% respondents contended that reading for an EFL student is defined as the ability to create a personal place in what is being read.

3. *Do you believe that proficiency in reading relates primarily to the identification of the printed words?*

All respondents (100%) were not in total agreement that reading proficiency relates only to the identification of the printed words. They stated that individual printed words participate in the design of overall meaning but they do not tell the whole story. They clarified that proficiency needed to be complemented by meaning inferring capacities that help the reader analyse, relate, synthesise, and produce new understandings.

4. *Which of the following aspects of reading proficiency you rate as having more weight: The linguistic-communicative aspect of reading, mechanics of reading, or critical response to content of the text?*

10% of respondents linked proficiency to the linguistic-communicative aspect of reading stating that mastery can be reflected through the extent to which students can exploit the linguistic data of the text to create interactive lines of communication with its content. 30% of respondents stated that proficiency in reading is linked to the mechanics students put

forward to attain the goal of the reading practice; personal reading styles and approaches are of import, techniques to overcome reading difficulties are of significance, and the ability to answer comprehension questions in the right way is one way to prove proficient reading as well. 60% of respondents linked proficiency in reading to the talent of critical responding to the content being read referring to the fact that the final goal of decision makers in educational practice is the production of well-rounded intellectually responsible citizens. The latter idea can be transplanted gradually right from simple classroom activities.

5. *How do you assess the status of reading within the LMD system in Algeria?*

All interviewees (100%) stated that reading techniques and strategies were totally neglected within the LMD syllabi apart from modules where students are obliged to read like literature modules, and yet focus is shed on the analysis of the text with reference to works of critics rather than on ways to analyse the text with implicating students and their points of view. Respondents' explanations emphasized that this lack of focus on reading and training students on structured reflective response that recycles all language competency-related aspects results in writing deficiencies as well since reading and writing are facets of the same coin. This problem is mirrored in later stages of their study cycle namely in the drafting of their dissertations in that students cannot produce academically qualified writing where they could apply their higher thinking capacities especially at the beginning stages of the dissertation writing. Respondents agreed in general that the initial stages reflect a huge lack of orientation either in the literature review stage or the other drafting phases. The regular claim is that neglecting the reading skill, especially its reflective side, has long term repercussions on many aspects of students' educational and personal life.

6. *What connotations would you attach to the module "written comprehension and expression"?*

30% of respondents stated that written comprehension and expression meant that the module entailed going through reading passages before reaching the level of writing. This category claimed that the meaning of 'comprehension' in the module label refers actually to reading comprehension as a preceding step to allow students to be equipped with different styles that is reading as a precept to the next stage of written expression, paraphrasing their words, reading to comprehend heads written expression. Some of these respondents declared that they required their students sometimes to read certain titles then to provide a written response to what they had read and at times they just asked them to read before re-producing their own written version for academic writing. 70% of respondents explained that they taught the module in the traditional way focusing on paragraph and essay types although they had a

section in the last semester devoted to teaching students how to produce a literary response. This category seemed aware of the exigencies of the module but because of time constraints they never reached the part devoted to reading for writing.

7. *Do you believe that the literature module is sufficient to training students on reading techniques?*

100% of interviewees stated that literature module was not sufficient to train students on reading techniques. However, it can participate in helping them develop the right techniques to respond to what they read especially in the tutorials. In this regard, some interviewees declared that they organize the tutorial sessions in the form of exposés where students read some selected titles then respond to them from their own point of view in the form of literary response.

8. *Do you think that the problems students face while drafting their dissertations are originated in their ignorance about strategies and techniques of active reading?*

100% of teachers agreed that the larger part of problems students face in drafting their dissertations are originated in troubles they face with analytical reading. Most of answers turned around the idea that students have no initiative on their own to read and extract from what they had read in the right way because they ignore about the right strategies to do so even if they had gone through methodologies of research. Consequently, this causes another problem related to writing or the way of reporting and generating new types of inferential information in a written form. The often held claim is that if EFL students were introduced to these types of activities in their first years of their study cycle, things would have been easier for them to master once they reached the master cycle.

9. *Since the LMD system is a constructivist approach to teaching, how can teaching literary texts, particularly, help boosting this philosophy of active learning?*

40% of interviewees claimed that teachers could create their own personal techniques in guiding students to have their own personal touch in reacting to what they read. Namely, they accepted that student as readers can bring new meanings to the text emanating from their immediate environment, their personal experiences, and their previous readings while not neglecting the works of critics that can be part of the general discussion of the text content. 60% of respondents seemed at ease with the traditional way of doing things claiming that students' level will not permit them to opt for this step, however; they agreed that there are other ways to deal with the texts that would fit more with the LMD ideology.

10.   In line with the constructivist ideology of the LMD system, how do you assess teaching reading interactively through open horizons of interpretation rather than limiting the text to the sole view of the author?

100% of teachers were in favour of approaching the text through the responsive interpretative method claiming that it allows students to assume and defend their ideas and viewpoints while stimulating their imaginative powers of productive creation, they maintained that these skills are needed for life in general and can be taught through reading sessions. They linked the interpretative method to the pillars of competency-based pedagogies in general that favour the full integration of students' in the learning task.

11.   Are you in favour of the idea of letting students loose to take their own stand while responding to a literary text (given the fact that the literary text is the largest accessible reading material for EFL students)?. Justify please.

43.33% of teachers responded positively to the item with a sense of conservatism. This category seemed reticent a bit towards the possibility of teaching students to take in charge their analytical approach towards the text. Reasons they provided touched upon: Lack of analytical sense, disoriented use of the sense of critics, grammatical mistakes of writing as well. They suggested that it is better to start guiding students through this method right from first year since they need to go through dissertation writing in their final year and are required to accompany their writing with reading. 56.66% of teachers were in total favour of applying this method according to their general explanations there is no better way of reaching a goal then having the nerve to apply it. In general, justifications gathered around the theoretical aspirations of competency-based pedagogies within the LMD system in Algeria that is leaving space for students to develop their own reading strategies and response styles will be compatible with the ambitions of the LMD philosophy.

12.   According to you, in what ways would this contribute to the shaping of overall proficiency, character, and enhancement of thinking skills?

100% of respondents stated that training students on the response method towards the text strengthens their autonomy and self-reliance, a leading factor towards the establishment of individual character. General comments that related to the contribution of response to students' overall proficiency defended the idea that all skills are related, since the syllabus touched upon other skills, focus on reading, its strategies and techniques would participate in creating students' autonomy to go beyond the classroom orthodoxies. The result of opting for these measures is naturally the development of students' thinking skills, according to them this process is continuous and once well-stimulated it lasts for life.

13. *What do you think of the inclusion of reader response paradigm, with all the techniques that it offers to the teaching of the FL, as an official practice against the traditional ways of teaching the text?*

100% of teachers were in agreement with the gradual inclusion of reader response paradigm in the English teaching syllabus. Some of them stated that it puts into practice the pillars of Bloom's taxonomy of educational objectives. Others believed that if introduced progressively in the system it can help producing students who are able to assume and use their critical thinking capacities. Still, a portion of respondents claimed that the implementation of reader response through written drafts help advancing students' writing styles together with reading proficiencies.

14. *Do you think that FL students at this study cycle are apt to refashion a text out of the original?*

40% of teachers were suspicious of students' ability to reproduce full versions of new texts starting from the one's they read. They claimed that the current level of English language students can produce moderate plots even if they have the intention to do so. 60% of teachers agreed that students can refashion a text out of the original even with their current level; for this category it is the primal print of focus is students' ability to imagine new events out of the original, the ability to link the text events to real life, and the ability to view the Other from a different angle. This category claimed that style is primordial but can be manageable at this stage since students are exposed to grammar sessions.

15. *In what ways do you think that reader response ideology would fit within the current LMD philosophy and syllabus?*

100% Respondents stated that since the method relied on activating students' role in relating to different literary texts then it has a relation with the pillars of the LMD assumptions of active learning. Most of them explained that the LMD system is based on the incorporation of students' active learning abilities. As well, justifications related to the fact that the system is a competency-based one, and part of building competency entails developing students' know how skills in different language study domains.

5. Comments and Discussion

Part (1) of the teachers questionnaire reflected a general positive standpoint towards the influence of literary readings on enhancing students' creative writing and ingenious imagination. The overall reactions to the 5th item of this section revealed a favourable opinion towards its content. Most of instructors agreed that exposing students to literary text reading

ameliorates their capacities of intuitive and inventive writing. In the comments, EFL teachers believed that these ready-made styles of writing served as a model that facilitates as well the role of the teacher and the writing initiative of students. In relation to this, the 2nd item showed that teachers were in favour of highlighting literary styles in integration with text reading so that students imitate them in writing. Though, this is not an easy task for students but still a feasible one and a beneficial one over the years. Reactions to the 3rd item were so dispersed; teachers believed in majority that the adoption of literary extracts in the EFL class stimulates students' motivation, a moderate portion of teachers thought that bringing literary extracts to the class motivates students to read and write. It is not evident that literary language is easy to master and that its adoption in the class cannot guarantee motivation. Item (4) from this section reflected a general positive stand point towards training students on identifying the story's sections and how this can help them device their own narratives. In this regard, cognitive mapping is one efficient strategy to help give a mental shape to the text. Respondents explained that further activities can accompany this strategy like paraphrasing or adding new details to the selected portions of the text. In line with this, Item (5) showed a general positive agreement with the idea that regular literary exposure boosts students' intuitive imagination. Overall, the section's results demonstrated that teachers' perceptions about the weight of literary reading on students' writing are positive.

Part (2) of the teachers scale mirrored an overall favourable attitude towards the different ways in which the literary text can serve as a model to enhance students' inspired writing. Item (1) of the scale reflected a scattered view of the respondents' opinions about reference to figurative language style of the text for writing practice. This item coincides with item (1) in the previous part, respondents referred to a psychological interpretation stated that these styles were absorbed in the subconscious through regular exposure and it happened that they grew to surface automatically. Not far from this, item (2) uncovered that the major part of teachers was in favour of swinging between different literary styles so as to offer students a wide array of ways to structure a good response. Further related details were consolidated in items (3),(4), and (5) consecutively where common perceptions were positive. Respondents agreed that involving students in regular practice of paraphrasing could pave the way for critical reading since both skills are part and parcel. Equally, respondents were in favour of the idea that classroom debates after reading sessions helped students work on their critical thinking capacities while taking the lion's share in enhancing their own competencies.

Part (3) of the scale pictured an overall favourable stance towards the inclusion of extra-curricular activities in order to boost both critical reading through creative writing. Item

(1) of this part uncovered that respondents hold a positive stance towards reliance on literary debates so that to encourage students proffer writings about their topics of interest. Items (2), (3), and (4) reflected respondents' readiness to stimulate students' production of their own versions of narratives. Teachers expressed as well their positive stances towards the fact of training students on free response writing as a way to train them on refined aesthetic reading and to develop the habit of analytical writing. The latter proves primordial in later stages of dissertation writing and can help students develop responsibility on their own readings and writings.

Part (4) of the scale related to an essential component of the present research and in general respondents expressed their favourable attitudes towards its content with varying degrees of disagreements with certain items. This section revealed that EFL instructors are in favour of making reference to literary inclinations with the aim of enhancing students' overall sense of reading. For example, teachers were aware that organized exposure to the literary text can change the way in which students traditionally view literary writings. In a similar vein, teachers were conscious about the importance of integrating both of literary and linguistic competencies for the sake of making the most of the EFL learning experience. However, item (3) reflected a hesitant positive step towards considering the teaching of English through literary lenses as a valuable experience. Comments focused on the idea of text complexity and general students' moderate level that stand as handicaps towards realizing this goal. These results coincide with the results of item (4) where teachers believed that reference to the literary text would motivate students better than other non-literary text types. Still, item (5) uncovered instructors' favourable stances that teaching reading through literature introduces students to contextual and intercultural cues of language use. Hence, teachers are aware that part of developing critical analysis in reading and writing relies on the amount of information students may have about the Other.

The last section of the scale dealt with the essence of the current work; it actually mirrored favourable opinions about the contribution of structured reader response writing on the development of students' reading proficiency. Overall, respondents agreed that training on inspired writing helps students develop their reading skills; this step will lead them later to care about grammatical and stylistic issues in writing that are part of general competency. Teachers believed that the application of reading logs, as a first initiative, in the EFL class as a regular practice will shape students' autonomy and quest for reconsidering things from a critical stance including their ways of reading the EFL text.

The teachers interview was a supplement to the scale with special focus on the points related to reading and responsive writing that were not covered in the scale. The interview demonstrates that teachers are aware of the position the reading skill enjoys within the current LMD system. The findings in both research instruments revealed that not all teachers are aware of the connotations of the written expression and comprehension module, yet a moderate portion stated that they integrated the teaching of reading and writing because they were complementary. Reading offers models to write and writing uncovers the powers of critical reading. It is observed through the answers as well that EFL teachers are ready to concretise the pillars of competency-based pedagogies through the application of reader response practices; this proves that teachers are ready to make the shift from the traditional comfort zone view in text reading to the modern response active learning approaches.

The interview and the questionnaire results converged with teachers' awareness of the necessity of integrating a module devoted to training students on reading styles and strategies and in later stages on responding to what is being read with a critical stance. In line with this, they believe that EFL students can develop the necessary skills to adopt a new paradigm for the reading of the text. Still, some opinions hint to the import of considering reference to text analysis from field specialists in the case of literary texts as a first facilitating step before offering a reader-response reaction to the text. These opinions lead to recognition that major problems students and teachers face in dissertation writing are transplanted in this lack of considering the reading skill in the first years of the study cycle.

Conclusion

The current chapter was concerned with the analysis of data gathered from the teachers' scale and interview. A numeric exploration of the findings was applied, and the results show that EFL instructors welcome the application of a critical response methodology to text reading. The findings demonstrated as well that teachers are aware of the unavoidable integration of reading within the written expression sessions as well as the vital integration of a reading module that would complement the intentions of the literature course. The interview findings demonstrated that EFL instructors approve of the application of certain teaching traditions that facilitate for students the development of reading proficiency and critical text analysis.

Chapter Eight: Pedagogical Implications of the Study

Introduction

The current chapter displays the pedagogical implications of the present research. Equally, it gets a glance on the confronted limitations while attempting to investigate the validity of the hypotheses. At the end, the chapter suggests some points related to the work's main idea that may serve as landmarks for further research.

1. **The Exigency of Specifying a Course Related to Preaching EFL Students about Reading Strategies in the LMD Syllabi**

   Through the theoretical part, the researcher made reference to the essential conclusions of the previous studies that insisted on the integration of the reading skill in the FL teaching programme and on the complementarity of both reading and writing. Though, a gamut of research work has focused on the idea up till now where field specialists are still implicated in queries to better the way readers approach the text, much effort is needed in Algeria to devote due time and space to move from theory to practice.

   This necessity of preaching students to ponder about what they read is emanated from the system exigencies of dissertation writing and it had been displayed through fieldwork inquiry that both EFL instructors and students are aware of this critical point. Literature courses may act as an open gate to work on developing the habit of reading, but they cannot tell the whole story since the goals and pedagogical structure of the course does not allow for training EFL students on the contemporary ways of looking at the text. Besides, the LMD is an active-learning oriented philosophy that is based in theory on getting students implicated in their studies and one way to realize this is through the exposés method. The latter requires from them a systematic way of collecting information through different readings.

   One repercussion of the current work emphasizes findings ways to activate EFL students' higher order thinking skills as an integrated part of the reading sessions because it is noticed as well that students are reluctant to participate in tasks that require them to analyse and synthesise, two important processes that can be referred to while reading. The following steps may serve as general parameters for ways of instilling critical reading in students' minds:

   ➢ Integrating ways of teaching EFL students strategies of reading that can be practiced gradually through regular rehearsal.

- Preaching EFL students to discover their proper reading styles through reading practice.
- Incorporating ways to help students discover the world differently and develop new world perspectives through reading.
- Selecting reading content that goes with the expectations of the current generation of EFL students to fuel their intellectual potencies.
- Exploiting the FL text to raise students' linguistic and cognitive competencies. Instructors can exploit the text to enrich students' knowledge of the text.
- Encouraging EFL students to raise their creative abilities through the implementation of the right analytical techniques that suit their current cognitive level.
- Training students to develop reactions to the text instead of blindly accept and reproduce the text information.
- Shifting the questioning paradigm from simple comprehension to analysis and evaluation.
- Inviting students continuously to consider the text content and inculcate this as a personal reading technique.
- Training students to paraphrase and summarise what they read on a regular basis as a first step before moving to more complicated techniques of text probing.
- Reassuring students on connecting with their intellect and finding strategic ways to compensate for comprehension breakdowns. The reading strategies scale findings show that students refer unconsciously to the use of some strategies without being trained on or introduced to before.

2. **Adopting a Reader Response Stance towards Text Analysis as a Paradigm Shift towards Proficient Reading**

The current educational trends focus on inviting students to take in charge the course construction. Based on the ideas of Plato, the recent competency-based assumptions to FL teaching glorify the role of the intellectual predispositions of students and their cognitive ability to climb the ladder of educational objectives. One way for realizing this is the adoption of reader response framework within the system. It becomes important for students to assume their stand points and work on the autonomous development of their own thinking skills; reader response framework can be an open gate to relate the ideological basics of the competency-based approach with the potential practical gains. In this regard the results of part (1) of the students' scale show that EFL students have favourable perceptions towards

adopting a reader response stance while reading; the findings indicate as well students' readiness to implement their personal social and intellectual experiences in the creation of new lines of thought.

It is suggested as well through the findings of part (2) of the students scale that students welcome the response method as a way of activating their higher order thinking capacities. Hence, the implementation of suitable texts and framing of the right questioning type to fuel those faculties is important.

It is suggested as well that working on guiding students through the creation of vivid imaginations of the text would result in amalgamating both essential response layers and the cognitive mapping strategies. This coincides with the positive perceptions teachers' hold towards the impact of the response method in the advancement of students' critical writing.

For the sake of preparing students to the ultimate duty of dissertation writing, instructors can exploit the first preparatory years to train students on ways of responding to the author's views. Working with the authors of works of literature is suitable at this level especially that students expressed their positive stances towards working on the literary text with its genres in part (5) of the scale; then at later stages of their study cycle they can employ the method to frame a reflective writing for their dissertations.

2.1. Activating the Implementation of Free Response Method through Reading Logs

The reading log is just one way, amidst others, of concretising reference to reader response theory. This method can be used in the EFL class when teachers are conscious about the existing learning styles and urge their students to think out of their comfort zone. Reading in this context should not be considered a sheer comprehension activity but a chance for learners to enjoy thinking on their own. For the teaching staff to do so, teachers must raise students' consciousness about the significance of questioning what they read and not passively digest what they read. Teachers' are invited to be adaptive and selective of the texts while insisting on students not only to place themselves in what they read but to reconstruct themselves through what they read.

EFL instructors can act out their role as a facilitator and not a complete reference for text analysis through the rigid implementation of reading logs. Part of the task implies urging students to consider their own experiences inside and outside of the reading assignment and asking them to weigh all alternatives that lead to meaning creation is of significance in the construction of a reading log.

The following steps can be implemented after assigning students to the reading log task:

- Organizing regular debate sessions after the completion of each reading assignment.
- Encouraging students to be in charge with the debate that would be framed in the form of a literature circle.
- Encouraging students to act out their personally framed stories.
- Encouraging students to use drawings or any other method that helps them express precisely what they perceive about the text.
- Devoting time to discuss aspects of the writing style of students and assigning them to peer-correction technique as a way to raise their autonomy.

2.2. Training Students on Adopting a Neutral Cultural Stand in Text Interpreting

It is evident that the cultural component of language is crucial in getting the total image of the message. Instructors are invited to introduce students to aspects of the FL culture both big 'C' and small 'c' culture. Both types of culture are relevant to be incorporated in the teaching of the reading course. Namely, for a precise explanation of the concept of culture students should be brought to understand that it is moderately insinuated in the very fabric of everyday life ranging from codes of behaviour, values and morals, to great works of art. Students should be made aware that the literary text is in itself a cultural feature that displays within its lines examples of native speakers' behaviour and day to day exchanges. Through the method of reader response, students can be given a chance to observe the cultural features of the other which can help them develop their FL proficiency.

In the case of reading, teachers are urged to consider training students on adopting an intercultural sphere in dealing with the FL text. It is evident that teachers are aware of the necessity of intercultural knowledge in reaching an acceptable level of the FL proficiency. To enable students to fluctuate the use of cultural knowledge in responding to the text the following points are suggested:

- Highlighting aspects of FL culture that appear in the text and encouraging students to give other examples of big 'C' culture that relate to the FL context or to the native context. Students can be prompted to incorporate similarities and differences between both cultures in their reading response, and to assume a neutral stand from which to view both cultures.
- Encouraging students to discover by themselves the behavioural patterns and world views of the native speakers through the analysis of aspects of small 'c' culture exposed in the text. In late response stages, students

- Inviting students to discover the pragmatic features of the FL discourse. This allows students to activate their thinking abilities, to look beyond the written message, and to sort out the potential interpretations of the overall text or the minor speech acts included in the text. Students' perceptions in items (8) of part (1) of the scale were generally positive towards the analysis of the text as a mega speech act.

- Emphasising on the analysis of the sociocultural load of the text from both points of view.

- To fuel a response on the part of students, teachers can pick up a cultural scene and guide students through the way of analysing and responding to the difference.

- Training students on analysing the dialogues as they appear in the text assimilating them to real life ones.

2.3. Changing the Paradigm of Questioning the Text Content

In line with the reader response framework, instructors should consider changing the way of asking questions related to the text being read. To do so, questions should be categorized into two sections in relation to Bloom's taxonomy. A first section emphasises on lower order thinking skills and a second section emphasises higher order thinking skills. In this regard, teachers can device a progressive scheme for question asking that ranges from simple comprehension questions to more complex evaluation questions.

In line with the above mentioned ideas, the following ideas can be implemented:

- Starting with questions that test the simple readers' knowledge about the content of the text.

- Adding up the questions testing readers' comprehension.

- At a third level, instructors can shift focus to incite students to apply what they had learnt in the text

- A fourth layer of questions can touch upon faculties of analysis and breaking down the text information into individual components.

- A fifth layer can ask students to reassemble what they have read. At this stage, paraphrasing strategies are important; students can fuse information from the text with their own (personal experience, previous readings, feelings and emotions…etc) to sort out a new content.

- The final layer of questions can focus on urging students to work on their abilities of judgement and information evaluation which is a central part of reader response framework.

2.4. Introducing the Response Method as a Method of Assessing Students' Comprehension

Actually, this part is a continuation of the previous one. It becomes essential to lead EFL students to work on their analytical abilities through reference to the right teaching and testing methods. Reader response paradigm if implemented right from the beginning of the study cycle can lead to the realization of the LMD system objectives in a rather quick way. Hence, the research results suggest generalizing the theory's techniques to the rest of the modules where students are required to frame their response in the form of analytical writing.

The assessment method can devote some space to reproduction questions while the greater portion to the analysis and assessment of the information. This way a short cut to dissertation writing is sketched; students will be responsible on the reframing of their readings and teachers assume their role of learning guides.

3. Deploying Sound Ways of Blending Reading and Writing Skills

This point has been an issue of discussion for so long and researchers have kept insisting on advantages of realizing the complementarity of both reading and writing skills. Obviously, reader response theory relies basically on the written response of the reader so implicitly it checks and develops readers' proficiencies through the lenses of writing.

Following this line of reference, written expression sessions should devote imperatively enough space where students are exposed to reading before they get to practice the writing skill. Equally, too much focus on the teaching of essay writing should be alleviated and replaced by focus on ways of arguing and criticising to enable students assume their role. Insofar as the written expression and comprehension course objectives include focus on teaching literary response (activated through reading logs and diaries), it is high time this was implemented.

Teachers can resort to simple needs analysis procedure to check students' reading preferences then in later stages ask students to agree upon what they want to read. Every time they finish a text, they should bring their written response and a debate session is organized to check students' development of critical reading through analytical response writing.

4. Limitations of the Study

Every research may encounter obstacles throughout the way of reaching the final results. The present work faced some snags related to various factors.

A first limitation is attributed to time and study pressure. Participants were motivated to take part in the work, however; through the course of the experiment they showed a feeling of overload because of the obligations they had in other courses. Another limitation related to time appeared at the initiation of the treatment phase; students did not know about reader response framework and the researcher was obliged to explain the tenets of this philosophy, to get them practice the way of internalizing the text before starting the experiment. This step took already a month of time with one session per week for explaining and practising its usage.

A third limitation was related to the final assessment of the posttest results. Fetching through the literature related to reader response, one can discover that researchers indicated that there are no wrong or right answers and since it is coupled with response writing focus was rather shed on the extent to which students showed their flexibility with incorporating criteria of reader response theory into text analysis. So for assessing students' responses, the researcher integrated the reader response criteria together with the orthodox exigencies for correcting students writing. This step added up longer time to redress either the test results or the responses results. A last limitation that relates to the sample of the study, the researcher finds it important to signal that the questionnaire and the reading survey were distirubted to the whole population of 3rd year students at the University (130) and that was the total number of students.

5. Suggestions for Further Research

Studies about ways of boosting students' active integration in the learning process are still on the move. Till recently, the advantages of reader response philosophy as a technique that develops reading and writing proficiencies is recognized. Though, in the Algerian context teachers recognize the benefits of reader response paradigm, they seem still reluctant to accredit it both as a teaching and assessment method because it is not referred to officially in the teaching syllabi.

It is high time the theoretical aspirations of educational theories that favour the activation of students' reading proficiencies, in particular, were applied in the Algerian context.

The forthcoming points might serve as guidelines for further queries in relation to the topic:

1. What are the specifics of the Algerian context that favour the efficient application and generalization of reader response paradigm to develop EFL students' proficiencies in other language skills?

2. What are the practical techniques that help students develop regular reading and interpretive habits in the long term?

3. In what ways can instructors adopt the core of reader response tenets in the four educational sectors in the Algerian context?

Following the same line of thought, more research might be conducted to expand the scope of reader response effect on the reading skill outcomes. In this regard, further inquiries might be led to investigate the weight of personal and individual differences on the framing of overall text response. Longer inquiries may focus as well on the effect of organized oral response sessions on nurturing aspects of proficient reading.

Conclusion

Last of all, it is hoped that the results of this empirical study in line with the suggested implications would proffer beneficial guidelines both for FL teachers as well as students to adopt new ways of approaching the reading skill. It becomes imperative that teachers be up to date with the provisions of active learning that traced back their first seed in the previous century and are still on the move towards new developmental steps. Urging students to use their cognitive capacities and thinking skills to produce new types of knowledge is highly encouraged nowadays especially with the felt progression of the availability of the reading material in English. Guiding students to respond critically does not mean that teachers are obliged to start from scratch because students can refer to personal strategies and ideas to account for a structured response to the text. Spelling out some fuzzy spots for the sake of leading decision makers throughout the way of finding new paths of change is the main concern of the current study. This type of reforms is referenced in queries' findings that pave the way for constructive enhancement.

General Conclusion

The issue of the best ways for language skills to be taught and coached upon has been a fertile ground of investigation since a long time. It has been observed that FL specialists has emphasized the integrated aspect of the four language skills where speaking is linked to listening, writing is linked to reading. The latter frames the core of the major areas of knowledge.

EFL scholars have concerned themselves with finding new ways of developments ways of approaching the FL text. Reading in general has been a fertile ground of study and the proofs are the changing viewpoints about its nature, pre-requisites, and off products throughout the years. Methodologies and aspirations of teaching reading has taken many forms since then sometimes in line with course design and didactic concerns and at other times in accordance with the literary theory researches. The latter has bearings on deciding about ways to teach reading since literary texts are produced mainly to be read. Depending on the prevalent philosophy, those methodologies focused on the role of the author, at times the role of the text, and recently have shifted focus to the student reader as an agent of impact in the learning process. Active learning theories referred to the weight of learning by doing on the general outcome of the educational endeavour, FL context is no exemption. Together they met the recent calls for the integration of students in the construction of the knowledge through competency development. So the key word is that higher institutions are aimed at producing competences rather than imparting theoretical knowledge. One such domain for building competency is the reading skill once considered a passive endeavour to be considered after a bunch of research a highly active venture. Hence, methods of teaching reading have accordingly changed to accommodate to the current state of affairs. With the introduction of learner-centred approaches, academics expressed the need for a paradigm shift from sole focus on the text unique meaning to the possibility of delving into countless versions of meaning emanating from individual readers. This frame of reference can be applied in the FL class with the aim of raising students' consciousness about the possibility of investing in their prior knowledge and previous experiences to account for text reading and construal.

The bulk of students prove their preparedness to assume text analysis from a new corner different from the traditional ways namely a reader response stance. Relying on students perceptions, a collection of factors can be deployed to enhance students' reading competency amidst which: The integration of feelings, emotions, and higher order thinking

abilities of analysis, responding to the next from an intercultural stand point, referring to higher faculties of vision and insight, referring to vivid imagination and skills of creation, relying on aspects of intertextuality and previous readings and weaving new lines of thought starting from what is being read. Besides this, instructors can rely on students' strategies and expand them through strategy training to attain best results of response paradigm. It has been shown that FL students refer to unconscious deployment of some strategies with varying rates of frequency.

In the Algerian context, the recognition of the importance of reading has been approved by the educational staff. However, the absence of a space devoted to free students' minds to reflect upon what they read poses a serious issue that needs to be addressed especially because FL students are required to finish their study cycle with a dissertation. The latter, as an academic work, needs to be constructed scientifically and so are the accompanying readings. Teachers' perceptions about the efficacy of reader response paradigm in enhancing FL students' powers of structured thinking and text analysis, adapted in this context to the literary text, prove that instructors are ready to embrace this method for the sake of bridging the gap between the theoretical aspirations of the system and what is present on a real ground. The interview data reveal instructors' awareness about the absence of a course devoted to teaching students about reading techniques and strategies in line with the current trends, all the same they recognize that footprints of reading can be found in modules complementing reading like written expression and comprehension. Thus, it is possible for teachers to exploit the space of the literature and the writing course to train student on adopting the written response method to create new lines of thought and encourage students to assume their own learning and person vis-à-vis the texts they come across.

In the end, reading is a skill for life more than a skill predicated to some educational purposes; it is high time reading received special attention in the context of higher educational system in Algeria. The premise is no more teaching reading for the sake of deciphering the letter-sound code but the aim must be continuous discovery of the meaning puzzles contained within the letter-sound binaries. The written reader response in this case favours a double faceted goal, the one related to enhancing students' proficient reading and text interpreting while not neglecting the writing skills.

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Appendices

Appendix 1

Students Questionnaire

Dear students,

      You are kindly invited to fill out the following scale about your respective opinions, points of view, and stances towards responsive reading in the EFL classroom. Your responses are highly confidential and will be exploited solely for research purposes. Circle the number that goes in accordance with your stand point (1, 2, 3, 4, or 5) and which indicates the extent of your agreement with the following statements.

      There are no right or wrong answers. These statements are about yourself and not anyone else. If you need any clarifications, or you do not understand an item's content; do not hesitate to ask the researcher distributing this questionnaire.

      Your cooperation is much appreciated and it contributes to introduce some changes concerning the researched topic. Thank you for your time and effort.

Part (1): Students' perceptions about the effect of written response to literary texts on developing their overall proficiency in reading.

- I think that literary response frees the reader from any external constraints.   **1 2 3 4 5**

-Literary response allows the reader to develop the necessary thinking skills for school and life.   **1 2 3 4 5**

-I believe that literary response helps weighing all alternatives in tolerating the cultural difference.   **1 2 3 4 5**

-I believe that written response allows students to reach the level of recreating the story in line with their own readings and experiences.   **1 2 3 4 5**

-Literary response is a concrete manifestation of the reader's higher order thinking capacities.   **1 2 3 4 5**

-The literary text is a mega speech act that can be responded to with reference to both native and target culture.   **1 2 3 4 5**

-It is important to assume a neutral cultural stand in responding to the literary text.   **1 2 3 4 5**

-I think that a practical reading-writing session helps me to be trained on generating multiple versions of the same text.   **1 2 3 4 5**

Comments:

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Part (2): The following statements refer to how you feel about the contribution of literary text responsive reading in activating your higher faculties of vision and insight. Please rate your level of agreement with each item using the scale below:

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly agree

- Reading literary texts helps me discover aspects of my life that I previously neglect.	**1 2 3 4 5**
-While reading literary texts, it is important to connect with emotions that I usually disregard.	**1 2 3 4 5**
-Literary text characters help me reflect on my inadequacies.	**1 2 3 4 5**
-I believe that the literary text offers me a chance to discover lives that differ from mine.	**1 2 3 4 5**
-I think that the literary text moral is helpful in understanding the tissue of human relations and events.	**1 2 3 4 5**
-Literary texts are efficient tools to compare between real life events and imaginary literary text scenario.	**1 2 3 4 5**
-I assume that the literary text characters help me reorient my personal motives.	**1 2 3 4 5**
-The literary text is a psychological filter that helps me get rid of my negative energies.	**1 2 3 4 5**
-I think that some literary characters help understanding complex personalities we overlook in reality.	**1 2 3 4 5**
-The literary text can play upon my psyche and change my ways of looking at things.	**1 2 3 4 5**
-An act of extensive reading guides developing aptitudes to filter and react to events and people.	**1 2 3 4 5**
-I esteem that linking certain text events to my own life contributes in framing a good response.	**1 2 3 4 5**
-Literary texts usually focus on teaching morals.	**1 2 3 4 5**
-I think that committed reading helps the reader sympathize with the other.	**1 2 3 4 5**

Comments:

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Part (3): The following items refer to your opinions about response-based reading in developing your emotional responsiveness and empathy towards others and otherness. Please rate your level of agreement with each item with reference to the scale below:

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly agree

- The cultural factor is important in interpreting FL readings.	**1 2 3 4 5**
- Committed reading allows me to live through the character's' lives.	**1 2 3 4 5**
-I think that successful reading necessitates visualizing imaginary exchanges with characters in the literary work.	**1 2 3 4 5**
-When I consider the literary work I usually see myself as one of the plot characters.	**1 2 3 4 5**
-It is important to consider the origin of a felt sensation towards a scene, either I have read it before or lived it before.	**1 2 3 4 5**
-Integrating oneself in the work opens new doors for understanding humanity..	**1 2 3 4 5**
-I believe that the story characters can reflect the way people feel in real life.	**1 2 3 4 5** **1 2 3 4 5**
-After finishing the reading of the literary text, I think it is relevant to re-imagine its possible endings.	**1 2 3 4 5**
-I think that it is important to visualise the characters' life after the end as if they were realistic.	

Comments:

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Part (4): The following statements refer to your perceptions about the contribution of response-based reading in nurturing vivid imagination of the text. Rate your level of agreement with the forthcoming items using the scale below:

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly agree

-It is important to imagine the setting of the story to clarify all the possible meanings.

-Envisioning the characters' dialoguesand render them vivid in my mind is helpful in framing a good text response.

-Cognitive mapping of the story plot is relevant for better comprehension.

-Living the text through the senses concretises the plot and events.

-Imagining the dialogues established in the literary text makes them look more realistic.

-While reading the literary text, it is essential to consider the characters' conversations as if they were real ones.

-It is vital to visualize a whole scene for the passages that are open to interpretation.

-While reading the literary text, it is crucial to integrate oneself into the world of the work.

- Imagining the tone of characters while they are in the middle of the discussion helps framing a suitable response.

- I believe that descriptions of smells, colours, and voice ameliorate the quality of my feelings and ways of expressing with emotions.

Comments:

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Part (5): The following statements refer to your perceptions about reading as a way of freeing the self and finding one's corner. Rate your level of agreement with each statement using the scale below:

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly agree

- Free time reading offers many benefits for the FL student.	**1 2 3 4 5**
-Sometimes reading is a just one way of keeping up with intellectual	**1 2 3 4 5**
delights.	**1 2 3 4 5**
-I think that it is important for the FL student to finish every reading till the	
end of the text.	**1 2 3 4 5**
-I guess that literature is one way of amusing the spirit.	**1 2 3 4 5**
-I believe that reading literature is a way of getting self-satisfaction.	**1 2 3 4 5**
-Once immersed in reading, it is not useful to keep watching time.	**1 2 3 4 5**
-I esteem that reading literary texts is helpful in freeing the mind from daily	
life troubles.	**1 2 3 4 5**
-The world of the literary text creates new realities free from life negativity.	**1 2 3 4 5**
-I have a tendency to link between the works of an author after reading one	
of his works.	**1 2 3 4 5**
-I feel so implicated in the world of the literary text that sometimes I	
become unaware of myself.	
-I think that more time should be allocated to the teaching of literary texts.	**1 2 3 4 5**

Comments:

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Part (6): The following items refer to your viewpoints about the status and concern with the author that can be reflected in the response. Rate your level of agreement with each using the scale below:

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly agree

-One of my concerns in reading literature is to be acquainted with the themes and interests of the author.	**1 2 3 4 5**
-In reading literature, I rather focus on the writing style of the author to understand.	**1 2 3 4 5**
-I read literary texts to learn about the different literary genres.	**1 2 3 4 5**
-It is relevant to relate the themes of the story being read to the rest of the literature to have a global view of the interpretation.	**1 2 3 4 5**
-While reading an author's work, I try to recognize the author's unique themes.	**1 2 3 4 5**
-When I read literary texts, I tend to focus on the way the author analyses the sociocultural traits.	**1 2 3 4 5**
-I sometimes refer to the author's biography to interpret certain facets of the text.	**1 2 3 4 5**
-I think that the author's views of life are depicted in his works.	**1 2 3 4 5**
-I think that the literary techniques used by authors are fascinating.	**1 2 3 4 5**

Comments:

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Part (7): The following statements refer to your opinions about the role of the text response in understanding and re-weaving a new line of thought. Rate your level of agreement with each using the scale below:

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly agree

-In interpreting meaning, I rather focus on understanding the plot structure.   **1 2 3 4 5**

-I exploit the literary text to derive the morals from the story.   **1 2 3 4 5**

-I think that the plot is the essential component of literary analysis.   **1 2 3 4 5**

-I patiently follow and concentrate with the text events till I reach the end.   **1 2 3 4 5**

-In my readings, I am interested in how the end turns out.

- I think that the end of the story embraces its essence (the author's   **1 2 3 4 5**

intention).   **1 2 3 4 5**

-Plots with unexpected ending are more interesting to read.   **1 2 3 4 5**

-I believe that a rich plot is the one that contains plenty of actors.   **1 2 3 4 5**

- I focus in my reading on following up what happens to the characters.   **1 2 3 4 5**

-Literary texts that are based on easy plots are not attractive.

Comments:

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Part (8): Students' perceptions about the essence of literary values

-I think that too much focus on literary production and consumption is   **1 2 3 4 5**

unnecessary.

-I think that there is no efficacy in placing emphasis on the teaching of the   **1 2 3 4 5**

literary text.

-A work of literature lost its essence once it is analysed.   **1 2 3 4 5**

-I think that teachers are not in a position to control students' conceptions of   **1 2 3 4 5**

their readings. .

-Literary and text interpretation is the sole responsibility of specialists.   **1 2 3 4 5**

-Literary interpretation must not be based only on socially related criteria.   **1 2 3 4 5**

-Students should take the lion's share in the selection the reading materials.   **1 2 3 4 5**

-Literary texts visualize a more complicated view of life.

-Time allocated to reading literature does not guarantee language mastery   **1 2 3 4 5**

and reading competence.

Comments:

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Reading Strategies Survey

Dear students,
The aim of this survey is to collect information about the different techniques you employ when you are exposed to a reading material in English.

All of the items below are related to your reading activities either related to the official academic syllabus or the extra-curricular literary readings.
Each statement is followed by five numbers, 1, 2, 3, 4, and 5, the number interpretation is as follows:

'1' means that **'I never or almost never do this'**
'2' means that **'I do this occasionally'**
'3' means that **'I sometimes do this'**
'4' means that **'I usually do this'**
'5' means that **' I always or almost always do this'**

After reading each statement, **circle the number (1, 2, 3, 4, or 5) which describes you at best**. Consider the fact that there **are no right or wrong responses** to any of the items on the survey.

Statement	Never	Occasionally	Sometimes	Usually	Always
1. I have an objective in mind for my reading.	1	2	3	4	5
2. I make notes of my readings to understand better.	1	2	3	4	5
3. I incorporate my previous knowledge to understand what I am reading.	1	2	3	4	5
4. I read the text résumé before starting my detailed reading.	1	2	3	4	5
5. If the text is difficult, I implement the reading aloud method	1	2	3	4	5

		1	2	3	4	5
6.	I link the text content to the overall objective of my reading.	**1**	**2**	**3**	**4**	**5**
7.	I take my time to focus on details for better comprehension of the text.	**1**	**2**	**3**	**4**	**5**
8.	I get a quick glance of the text structure and lay out before my reading.	**1**	**2**	**3**	**4**	**5**
9.	I try to keep focused on my line of thought while reading.	**1**	**2**	**3**	**4**	**5**
10.	I write marginal comments to help me structure my overall response.	**1**	**2**	**3**	**4**	**5**
11.	I adjust my reading pace to fit the content I am dealing with.	**1**	**2**	**3**	**4**	**5**
12.	While reading, I select the content I consider important for my final response to the text.	**1**	**2**	**3**	**4**	**5**
13.	I refer to the dictionary to understand vocabulary I ignore about.	**1**	**2**	**3**	**4**	**5**
14.	I raise my concentration with the rising of the text difficulty.	**1**	**2**	**3**	**4**	**5**
15.	I exploit the pictures and images in the text to support my understanding.	**1**	**2**	**3**	**4**	**5**
16.	I take pauses while reading to reconsider what I am	**1**	**2**	**3**	**4**	**5**

	reading.					
17.	I refer to contextual clues to improve my text understanding.	**1**	**2**	**3**	**4**	**5**
18.	I resort to paraphrasing to restate and recreate a new content relying on my reading.	**1**	**2**	**3**	**4**	**5**
19.	I use my imagination and mental representation to understand and generate a new story response.	**1**	**2**	**3**	**4**	**5**
20.	I employ typographic tools like italics and drawings to highlight important details.	**1**	**2**	**3**	**4**	**5**
21.	I critically examine, assess, and select the content that matches my experience.	**1**	**2**	**3**	**4**	**5**
22.	I check my readings back and forth to make sure of the tie between ideas.	**1**	**2**	**3**	**4**	**5**
23.	I verify my comprehension when I come by new information.	**1**	**2**	**3**	**4**	**5**
24.	I try to make predictions alongside my reading.	**1**	**2**	**3**	**4**	**5**
25.	I use re-reading technique to enhance the quality of my understanding.	**1**	**2**	**3**	**4**	**5**
26.	I accompany my reading with questions that I ask myself throughout my reading.	**1**	**2**	**3**	**4**	**5**

27. I check if my predictions about what is to come in the text are correct or wrong.	**1**	**2**	**3**		**4**	**5**
28. While reading, I deduce the meaning of sentences, words, and phrases	**1**	**2**	**3**		**4**	**5**
29. While reading, I translate from English to my mother tongue.	**1**	**2**	**3**		**4**	**5**
30. While reading, I consider the content I read both in English and in my mother tongue.	**1**	**2**	**3**		**4**	**5**

Comments

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Appendix 3

Teachers Questionnaire

Dear Colleagues,

This questionnaire is intended to collect data for a scientific investigation. The aim of this study is to poke around the importance of reader response paradigm in developing EFL students' writing skills that lead implicitly to uncovering students' reading proficiencies among university students majoring in English. The information provided will remain confidential and will be used only for the intended research purpose.

You are kindly requested to circle the response that better suits your opinion.

1. **Teachers' perceptions about the impact of literary readings on advancing student readers' creative writing and ingenious imagination.**

-Reading literary texts familiarizes EFL students **1   2   3   4   5**
with models of intuitive and inventive writing.

-Highlighting literary styles while reading promotes **1   2   3   4   5**
students' acquaintance with writing techniques.

-Adapting literary extracts in the class stimulates **1   2   3   4   5**
 students' motivation to read and write.

-Training students on identifying the story's sections **1   2   3   4   5**
 helps them device their own narratives.

-Exposing students regularly to literary extracts boosts their **1   2   3   4   5**
 intuitive imagination.

Comments:

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2. **Teachers' attitudes about the ways literary texts can be used as models of ameliorating students' inspired writing.**

-Focusing on the figurative style of in the literary text is beneficial for **1   2   3   4   5**
ameliorating students' writing.

-Swinging between different literary genres offers students a wide **1   2   3   4   5**
view of what constitutes good response writing.

-involving students in paraphrasing the literary text (poem, novels..) **1   2   3   4   5**

helps ameliorating the quality of their writing.

-engaging students in literary discussions develops their critical sense **1   2   3   4   5**
of reading and writing.

-embracing a critical philosophy in literary reading paves the way for **1   2   3   4   5**
literary understating.

Comments:

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3. **Teachers' perceptions about the advantages of integrating   extra activities and tasks to develop a critical sense of reading and creative writing.**

-Classroom debates after a literary reading session are good techniques **1   2   3   4   5**
for instigating students to write critically about topics of interest.

-A good idea after a literary debate is to encourage students to produce **1   2   3   4   5**
their own written versions of stories and poems.

-To develop in students a sense of literary refinement, teachers should **1   2   3   4   5**
encourage them to write creatively.

-If students are encouraged to write creatively, they will develop the **1   2   3   4   5**
habit of reflective free writing.

-Free response writing is a good philosophy and technique to stimulate **1   2   3   4   5**
creative reading and inventive writing.

Comments:

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4. **Teachers opinions about the influence of inspired response writing on the development of reading proficiency**

-Literary readings kindle students' inventive and literary creativity as **1   2   3   4   5**
well as the overall reception of literary works.

-It is vital to fully integrate literary, linguistic, and critical thinking **1   2   3   4   5**
competences in the teaching of reading and writing in EFL classes.

-Teaching English through literary lenses renders language instruction **1 2 3 4 5** a more valuable experience.

-Reference to the literary text (with all its genres) to install language **1 2 3 4 5** skills motivates students better than teaching through other types of non-literary texts.

-Teaching English through its literature introduces students to **1 2 3 4 5** contextual and intercultural cues of language use.

Comments:

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5. **Teachers' perceptiveness about literary inclinations in general and their influence on enhancing the sense of reading**

-Inspired writing reflects students' overall proficiency. **1 2 3 4 5**

-Encouraging students to write after a reading extract will gradually **1 2 3 4 5** introduce them to advanced writing with respect to style and grammar.

-Reading literary texts and responding to them via writing enhances **1 2 3 4 5** students' confidence in their interpretational competences.

-Inspired writing paves the way for critical reading. **1 2 3 4 5**

-Imitating the way authors write refines students' aesthetic taste. **1 2 3 4 5**

-Reflective reader response writing is an excellent way to develop **1 2 3 4 5** reading proficiency.

-Coaching students on the habitual use of reader response logs trains **1 2 3 4 5** them on self-enhancement to become proficient readers.

Comments:

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Appendix4

Teachers Interview

1. How do you rate the importance of reading in general and for EFL students in particular?
2. How do you conceive of proficiency in reading? (It is reflected through which signs?).
3. Do you believe that proficiency in reading relates primarily to the identification of the printed words?
4. Which of the following aspects of reading proficiency you rate as having more weight: Language and communication, mechanics of reading, or critical response to content of the text?
5. How do you assess the status of reading within the LMD system in Algeria?
6. What connotations can you attach to the module "written comprehension and expression"?
7. Do you believe that the literature module is sufficient to training students on reading techniques?
8. Do you think that the problems students face while drafting their dissertations are originated in their ignorance about reading strategies and techniques of active reading?
9. Since the LMD system is a constructivist approach to teaching, how can teaching literary texts, particularly, help boosting this philosophy of active learning?
10. In line with the constructivist ideology of the LMD system, how do you assess teaching reading interactively through open horizons of interpretation is better than limiting the text to the sole view of the author?
11. Are you in favour of the idea of letting students loose to take their own stand while responding to a literary text (given the fact that the literary text is the largest accessible reading material for EFL students)?. Justify please.
12. According to you, in what ways would this contribute to the shaping of overall proficiency, character, and enhancement of thinking skills?
13. What do you think of the inclusion of reader response paradigm, with all the techniques that it offers to the teaching of the FL, as an official practice against the traditional ways of teaching the text?
14. Do you think that FL students at this study cycle are apt to refashion a text out of the original?
15. In what ways do you think that reader response ideology would fit within the current LMD philosophy and syllabus?

Appendix 5

The pretest

The Father (Bjørnstjerne Bjørnson)

THE man whose story is here to be told was the wealthiest and most influential person in his parish, his name was Thord Overaas. He appeared in the priest's study one day, tall and earnest. "I have gotten a son", said he, "and I wish to "What shall his name be?"

"Finn,-after my father."

"And the sponsor?"

They were mentioned, and proved to be the best men and women of Thord's relations in the parish.

"Is there anything else?", inquired the priest, and looked up.

The peasant hesitated a little.

"I should like very much to have him baptized by himself," said he, finally.

"That is to say on a week-day."

"Newt Saturday, at twelve o'clock noon."

"Is there anything else?", inquired the priest.

"There is nothing else;" and the peasant twirled his cap, as though he were about to go.

Then the priest rose. "There is yet this, however," said he, and walking toward Thord, he took him by the hand and looked gravely into his eyes: **"God grant that the child may become a blessing to you!"**

One day sixteen years later, Thord stood once more in the priest's study.

"Really, you carry your age astonishingly well, Thord," said the priest; for he saw no change whatever in the man.

"That is because I have no troubles," replied Thord.

To this **the priest** said nothing, but after a while he asked: **"What is your pleasure this evening?"**

" I have come this evening about son of mine who is to be confirmed to-morrow."

"He is a bright boy."

"I did not wish to pay the priest until I heard what number the boy would have when he takes his place in church to-morrow."

" He will stand number one."

"So I have heard; and here are ten dollars for the priest."

"Is there anything else I can do for you?", inquired the priest, fixing his eyes on Thord.

"There is nothing else." Thord went out.

Eight years more rolled by, and then one day a noise was heard outside of the priest's study, for many men were approaching, and at their head was Thord, who entered first.

The priest looked up and recognized him.

"You come well attended this evening, Thord."

"I am here to request that the banns may be published for my son; he is about to marry Karen Storliden, daughter of Gudmund, who stand here beside me."

"Why, that is the richest girl in the parish."

"So they say", replied the peasant, storking back his hair with one hand.

The priest sat a while as if in deep thought, then entered the names in his book, without making any comments, and the men wrote their signatures underneath. Thord laid three dollars on the table.

"One is all I am to have," said the priest.

"I know that very well; but he is my only child, I want to do it handsomely."

The priest took the money.

"This is now the third time, Thord, that you have come here on yoyr son's account."

"But now I am through with him," said Thord, and folding up his pocket-book he said farewell and walked away.

The men slowly followed him.

A fortnight later, the father and son were rowing across the lake, one calm, still day, to Storliden to make arrangements for the wedding.

"This thwart is not secure," said the son, and stood up to straighten the seat on which he was sitting.

At the same moment the board he was standing on slipped from under him; he threw out his arms, uttered a shriek, and fell overboard.

"Take hold of the oar!" shouted the father, springing to his feet and holding out the oar.

But when the son had made a couple of efforts he grew stiff.

"Wait a moment!" cried the father, and began to row toward his son.

Then the son rolled over on his back, gave his father one long look, and sank.

Thord could scarcely believe it; he held the boat still, and stared at the spot where his son had gone down, as though he must surely come to the surface again. **There rose some bubbles, then some more, and finally one large one that burst; and the lake lay there as smooth and bright as a mirror again.** For three days and three nights people saw the father rowing round and round the spot, without taking either food or sleep; he was dragging the lake for the body of his son. And toward morning of the third day he found it, and carried it in his arms up over the hills to his gard.

It might have been about a year from that day, when the priest, late one autumn evening, heard someone in the passage outside of the door, carefully trying to find the latch. The priest opened the door, and in walked a tall, this man, with bowed from and white hair. The priest looked long at him before he recognized him. It was Thord.

"Are you out walking so late?" said the priest, and stood still in front of him.

"Ah, yes! It is late," said Thord, and took a seat.

The priest sat down also, as though waiting. A long, long silence followed. At last Thord said:

" I have something with me that I should like to give to the poor; I want it to be invested as a legacy in my son's name."

He rose, laid some money on the table, and sat down again. The priest counted it.

"It is a great deal of money," said he.

"It is half the price of my gard, I sold it today."

The priest sat long in silence. At last he asked, but gently:

"What do you propose to do now, Thord?"

"Something better."

They sat there for a while, Thord with downcast eyes, the priest with his eyes fixed on Thord. Presently the priest said, slowly and softly.

"I think your son has at last brought you a true blessing."

"Yes, I think so myself," said Thord, looking up, while tow big tears coursed slowly down his cheeks.

-Consider a response to the text relying on the following guiding questions:

1. Imagine you were the son of Thord what would you tell him?

2. Draw a line of the main ideas of the short story.

3. Write a reflection about the passages written in bold.

4. Consider Thord's answers for the priest's questions.

5. What is your comment about the act of baptism?

6. Is the concept of baptism present in your culture?

7. Compare the character of Thord to someone that you know or have read about.

8. How do you conceive of the relationship between father and son in the story?

9. I guess that I can find a spot for myself in the story because……………………….

10. What feelings and emotions do you feel towards the character of the father?

11. If you could write to the author what would you tell him?

12. Select a quote from the text and write a reflective paragraph about it.

13. What surprises you the most in the text?

14. What does the story tell you about life? Explain.

15. Which passage stops you for a consideration and why?

16. Which passage would you consider as important? Why?

-Write a response to the text in the form of a free essay relying on the above notes.

Appendix 6

The posttest (1)

Amy's Question (T. S. Arthur)

"Amy!"

Mrs. Grove called from the door that opened towards the garden. But no answer came. The sun had set half an hour before, and his parting rays were faintly tinging with gold and purple, few clouds that lay just alone the edge of the western sky. In the east, the full moon was raising in all her beauty, making pale the stars that were sparking in the firmament.

"Where is Amy?" she asked. "Has any one seen her come in?".

"I saw her go upstairs with her knitting in her hand half an hour ago," said Amy's brother, who was busily at work with his knife on a block of pine wood, trying to make a boat.

Mrs. Grove went to the foot of the stairs, and called again. But there was no reply.

"I wonder where the child can be," she said to herself, a slight feeling of anxiety crossing her mind. So she went upstairs to look for her. **The door of Amy's bedroom was shut, ut on pushing it open Mrs. Grove saw her little girl sitting at the open window, so lost in the beauty of the moonlit sky and her own thoughts that she did not hear the noise of her mother's entrance.**

"Amy," said Mrs. Grove.

The child started, and then said quickly,--

"O, mother! Come and see! Isn't it lovely?"

"What are you looking at, dear?" asked Mrs. Grove, as she sat down by her side, and drew an arm around her.

" At the noon, and stars, and the lake away off by the hill. See what a great road of light lies across the water! Isn't it beautiful, mother? And it makes me feel so quit and happy. **I wonder why it is?"**

"Shall I tell you the reason?"

"O, yes, mother, dear! What is the reason?"

"God made everything that is good and beautiful."

"O, yes, I know that" **"Good and beautiful for the sake of man; because man is the highest thing of creation and nearest to God. All things below him were created for his good; that is, God made them for him to use in sustaining the life of his body or the life of his soul".**

" I don't see what use I can make of the moon and stars," said Amy.

"And yet," answered her mother, "you said only a minute ago that the beauty of this moon-light evening made you feel so quiet and happy".

"O, yes! That is so; and you were going to tell me why it was"

"First," said the mother, "let me, remind you that the moon and stars give us light by night, and that, if you happened to be away at a neighbour's after the sun went down, they would be of great use in showing you the path home-ward".

"I didn"t think of that when I spoke of not seeing what use I could make, of the moon and stars," Amy replied.

Her mother went on,--**"God made everything that is good and beautiful for the sake of man, as I have just told you; and each of these good and beautiful things of creation comes to us with a double blessing,--one for our bodies and the other for our souls.** The moon and stars not only give light this evening to make dark ways plain, **but their calm presence fills our souls with peace.** And they do so, because all things of nature being the work of God, have in them a likeness of something in himself not seen by our eyes, but felt in our souls. Do you understand anything of what I mean Amy?"

"Just a little, only," answered the child. " Do you mean, mother dear, **that God is inside of the moon and stars,** and everything else that he has made?"

"Not exactly what I mean; but that he has so made them, **that each created thin is a mirror in which our souls may see something of his love and his wisdom reflected.** In the water we see an image of his truth, that, if learned, will satisfy our thirsty minds and cleanse us from impurity. In the sun we see an image of his love, that gives light, and warmth, and all beauty and health to our souls."

"And what in the moon?" asked Amy.

"The moon is cold and calm, not warm and brilliant lie the sun, which tells us of God's love. Like truths learned, but not made warm and bright by love, **it shows us the way in times of darkness.** But you are too young to understand much about this. Only keep in your memory to your soul and that this is why **the lovely, the grand, the beautiful, the pure, and sweet things of nature fill your heart with peace or delight when you gaze at them."**

For a little while after this they sat looking out of the window, both feeling very peaceful in the presence of God and his works. Then voice was heard below, and Amy, starring up, exclaimed,--

"O, there is father!" and taking her mother's hand, went down to meet him.

-Consider a reader response to the text from your point of view (you can refer to the passages highlighted in bold) and the following guidelines:

1. Predict what would happen by the end of the story and imagine a different ending.

2. What would your feeling be if you were Amy? How would you interpret the scenery from the window?

3. What do you think of the concept of God in the story?

4. Consider Amy's mom answers from your cultural stand point?

5. What quotations did you like? Interpret them from your view point?

6. Do you believe that nature brings happiness? And how?

7. Judge the value of the beautiful concepts mentioned in the story.

8. Describe something you have read that is similar to this.

9. Compare a character from the text to a character from your environment or other literary works you have read. What are the differences? Which character do you prefer and why?

10. The text related to my life because……………………………………………………..

11. What do you share with Amy?

12. If the author were here what would you ask him?

13. Why do you think the author would leave you with questions about the text? Explain your thinking?

14. Select what you consider the most important episode in the text and reflect upon it?

15. What is the most valuable passage you can depict and why?

16. Explain how you may have been surprised by some passages in the text?

17. What is the story trying to tell you about life? Defend your idea.

18. Which part of the text made you stop and think? Why?

-Relying on the above questions, write a response to the text in the form of free essay.

Appendix 7

The posttest (2)

He (Katherine Ann Porter)

Life was very hard for the Whipples. It was hard to feed all the hungry mouths, it was hard to keep the children in flannels during the winter, short as it was: **"God knows what would become of us if we lived north"**, they would say: keeping them decently clean was hard. **"It looks like our luck won't never let up on us"**," said Mr. Whipple, but Mrs. Whipple was all for taking what was sent and calling it good, anyhow when the neighbours were in earshot. "Don't ever let a soul hear us complain", she kept saying to her husband. She couldn't stand to be pitied. "No, not if it comes to it that we have to live in a wagon and pick cotton around the country", she said, "nobody's going to get a chance to look down on us."

Mrs. Whipple loved her second son, the simple-minded one, better than she loved the other two children put together. She was forever saying so, and when she talked with certain of her neighbours, she would even throw in her husband and her mouth for good measure. " You needn't keep on saying it around," said Mr. Whipple, "you'll make people think nobody else has any feelings about Him but you." "It's natural for a mother," Mrs. Whipple would remind him. **"You know yourself it's more natural for a mother to be that way. People don't expect so much of fathers, some way."** This didn't keep the neighbours from talking plainly among themselves. "A Lord's pure mercy if He should die," they said. "It's the sins of the fathers," they agreed among themselves. "There's bad blood and bad doings somewhere, you can bet on that." This behind the Whipples' backs. To their faces everybody said, **"He's not so bad off. He'll be all right yet. Look how He grows!"**

Mrs. Whipple hated to talk about it, she tried to keep her mind off it, but every time anybody set foot in the house, the subject always came up, and she had to talk about Him first, before she could get on to anything else. It seemed to ease her mind. "I wouldn't have anything happen to Him for all the world, but it just looks like I can't keep Him out of mischief; He's so strong and active, He's always into everything; He was like since He could walk. It's actually funny sometimes, the way he can do anything; it's laughable to see Him up to His tricks. Emly has more accidents; I'm forever tying up her bruises, and Adna can't fall a foot without cracking a bone. But He can do anything and not get a scratch. The preacher said such a nice thing once when he was here. He said, and I'll remember it to my dying day, **"The innocent walk with God_that's why He don't get hurt".** Whenever Mrs. Whipple repeated these words, she always felt a warm pool spread in her breast, and the tears would fill her eyes, and then she could talk about something else.

He did grow and He never got hurt. A plunk blew off the chicken house and struck Him on the head and He never seemed to know it. He had learned a few words, and after this He forgot them. He didn't whine for food as the other children did, but waited until it was given Him. He ate squatting in the corner, smacking and mumbling. Rolls of fat covered Him like an overcoat, and He could carry twice as much wood and water as Adna. Emly had a cold in the head most of the time_ "she takes that after me," said Mrs. Whipple_so in bad weather they gave her the extra blanket off His cot. He never seemed to mind the cold. Just the same, Mrs. Whipple's life was a torment for fear something might happen to Him. He claimed the peac trees much better than Adna and went skittering along the branches like a monkey, just a

regular monkey. "Oh, Mrs. Whipple, you hadn't ought to let Him do that. He'll lose his balance sometimes. He can't rightly know what He's doing."

Mrs. Whipple almost screamed out at the neighbour. "He does know what He's doing! He's as able as any other child! Come down out of there, you!" When He finally reached the ground she could hardly keep her hands off Him for acting like that before people, a grin all over His face and her worried sick about Him all the time.

"It's the neighbours," said Mrs. Whipple to her husband. "Oh, I do mortally wish they would keep out of our business. I can afford to let Him do anything for fear they'll come nosing around about it. Look at the bees, now. Adna can't handle them, they sting him up so; I haven't got time to do everything, and now I don't dare let Him. But if He gets a sting He don't' really ming."

"It's just because He ain't got sense enough to be scared of anything," said Mrs. Whipple.

"You ought to be ashamed of yourself," said Mrs. Whipple, **"talking that way about your own child. Who's to take up for Him if we don't, I'd like to know? He sees a lot that goes on, He listens to things all the time. And anything I tell Him to do He does it. Don't never let anybody hear you such things. They'd think you favoured the other children over Him."**

"Well, now I don't, and you now it, and what's the use of getting all worked up about it? You always think the worst of everything. Just let Him alone, He'll get along somehow. He gets plenty to eat and wear, don't He? Mr. Whipple suddenly felt tired out. "Anyhow, it can't be helped now."

Mrs. Whipple felt tired too, she complained in a tired voice. "What's done can't never be undone, I know that good as anybody; **but He's my child, and I'm not going to have people say anything. I get sick of people coming around saying things all the time."**

-Follow the forthcoming question items and draw a reader response reflection to the text in the form of a free essay:

1. Consider a reflection for the passages written in bold.
2. Consider a re-reading of the text from your own cultural stand point.
3. Consider a re-reading of the text from a neutral cultural stand.
4. How would you conceive of the title "He" and why each time the author referred to the word "He" it is capitalized?
5. Who is the main character of the text with reference to Mrs. Whipple talk? And why?
6. How is the love of and for parents being conceived of in your sociocultural background?
7. Consider a different line of thought to the text and decide about an ending.

-You can include your feelings, emotions, objective cultural comparisons, reflections, memories, and different sources of interpretation to account for your reader response.

-Watch out writing mistakes and keep in line with the general lay out of academic writing.

Appendix 8

Benton's and Squire's Guidelines for the Reading Log (as cited in Carlisle, 2000 & Almahrooqi, 2011)

While you are reading the book write down all the things that go on in your head in a 'stream of consciousness' style. As you read, you will be making a record of images, associations, feelings, thoughts, judgments, etc. You will probably find that this record will contain: Questions that you ask yourself about characters and events as you read.

-Interpretational writings where you try to construe the meanings implied within the text.

-Narrational writings where you attempt to reproduce events without trying to interpret them.

-Memories retrieved from your own previous experiences, background, or previous readings provoked by the event of reading.

-Guesses about how the story would develop, or certain events of the story would progress and why.

-Reflections about certain quotes and critical moments and ideas in the text, and how would you consider them.

-Comparisons between your own cultural nest and the story's one, your potential behaviour and the characters' one, the characters' behaviour as compared to people you know, or even the characters' behaviour compared with each other.

-Thoughts and feelings about the moral of the story and the succession of events.

-Comments on the way the story is presented, or the way its stylistic structure influences its content. For instance, the impact of some expressions or whole sections that fascinate you, as well as some motifs the writer refer to in order to

-Connections to other texts, ideas, and courses.

-An outline of the chapter, in the form of a long paragraph.

Appendix 9

Referenced Observation Checklist (adapted from Rowan & Correnti, 2009)

1. To what extent were the following points covered during the reading session?

Response areas	A major focus	A minor focus	Touched on briefly	Not touched on
1. Knowledge				
2. Comprehension				
3. Application				
4. Analysis				
5. Synthesis				
6. Evaluation				
7. Receiving				
8. Responding				
9. Valuing				
10. Organization				
11. Value set				
12. Word analysis				
13. Notions s of print				
14. Vocabulary				
15. Reading strategies				
16. Narrational				
17. Interpretational				
18. Memories				
19. Connections				
20. Feelings				
21. Questions				
22. Guesses				
23. Comparisons				
24. Reflections				

2. Comprehension

Areas of comprehension	A focus of instruction	Touched on briefly
Activating prior knowledge Making personal connections Making predictions Vocabulary-comprehension question		

Students' personally generated questions	529	
Reading for pleasure		
Making meaning individually		
Referring to visualization or imagery		
Referring to concept maps and marginal comments		
Answering inference questions		
Organizing the sequence of events		
Working on story structure		
Working on figurative language		
Comparing and contrasting textual information		
Summarizing and paraphrasing		
Analysing and assessing		
Considering the writer's style		
Written response project		
Non-written response debate		

Did the instruction touched upon the following?	**Yes**	**No**
The teacher explained a skill		
The teacher explained a reading strategy		
The teacher explained how to use the strategy		
The teacher devoted time to practice the strategy		
The teacher		

« The Significance of Reader Response Paradigm on the Enhancement of Students'
Reading Proficiency and Text Interpretation: a Case Study of Third Year Students at the
University of Mila »

Abstract:

Recent reader response philosophy sheds light on the gives and takes that happen
while reading and ascribes the reader an active role that fits within modern teaching trends.
The study argues for the significance of applying the paradigm to enhance students' proficient
reading and sense of text interpreting. To do so an orchestration of methods was adopted
namely a treatment, an observation, questionnaires, and an interview. Focus was shed on
training 3rd year students of English to vary critical thinking and reading strategies to freely
respond and create novel text format. The findings demonstrated that written response proved
efficient in critical text reading and construal, and teachers' agreed on the relevance of
revising the current state of affairs of reading and the imperative of its re-consideration.
Key words: Reader response, reader response frame, text interpretation, proficient reading.

«L'Impact du Paradigme de la Réponse du Lecteur sur l'Amélioration des Compétences en
Lecture et l'Interprétation de Texte chez les Etudiants: une Etude de Cas d'Etudiants de
Troisième Année à l'Université de Mila»

Résumé:

Récemment, la philosophie de la réponse du lecteur met en lumière ce qui se passe lors
de la lecture et attribue au lecteur un rôle actif qui s'inscrit dans les tendances pédagogiques
modernes. L'étude plaide en faveur de l'importance d'appliquer le paradigme pour améliorer la
lecture et le sens de l'interprétation des textes chez les étudiants. Pour ce faire, une
orchestration de méthodes a été adoptée à savoir un traitement, une observation, des
questionnaires et un entretien. L'accent a été mis sur l'entrainement des étudiants de 3éme
année d'anglais à varier la pensée critique et les stratégies de lecture pour répondre librement
et créer un nouveau format de texte. Les résultats ont démontré que la réponse écrite s'est
avérée efficace dans la lecture et l'interprétation critique de textes, et les enseignants ont été
mis en accord sur la pertinence de réviser l'état actuel de la lecture et de l'impératif de sa
reconsidération.
Mots clés : Capacité de lire, cadre de réponse du lecteur, interprétation du texte, compétence
de lecture.

الملخص :
»اثر نموذج استجابة القارئ في تعزيز إتقان القراءة وتفسير النص لدى الطلاب دراسة حالة لطلاب السنة الثالثة بجامعة
ميلة«

ألقت فلسفة استجابة القارئ مؤخرا بظلها على زوايا الأخذ والعطاء بين النص والقارئ أثناء عملية القراءة ونسبت للقارئ
دورا فعالا يتماشى مع نزعة التعليم العصري. تناقش الدراسة اثر تطبيق نظرية الاستجابة على تحسين كفاءة القراءة
وتفسير النص. من أجل هذا تبنى البحث تنسيقا بين عدة طرق للبحث من بينها التجربة، الاستبيان للطلاب والأساتذة،
الملاحظة، والمقابلة. التركيز كان ملقى على تدريب طلاب السنة الثالثة انجليزية على استخدام التفكير النقدي مع
استراتيجيات القراءة للاستجابة عن طريق خلق نص جديد. أظهرت النتائج إن الاستجابة المكتوبة فعالة في تحسين القراءة
النقدية للنص كما اتفق الأساتذة على ضرورة إعادة النظر في المكانة المنسوبة للقراءة.
الكلمات المفتاحية: مهارة القراءة، إطار استجابة القارئ، تفسير النص، إتقان القراءة.