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Enhancing Learners' Autonomy Through Literary Text : A Case Study of Third Year EFL Students at the University Center of Mila

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Marwa's Dedication

As snoopdog once said "I wanna thank me, for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having some days off, I wanna thank me for never quitting, I wanna thank me for always being a giver and trying to give more than I receive, I wanna thank me for trying to do the more right than wrong, I wanna thank me for being me of all times

Marwa you are the best

To my angel in Heaven that will always have a special part in my heart and soul Zinedine

To my parents who always supported me, took care of me and never left my side

To my sisters, the kindest and the sweetest Ahlem in the universe

Maissa the craziest lamest sister who will always be my partner in pubg

To the best brother in the universe who never said no to any of my requests

To the new baby inchallah ANYA who will be the cutest creature in the universe just like her aunt "me" without forgetting her incredible father .

To the best green in the universe, my forever bestie & psychologist

To the lamest Ranya who never left my side, I just wanted to say you are not even funny, I am

To my angels: Malouka, Assia, Mimi, Lamis, Chiraz

To my future husband

Chaima's Dedication

Praise be to Allah, Lord of The Worlds.

I chiefly dedicated this work to my parents who taxed themselves dearly over the years for my education. To my forever favorite "Ms", especially my grandfather and my aunty who left the world but never my mind, may God have mercy on their pure souls.

To my beloved siblings.

To my few but dear friends.

Exceptionally, I dedicate this work to the cheerful moon face, the prettiest little girl the world has ever set eyes on, the one I would give my life to spend a minute with.

To baby me who does not feel a day like myself.

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Abstract

The current study purposefully considers why language teachers should use literary texts in the language classroom, and what impact it has on learners' autonomy. To meet this end a descriptive study has been carried out in order to examine the effectiveness of literary texts in EFL classes, aiming to enhance learner's autonomy through literature, taking responsibility for their own learning, and assisting EFL teachers in how to process literature in a way that captures the student's attention. Therefore, two research tools are used; the Questionnaire, and the interview. The methods and results obtained from the use of the literary texts, teacher's perceptions and the impact of investigating literature on student level were qualitatively and quantitatively analyzed. Implications of findings for the use of literary texts for improvement purposes are drawn, and then suggestions students and teachers are provided.

Key words: Autonomy, Literary text, EFL classroom, Reading.

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LIST OF ABBREVIATIONS AND ACRONYMS:

% : percentage

AALL: The Association for Academic Language and Learning; AALL

CD : Compact Disk

CRAL : Centre recherches d'application en langage

DVDs: Digital Versatile Disk.

E.G: For example.

EFL: English as a Foreign Language.

Et al: And others

ETC: and the rest

FL: foreign language

i.e.: which means

IA: Instructional assistant

La : Language acquisition

Mko: More knowledgeable other

MP3: Motion Pictures Expert

P : Page

Sac: Students activities center

SL: Second language

VCDs: Video Compact Disc

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1. Statement of The Problem

Traditional teaching vital aim is helping students to assimilate and remember knowledge. This practice attaches importance to learning results but neglects the learning process. It makes students memorize Knowledge mechanically and often leads to students who are passive learners and who do not take responsibility of their own learning. Different teaching approaches have been increasingly supported in education. Learner- centered teaching approach places the emphasis on the person who is doing the learning. (Weimer ,2002). Thus, learning autonomy has been the primary focus of educational practices and research for more than three decades. In one of the earliest works referring to learner's autonomy, Holec (1981) refers to the topic as "the ability to take charge of one's own learning". Reflecting on the same issue, Dickinson (1995) highlighted that autonomy is an attitude toward learning in which students are equipped to take responsibility for their learning.

For the purpose of promoting learner's autonomy in foreign/second language education, various methods and theoretical approaches have been proposed, such as self-determination theory and constructivism Learning theory. The latter argued that knowledge is not passed on by the teacher but learners' acquiring through meaningful construction with the help of necessary learning materials. (Wang ,2014). Moreover, EFL practitioners agree with Hrmer's (2001) opinion which states that "However good a teacher may be, students will never learn a language unless they aim to learn outside the classroom". Autonomy refers to the way the learner transfers what learner has learned to different contexts. Little (1991) supports this idea when reflecting on the importance of autonomy, defining it as the capacity to reflect critically.

Literature is seen as a convenient tool for teaching and learning both basic language skills and language areas which provide language educators enormous advantages. Hişmanoğlu (2005) states that "The Use of literature as a technique for teaching both basic language skills (i.e., reading, writing, listening and speaking) and language areas (i.e., vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays». Literature helps promoting learner essential language learning opportunities, and expanding their language awareness. Furthermore, it supports stimulating their personal intellectual growth through perceiving and appreciating the rich literary world around them.

In this context, there are many good reasons in learning and teaching literature in second / foreign language classrooms. According to Arthur (1968)- one of many Scholars- who

mentioned three ways: The first one is the large repertoire of vocabulary that is used in literature. The second one is unique syntactic patterns which are only found in written English especially literature. For example, the use of passive voice and frequent occurrence of subordinate clauses. The third benefit is that the literature assists learners to understand the other societies and cultures. On the basis of these facts, the problem of this study is to raise the issue of EFL learner's unawareness of literary text reading significant role in enhancing their autonomy.

2. Aim of The Study

The objective behind conducting this study is to identify the effect of reading literary texts on autonomy according to learners and teachers, with the aim of giving recommended solution for the subject matter.

3. Research Questions

The study aims at answering the following main questions:

1. What are learner's views towards the effect of literary texts on their autonomy?
2. How do teachers of literature in the university Center of Mila perceive literary texts as a mean of fostering learner's autonomy?

4. Research Hypotheses

On the basis of the afore-stated questions, it is hypothesized that:

1. The use of literary text has promoted learner's autonomy.
2. Teachers hold a positive attitude towards the impact of literary texts on EFL learners' autonomy.

5. Research Methodology

The research was conducted at Abdelhafid Boussouf University Center of Mila, involving third year EFL students as a population. To carry out the purpose of this study, both quantitative and qualitative approaches are adopted. An interview was conducted with literature teachers. In addition to that a questionnaire was randomly administered to a sample from the chosen population. Both research tools aim at gathering data about students and teacher's vantage points of view as regards to the use of literary texts as method of enhancing learners' autonomy.

6. Structure Of The Dissertation

The research consists of two main chapters. The first chapter is dedicated to the theoretical part which provides a review of learner's autonomy and reading literary texts; each topic is discussed in a separate section. While the second chapter makes the practical part which forms the core of the work. It tests the hypothesis mentioned before via a questionnaire filled by third year EFL learners and an interview answered by teachers

Chapter One

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- 2.4.2. Literature Gains in Language Classroom **Erreur ! Signet non défini.**
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 - 2.5.2 Literature as a Model for Writing
- 2.6. Reasons for Teaching literature in EFL classrooms
- Conclusion

Introduction

There has been a remarkable growth of interest in the theory and practice of autonomy in language teaching and learning in recent years. This concept has become a central topic in learning and EFL classrooms. Over time different researchers attempt to provide this field with qualified updates focusing entirely on the various communicative skills that learners may have. The learning process depends on attitude, abilities, way of thinking and maturity of the learner which is highly influenced by literature reading, which plays an essential role in foreign language acquisition. Independence of foreign language study, especially, requires inclusion of literary texts since it develops deeper awareness of the language use.

1.1 Definition of Learner Autonomy

The concept of learner autonomy was first developed at center de Recherche's et applications Pedagogiques en Langues, University of Nancy, France, in the early 1970's. Since then, the concept has been discussed from many perspectives. therefore, it is difficult to get a consensus on the definition. The literature suggests different interpretations of the concept in different contexts" (p. 505). Learner autonomy is mainly defined from the perspective of learners' ability (Holec, 1981; Hua, 2009; Miu, 2017; Wan, 2013), learners' psychology (Fan, 2004; Li, 2016; Lin, 2013; Little, 1991), and political-social context (Benson, 2005; Morrison, 2011; Nguyen, 2014).

Holec (1981) is considered as one of the pioneers who deal with the concept of learner autonomy in education. He firstly defined learner autonomy as "the ability to take charge of one's own learning" (p.3), which was further explained as being responsible for deciding learning management and organization. Holec also argued that "this ability is not inborn but

must acquire either by natural means(subconsciously) or by formal instruction, this means in a deliberate way 2006, p. 22). Although Holec's definition remains the most widely cited definition in the field" (Benson, 2007, p. 22) many researchers do not agree with his point of view and maintain that his account of learner autonomy does not take into consideration "the nature of the cognitive capabilities underlying effective self-management of learning." (Benson, 2000: 499).

Little (1991) further developed Holec's definition in order to provide a new significant dimension that is related to the field of psychology. According to Little (1991). Learner autonomy is "essentially a matter of the learner's psychological relation to the process and content of learning---a capacity for detachment, critical reflection, decision making, and independent action" (p. 4). Added to this, little (1994) indicates that autonomy also meant that learners could enjoy freedom in their learning, but this freedom was restricted by other factors, because "as social beings our independence is always balanced by dependence" (p.81). On the other hand, Benson (2001) believed that autonomous learning requires a combination of a large number of processes. To elaborate on his point of view further, Benson (2001) states that" learners cannot become autonomous unless they are able to negotiate for the right to make decisions about and take responsibility for their learning." (2014, p. 130). This implies that, autonomous learning requires the ability to make decisions about and to hold responsibility for their learning.

As a political concept, Benson and Voller (1997) defined learner autonomy as "the recognition of the rights of learners within educational systems" (p. 29). Correspondingly, the two researchers affirmed that learner autonomy could be viewed as "redistribution of power among participants in the social process of education" (Benson & Voller, 1997, p. 2). Different from the above two researchers, Benson (2001) regarded learners' political rights to learn as a key element of learner autonomy, i.e., "the essentially political and transformative

character of autonomy” (p. 50), and autonomy will be activated when learners “have the power and right to learn for themselves” (Smith, 2007, p.2).

Although the concept of learner autonomy seems to be controversial and difficult to be defined, widely acknowledged exists on its importance. The and targets of their studies, claim responsibility for their own learning, learners’ willingness to take charge of their own learning. Promoting learner autonomy in EFL basic qualities of autonomous learners in that, they understand the aims context is not easy, since this requires reshaping teachers’ roles, helping learners to be more self-reliant in learning, in addition to certain pedagogical, as well as, cultural elements.

1.2 Characteristics of Learner Autonomy

Although the concept of learner autonomy is interpreted from different aspects, there is a wide agreement on the following features: ability, willingness, responsibility and control, and independence and dependence, which will be discussed as follows.

1.2.1 Ability

Since many researchers (Benson, 1997, 2011; Little, 1991; Miu, 2017; Nguyen, 2014) have acknowledged Holec’s (1981) statement “the ability to take charge of one’s own learning”, ability becomes a common and fundamental feature of learner autonomy. To some extent, it can be said that without ability, there is no learner autonomy. According to Holec (1981), this ability meant that learners should be capable enough to make objectives, choose what to learn, select suitable learning methods, supervise learning process, and evaluate learning outcomes. In addition, Little (1991) also highlighted language learners’ ability when he further illustrated learner autonomy, but he paid more attention to learners’ psychological ability. That is to say, learners should be able to detach, reflect, make decisions, and act independently in should be able to detach, reflect, make decisions, and act independently in repressed in traditional

education institutions, but this ability to control one's own learning lay on psychological potentialities (Benson, 2007). Adopting the critical method, Benson (1997, 2011) interpreted learners' control ability from three independent perspectives: control of learning management, of cognitive process, and of learning content.

1.2.2 Willingness

In addition to emphasizing ability in learner autonomy, many scholars (Hsu, 2005; Ma, 2013; Nguyen, 2014; Sinclair, 2009) paid special attention to learners' affective factors, including attitudes, willingness, and self-confidence. Among the above-mentioned affective factors, Hsu (2005) viewed willingness as one of "the most important ingredients which are needed to be seriously considered in developing learner autonomy" (p.14), because if learners are not willing to be responsible for their learning, they will not develop their willing to be responsible for their learning, they will not develop their autonomous learning ability. In the same vein, Sinclair (2009) argued that learners' willingness to take responsibility of their learning depended on a set of variables, including "psychological (e.g., depression, irritation), physiological (e.g., headache), and contextual factors (e.g., too much noise, not enough resources)" (p. 185). In addition, Ma (2013) identified willingness as the most important variable in the promotion of learner autonomy in the Vietnamese context, because only when willingness is present, can the construct of autonomous ability become possible. Similarly, Nguyen (2014) put learner's willingness at the first place in learner autonomy, for it would finally influence the way that learners accepted novel learning concepts and actively engaged in learning activities.

1.2.3 Responsibility and Control

Some researchers (Hoven, 1999; Lei, 2016; Ren, 2015; Stickler, 2001) make reference to Holec's (1981) initial definition when making their own definitions, i.e., the capacity to take the responsibility of one's own learning. However, having the ability to be responsible for

one's learning is far from enough. According to Macaro (1997), to take responsibility of one's own learning was also one of the significant features of learner autonomy (p. 168), because in Macaro's view, an autonomous language learner should take the responsibility of his/her learning aims, content, process, strategies, control over learning pace, and evaluation of learning process. Similarly, Benson (2001) regarded learner's control ability as a crucially important factor in learner autonomy. The ability to control one's learning could be generally classified into three different levels: "learning management control, cognitive process control, and learning content control" (Benson, 2011, pp. 92-116). Moreover, in the modern society, consumerism and materialism are so popular that Swaine (2012) was worried if learners could not control themselves well, the promotion of learner autonomy would "give license to unhealthy imaginings on the part of those who seek it" and therefore risked "undermining crucial liberal commitments" (pp. 113-115).

1.2.4 Independence and Dependence

Although taking charge of one's own learning suggests independence, it does not mean that it is opposite to dependence, because autonomous learning also requires collaborations and communications between teacher and students and among students themselves (Chen, 2015). Based on Vygotsky's socio-cultural theories, Little (1994) argued that all learning came from the interaction with others and with the related surroundings. Similarly, learner autonomy will not come to learners automatically but derives from learner's interaction with the outside world, for full independence was the striking feature of autism but not of autonomy. With regards to dependence on learning surroundings, Cui (2012) argued that autonomous learners must be sociable and responsible, because they could not study by themselves in an isolated context but had to collaborate and communicate with others in autonomous learning.

Similarly, Chen (2015) put emphasis on students' dependence on teachers' support and assistance when shifting from dependence to independence. In conclusion, the connotation of ability in learner autonomy differs greatly, which entails ability, psychological ability, and political ability. Among learners' affective factors, willingness is the premise to learn a foreign language independently. Moreover, autonomous learners should take responsibility of their learning and control over their learning management, cognitive process, and learning content. Last but not least, learners need to learn independently; on the other hand, they cannot learn well without communication and interaction with others, so both independence and dependence are closely related to learner autonomy.

1.3 Levels of Autonomy:

Some researchers claimed in the late of 1990's that the idea of learning autonomy is a matter of levels or at least related to it, taking into comparison EFL learners. Secondary school students are supposed to be more autonomous than pupils in middle school. It is been noticed that their autonomy's ability grows within their maturity and growth.

There are several models of autonomy levels first; Nunan's (1997 as cited in Benson, 2006) attempt involves a model of five levels of autonomy in the learner action. They are classified as follow :

- **Awareness:** this stage refers to learner's ability to identify strategy implication of pedagogical tasks and identify their own preferred styles and strategies, here they are made aware of the pedagogical goals and content of materials they are using
- **Involvement:** Learners are involved in their learning process they are able to select their own goals and make choices among a range of options in order to improve their level

- **Intervention:** at this step learners are involved in modifying and adapting the goals and content of the learning program plus the ability to select and decide the activities that are practiced inside the classroom
- **Creation:** this stage refers to student's ability to create their own goals, objectives and be responsible for their learning achievement.
- **Transcendence:** in the last stage Learners go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom, function as a fully autonomous learners and improve their learning without guidance or help.

Second, Littlewood (1999): states "If we define autonomy in educational terms as involving students' capacity to use their learning independently of teachers) (Littlewood ,1999, p. 73)

Littlewood speaks about Autonomy as degree/level represents the idea that learner autonomy is not all-or nothing and it serves as a rough substitute for the much more complicated. He provides a list of behaviors that identify the level of autonomy of the learner. He arbitrarily decided to divide his list into seven levels, which are actually not fixed and could be more (or less) depending on the level. Table 1 shows the seven levels and the type of choices the learner is able to make at a particular level (ibid.:429- 430)

Table 1 Little wood's levels of autonomy (1996:429-430).

level	Learner's level of choice
1	Learners make their own choices in grammar and vocabulary – such as in role-plays.
2	Learners choose the meanings and the communication strategies to use to convey them.
3	Learners make decisions about goals, meanings and strategies.
4	Learners start shaping their own learning context – such as in project work.
5	Learners make decisions that traditionally concern the teacher, on materials And learning tasks.
6	learners are involved in making the syllabus, controlling the progression of their learning
7	Learners can use the language to communicate independently outside the classroom.

The top levels are much freer to choose and control learning activities while lower levels are not allowed for much choice on the part of the learner.

Third, Mascaro (1997) proposed a somewhat similar three-stage models involving:

- Autonomy of Language competence
- Autonomy of language learning competence
- Autonomy of choice and action.

and finally, Scharle & Szabo's (2000) proposes three phase model involving:

- -raising awareness.
- -changing attitudes
- - transferring roles.

Each of these models implies a possible progression from 'lower' to 'higher' levels of autonomy. They may also be related to the movement of the idea of autonomy into mainstream language education and a perceived need to identify spaces at the lower levels, where autonomy might be fostered without radical educational reforms

1.3.1 Learner Autonomy in Classroom Context

Learning autonomy requires not only theoretical effort but also requires and holds practical concept that is necessary inside the classroom, in non-autonomous classroom failure or success depends entirely on teachers. as in traditional classrooms learners are expected to be only receptive and passive, they are mainly required to receive information only but with autonomy it is on the contrary, Certain roles are attributed to both teachers and learners for moving from total dependency to more self-reliance sharing responsibilities in learning.

According to Benson “Autonomy is perhaps best described as a capacity ... because various kinds of abilities can be involved in control over learning. Researchers generally agree that the most important abilities are those that allow learners to plan their own learning activities, monitor their progress and evaluate their outcomes”. (Benson, 2003.p290)

during promoting autonomy in classroom context several actions and initiative roles are required for their learning Benson puts forwards that : “autonomy in language learning focuses not only on out of class learning, but also classroom practice, language teachers have a crucial role to play in fostering learner autonomy by taking both out-of-class and classroom perspectives” (Benson, 2001.p.11) Motivation in learning is influenced by the teaching style and method used by the teacher, and motivation has a positive or negative impact on learner autonomy. Deci et al. (1996) discovered that students in classrooms with autonomous supportive teachers had higher levels of intrinsic motivation, perceived competence, and self-esteem than students in classrooms with controlling professors. Teachers in autonomy-centered classes are also considered facilitators, counselors, and resources, according to Voller (1997). (1997, Voller). In contrast to non-autonomous classrooms, where the instructor is more of a commanding and controlling figure. Nunan (1996) presents a picture of what an autonomous classroom and non- autonomous classroom look like in the table 1.2 below:

Table 1.2 Autonomous VS Non- Autonomous Classroom (Nunan, 1996.p.21)

Autonomous Classroom	Non-autonomous Classroom
<p>-Decisions are made with much reference to students.</p> <p>- Teacher introduces range of activities by taking students 'needs and interests into consideration.</p> <p>- Students are allowed to reflect on, assess and evaluate their learning process.</p>	<p>-Teachers make all decisions about content and classroom norms.</p> <p>- Students are exposed to the activities they are expected to perform.</p> <p>- The assessment and evaluation part are structured in a traditional manner in a way that tests and exams are carried out.</p>

1.3.2 Learner's Role Inside The Classroom

Learner autonomy is “the ability to take charge of one's own learning” (Holec, 1981.p3) according to holec learners have multiple roles inside the classroom as the following:

- identifying their own learning objectives and taking action to achieve them
- defining the contents and progressions of their learning
- picking the most effective methods and approaches to apply
- monitoring the acquisition procedure and evaluating what they have learned

However, little (1993) consider that autonomy is a fully human capacity as a fact all learners are originally autonomous unless they are prevented. Hence, learners are attempted to take part of the responsibility to perceive the knowledge on their own but since they have an active role in the learning process their actions actually effect on their autonomy. Benn (1976) also describes an autonomous learner as the one “whose life has a consistency that

derives from a coherent set of beliefs, values and principles and who engages in a still-continuing process of criticism and re-evaluation” (cited in Candy, 1991:102). Accordingly, learner’s role to achieve autonomy is represented by a set of actions which involve cognitive factors and which are driven by their beliefs, principles and views about language learning. Learners need to not only to make sense of language and be motivated they also need to understand themselves (their needs, preferences, difficulties) adding what is expected of them in this process.

According to Breen and Man If many learners have been socialized into a dependent relationship with the teacher or classroom group, a shift toward autonomy by the individual will open two strategic ways for the learner, either counter-dependency through "dropping out" or independence from the teacher or classroom group. This stage could be a crucial stepping stone on the way to a fuller realization of autonomy in interconnected systems relationships with the other students in the class The "autocratic" classroom is one in which the teacher has complete control or a group that includes the teacher, has collaborated to keep autocracy in its traditional forms When a teacher encourages autonomous learning, a period of relative anarchy occurs, characterized by uncertainty about the future goals and objectives

1.3.3 Teachers’ Role Inside The Classroom

In the traditional teacher-centered approach, teachers play the decisive role and act as the center in the field of foreign language teaching and learning. However, in the twenty-first century, Internet and communication technology are developing so fast that many countries focus on the promotion of learner autonomy in their long-term national educational plan

(Shang & Kou, 2015). Since learner autonomy has been paid more and more attention to in the educational field, teachers, as the motive power to promote students' autonomy in foreign language acquisition, need to play multiple roles rather than just source-provider and knowledge-purveyor to assist their students in autonomous learning. As a result, in order to encourage learners' activeness, creativeness, and responsibility in language learning process, teachers' assistance and supervision is of utmost necessity, as Little (2000) claimed: "for most learners the growth of autonomy requires the stimulus, insight and guidance of a good teacher" (p. 4). So far, teachers' roles in the promotion of learner autonomy have already been discussed in some studies (Alonazi, 2017; Cui, 2017; Duan, 2011; Li & Du, 2015; Reeve, 2006; Sun, 2013; Voller, 1997; Zhong, Zhang, & Zhang, 2016).

According to Voller (1997), teachers' roles were identified as facilitator, consultant, and resource provider in the promotion of students' learning autonomy. The psychological-social characteristics of teachers as facilitators include: "personal qualities (being caring, supportive, patient, tolerant, empathic, open, and non-judgmental), a capacity for motivating learners, and an ability to raise learners' awareness" (Voller, 1997, p. 102). In this vein, teachers as facilitators supported their students to make study plans and implement those plans, set up learning objectives, assess learning process, and master necessary skills and information to carry out the above. Additionally, teachers as counselors can consult with their students on how to achieve learning aims. At last, teachers can also act as resource providers. Whatever teachers' roles are, the main point to promote learner autonomy depends on their "view and attitudes that underpin our view of autonomous language learning" (Voller, 1997, p. 112). Pertaining to the high or low quality of autonomy support, Reeve (2006) obtained some interesting findings. The researcher claimed that teachers were of great importance in creating autonomy-supportive environment by "nurturing students' inner motivational resources" and

using “informational, non-controlling language” (p. 229). He stated that learners could be curious and highly involved in class activities, or they could be in a state of alienation, reactivity, and passiveness. The active or inactive engagement of students depended on the quality of teachers’ support. Particularly, teachers who supported students’ autonomous learning were likely to design their teaching with the consideration of students’ needs. Concerning how teachers behaved in supporting learner autonomy, the researcher made a list of nine “instructional behaviors function as autonomy support” (Reeve, 2006, p. 231). For instance, they permitted their students to deal with and manage ideas and instructional materials; they tended to inquire students’ needs and answer their questions.

In addition, to examine the effect of teacher’s roles in the development of learner autonomy, Sun (2013) conducted a study by dividing sixty students into the experimental group and the control group. Before the experiment, the English teacher offered the students some learning strategy training and encouraged them to apply the strategies into their learning practice. During the experiment, for stimulating students in the experimental group to complete their learning tasks on time, a learner contract including learning content, time, and ways of evaluation, was signed with participants. At the same time, learning log was employed to monitor students’ learning process. The findings indicated that the English teacher’s training of learning strategy, learner contract, and learning logs could foster students’ learning autonomy as well as their autonomous learning awareness. It is suggested that teachers’ instruction and guidance can benefit students in language learning, especially those who had low level of autonomy and proficiency.

In conclusion, autonomous learners are expected to be responsible for their language learning. However, this student-centered learning approach cannot be separated from teachers’ guidance and supervision. The review of the above literature shows that teachers’

roles can be identified as facilitator, consultant, collaborator, and resource provider in the promotion learner autonomy. In the information era, English teachers as facilitators can support their students to make study plans, set up learning objectives, master necessary techniques, and evaluate learning outcomes. In addition, teachers as consultants can discuss with their students to solve some learning problems. Furthermore, teachers as collaborators can take part in the students' learning activities, and collaborate with their students to fulfill certain learning tasks. Fourthly, teachers as resource providers can introduce good online learning resources to their students and instruct them on how to search useful and interesting materials.

1.4 Factors Affecting Learner Autonomy

Various researches point out some factors that affect learner autonomy majorly, including: language learning motivation, strategy, belief, anxiety, and teachers' role. First, it is especially important to apprehend the role motivation /efficient and effective learning process. Second, different learning strategies that aid language learners to internalize, store, retrieve, or use the new language an identified as applicable or even key factors in the promotion of learner autonomy. Third, learners' beliefs as one of the learners inside factors which are likely to have a great influence on learners' learning process and academic achievements. Fourth, anxiety that stems from communication, test, or negative evaluation has debilitating effects on the language learning process. Lastly, albeit autonomous learners are expected to take more responsibilities of their learning, teachers' guidance and assistance is fairly indispensable.

1.4.1 Language Learning Motivation

Strong motivation is highly required in the process of learning a foreign language, else ways the whole learning experience will be unbearable, cumbersome, and boring. Dornyei and Otto (1998) defined motivation as "the dynamically changing cumulative arousal in a person

that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out” (p. 65) As yet, three dissimilar opinions have explained the connection learning motivation and learner autonomy. The first point of view explained that learning motivation is generates and promotes in autonomous learning environment (Deci & Ryan, 1985). Nonetheless, Spratt, Humphreys, and Chan (2002) claimed that motivation come before autonomy, and weak motivation can hinder students’ participation in learning activities. Different from the two stated opinions, results from a number of empirical studies (Cheng, Gerard, & Tan, 2018b; Up, 2009; Teng & Xu, 2015; Wang & Xu, 2015; Yang, 2013) have shown that there exists a bidirectional close relationship between learning motivation and learner autonomy.

First, Deci and Ryan (1985) held that learner autonomy came before learning motivations. In their study, the two researchers classified motivation into two types: intrinsic motivation and extrinsic motivation. The former was motivation to participate in an activity for the sake of enjoyment and satisfaction, while the latter referred to actions performed for instrumental proposes, such as getting praise, gaining awards, or avoiding punishment. The intrinsic/extrinsic theory of motivation linked motivation with learner autonomy, because intrinsic motivation derived from circumstances where learners had the chances to take responsibility for learning, and taking responsibility was exactly one of the key concepts of learner autonomy. Similarly, Dickinson (1995) claimed that learning motivation was one of conditions where learners took charge of their learning, for “enhanced motivation is conditional on learners taking responsibility for their own learning, being able to control their own learning and perceiving that their learning successes or failures are to be attributed to

their own efforts and strategies rather than to factors outside their control” (p. 174). The self-regulatory conditions are exactly the features of learner autonomy.

Secondly, learning motivations are prior to autonomy. In order to find out autonomy first or motivation first, Spratt et al. (2002) employed a questionnaire composed of five sections to collect data from 508 tertiary students in Hong Kong, China. The researchers stated: “motivation would appear to precede autonomy ... Low motivation ... discouraged the pursuit of autonomous activities” (p. 506). It can be inferred that learning motivation is prior to autonomy, and occupy a very important role in promoting learner autonomy. Pedagogical suggestions are offered to language teachers for enhancing their students’ learning motivation so as to develop learner autonomy. The results are in line with that of Benson (2001) who claimed that learners’ motivation to learn second languages could be enhanced by taking responsibility of their learning. That is to say, learner autonomy can enhance motivation. Similarly, Ushioda (1996) believed that learning motivation contributed a lot in the promotion of learner autonomy, for “without motivation, there is no autonomy” (p. 40). In addition, Chinese scholar Xu (2004) held that learning motivation was a vital factor that affected learner autonomy, because “it is learning motivation that provides motive and direction for autonomous learning” (p. 68).

The results that intrinsic interest motivation had the highest relationship with learner autonomy were supported by the following two studies (Cheng et al. 2018b; Wang & Xu, 2015). Wang and Xu (2015) conducted an empirical study to examine the influence of English language learning motivation on learner autonomy. The subjects in this study were 300 non-English major students at a university in Taiyuan, China. The results of LISREL 8.70 indicated that intrinsic interest motivation and immediate achievement motivation had positive correlations to learner autonomy, while going abroad motivation and learning situation motivation were negatively related to learner autonomy, and self-

development motivation and information media motivation had no significant relationship with learner autonomy. Though Cheng et al. (2018b) found intrinsic interest motivation had the highest relationship with learner autonomy, they also obtained some contradictory results in this study with regards to the relationship between other types of motivations and learner autonomy. Cluster sampling method was utilized to choose 458 non-English major students at a university in Henan Province, China to take part in the survey. The results of Pearson 32 correlation analysis showed that learning motivation had a statistically significant relationship with learner autonomy. Pertaining to the subcategories of learning motivations, intrinsic interest motivation was found to have the strongest relationship with learner autonomy, followed by social responsibility motivation, going abroad motivation and individual development motivation. However, learner autonomy was negatively correlated with immediate achievement motivation and not significantly related to learning situation motivation.

It can be concluded that the close relationship between learning motivation and learner autonomy is not only discussed theoretically, but also supported by some empirical findings. At the early stage, researchers tended to interpret the relationship between learning motivation and learner autonomy from the unidirectional way, either learning motivation was generated from autonomous learning environment or learning motivation preceded learner autonomy. However, results from several empirical studies indicate that there exists a bidirectional relationship between the two variables. However, the above studies have not studied the mediating role of language learning motivation on the relationship between other factors and learner autonomy. In this study, language learning motivation acted as a mediating variable, i.e., it could directly affect learner autonomy; meanwhile it could also indirectly affect learner autonomy through the mediating function of language learning strategy. In addition, it also had mediating effects on the relationships between learner autonomy and the other three

independent variables: language learning belief, language learning anxiety, and English teachers. belief, language learning anxiety, and English teachers.

1.4.2 Language Learning Strategy

Learning strategy acts as an important role in foreign language acquisition.

Oxford (1990) defined learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p.8). Learning strategies can help language learners to internalize, store, retrieve, or use the new language. Based on whether learning strategies influenced learning directly or indirectly, or the level and type of information possessed when learners employed those strategies, Oxford (1990) classified language learning strategies into direct strategies and indirect strategies. The former is divided into memory, cognitive, and compensation strategy, while the latter is subcategorized into metacognitive, affective, and social strategy. Ellis (1994) claimed that Oxford’s classification nearly compromised all perspectives of learning strategies and was the most satisfying classification. Researchers (Abdipoor & Gholami, 2016; Oxford, 2008; Wenden, 1991) in the field of autonomous learning identified learning strategies as relevant or even crucial factors in the promotion of learner autonomy. For instance, Wenden (1991) associated learning strategy with learner autonomy: “successful or expert or intelligent learners have learned how to learn. They have acquired the learning strategies ... the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous” (p.15). In line with this point, Oxford (2008) claimed that “learning strategies are generally signs of learner autonomy” (p.52). In addition, Abdipoor and Gholami (2016) clearly pointed out that “autonomous learners use language learning strategies more than non-autonomous learners” (p.120)

1.4.3 Language Learning Belief

Language learning beliefs are “preconceptions language learners have about the task of learning the target language” (Huang, 1997, p. 29). With regards to its influence on language acquisition, Thomas and Harri-Augustein (1983) claimed that learning beliefs opened “a whole new Aladdin’s cave of personal beliefs, myths, understandings, and superstitions as they were revealed by the persons’ thoughts and feelings about their learning” (p. 338). The categories of learners’ language learning beliefs were threefold: beliefs about learning a language, beliefs about personal factors, and beliefs about learning environment (Benson & Lor, 1999). Results from recent studies have shown that there exist three voices regarding the relationship between language learning beliefs and learner autonomy.

To begin with, results from some studies indicate that language learning beliefs are beneficial to the promotion of learner autonomy (Melisa, Wu, 2014; Orawiwatnakul & Wichadee, 2017). Melisa, et al. (2014) explained the correlations between language learners’ beliefs and learner autonomy. To this end, a descriptive study was conducted by choosing 18 subjects who joined the English language club at a university in Indonesia. The findings of Pearson Product Moment analysis revealed a positive relationship between language learning beliefs and learner autonomy. Moreover, it was also discovered that most participants were positive towards foreign language learning, indicating that they were autonomous learners to some extent. For example, they could take charge of their learning, cooperate with others, and self-evaluate their learning.

Similar results can also be found in the study conducted by Orawiwatnakul and Wichadee (2017) who attempted to investigate undergraduate students’ beliefs about learner autonomy

in a university context. Simple random sampling method was adopted to choose 160 undergraduate students as participants at a private university in Thailand. Quantitative data was collected by means of questionnaires on learner autonomy. Results of Pearson correlation analysis revealed that students' beliefs about English language learning were positively correlated with their autonomous learning behaviors out of classroom. This indicated that students who had stronger language learning beliefs would exhibit higher level learner autonomy, while those students who had lower language learning beliefs would have lower-level learner autonomy.

However, the findings of Wu's (2014) study are not in line with the above discussed positive relationship. It was found that beliefs about language aptitude was negatively correlated with most subcategories of learner autonomy, including teaching aims and requirements, learning objectives and study plans, and monitor of learning strategy use. Furthermore, beliefs about the nature of language learning were negatively related to learning objectives and study plans. Lastly, beliefs about learning and communication strategies had negative correlations with all subcategories of learner autonomy. The results, however, were based on a small number of university students, thus not so generalizable.

In sum, as a fundamental factor to EFL learners' learning, language learning belief has always been focused in educational research. Results from most recent studies suggest that language learning beliefs have a significantly positive relationship with learner autonomy. However, the relationship between learning beliefs and learner autonomy in one study was negative, and in another study became a little complex, because some beliefs were beneficial to learner autonomy, while others not. Language learning belief, as an independent variable, could directly affect learner autonomy. Besides, it could indirectly affect learner autonomy through the mediating function of two mediators, namely, language learning strategy and language learning motivation.

1.4.4 Language Learning Anxiety

In the past several decades, researchers have emphasized on the relationship between learning anxiety and language proficiency (Onwuegbuzie, Bailey, & Daley, 2000), as Horwitz (2000) claimed: “countless language learners and teachers across the world identify with the experience of foreign language anxiety, and the potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education” (p. 256). Foreign language learning anxiety is defined as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994, p. 284), which can be subdivided into three categories “communication apprehension, test anxiety and fear of negative evaluation” (Horwitz et al., 1986, p. 127). In recent years, a growing body of studies have been conducted to explore the relationship between language learning anxiety and learner autonomy (Liu, 2012; Peng, 2009; Wang, 2012; Wei, 2014), the findings of which can be divided into three categories.

First of all, results from some studies indicate that language learning anxiety has the debilitating effects on learner autonomy. Liu’s (2012) study attempted to explore the relationships among foreign language anxiety, learning motivation, learner autonomy, and language proficiency. The participants were 150 non-English major university students. The instruments included learning anxiety questionnaire, learning motivation questionnaire, learner autonomy questionnaire, and General English Proficiency Test (GEPT). The results indicated that foreign language anxiety, popular among university students, had significant negative relationship with learner autonomy as well as learning motivation, listening proficiency, and reading proficiency. In addition, language learning anxiety and autonomy were the best predictors of the variance in language proficiency. Finally, Liu (2012) suggested that before students became autonomous learners, language teachers should try the best to

help their students control and manage language learning anxiety so as to learn a foreign language effectively and efficiently.

However, there are some contradictory findings where there exists a significantly positive relationship between language learning anxiety and learner autonomy (Wang, 2012; Wei, 2014), for “severe performance anxiety mitigates against autonomy and motivation, though mild anxiety may sometimes enhance them” (Young, 1998, as cited in Oxford, 2003, p. 83). One of the studies related to this was conducted by Wang (2012) attempted to investigate the links between test anxiety and learner autonomy among secondary school students. Mixed research methods, i.e., quantitative (questionnaire) and qualitative (interview) were utilized to collect data from 145 participants at two secondary schools in Zibo, China. The results of Pearson correlation analysis showed that learner autonomy had positive relationship with test anxiety. However, as for the two subcategories of test anxiety, results indicated that learner autonomy was significantly related to worry, but not significantly correlated with emotions.

Inconsistent with the above two points, Anadolu and Abdolmanafi-Rokni (2015) attempted to explore the correlations among three variables: language anxiety, learning motivation, and learner autonomy. To arrive at this aim, 207 students were selected as participants at a secondary school in Raiman, Iran. The research instruments were three sets of questionnaires on language anxiety, learning motivation, and learner autonomy respectively. The results indicated that language learning anxiety was not significantly related to learner autonomy, nor was motivation to learner autonomy. However, there existed a significant correlation between language anxiety and learning motivation. As a result, language teachers do not need to take language anxiety into consideration in the promotion of their students’ learning autonomy

To conclude, anxiety had debilitating effects on language learning process, because anxious learners were more likely to have “self-directed, derogatory cognition rather than focusing on the task itself” (MacIntyre & Gardner, 1988, p. 255). Besides, many researchers in their

empirical studies found that language learning anxiety was detrimental to the promotion of learner autonomy. However, this is not always the case. The review of previous studies showed that there were three kinds of relationships between language learning anxiety and learner autonomy: significantly negative relationship, significantly positive relationship, and no statistically significant relationship.

1.5 The Theoretical Foundation of Learner Autonomy

Positioning the study with multiple theories is crucial in the aim of proving the varsity of the study. According to Swanson (2013), theories could explain, predict, and understand phenomena, which often challenge and expand the existing knowledge with the limitation of critical bounding assumptions. Learner autonomy does not come out automatically. As a matter of fact, it is deeply rooted into numerous foreign language learning theories. According to Davison (2011), humanist psychology, constructivist theory of learning, and developmental psychology laid the solid theoretical foundation for learner autonomy. Hadi (2012) claimed that learner autonomy was theoretically based on developmental learning, constructivism, humanist learning theory, and experiential learning. Hogan (2012) put forward that Wang (2014) summarized the theoretical foundation of learner autonomy as humanist theory, constructivist theory, and metacognition. Meng (2016) expressed that learner autonomy came from cognitive learning theory, constructivism, and humanism. Ouyang (2017) proposed that the theoretical foundations of learner autonomy were humanist learning theory, constructivist learning theory, and metacognitive learning theory. On the basis of the above studies, the researcher proposed that humanist psychology, constructivist learning theory, and cognitive learning theory had provided theoretical support for learner autonomy.

1.5.1 Humanist Psychology

Humanistic psychology derived from humanism in the mid-1950s. It mainly focuses on the inner world of learners and prioritize the individual learners' thoughts, emotions, and attitudes in all aspects of human beings' development (Williams & Burdens, 1997). To be specific, it explores how an individual learner's behavior is related to his/her emotions and self-image, how his/her perceptions and experiences influence his/her growth and learning process. Roberts (as cited in Stevick, 1990) claimed: "the affective aspects of language learning are as important as the cognitive aspects, and therefore the learner should be treated in some sense as a whole person" (p. 26). It is clear that language learners should not only be treated mentally and cognitively, but also as a person with worries, fears, desires, and various learning needs. So far, humanistic psychology has imposed great influence on foreign language education. As a leading figure in humanistic psychology, Maslow (1968, 1970) examined the whole person's physical, intellectual, psychological and interpersonal aspect, and explored how those factors affected learning. In Maslow's (1987) hierarchy of needs model, human needs were identified as lower-level deficit needs and higher-level growth needs. The former could be categorized into four types: "biological and physiological needs, basic psychological needs, safety needs, love and belongingness needs, and self-esteem needs", while the latter contained three types: "cognitive needs, aesthetic needs and self-actualization needs". Self-actualization needs, as the highest level of these needs, can only be realized when an individual is satisfied physiologically and psychologically. Though Maslow's hierarchical theory of needs has been criticized by many other researchers, it gives a lot of inspiration to learner autonomy (Qi, 2002), because Maslow (1968) believed that the primary aim of education was to help learners learn something in light of their rights and get

their self-actualization, suggesting that learners should take the responsibility and make decisions for their learning, which was the essence of learner autonomy.

Carl Rogers, another influential figure in humanistic psychology, put forward the famous concept known as “client-centered” therapy or “non-directive” therapy, which centered on the importance of developing learners’ autonomy and adaptability in the learning process. According to Rogers (1969), a person saw the world on the basis of his/her experiences and perceptions of the world. As a person grew, he/she would seek to actualize himself/herself. In line with his view, “learning how to learn” is much more important than “learning through teaching”. As a result, it is necessary to adopt the “learner-centered” teaching approach rather than the traditional “teacher-centered” teaching approach. In addition, Rogers (1969) believed that human beings had a natural potentiality to learn, and effective learning would take place when the subject matter was closely related to the learner and the learner actively participated in the learning activities. At the same time, the teachers’ task was to dig out this potential ability, for “the only man who is educated is the man who has learned how to adapt and change” (Rogers, 1969, p. 104). To some extent, Rogers’ main contribution to learner autonomy lies in the defining of teachers’ role as facilitators in the promotion of learner autonomy (Benson, 2005).

Humanistic psychology pays much attention to learners’ centered place in the whole learning process, because it identifies learners’ personal identity, meet their various learning needs, encourages them to make their own decisions, and treats them as integrated person. From humanistic psychology, it could be known that learners’ emotional factors, including language learning belief, language learning motivation, and language learning anxiety, counted a lot in their autonomous learning (Cui, 2011). Consequently, English language teachers should pay more attention to their students’ emotional factors so as to promote learner autonomy, i.e., to develop students’ positive beliefs about language learning, to

enhance students' language learning motivation, and to help students successfully overcome language learning anxiety.

1.5.2 Constructivist Learning Theory

Learner autonomy draws upon a lot from constructivist theory which centers on the active and constructive process of learning. According to Thanasoulas (2000), constructivist theory was a kind of learning philosophy whose premise was "by reflecting on our experiences, we construct our own understanding of the world we live in" (p.12). Moreover, Erben et al (2009) claimed that "in constructivist pedagogy, all learning is active and not passive" (p, 63). This coincides with the connotations of autonomous learning, because autonomy "is essentially a matter of the learner's psychological relation to the process and content of learning" (Little, 1990, p.7). In language learning, an individual learner has his/her own way of interpreting and constructing the target language, suggesting that language learning is learner-centered rather than teacher-centered. Additionally, in the process of constructing the target language, creativeness, cooperation, and engagement with the target language are all focused. Generally speaking, constructivism can be divided into two are all focused. Generally speaking, constructivism can be divided into two groups: cognitive constructivism and social constructivism.

Cognitive constructivism refers to how an individual learner understands interprets, and constructs things in terms of different developmental stages. As a biologist and psychologist, Piaget (1896-1980) has done a lot in the formalization of cognitive constructivism. His view that children's minds can actively process learning materials and present in their own way has significantly influenced educational theories. According to Piaget (1972), three elemental processes, that is, assimilation, accommodation, and equilibrium, contributed to children's cognitive development. In the process of

assimilation, an individual learner would put his/her new experience into the existing mental framework without making any changes.

In the process of accommodation, an individual learner would adjust his/her mental framework to form a new mental structure for accommodating new information. In the process of equilibration, an individual learner would make a balance between himself/herself and the learning environment, between assimilation and accommodation. Thus, Piaget set up a mechanism of learning that knowledge was analyzed, processed, and constructed. Here, the notion of learner autonomy is clearly explained that one should develop his/her thoughts and actions based on his/her own decisions, choices, reflections, and mental

activities (Jarvis & Chandler, 2001). interprets, and constructs things in terms of different developmental stages. As a biologist and psychologist, Piaget (1896-1980) has done a lot in the formalization of cognitive constructivism. His view that children's minds can actively process learning materials and present in their own way has significantly influenced educational theories. According to Piaget (1972), three elemental processes, that is, assimilation, accommodation, and equilibrium, contributed to children's cognitive development. In the process of assimilation, an individual learner would put his/her new experience into the existing mental framework without making any changes. In the process of accommodation, an individual learner would adjust his/her mental framework to form a new mental structure for accommodating new information. In the process of equilibration, an individual learner would make a balance between himself/herself and the learning environment, between assimilation and accommodation. Thus, Piaget set up a mechanism of learning that knowledge was analyzed, processed, and constructed. Here, the notion of learner autonomy is clearly explained that one should develop his/her thoughts and actions based on his/her own decisions, choices, reflections, and mental activities (Jarvis & Chandler, 2001).

Social constructivism involves the learner's construction of knowledge in the social context. In other words, to learn a foreign language also involves social activities, because an individual learner will learn through the interaction with others like relatives, friends, roommates, teachers, or even strangers. Vygotsky (1978), as one of the representatives of this school, stated that an individual's knowledge was firstly constructed in a social context and then adopted by individuals. His main points are summarized as follows: a) social interaction is of great importance in the process of cognitive development; b) "The More Knowledgeable Other" (MKO) principle regards others as more capable and knowledgeable than the learner; c) the zone of proximal development means that a learner's ability to fulfill a task is under the instruction of an adult and/or with peer cooperation.

In summary, Both Piaget and Vygotsky stressed learners' centeredness in acquiring new knowledge. Only when learners actively participated into their language learning, i.e., setting up learning objectives, making study plans, monitoring learning process, and evaluating learning outcomes, could they learn a foreign language efficiently and effectively (Little, 2007). Also, students need to cooperate with others in the process of autonomous learning, for their construction of knowledge cannot be separated from the social context. For English language teachers, they could help their students develop learner autonomy through the following actions: a) to help their students develop strong language learning motivation, b) to offer their students some training on language learning strategy, c) to help their students manage language learning anxiety so as to learn a foreign language effectively, d) to design group activities for students so that group members could cooperate and interact with each other.

1.5.3 Cognitive Psychology

Cognitive psychology is another theory closely linked with learner autonomy, which emphasizes learners' mental process and mental system in learning. According to cognitive psychology, learning is a mental process in which learners could change and adapt their organism to various learning situations. Broady (1996) claimed that when students combined the knowledge they had acquired or the knowledge they were going to acquire and their experience together, their learning would become more efficient and effective. Crabbe (1993) believed that learners would learn better if they took responsibility of their learning. Among the main psychologist's theories, Ausubel's meaningful.

Ausubel (1978) regarded learning as a process of acquiring meanings by the way of cognition and learning was an organization and reorganization of cognitive structure. In Ausubel's meaningful language learning theory, if the learner can connect his/her previous knowledge and the new information, his/her learning experience will be more meaningful. In addition, he put emphasis on intrinsic knowledge, experience, and learning materials. Huttunen (1986) stated that the meaningfulness of new knowledge was decided by a language learner's active engagement, which could not be realized without learner autonomy. In this way, meaningful learning theory is correlated to learner autonomy which was defined as "a capacity to include an attitude to learning" (Dickinson, 1995, p.167).

According to Bruner's "cognitive discovery", learners should be stimulated to find rules and principles on their own through the active participation of experiments. Bruner (1996) stated: "We teach a subject not to produce little living libraries on that subject, but rather to get a student to think ... for himself, to consider matters as a historian does, to take part in the process of knowledge-getting. Knowing is a process, not a product" (p. 72). To be specific, the aim to teach a subject was to make a learner think in his/her own way and participate the

process to acquire knowledge. He took a broad view of the education from the whole person. The need to learn how to learn was one of the central elements of education, which was considered as the key to transfer what had learned from one situation to another. His theory suggested that learners should be the center of language learning and were offered more opportunities to discover and acquire knowledge independently so as to adapt the changing society.

Up to now, cognitive learning theory has offered some important notions in students' autonomous learning. First, cognitive psychologists like Ausubel (1978) emphasized students' meaningful learning and practice of the target language. Second, language learning was a cognitive process that a learner could be in charge of his/her learning, including the ability to organize, monitor and modify these processes (Wenden, 1998). Therefore, if students want to acquire a foreign language effectively, they must utilize some language learning strategies. Lastly, cognitive learning theory also emphasized that learners were the center of language learning, so more opportunities should be provided to learn a foreign language.

In conclusion, humanist psychology gives privacy to emotional factors in learners' autonomous learning, including language learning belief, learning motivation, and learning anxiety. Constructivist learning theory tends to emphasize on learners' active construction of knowledge in foreign language acquisition, and learners also need to cooperative with outside world in their learning process. For English language teachers, they could help their students foster learner autonomy through developing students' learning motivation, offering some training on language learning strategy, and helping students manage their learning anxiety. Cognitive psychology emphasizes students' meaningful learning and meaningful practice of the target language, and explains why students need to utilize some language learning strategies. As a result, many SACs have been established in the past for students' practice of

their speaking, listening, writing, reading, and translating. The theories discussed above have laid solid theoretical foundation for learner autonomy, which is presented in Figure.

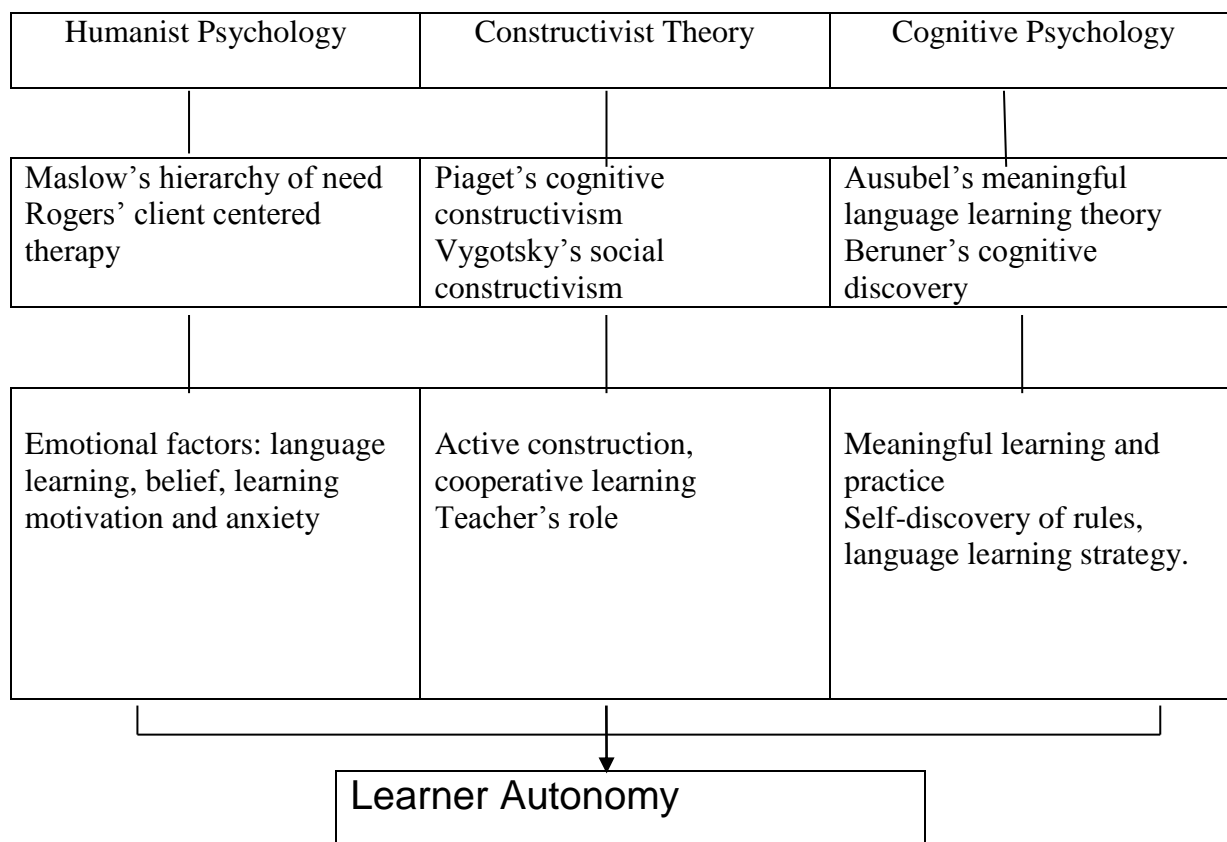


Figure 01: the theoretical foundation of learner autonomy

1.6Learner Autonomy Development in Education:

Learner autonomy is a concept borrowed from the domains of politics and moral philosophy, not from education. During the Enlightenment and the French Revolution in 1789, the concept of autonomy as a political concept was popular. Due to the political and the social tendencies in Europe and the world in the 1960's. In the subject of language instruction, there was a lot of interest in the concept of autonomy. In part, this is a normal reaction to these tendencies.

The concept of autonomy is widely acknowledged to have first entered the world of learning and teaching through the Council of Europe's Modern Languages Project, which began in 1971. The argument over autonomy in second and foreign language learning began with Holec's book *Autonomy and Foreign Language Learning*, and since then, more study has been done in the topic. The communicative approach highlights autonomy (Hadi, 2012).

Little puts that: "human beings do not produce themselves in vacuum.... growth depends on nurture-the provision of physical or emotional care-with a particular environment." (Little, 2002.p.8) Thus, the child while acquiring a language is influenced mainly by the speech of his mother, and the learner while learning starts by over-reliance and try gradually to be independent from the teacher.

1.6.1 Emergence of Learner Autonomy As An Educational Concept:

It wasn't until the early 1970s that the term "autonomy" became popular in the field of language learning. However, it has been long used in other fields such as philosophy, religion, and medicine in the early 1970's. (Hadi, 2012). Benson (2001) says: The idea of autonomy first appeared in language learning along with the establishment of Centre de Recherches et d'Applications en Language (CRAL), which was aimed at adult education. (Benson, 2001.p.8)

Since then, autonomy in language acquisition has been a requirement. Galileo emphasized the significance of autonomy, stating that you cannot teach a man anything, but you may assist him in discovering it inside himself. To put it another way, teachers should not provide information to the students, but rather assist them in finding it.

Both historically and theoretically, the concept of autonomy in language learning is linked to the communicative approach. Some researchers began to see language as a means of communication. Indeed, the communicative approach emphasizes language's communicative

functions. (Hadi, 2012). In the 1970s and 1980s, the rise of autonomy in language learning was linked to a widespread rejection of behaviorist beliefs. Several researchers involved in the development of the communicative approach explored the correlation between autonomy and their work in the 1990s (Littlewood, 1998, 1999; Nunan, 1995). Researchers in the sociology and psychology of education have shown persuasively that the concept of autonomy and self-direction is beneficial in general and to second language learning in particular.

Similarly Little (1991) argues that: “Over the past twenty years or so, the concept of autonomy together with related concepts such as independent learning, self-direction and self-regulation, has become increasingly important in the educational literature, where it has been viewed as both a desirable goal of education and a constituent element of good teaching and learning” (Little, 1991.p4).

As a result, autonomy begins to be applied in the educational setting as a learning aim rather than a philosophy i.e., developing language learners to be both autonomous and communicative.

1.6.2 Autonomy as a Desirable Role In language learning

Over the last few decades, the implementation of LA has emerged as one of the most popular educational aims in talks about modern language instruction. Education for life, education for lifetime learning, and education for democratic citizenship are progressively infiltrating educational rhetoric, necessitating the implementation of pedagogical concepts that favor pedagogy for autonomy in the modern language classroom. Following that, and in response to the aforementioned objections of the notion, the study analyzes the significance of LA as a viable educational goal in light of four important reasons:

- **the pressing need to improve lifelong learning in a knowledge-based society:**

The value of LA as a needed and designed aim originates from the urgent need to encourage a learning society that is ready, equipped, and responsive to change. Nowadays, modern civilization is experiencing how new technologies are spreading and becoming a part of our everyday lives, as well as how the volume of information continues to develop at an incredible rate, with knowledge becoming quickly outdated. As a result, our society is getting increasingly complicated, with new sociological, cultural, political, and professional demands being placed on individuals on a regular basis (Macaro, 2008). This means that students will never be able to finish their education and will be required to engage in a continual process of retraining and skill development in order to deal with the complicated difficulties.

As the former European Chief for Education warned, the knowledge-based era urgently requires the implementation of a new educational model: "the major future challenges in the educational field are how to reform our learning systems to prepare our young people for jobs that do not yet exist, using technologies that haven't even been invented, in order to solve problems which have not yet been identified" (Jan Figel).

Due to the changing requirements of the knowledge-based society, the need for lifetime learning and continuous education has become a key goal of the educational system: "lifelong learning has become a necessity for all people" (European Commission, 2007.p. 1).

- **psychological viewpoints that assist the development of LA:**

Various fields' insights on motivation, cognitive growth, and human well-being have motivated the development of autonomy as something necessary and inherent to human development. According to self-determination theory (Deci and Ryan, 2002, 2008),

autonomy, along with competence and relatedness, is one of the three basic psychological needs that are essential to humans and must be met in order to develop a feeling of self-fulfillment in life : competence involves understanding how to attain various external and internal outcomes and being efficacious in performing the requisite actions; relatedness involves developing secure and satisfying connections with others in one's social milieu; and autonomy refers to being self-initiating and self-regulating of one's own actions (Deci et al., 1991.p. 327).

in a classroom context, the idea of LA implies a degree of freedom to act and make intelligent decisions without being continually directed by the teachers. Learners are given the chance to drive their own learning procedures, act on their natural interests, set their own goals, and make the most important decisions about their learning. As a result, learners in autonomy-supportive learning settings identify more with the learning process, feel more accountable for achieving their learning objectives, and have a real desire to learn.

- **the conceptualization of LA as a democratic goal:**

One of the most essential goals of democratic education is to develop a "discourse of choice, freedom, and democracy" in the language classroom (Marsh et al., 2001.p.384). The role of the instructor is viewed as essential in more traditional approaches to education. Teachers often hold the majority of the responsibility for the learning process and are considered as an authority position, supervising and controlling all classroom learning.

The notion of LA, on the other hand, aims to shift the power balance in the classroom by recognizing learners' right to share their opinions about the learning process and have a say in determining what and how to study. Furthermore, the development of autonomous

learning encourages language programs that are designed for a specific need, motivations, and features of all learners. A pedagogy for LA makes language learning more democratic by allowing learners to participate in the planning, monitoring, and assessment of their learning, as well as control over their development. According to one study, students are not only capable of taking responsibility for their learning, but they also enjoy having a voice in the classroom (see Dam, 1995; Serrano Sampedro, 2008).

About the development of language autonomy as Benson argues, “an ongoing sense of being in control of one’s own identity [and development]” (Benson 2011.p.22) It allows learners to take full control of their personal growth as a learner and, ultimately, as a person: “Autonomy is not just a matter of permitting choice in learning situations, or making pupils responsible for the activities they undertake, but of allowing and encouraging learners, through processes deliberately set up for the purpose, to begin to express who they are, what they think, and what they would like to do, in terms of work they initiate and define for Themselves” (Kenny, 1993.p.440)

- **the positive learning gains generated by the development of LA in language education.**

Previous research in the field of FL teaching has accounted for the efficacy and good outcomes of learning programs adopted to promote LA in the FL classroom. Dam and Legenhausen (1996, 2010) present reviews of research on autonomy and language learning in the secondary school environment, suggesting that autonomous learning may be as successful as standard educator approaches in terms of language competency. Legenhausen (1999, 2001, 2003, 2010) presents strong arguments for the benefits of spreading LA in his several research in the LAALE3"Language Acquisition in an Autonomous Learning Environment" project. When comparing the results of a 'traditional' class to those of an 'autonomous' class, he discovers that students who use an autonomous

learning approach achieve higher levels of linguistic achievement (e.g., grammatical proficiency, communicative competence, accuracy, etc.) than those who use a textbook-based, communicative based approach.

Other research has shown that independent learning increases learners' critical awareness of their learning process Lamb (1998), Jiménez Raya (1998), and Silva (2008) focus more on developing learning strategy work in the classroom and conclude that by doing so, learners exemplify a very conscious awareness of what learning a foreign language and feel empowered to decide how and which way to go about learning in the future

1.7Learner Autonomy And Successful English language Learning

Learner autonomy is widely considered a necessity for learning effectiveness and success since it helps students acquire greater critical thinking and learning responsibility (Benson & Lor, 1998). Learner autonomy is thus acknowledged globally as a crucial and ultimate instructional aim for human potential development (Wenden, 1987). (Sinclair, 1996).

According to a study conducted, the autonomous learning process improves the English public speaking abilities of undergraduate students in Thailand (Boonma, 2018). Teachers play a critical role in implementing autonomous learning effort to enhance learners' autonomy. However, previous study findings (Swatevacharkul, 2009) show that instructors might be a source of stress. Due to a lack of clear knowledge, they are limiting their kids' growth of autonomy of learner autonomy and how to put it into practice

Jiao (2005, p.28) gives four substantial reasons in support of learner autonomy for English learning:

- It enhances the learner's motivation and leads to more effective learning.

- It provides learners with more opportunities for English communication in a non-native environment.
- It caters to the individual needs of learners at all levels.
- It has a lasting influence.

Researchers are hopefully encouraging EFL learners to be able to practice learner autonomy so as to boost up their confidence and learning aptitude in order to allow teachers to develop autonomy among the learners so as to facilitate their English language learning.

The Association for Academic Language and Learning; AALL, (2007), as well chooses to describe proficiency in relation to its communicative importance as “the ability of students to use the English language to make and communicate meaning in spoken and written contexts” (2007: 1)

1.7.1 Learner Autonomy and Language Proficiency

Language proficiency, the same as autonomy, is a concept that is commonly used but difficult to define or explain, regardless of the fact that both are usually referred to as the primary aim of language acquisition (Farhady, 1980).

Brière (1972) defines the language proficiency as “the degree of competence or the capability in a given language demonstrated by an individual at a given point in time independent of a specific textbook, chapter in the book, or pedagogical method”. Though Brière (1972) chooses to define proficiency through the use of the term competence. The term language competence is therefore considered similar, though not identical, to language proficiency, as quoted in Hrochová (2012: 17)

Better language acquisition results from the development of autonomy. This is one of the ideas that motivate all study in the subject of autonomy, and it has implications for (Benson 2001). According to Benson (2001:189), many supporters for autonomy are primarily

concerned with the capacity to learn well in terms of personal objectives. Autonomy may eventually lead to increase linguistic competence. «An increasingly desired outcome of formal instruction is development of ability to continue improving language proficiency through self-instruction and experiential forms of learning” Dickinson and Wenden (1995), as quoted in Hrochová (2012, p.22)

Cotterill (1999) proves that the level of language skills required for desired language fluency cannot be achieved solely through in-class tutoring, but rather through students' practice and opportunities to use the target language independently and ahead of the teacher in terms of their importance for successful language learning.

One of the factors why the relationship between autonomy and language competency has become such a trending topic is that researchers are increasingly realizing that there is a close association between autonomy and successful learning. However, this link has mostly been studied at the theoretical level until now, and it lacks significant research backing.

Another factor is that international concern about educational performance is increasingly requiring instructors to show the success of their techniques in terms of proficiency increases. As a result, there is a pressing need for experimental study on the relationship between the development of autonomy and the acquisition of linguistic competency.

Section two:

2.1. Definition of Literature

Literature has a wide range of definitions. Within the field of foreign language teaching, to cite an instance, teachers, syllabus designers, educationists and even foreign language (FL) learners themselves define literature in different manners and from different points of view. In its most wide sense, Moody (1971) defines literature as an umbrella term that is used to express in words some special aspects of human experience. While Rees (1973) describes literature in narrow sense as writing which expresses and communicates thought, feelings and attitudes towards life. Broadly speaking, literature is defined as one of the valuable authentic materials that can be used in language teaching and learning. Furthermore, a clear definition of literature was presented in the encyclopedic dictionary (1994) as writing that is believed to be an art form, or any single writing thought to have an artistic or intellectual essence, especially poetry, drama and fiction. From this perspective, Serer (2012, p. 10) summarizes three major genres of literature in the diagram below:

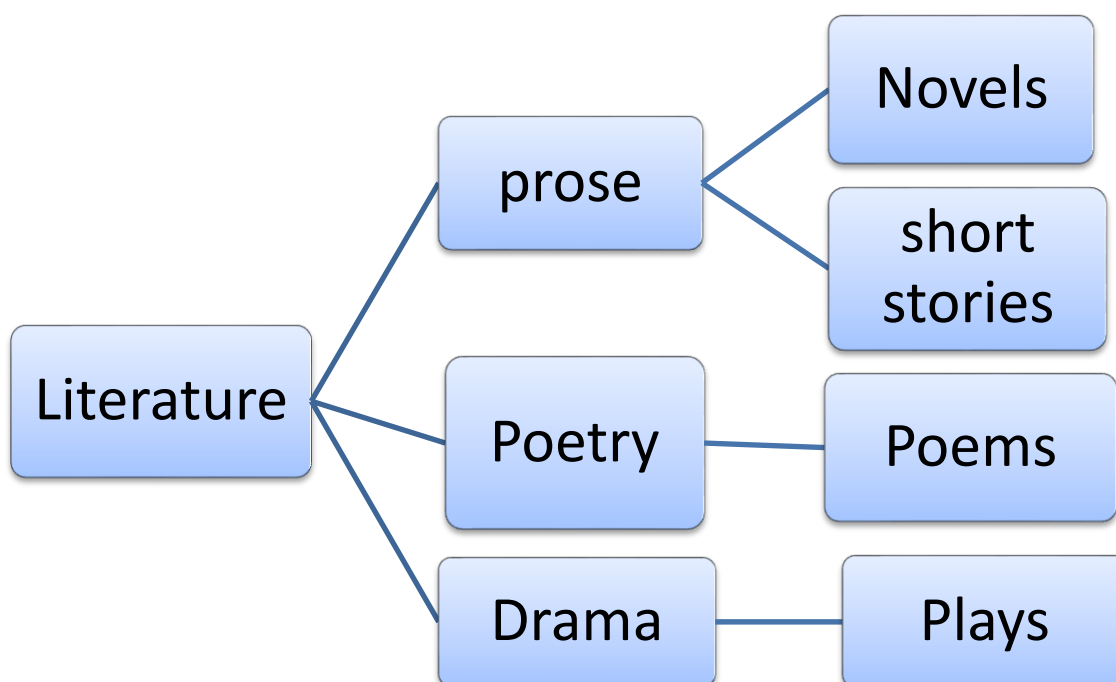


Figure 2.1: Literary Genres adapted from Serif (2012.p,10)

The diagram above elucidates the most familiar genres of literary texts which lie in: prose (generally fiction, includes, fables, or non-fiction such as autobiographies, biographies, and non-fiction essays), poetry (in form of verse; in rhythmic and artistic lines and patterns) and finally drama (commonly; plays; tragedy, comedy, or tragicomedy).

Arthur (1968) defines literature from a teaching point of view, and he says that literature is the use of language effectively in suitable conditions. This stresses the fact that literary texts make “use of language”, thus, instructors in the foreign language classroom are expected to embrace the method according to their students’ level, and in an adequate context of the events. Accordingly, literature becomes the key asset of teaching and learning a language. Moreover, literature provides students with an incomparably rich source of authentic material over a wide range of registers. If students can gain access to this material by developing literary competence, then they can effectively internalize the language at a high level (Elliot 1990:198). Yet, not only defining literature has been the key concern of many literary theorists and researchers, but also discovering its features and its comparison to non-literary texts.

2.2. Features of Literary Texts

Literary texts have a profound effect on students' reading and writing abilities as well as it can be an instrumental to improve students' writing qualities. In this context, Gajdusek (1988) claims that literature involves two features: Internal coherence and conscious patterning.

2.2.1. Internal coherence

Internal coherence makes literature a perfect medium for improving learners' communicative competence (Gajdusek 1988). Provided that, all lines are related together in order to get an internally coherent meaning. By reason of the mutual liaison between utterances, the reader will be able to interpret, negotiate meaning, and generate abundant coherent texts when they are engaged to reading literary works. Hence, Mccrimmon (1967, p. 120) states that "If the paragraph is coherent the reader moves easily from one sentence to the next without feeling that there are gaps in the thought, puzzling jumps, or points not made". That is to say, coherence aids the reader to be more pleasant and satisfying while reading a literary text. Generally speaking, in a paragraph, if all sentences are talking about the same point which is mentioned in the topic sentence, and when the sentences are following each other in a logical order through the use of transitional signals, writing can be „unified“ and „coherent“.

2.2.2. Conscious Patterning

The more readers explore and discover the phrases, patterns of sounds, meaning and structures that form the literary text, the more they engage in reading and start interacting with the text (reader-text interaction), consequently, developing their comprehension and enriching their vocabulary. In the same way, Moody (1987) states that studying literature makes the world a better place; literature uses an emotive and creative language to create beauty and imagination. For instance, if foreign language learners can deduce why characters acted or wrote the way they did, they will critically analyze their characteristics until they realize that they tend to delineate their vision of human practices through an appealing and beautiful use of language. Also, Musalat (2012) argues about the validity of literary texts as a source and an

agent of knowledge that offer to learn about the language beauty and richness. So, this view supports the idea of considering literary texts as a rich source of vocabulary. Additionally, Ibnian (2010) identifies some leading features of literary texts:

- Plot: The correlated events that make up the story.
- Theme: The underlying meaning of the literary works and the main idea that constructs the story together.
- Character: The individuals that the writing is generally based upon, in a story line.
- Setting: Refers to the time and place in which a story takes place.
- Style: It can involve word choice and language usage that convey the writer's ideas in a particular way: imagery, metaphor, symbol and sound devices such as alliteration, rhyme, rhythm, and others, may be used.

On the whole, keeping these features in the literary texts make them advantageous for EFL learners in order to foster their FL writing abilities in different ways and manners.

2.3. Literary and Non-Literary Texts

In order to differentiate between literary and non-literary texts, it is needed to take a vision about what is a text? According to the Oxford Advanced Learners' Dictionary (2000) a „text“ is defined as the author's original words. In addition, the „text“ can be written as well as spoken form. Furthermore, De Beaugrande and Dressler (1981) define it regarding to the communicative function as being expected to serve as a mean of interaction between the author and the reader. Literary texts are said to have importantly complex and detailed literary devices, especially metaphor and symbolism. “Metaphor and symbolism” are significant elements that enable to express the world of the mind, i.e.; thoughts and emotions, and all

grounded-on imagination (Gibová, 2012). The figurative language, including flashback, allusion, metaphor, alliteration, personification, and symbolism distinguishes literary from non-literary because more profound meanings are used in the text through these aspects.

In contrast, non-literary works are those texts that are thin on literary devices: these texts tend to offer information, facts and/or reality. They are based on everyday texts, such as scientific texts, newspaper or magazine articles, legal texts or reports. Besides, literary texts, on the one hand, are based on vagueness of meaning, inscrutability and many interpretations, while non-literary texts, on the other hand, are characterized by precision and accurateness. Moreover, literary texts are produced to be perceived frequently or slowly and mostly appreciated by audience, whereas non-literary texts are often written to be scanned or skimmed. Therefore, it can be said that literary texts of arts include an artistic merit and aesthetic function; the literary language is beautifully written to please readers. However, non-literary texts with informational texts have the interest of giving information and they focus on the delivered message. In short, literature not only provides the aesthetic enjoyment for students, but also develops their learning experience.

2.3.1. Criteria for Texts Selection

Determining if a literary text is appropriate or not for EFL classes is a challenging task due to different influences on the language learning process. Correspondingly, Holden (1987) approves the role of the teacher in enhancing the development of the learners' language skills of not only one theme of literary texts but also literature in general. Nonetheless, he affirms that to ensure language skills' development of language skills, the teacher should use a literary text which is written in a comprehensible and clear manner in terms of linguistics, meaning and style. In addition, the language teacher should take into consideration students' age, actual level, needs and interests. Collie and Slater (1994) raise this point claiming that

“text selection basically depends on “each particular group of students, their needs, their interests, cultural background and language level”.

In relation to this, McKay (1982) alerts us that “a text which is difficult on either a linguistic or cultural level will have few benefits”. It is, therefore, important for teachers to consider the difficulty of the vocabulary and syntax of the text selected. In more details, Lazar (1993) emphasizes three main factors, these include: students’ cultural background, their linguistic proficiency and their literary background. As reported by Lazar, students’ cultural background has the possibility to foster or frustrate their understanding of a literary text. Lazar also regards the students’ cultural background, linguistic knowledge and literary knowledge as essential factors in selecting a literary text. That is to say,

language instructors should choose literary extracts or texts that are culturally, linguistically as well as literarily recognizable and familiar to learners. Furthermore, Lazar (1993) also elucidates the relationship between students’ literary background and their linguistic proficiency. In other words, there is a certain correlation which exists between students’ literary competence and their language proficiency. If students are bookish, constantly engaged in extensive reading in the target language, they may develop a certain amount of literary competence, which helps them understand the meaning of the text at both levels: linguistic and literary. Lazar (1993) proposes a checklist that summarizes different criteria when selecting a literary text:

Table 2.1: criteria of selecting literature text

Type of Course	Type of Students	Other Texts-Related Factors
----------------	------------------	--------------------------------

Level of students.	Age	Availability
Students ,, reason for learning English.	Intellectual maturity Emotional understanding	Length of text Exploitability
Kind of English required.	Interest/hobbies Cultural background	
Length/intensity of course	Linguistic proficiency Literary background	

To sum up, selecting literary texts for use in an EFL classroom, teacher should take into consideration the what (the type of course they are teaching), to who (the type of students doing the course) and specific factors related to the text itself. Besides, it is important for instructors to consider the complexity of the syntax and vocabulary of the literary works selected. Thus, it can be said that the choice of suitable literary works is a basic factor to promote success in using literature in EFL classes.

2.4. Teaching Literature in an EFL Context: Some Underlying Issues

There was always a consistent work and effort over three decades of applied linguists such as: Brum fit 1982, 1985; Gower and Pierson 1986; Rodger 1983; Sage 1987; Maley 1989, 1993, 1995; Carter et al. 1989; Brumfit and Carter 1986; Short 1996; Collie and Slater 1987; McRae 1991; Carter and McRae 1996; Carter et al. 1997; Falvey and Kennedy ,1997

The general ideas of their work states that in the language classroom, literature is recognized as an important and fundamental component, and it can provide various

advantages: First, EFL sessions will be more engaging since students will be able to choose a literature elective after completing their language requirements. Choosing their interest in learning is more about the subject language. The first problem to address while discussing various challenges is that the Language that is not taught with the target culture in mind is not fully representative to required and used language.

Paran (2000.p,87) states «This is obvious in the integration of literature with skills work, the use of media with literature and the way in which recent developments in understanding discourse (both spoken and written) are drawn upon”

However, teaching literature, according to Duff and Maley (2007), identifies a series of issues.

- literature teaching in TESL / TEFL programs is unprepared or poorly prepared
- there are no specific aims that define the role of literature in ESL/EFL

Literary texts can provide our EFL teachers and students with a variety of opportunities. However, it can provide some of the obstacles that pupils can face such as:

- Text selection; texts must be relevant and interesting to the audience “learners”
- Linguistic difficulties; materials must be written at the right level for students' understanding;
- Length; shorter works may be easier to employ in the limited time allowed in class.

Longer writings, on the other hand, provide greater context and development of ideas,

Story and character

- Cultural complexity; writings should not be so culturally rich that outsiders find them difficult to understand or feel as if they are being kept in the dark about what is going on with no understanding
- Cultural sensitivity; textual content should not insult or offend learners.

According to (Duff and Maley, 2007) Teachers can be exposed to many issues that literary texts bring when they ask a series of questions to assess the appropriateness of texts for their learners such as:

- 1- Is the content likely to attract this group's interest?
- 2- Is the language level appropriate?
- 3- Is the length appropriate for the amount of time available?
- 4- Does it necessitate extensive cultural or literary knowledge?
- 5- Does it offend anyone's cultural sensibilities in any way?
- 6- Can it be used effectively for language learning?

Furthermore, they emphasize the necessity of altering task and text difficulty:

- Level 1: Simple text + easy work
- Level 2: Simple text + more difficult task
- Level 3: Difficult text + easy task
- Level 4: Difficult text + more difficult task

Obediat (1997,p, 32) States literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how

the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners.

In this perspective students should be provided by simplified or specially written stories at lower levels, but at higher levels, students should be given literary texts in their original form to improve their literary competency in the target language. To put it another way, students learn practical figurative and everyday usage of the target language as they meet numerous genres of literature at advanced levels, such as poetry, short tales, plays, and so on. They pay close attention to how characters in a play or short story employ figures of speech like simile and metaphor.

As a result, students learn to communicate their communicative meaning in English more clearly and powerfully

2.4.1. Appropriate Use of Literary Texts

Pre-reading exercises, interactive work, and eventually follow-up activities should all be included in classroom activities while teaching literature. Pulverness (2003) makes some suggestions, including:

In order to increase students' desire to read, teachers should:

1/ Begin with a warm-up activity, such as introducing the topic or pre-teaching of the material terminology that is required

2/ In order to avoid seeming overbearing, the teacher should only intervene when absolutely necessary interfering with students' reading

3/ they should pay attention to stylistic differences

4/ they should assist their pupils in appreciating how writers employ language to accomplish specific results. This method creates frameworks for a unique response

5/ Inviting students to extend or add to a text in order to create a new paragraph.

The participation of literature in any course is determined first by the type of the syllabus and then by the course's objectives. Teachers and educators have always been interested about the impact of literature in language learning in a teaching/learning context. When the grammatical translation approach was dominant, the introduction of literature courses in EFL was highly valued, as literary works were a primary source for foreign language teaching.

Literature was highly valued in the structural approach because of the large body of language, structures, and texts of various types and genres it provides. However, literature has been revisited in language education classrooms over the last fifteen years. (Widdowson, Slater, Mackay, Carter, Long, Brooks, Lazer, Harmer, and Hedge) are among the linguists who urged for the reintroduction of literature into the language classroom. Widdowson (1986) focuses on the function of literature in the structuralist approach, which emphasizes precision in grammatical forms and limited lexis, which prevents the diverse uses of language. He claims that the grammatical translation method and the structuralism approach are incompatible with the teaching of literature, despite the fact that they both use and employ the majority of it. In response to these viewpoints, applied linguists, particularly those associated with the Communicative Language Teaching Approach, returned to the use of literature in EFL classrooms. However, for non-native English students, a different pedagogical approach is required. According to Long (1986.p, 42) "The teaching of literature is an arid business unless there is a response, and even negative responses can create an interesting classroom situation".

According to (Long, 1986) reader Response Approach the Reader Response Approach (Long, 1986) emphasizes the importance of each individual's unique response to literature and liberates the reader from the typical and conventional responses commonly offered by teachers.

Rosenblatt (1985.p, 40) states that “The reading of any work of literature is, of necessity, an individual and unique occurrence involving the mind and emotions of some particular reader and a particular text at a particular time under particular circumstances”

The reader and the text interact in a reader-response strategy, which Rosenblatt (1985.p,40) calls "a transaction with the literary text." She also believes that a transaction is an aesthetic reading experience in which the reader engages with ideas in the reading text based on earlier experiences. The reader produces a new unique and personal experience as a result of this transaction. As a result, students should be encouraged to express themselves freely about a literary text while also receiving some assistance in appreciating it because it has expressive, social, and cultural characteristics that are recognized and treated in a variety of ways by different readers.

As a result, reading instruction should not only attempt to control the reader's experience, but also to make it easier for the reader to structure their own. The duty of the instructor is to facilitate the transmission of knowledge. This requires motivating pupils by choosing works that stimulate emotional and linguistic responses in order to make reading a literary text a productive outcome. Furthermore, the reader-response approach emphasizes the importance and pedagogical worth of developing student's critical capacities and awareness so that they can be critical readers rather than passive recipients of what is taught in class. According to Rosenblatt (1985), Long and Carter (1991), and Tudor (1996), A solid pedagogic method to teaching literature should try to elicit the students' response to the text and lead them to their own personal interpretation.

The importance and pedagogical usefulness of students' critical capacities and awareness so that they can read critically rather than passively what is presented to them in class. According to Rosenblatt (1985), Long and Carter (1991), and Tudor (1996), A good pedagogic method to teaching literature should strive to elicit the students' response to the text and guide them to their own personal discovery, so creating a lasting appreciation of given literary materials. This would help students improve their linguistic and literary skills.

2.4.2. Literature Gains in Language Classroom

Hirvela (2001.p, 117) believes that «reading literature is one of the best ways to inspire the writer in the learners”. He asserts that literature creates a longing for learning the language; he also states that Traditional ELT materials are mainly fact - based and have no special context. The learners are expected to be passive learners in these texts' activities. Students are then encouraged to identify with or react against the characters who catch their attention in literary literature. When learning a language through literature, students become more active, involved, and engaged. However, literary texts encourage students to go beyond uncertainties and ask questions, which is a creative activity that promotes deeper connections. also, Literary texts are considered as a deviant language’ usage and adopted by teachers as a resource to give students a diversity of text kinds and language uses Reading literary texts exposes pupils to a variety of cultures as well as different styles and levels of English.

Ur (1996.p, 201), in return, highlights several benefits of literary texts as a language teaching resource, which can be stated as follows:

1. Literary texts are a fun way to learn a language because they provide examples of various writing styles and authentic uses of the language.
2. Literary texts are a good resource for enhancing students' competence and developing various reading skills in learners;

3. They can be used as a springboard for stimulating discussion or writing
4. They involve both emotions and intellect, which motivate and contribute to the student's personhood.

2.4.3. Literature Confronts in Language Classroom

During the last few years, there have been numerous arguments about the importance of adopting literature as a language teaching resource (Sullivan, 1991). The following are two key issues in literature education that are mentioned in Sullivan's (1991) essay:

1. One of the most significant limitations of employing literary texts in language lessons is the text's linguistic deficit.
2. Learners must have a basic understanding of the English language and culture in order to interpret some materials.

2.5. Literature's Role In Enhancing Learner's Autonomy

2.5.1. Providing Learners With Vocabulary

EFL students often forget the meanings of words and misuse them in their writing essays. They do not have enough knowledge of words to apply their meanings into their own writing. Learners often have problems in deciding what words will be appropriate to express their ideas. Students need to find words that communicate their meaning, because the reader has no opportunity to ask for clarification. (Blachowicz and Fisher, 2004) say that students who read widely have expansive vocabularies. In this respect, (Obando and Donso, 2011) say that the use of literary texts as an authentic material will provide learners with an adequate range of vocabulary along with common expressions used in the target language. In addition to that, they will help learners discover the various experiences of the native speakers. Thus, teaching vocabulary through context will help EFL students to look for their uses and meanings within sentences and paragraphs.

Furthermore, according to (Solange, 2001) introducing students with literary texts and giving them the choice of writing personal essays or writing summaries will increase their word usage. Thus, they may perform properly on their written assignments. Moreover, when presenting new vocabularies through the use of literary texts, EFL teachers need to take into consideration their students' level of proficiency in the target language, as well as their needs and interest. This means that EFL teachers need to select lexical items that best suit their learners' needs and interests. Therefore, students will use the acquired vocabularies in their own writing. (Elhabiri, 2013)

2.5.2 Literature As a Model for Writing

Hişmanoğlu, in his paper entitled "Teaching English through Literature" (2005) suggests three types of writing that can be based on literary texts as a model:

- **Controlled Writing:** which is a model-based activity, in which students are asked to rewrite passages in an arbitrary way in order to practice specific grammatical structures.

For example, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character's point of view.

- **Guided Writing:** in this model, students are required to respond to different questions or to complete sentences, and put them together to sum up or rephrase the model. Here, students complete the activity after they receive the first few sentences, or the topic sentence of a summary, paraphrase, or description. Guided writing activities help students to understand the work. In this context, Model approach is fruitful.

- **Reproducing the Model:** this exercise involves writing techniques, such as paraphrasing (requires students' use of their own words to rephrase what they read), summarizing (students summarize realistic short stories, plays and novels in a chronological order), and adaptation of

the literary work (students are required to rewrite a scene into narrative; rewrite prose fiction into a dialogue or vice versa).

All in all, when using literature as a model the EFL learners gain a chance to improve their language skills and mainly reading comprehension simultaneously with writing, due to the facilitation that this kind of use offers to them

2.6. Reasons for Teaching Literature In EFL Classrooms

In recent decades, teaching literature has been one of the major interesting subjects due to several reasons including fostering learners, autonomy. In this sense, Carter and Long (1991:9) state: «Literature is a legitimate and valuable resource for language teaching." It exposes students to complex themes and unexpected uses of language. Literature can engage students and it may elicit a powerful emotional response from them. In addition to this, if the materials are carefully selected, they provide the learners with meaningful context which is relevant to their lives and this is one among the most important reasons for using literature in EFL classroom. Accordingly, Carter and Long (1991:9) state: "Literature is a legitimate and valuable resource for language teaching." Recent evidence can suggest that literature is:

- **Motivating Material**

EFL Students may experience a real sense of achievement in undertaking literary materials in the classroom by asking them, for example, to restate short stories from their own culture before getting them to read an authentic story in English on a similar theme, it could be highly motivating this way. Ellis (1991:31) demonstrates “literature is a useful tool in linking fantasy and the imagination with the student’s real world. It provides a way of enabling children to make sense of their everyday life and forge links between home and school.” Besides, literary texts are very motivating due to its authenticity and the meaningful

(Ghosn, 2002; Van, 2009). Motivation, therefore, leads the learners to go on. It is especially achieved when students are exposed to what they really enjoy.

- **B/Encouraging language Acquisition**

Literature may present a particularly appropriate way of stimulating the acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language.

As Lazar (2007:7) mentions:

The use of literary texts is often a particularly successful way of promoting activities where students need to share their feelings and opinions, such as discussions and group work. This is because literature is very rich in multiple levels of meaning. Focusing on a task, which asks that students express their own personal responses to these multiple levels of meaning, can only serve to accelerate the students' acquisition of language.

- **Educating the Whole Person**

According to (Lazar, 2006) literature is considered as a wide educational function in the EFL classroom, it is viewed as a tool to assist learners to develop their imagination, their critical abilities, as well as increasing their emotional awareness. Students may develop their confidence if they are required to respond to literary texts. Lazar (2007:17) states: "they will feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society."

Some other reasons for using literature can be the fact that it helps students to understand another culture, it develops students' interpretative abilities, it expands students' language awareness, and it encourages students to talk about their opinions and feelings. In a rather detailed examination of the key criteria, (Lazar,1993) claims that literature+ in the EFL classrooms develops language acquisition, expands language awareness, and offers access to cultural background and interpretative abilities as it educates the whole person to the extent

that it enhances the learner's imaginative and affective competences. In other words, literature may also elevate awareness of other cultures, enhance literary competences and evolve language mastery. In the same line of thought, (Burke and Brumfit, 1986) state that literature promotes literacy, critical and analytical ability, social skills and the use of the imagination; inspires learners with:

- Open-minded, ethical and humanitarian attitudes, respect culturalσ tradition; and provides information about literature and Language;
- It requires learners to explore and interpret the social, political,σ literary and historical context of a specific text;
- By using such a model to teach literature, we not only reveal theσ universality of such thoughts and ideas but it also encourages learners to understand different cultures and ideologies in relation to their own.

To put in a nut shell, literature is believed to be a promising tool for learning process. Educationalists in the field list a range of advantages for the use of literature in EFL/ESL classes. In the section below, a discussion of its merit will be presented:

- **Authenticity**

There is an agreement among researchers (Maley, 1989; Ghosn, 2002; Shrestha, 2008) that literature is authentic as it provides authentic input for language learning in EFL/ESL context. Authenticity is one among the criteria that is notably essential in literary texts which especially envisaged in drama and novel. The former is about conversations, expressions of feelings, functional phrases, and contextualized expressions. The same thing for novels is about descriptive writing along with other types of writing.

Literature is then authentic material because most works of literature are not used for purpose of teaching a language. Many authentic samples of language in real-life contexts such as: travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or

magazine articles are incorporated within recently developed course materials. Thus, learners are exposed to actual language samples of real life / real life like settings, in a classroom context. Literature can operate as a valuable accompaniment to such materials because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings in reading literary texts.

- **Cultural/Intercultural Awareness and Globalization**

As for cultural and intercultural awareness, (Van, 2009) investigates that literature enhances cultural and intercultural awareness especially in the period of globalization. Where there is increasing interest of universally shared needs and wants rather than individual needs. Since literature deals with universal concepts, in this sense, (Maley,1989) reports that there is an urgent call of literature as an input source for developing language learners' competence. He argues that Globalization joins up with different discipline economy, politics, and sociology among them literature tackles the universal concepts, for instance, love, hatred, death, nature, etc. that are common and not restricted to English language only.

- **Intensive/Extensive Reading Practice**

Khatib et al., (2011) propose a practice to develop the learners' extensive and intensive reading through literary texts by encouraging them to guess meaning and develop their reading speed. This may be achieved through poetry in which learners can have a close analysis to literary elements notably metaphor, simile, allegory, etc.... In this respect, Khatib et al., (2011:202) state: "Intensive reading can lead learners to dig deep meaning embedded in text".

- **Sociolinguistic/Pragmatic Knowledge**

Apart of enhancing the learners' communicative competence (McKay, 2001) suggests that authenticity can develop both learners' sociolinguistic and pragmatic knowledge. In this

respect, a growing attention is needed towards the appropriateness of language namely drama and plays.

- **Grammar and Vocabulary Knowledge**

There is a general agreement among scholars (Maley, 1989; Arthur, 1968; Van, 2009) argue that literary materials can be used for accelerating syntactic knowledge and vocabulary enrichment. In this respect, Khatib et al., (2011:202) state: "Literary texts are the major sources where complex structures such as dangling structure, inversion, subjunctives, etc. occur". To provide the learners with the opportunity to practice grammatical structure Khatib et al., (2011) suggest the use of poetry, this latter helps learner to develop their vocabulary.

- **Language Skills**

Specialists (Belcher and Hirvela, 2000; Crain, 1993, Erkaya, 2005; Fitzgerald, 1993; Knight, 1993; Latosi-Sawin, 1993; Nasr, 2001; Spack, 1985; Stern, 2001; Vandrick, 1996) agree on the idea that literature is a source to develop language skills which are reading, writing, speaking and listening. Similarly, Povey (1972:187) summarizes the aims of using literature, stating that "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax."

For writing purposes, literature is said to be good ground for writing practice. Having the learners complete a poem or short story in cloze form is very encouraging. The students are able to write the end of a story in their own style or narrate a story from another character's the point of view in a short story, novella, or novel. One may have other similar creative activities which can be developed for writing practice. On the other hand, for speaking purposes, the use of literary material such as: poem, novel, or short story, can be closely related to the learners' own experience in real life. Such a practice provides learners with opportunities to comment and citizen, this may help learners to develop their speaking skills.

For listening purposes, the students may also enhance their listening if they are thought with the audio versions of literary materials through the use of musical elements. This, according to (Khatib et al., 2011) helps the students to develop a near-notice speakers' rhythm, rhythm and intonation. Similarly, Shang (2006) also summarizes the crucial role of novel and poetry in practicing extensive and intensive reading, besides, it is a useful tool to develop reading sub-skills such as skimming, scanning, and finding the main ideas. In reading, literature covers both reading for pleasure and reading for getting information. "Literature therefore facilitates language learning purposes in general and step-up language learning in content-based instruction" (Quoted in Khtib, 2011.p,203)

- **Emotional Intelligence**

According to (Ghosn, 2002; Khtib, 2011) the pioneer in EQ considers EQ as key- aspect of controlling and managing our emotions and feelings especially in difficult situation, it has been argued that Reading of literary texts is said to cultivate emotions. In this respect they suggest that literature is a good source for fostering and further our EQ particularly when learners are taking high- stake tests while controlling their anxiety.

- **Critical Thinking**

As reported by (Gajdusek and van, 1993; Ghosn, 2002; Van, 2009; Ghosn ,2002) literature can Ctalize a change in the attitudes of the learners. Langer (1997:607) states that literature enables our EFL learners to reflect on their lives, learning, and language. correspondingly, Custodio and Sutton (1998:20) state: "literature can open horizons of possibility, allowing students to question, interpret, connect, and explore".

Literature is then fertile than any other texts with ideas to critically look at, therefore, the role of the learner is very important in developing such higher order thinking skills because critical thinking nowadays is the foundation stone of education particularly at advanced levels

of education. Additionally, Critical thinking prepares students to attempt to untie the hidden agenda of texts. As it informs critical discourse analysis in language studies and similar fields in philosophy, sociology, cultural studies, psychology, and law.

There is a difference between teaching about the language usage and communication in the language. Thus, the main concern of EFL teacher is not to teach about language use only but to develop in their learners the abilities of using the language for a variety of communicative purposes, furthermore, there is often a gap between having information and being able to use it spontaneously for communicative purposes. So, in order to bridge this gap and frame a relevant syllabus, its contents should be made to bear a resemblance to the social contexts. This awareness of the social context can be done from the world of literature which depicts society. The syllabus should include verbal and nonverbal communication, short narratives, short stories, dialogues, conversation, and interviews. According to Scalone (1999), these short literary texts will help

- Teachers to be familiar with language use develop their own competence and understand language as a social phenomenon, and not as an exclusive element of learning
- Convert the classrooms as being the stage in which there is practice of communicative language;
- Expand the intellectual ability of the learners and provide them with a variety of linguistic and literary expressions as well as communicative functions of language.
- Contextualize the language to enable the learner to acquire grammar implicitly
- Integrate linguistic competence into communicative competence by putting language into use in different social situations.

It is also believed that teaching literature or literary texts make language acquisition more use-focused instead of form-focused. Learning literature provides many positive attitudes in learning and acquisition of English. It is indisputable fact that the resources of language can be fully utilized by taking recourse to literature as an important aspect of language learning. For great skill and effectiveness, literature is necessary for language learning. Lee (1995:4) says:

Literature is rooted so far as the foreign language learner is concerned, in the oral basis of language learning rooted in lively and meaningful oral drills, in spoken and acted dialogues, in simple dramatization of stories indeed in those very procedures which make for successful and interested learning of the languages.

Consequently, literary texts can provide a lot of opportunities for EFL learners to learn effectively. Both language and literature teaching contribute to the development of language use and responses to texts by training learners to deduce meaning through different language literary discourse which inspires learners to think and use language in an effective way. Language learning is effective when it inspires to develop responses and reinforce messages; language learning becomes richer when response is varied. Literature offers a wide range of language structures which can enhance our understanding of the range of language usages. This undertaking has a direct impact on the learners' ability to learn and use language for the expression. Literary work, in such a situation, becomes a vehicle for language learning. The aims of understanding, appreciation and enjoyment can be best reached with a literature class through the use of specific, measurable performances objectives. Activities themselves are meaningless if there are no precisely defined learning outcomes. Literary skills in a foreign language should be carefully trained and sequenced.

To sum up, it should be said that a carefully developed program based on the attainment of realistic objectives will offer variety of learning opportunities and a feeling of success to the student. Consequently, these enable our EFL learners to understand, enjoy, and appreciate their own learning

Conclusion

Being autonomous is essential in today's world of modernization and globalization, it is taking responsibility in your own learning, because teacher's and researchers recognizes the value of it, they used numerous educational techniques whether on purpose or not inside the classroom such as reading literature text. This topic becomes a noticeable topic in the domain of English language -teaching and learning. Particularly the effectiveness of one to another according to these ideas a whole chapter 'divided into two sections' was devoted to state the relation between both of them.

Chapter two

Introduction

Section one

3.1. The Student's Questionnaire.

3.2.1 Description of the Students' Questionnaire

3.2.2 Analysis of student's questionnaire:

3.3 Teachers' Interview

3.3.1 Analysis of Teachers' Interview

Section two

3.3.2 Data Interpretations and Discussions

3.4 Suggestions and Pedagogical Recommendations.

3.5. Conclusion

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Conclusion

GENERAL CONCLUSION:

References

Appendix 1

Appendix 2

Introduction

A further investigation on the topic under discussion recommend administering a students' questionnaire and a teacher's interview, through which we can explore new insights and shed lights on the most important issues in relation to the present research. The questionnaire and the interview were, both, conducted at the Department of Foreign Languages at Abdelhafid Boussouf Mila University Center. In essence, the students' questionnaire seeks to inspect their familiarity with the impact of reading literature on their learning autonomy, their attitudes and perceptions about implementing it, and whether they actually employ it in their learning process. Moreover, the teachers' opinions are of no less importance to the current study; therefore, a teachers' interview is carefully designed to explore their perceptions towards the effectiveness of immense literary reading in busting their autonomy. The results obtained from both research materials will significantly help in testing the research's hypotheses and confirming or rejecting it.

Section One :

3.1. The Student's Questionnaire.

The students' perspectives have a significant value on the present research. A questionnaire is handed to fifty third year students of English in the Department of Foreign Languages at Abdelhafid University Center/Mila. The fifty students are selected randomly out of the whole population of about one hundred twenty students. The selection of such level is based on the conception that they have been studying literature for three years. Thus, the research target is investigating the student's attitude to the impact of reading literary texts on their learning autonomy.

3.2.1 Description of the Students' Questionnaire

The student's questionnaire consists of seventeen questions mixed of closed questions requiring from students to choose Yes or No answers followed by brief justification whenever necessary, or to pick up the appropriate answer from a number of choices. The questionnaire is divided into three main sections. The first section is devoted to the background information. It is concerned with the student's gender, level and their previous stream. The second section is about learners 'autonomy. It seeks to check whether third year students are well-acquainted with the concept of learner autonomy. The third section focused on students' attitudes towards reading literary texts.

3.2.2 Analysis of student's questionnaire:

Section one: Background information: (Q1-Q3)

This section consists of three questions. It aims to get background and general information about the participants such as: Gender, Previous stream and level. The learners who participated in this research were from both genders, males and females, though the females were more than males in a rate of (72.9 %) for females and (27.1%) for males, this indicates the majority of the participated population in this work is female.

All the informants were under-graduates. They were randomly selected. 69.4% considered themselves intermediate. 20.4% advanced and only 10.2 % admitted to be beginners.

Question 1: student's gender

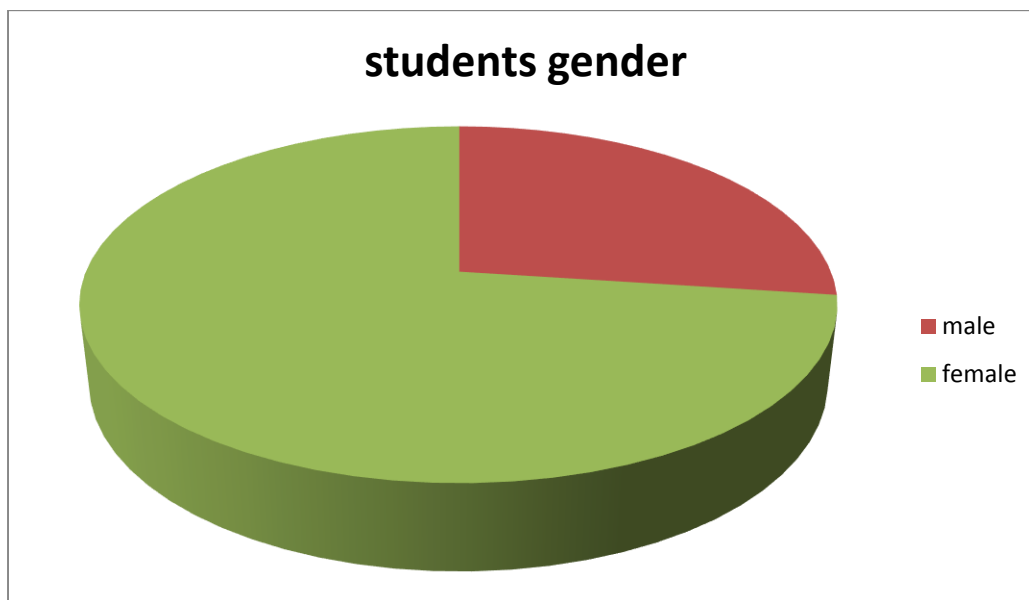


Figure 03: students' gender

Question 02: student's level

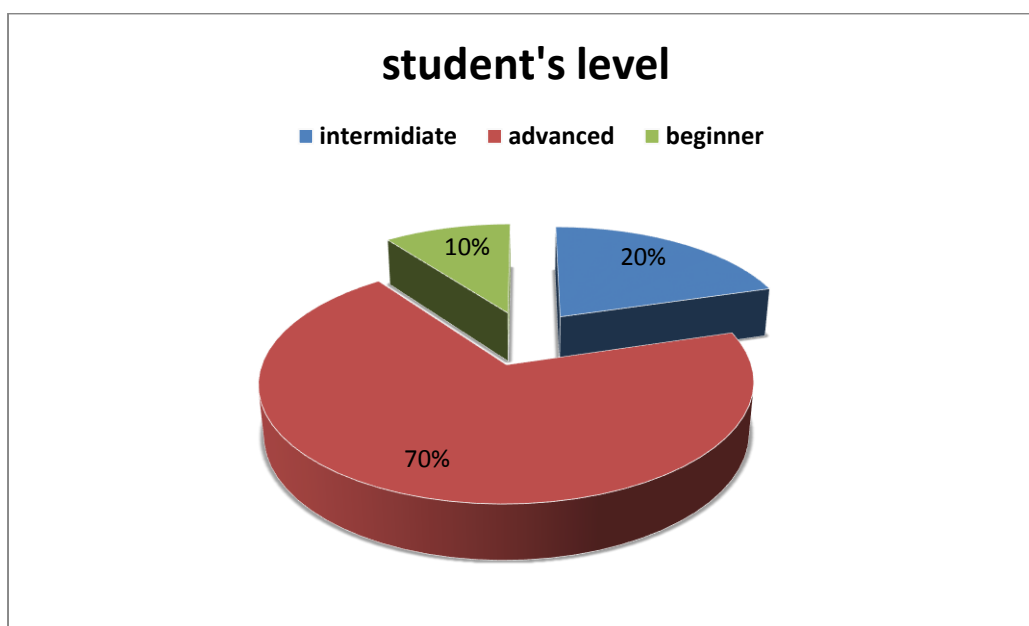
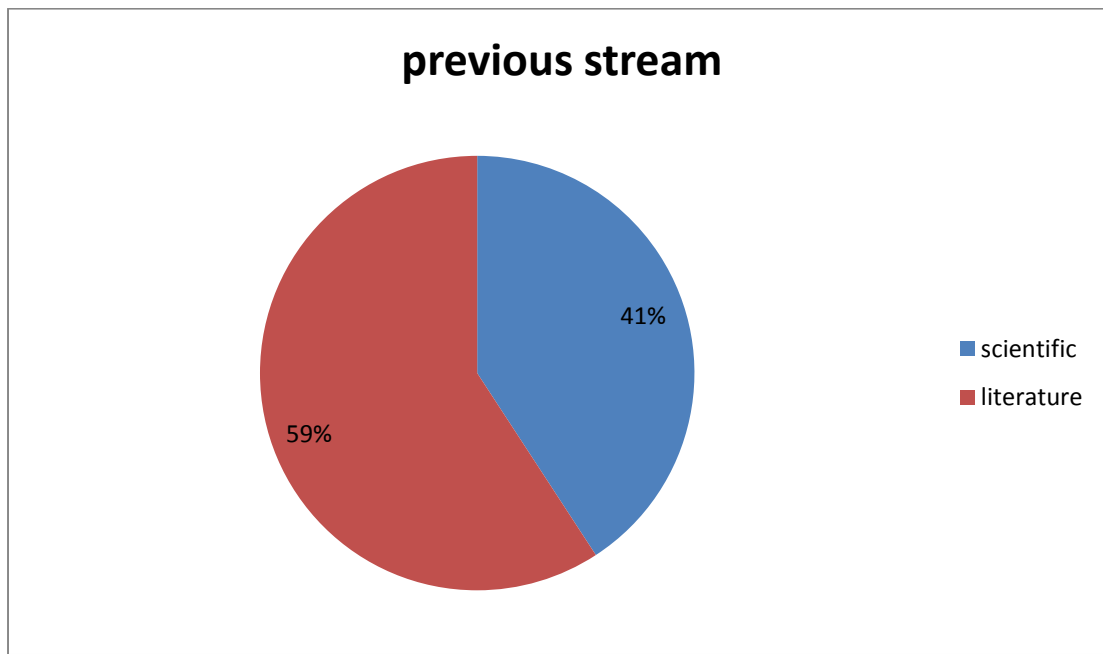


Figure 04: students' level

Question 03: previous stream**Figure05:** previous stream

The aim of this question is to know how many students belonged to literature stream; however, the results are somehow confusing. The percentage was approximate. 41 % belonged to the scientific stream. Thus, almost half of them had nothing to do with literature reading or English in general inside the classroom. while 59% belonged to literature stream.

Section two: learning autonomy (Q4-Q8)

This section deals with students' perceptions about learning autonomy.

Question 4: To what extent do you consider learning autonomy «taking responsibility in learning " is important in English learning?

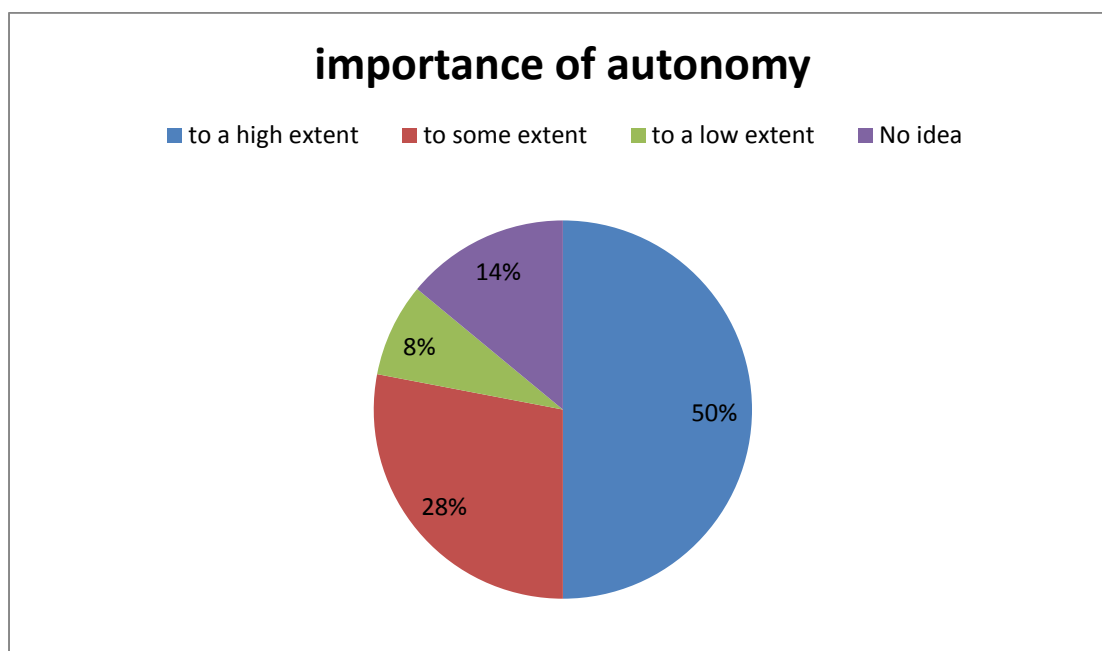


Figure 06: student's opinion about the importance of autonomy

This question deals with learners' perceptions of the importance of the autonomy in the process of learning. The results showed that (50%) of the respondents considered learner autonomy important in English learning to a high extent which is half of the percentage, whereas (28%) believed the same but to some extent. According to (8%) of them autonomy was important in a low extent, and (14%) had no idea about the importance of such concept in English learning. However, only few students provided explanation for this, either because they do not actually know the importance of it this is why they gave no explanation or they only convinced themselves that they need it with no explanation to these ideas

Question 05: To what extent do you think you are ready to take charge of (be responsible of) your own learning?

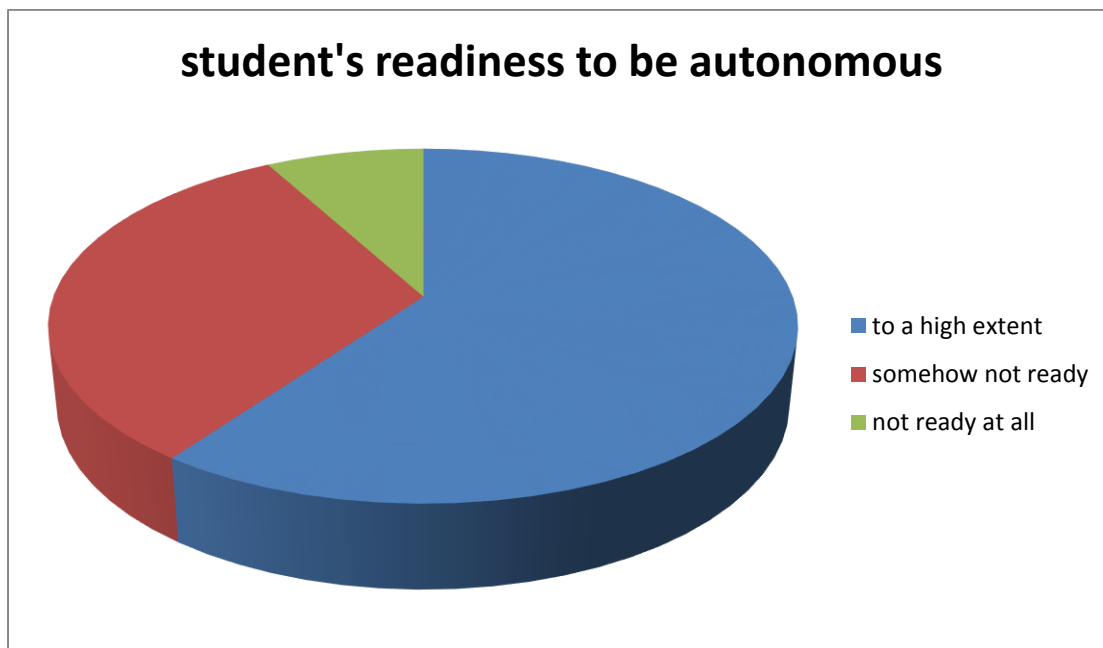


Figure07: student's view about their readiness to be autonomous learner

The pie-chart shows that learners were given three choices about responsibility shared respectively as “teacher’s responsibility”, “learner’s responsibility”, and “a shared responsibility between teachers and learners”. 85.7% see autonomy as a shared responsibility between teachers and learners. 16.3% of them were somehow more autonomous while claiming that the responsibility of English learning in the classroom.

Question 6: Why should EFL learners be autonomous?

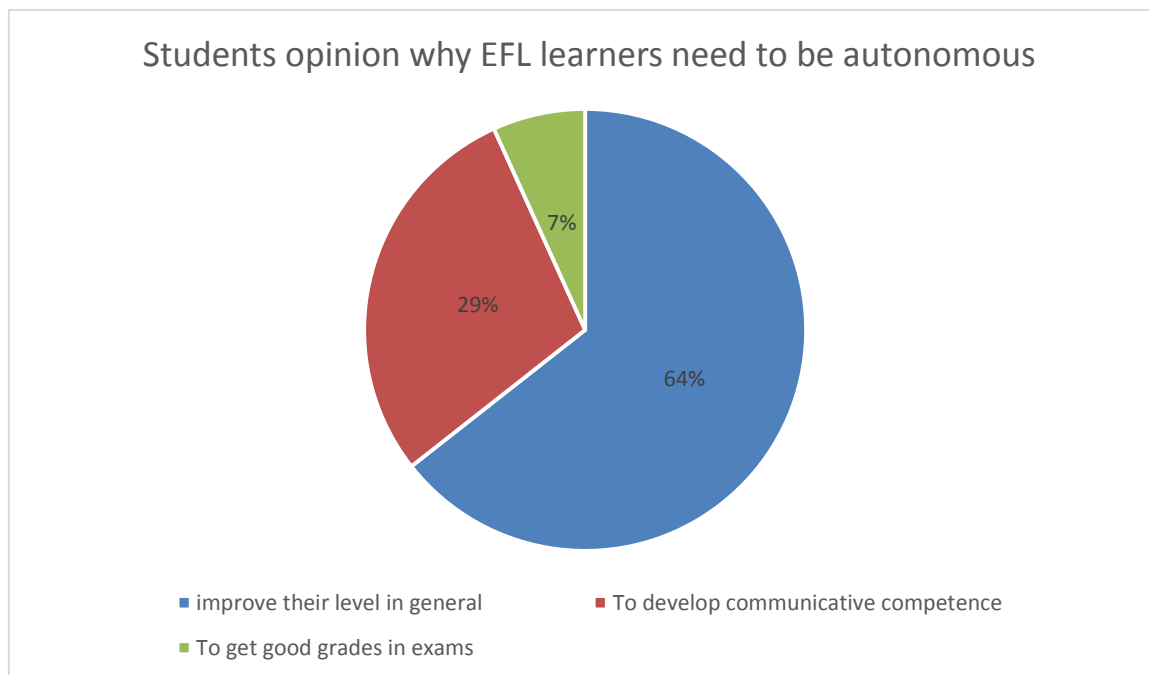


figure 08: student's opinion why EFL learners need to be autonomous

The pie-chart above shows the reasons why students EFL learners should be autonomous. The largest number of students (64%) believe that should be autonomous to improve their level in general. Smaller porcentaige (29%) seeks to develop communicative competence. Meanwhile, only few of the students (7%) see gating good grads in exams as a reason to develop their autonomy. The analysis of this question did not aline with the general consensus of opinions.

Question 07: How do you consider the notion of responsibility in the language classroom?

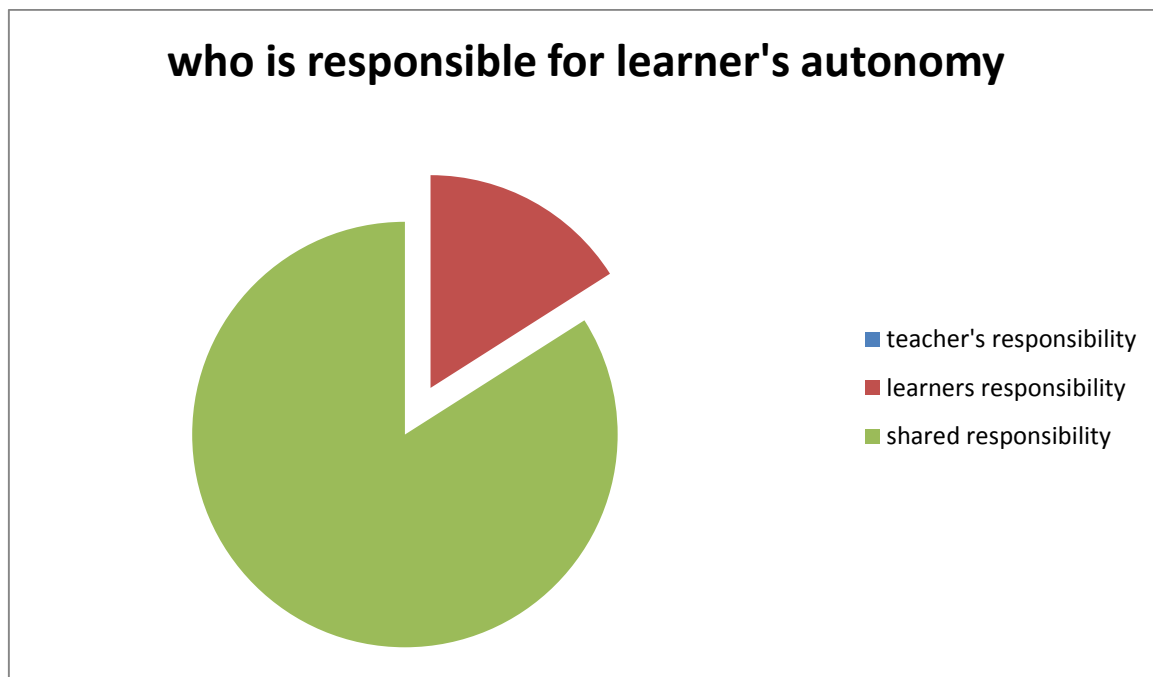


Figure 09: student's opinion about the notion of responsibility for their autonomy

The pie-chart shows that learners were given three choices about responsibility shared respectively as “teacher’s responsibility”, “learner’s responsibility”, and “a shared responsibility between teachers and learners”. 85.7% see autonomy as a shared responsibility between teachers and learners. 16.3% of them were somehow more autonomous while claiming that the responsibility of English learning in the classroom more autonomous while claiming that the responsibility of English learning in the classroom.

Question 8: How often do you learn English outside the classroom?

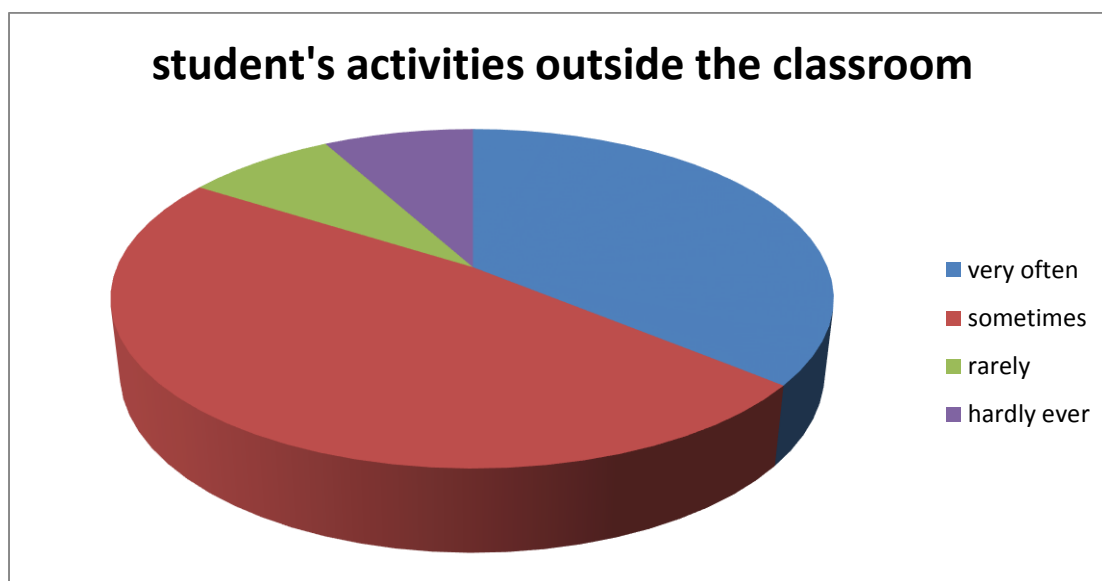


Figure10: student's activities outside the classroom

As seen in the pie-chart above, the frequency of outside class learning differed. (36%) of the respondents learn English outside the class very often, (8%) as shared between those who rarely and hardly ever learn English outside the classroom. The biggest portion went to those who rarely learn English outside university in a rate of (39%). These results are almost expected since the majority of EFL learners adapt English language in their personal life as a part going along with their daily activities from personal to social activities “that will be seen in the next question”

Questions 09: - Which activities do you do outside the class to improve your level in English learning?

The activities those informants chose to do for the sake of improving their level in English were as following:

Almost 13 to 15 answers were about reading weather short stories ,novels , manga or articles, , different kinds of reading were mentioned . twenty answers were about listening in general and watching movies in particular .we noticed that we had some variety in the rest of the

answers for example joining clubs, having verbal interaction with classmates and friends also having extra classes in private schools ..etc.

section three: literary text (Q9-Q17)

This set of questions tackles the student's perspective towards reading literary texts.

Question 9: How often do you read literary text?

This question aims to find out students' attitude of reading literary texts. The answers are shown in the following figure:

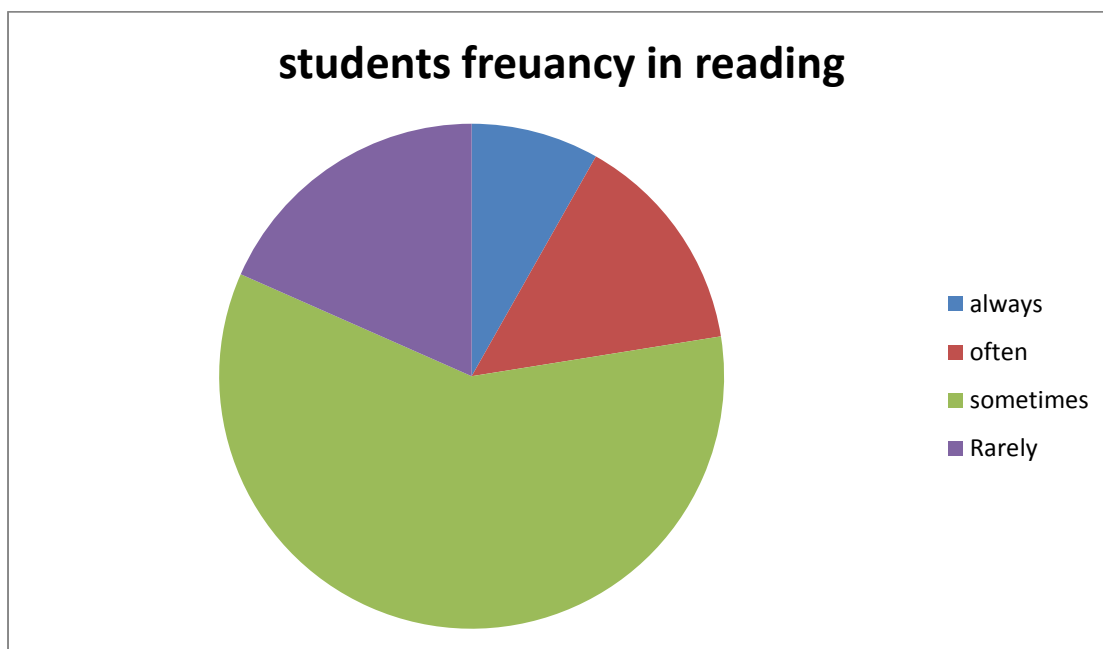


Figure11: student's frequency in reading literary text

From the above pie chart, it can be understood that a large number of the students who represent (59.2%) sometimes read literary texts. However, (14.3%) of them declared that they often read literary texts. About (8.3%) of the participants said that they always read literature. (13.33%) of them answered that they never read literary works, on the other hand, (18.4%) of

the participants rarely read literary pieces. Hence, it can be said that students are somehow interested in reading literary texts.

Question 10: What do you prefer to read most?

This question aims to elicit the informants' preferences for reading literary genres. The students provided the following responses:

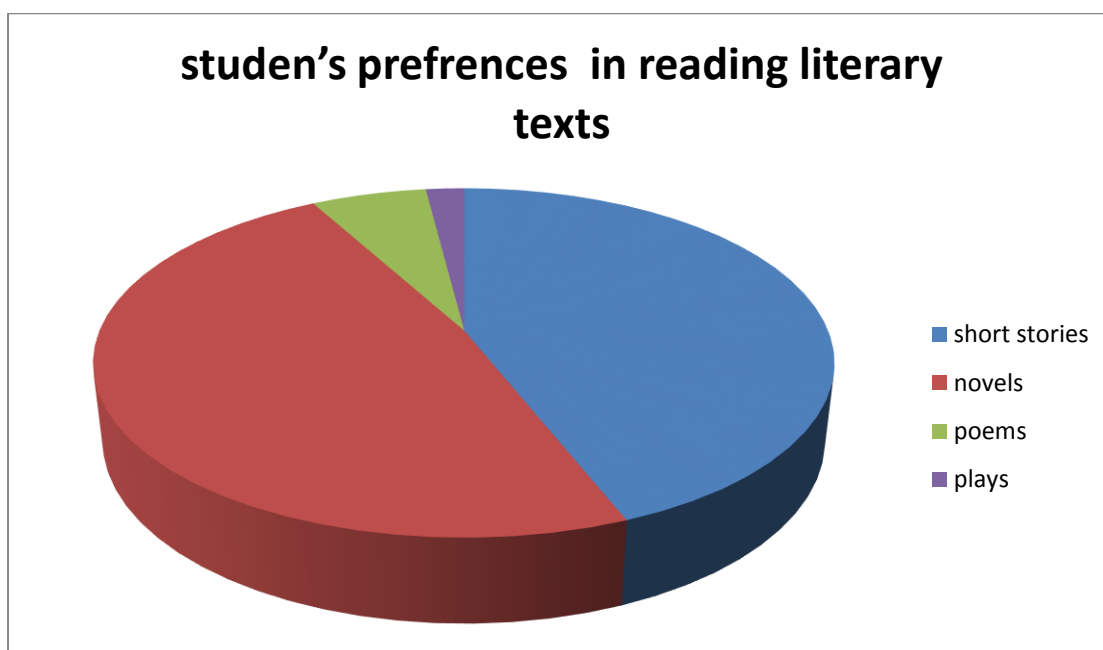


Figure 12: students' preferences in reading literary texts

According to their answers, (44%) enunciated their positive outlook for reading short stories. However, 24 of them asserted that they favor reading novels. Meanwhile, only (6%) of the learners claimed that they enjoy reading poems. Similarly, about (2%) of them said that they enjoyed reading plays. The analysis suggest that students may not devote much time for reading, thus they go for short stories.

Question 11: Have you ever read literary texts for learning purposes?

Since reading literature has a significant number of merits, this question aims to identify if students have good habits of reading literary works for learning objectives.

The following figure reflects their answers:

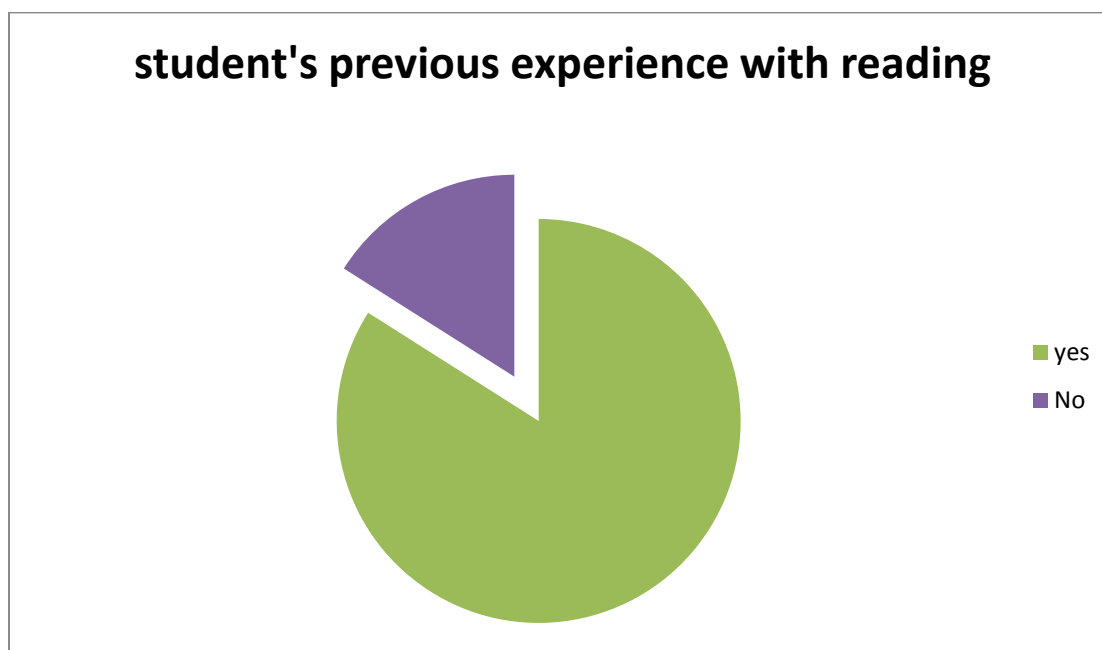


Figure13: student's previous experience with reading

According to the above figure, the results revealed that (84%) of the participants said that they read literary texts for learning purposes, while (16%) of them do not. This means that most of the students are aware of the importance of reading literary genres and the effect it has on their autonomy

The yes answer could be chosen by many of them due to their marks only; however, since majority of them said yes this is a sign that lot of literature teachers adapts reading in their classes.

Question 12: Literature is a good language learning resource

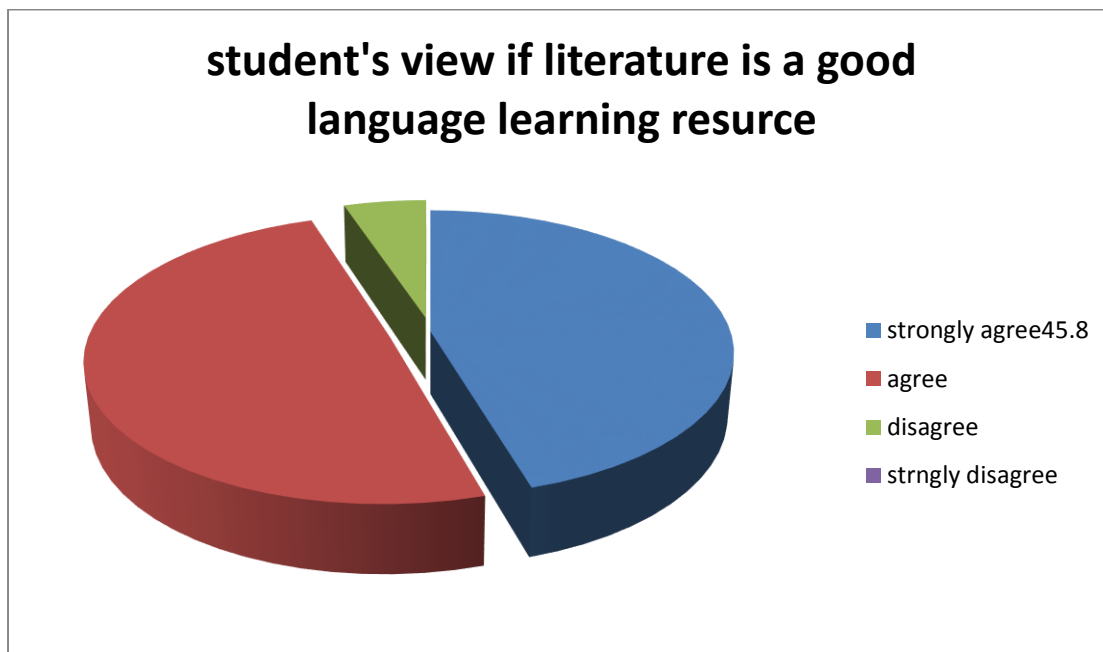


Figure14: student's view if literature is a good language learning resource

The previous chart shows, that half of the students (50%) agreed that literary texts are a source of boosting autonomy, and (45.8%) strongly agreed. However, just two students (5.2%) disagreed with this concept. These results inform that there is approximately a general convention about the usefulness of literary texts as a source for enhancing their autonomy.

Question 13: The study of literature can facilitate the development of learner's autonomy

This question aims to figure if literature actually helps or facilitate the development of learner's autonomy

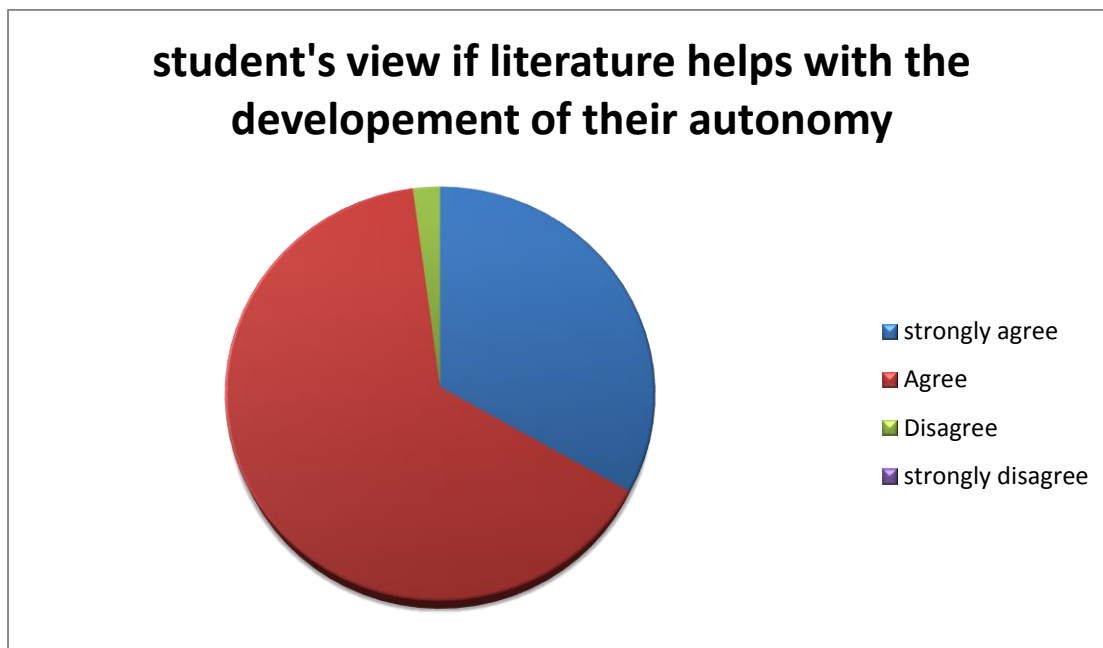


Figure 15: student's view if literature helps with the development of their autonomy

According to the above results, it can be said that the majority of the students (64%) agreed with literary texts as a source of boosting the autonomy . on the other hand (33.3%) strongly agreed which is a total of 97.9% of students. On the other hand, just three students (2.1%) disagreed with the idea which is a number that can be worked on as they represent the minority of the learners. These results inform us that the majority of students assume that literary texts help with the development of their autonomy and show extreme awareness of its crucial importance.

Question 14: What are the main difficulties you find when reading literary text?

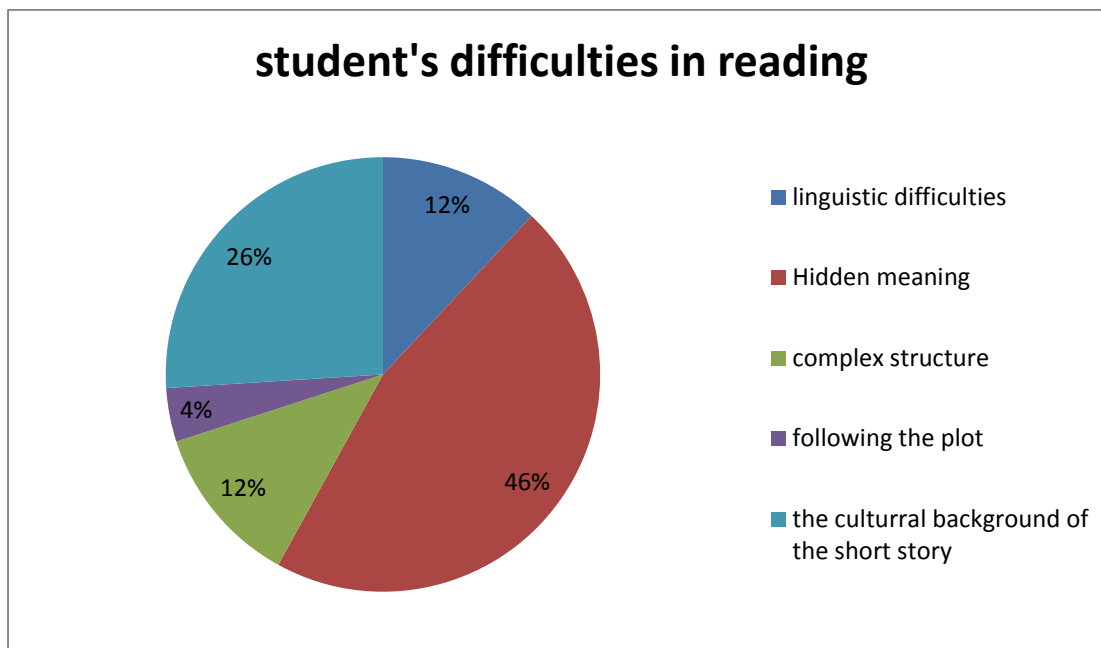


Figure 16: student's difficulties in reading

It can be observed that the majority of the students (46%) saw that understanding the ambiguous meaning is the most difficult thing in reading literary texts. 12% of them found a difficulty to understand the linguistic items in the literary texts. However, 12% of students revealed that the complex structure makes an obstacle for them to understand the literary text. Whereas, 26% of the students stated that the cultural background of the texts is the main difficulty for them. Meanwhile, two students stated that they suffer with following the plot. These results show that the majority of the students are struggling to understand the ambiguous meaning of the literary texts.

Question 15: What are the origins of those difficulties?

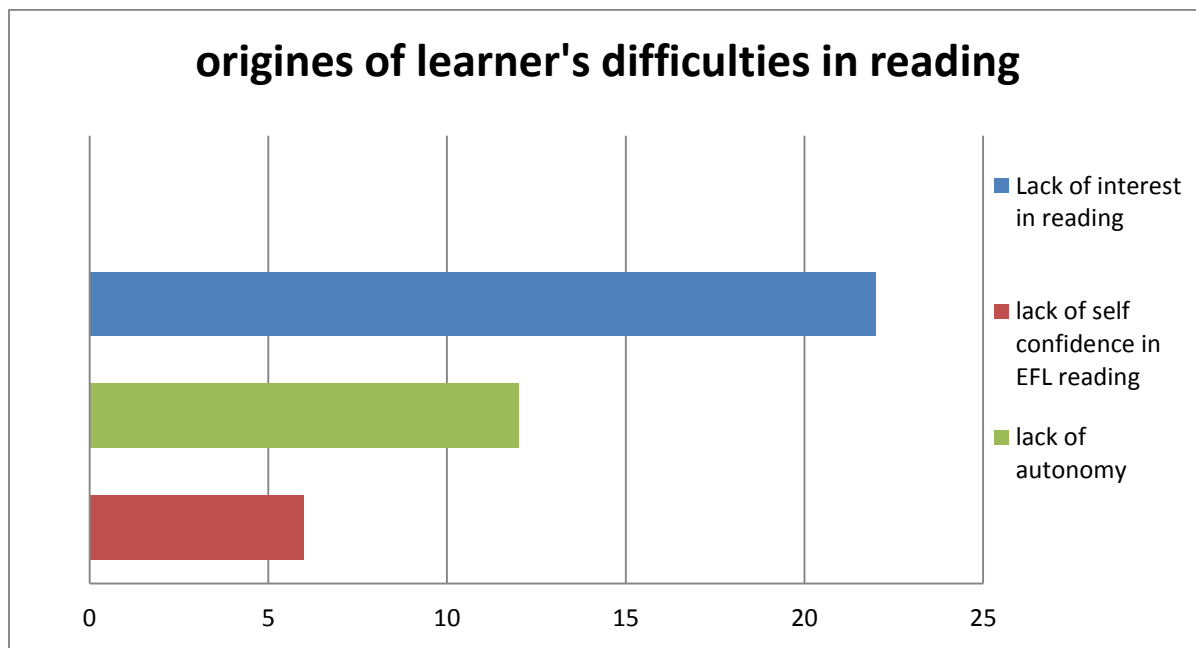


Figure 17: origins of learner's difficulties in reading

The results showed that six learners (12%) admitted their lack of confidence in EFL reading activities. Similarly, (24%) of them stated that they have poor autonomy, whereas, twenty-two informants who represent (44%) asserted that they lack interest in reading. The informant response raises concerns concerning the reasons behind this negative attitude towards reading.

Question 16: are your interests in reading literature?

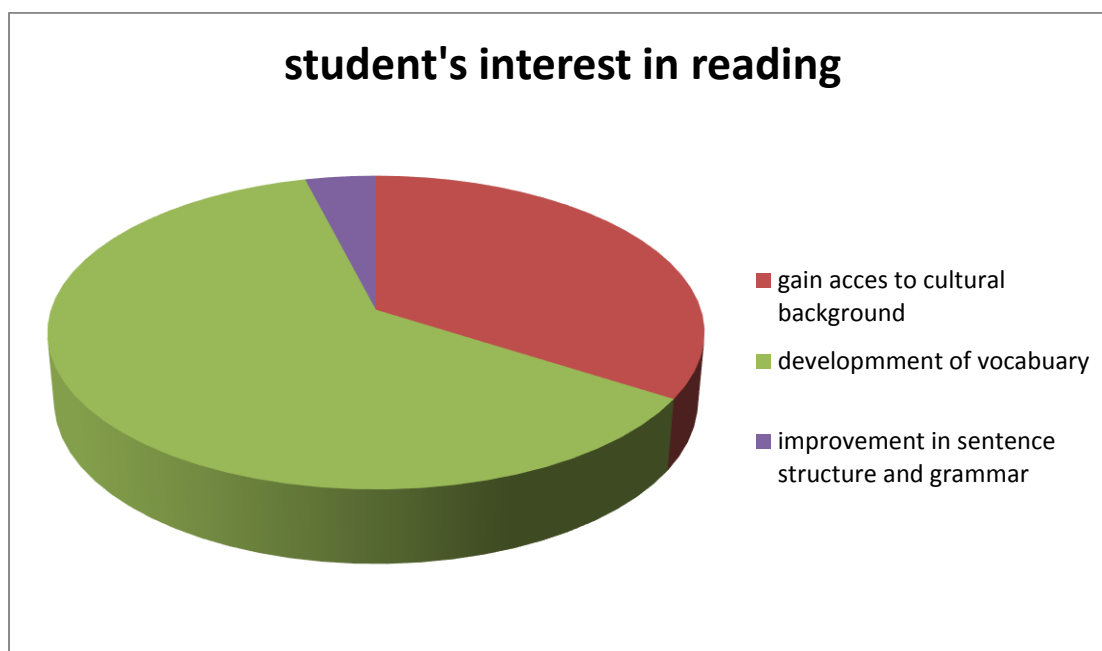


Figure18: student's interests in reading literature

From the result obtained (62%) of students stated that literary texts improved their vocabulary which is expected most of EFL learners the focus on the vocabulary that they have more than any other kind of knowledge. Furthermore, seventeen students (34 %) gained access to the cultural background of the story, since 68 % of the students prefer to read short stories and novels-taken from question 10- it is expected to have this percentage and more about the cultural background. Finally, only two of the participants (4%) respond that literary texts improved their sentence structure and grammar this may not be clear to learners since they don't focus on this side of reading but it can be more only learners didn't figure out it yet.

Question 17: What do you expect from your studies in literature?

The last question of students' questionnaire was an extra open-ended question, which aims at gathering students' expectations from studying literature. The aim behind asking such

Table 3.1: Student's expectations of literary reading.

Student's explanation	Numbers	Percentage
Enhancing my level	10 students	20%
Gain more vocabulary	12 student	24%
Improve writing skills	4	8%
Improve my critical thinking	2	4%
Gain more insight to the foreign cultures	3	6%
Be an autonomous learner	1	0.2%
Improve my communicative skills	1	0.2%
Correct my accent	1	0.2%
Better English structure	1	0.2%
I think that immediately because I cannot understand well the stories and the poems	1	0.2%
I expect to be more professional while using the language	1	0.2%
To get a higher English skill	1	0.2%
To be improved by time	1	0.2%
I am mor einto listening, so it is not something that I can appropriately follow, that is why I do not expect that much.	1	0.2%

I get more knowledge in general especially concerning the literal texts and poems to help us to discover mor einfromation	1	0.2%
The more you read the more you learn	1	0.2%
I expect to understand to have the moral	1	0.2%
New information	1	0.2%
Be able to understand better the language and easily use it	1	0.2%
I expect the teacher to give us background information about the novel in order to understand and taking steps from the easiest to the hardest	1	0.2%
Total	46	92%

Question was to open the room for students to make their voices heard. It prompts the participants to provide valuable qualitative data. This question allowed the respondents to have a say in what they are learning; however, eight students did not provide any suggestions and left the space devoted to suggestions empty, the other forty-two respondents made different suggestions. Details about them are provided in the figure below:

As it is shown above, forty-six students wrote down their expectations, wishes, and comments. The qualitative data collected from these responses were carefully examined and categorized as shown above. Ten of the informants showed much concern about their English level in general. About twelve informants rely on literary reading to boost their writing skills, as far as their autonomy was concerned. Four respondents said that they needed reading activities to enhance their autonomy in writing. Two of them claimed that they use literary text to develop their critical thinking and three others needed to be shown how excessive reading provides insight to different cultures. Other responses were listed in the figure above.

3.3 Teachers' Interview

The interview contains six questions for two EFL university literature teachers. It aimed at knowing teachers' points of view about the impact of reading literary texts on the development of students' autonomy, and how both concepts can be interrelated in EFL classes. Furthermore, the aim is to gain some suggestions about the implementation of literary texts in the EFL classes and how they influence the students' learning autonomy.

The two interviewees were not randomly selected; there are certain criteria on which the researchers made their choice. Initially, both interviewees had a teaching experience at university. They were experienced teachers, aware of pedagogical issues, and thanks to their experience, they provided a valid insight to the research, and helped as well in suggesting ways for promoting autonomy at university level.

One interviewee was approached for the interview in her office, and the other was interviewed at the university after her last session with third year EFL learners. The interview lasted approximately 20-25 minutes. It was explained to them that they would remain anonymous. One of the teachers asked for not being recorded.

3.3.1 Analysis of Teachers' Interview

The results of the interview are summarized below:

Question one: Do you think your students are autonomous?

Question one: According to your teaching experience, are your students autonomous?

This question reveals teacher's perspectives about the presence of the students' autonomy in the learning process.

Definitely, both interviewees confirmed the absence of student's autonomy. To describe the minority of student's autonomy, the first interviewee used the word "rare". Correspondingly, the second interviewee classified 5% of the students as autonomous students. Accordingly, as a description of third year students, interviewees A stated the following answer with a highly confident tone "Honestly I do not think that they are autonomous at all, they blame me at first for not giving them lectures because I was against the idea".

Question two: What do you think are the factors that affect learners' autonomy?

The idea behind this question is to scope the factors or the main reasons to know how learner's autonomy was affected, interviewees A and B factors were as the following:

Table 3.2: Factors that effects learner's autonomy

Factors that effects learner's autonomy	
Interviewee A	Interviewee B
<ul style="list-style-type: none"> -Teacher's materials. -Teacher's method or methodology of teaching. -culture. -Social environment affects students' 	<ul style="list-style-type: none"> -Educational system "it's student-centered approach but teachers don't apply it well so it's still teacher's centered approach." -teachers using traditional methods

<p>attitude, i.e., the person who they are interacted with they get influenced by their actions.</p> <p>-The educational system.</p> <p>- Large classes –gave example of her class - “they don’t find chances to participate, you feel that teachers are not that motivated to participate due to large number.”</p>	<p>-student’s environment “they came from families where they were not raised to be independent.”</p> <p>The previous factors lead them to be unconfident because of their low sense of confidence they are not autonomous.</p>
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We noticed that the same ideas were mentioned specially student’s environment and the educational system.

Question there: to which extent, can reading literary texts and autonomy be interrelated in EFL classes?

This question states the relation between autonomy and reading literary texts, and determines their influence on each other. Interviewee A strongly answered this question saying the following “interacting with reading encourage learners to be curious they will be reading more, seeking knowledge and consequently they will develop critical thinking skill.... developing this attitude outside classes will bring it eventually inside classes” Interviewee B gave an example with a theory called reader response theory said “students can give their interpretation instead of waiting for teachers” , copying characters from their novels leads them to be autonomous.

He/she also pointed on motivation to read some text could encourage them to read inside classes and be autonomous .

Question 4: Do students read literary texts?

Interviewee A stated that “students may say that they do read literary text but unfortunately, they do not. They might have read few books or watch movies and pretend that they read the book”. She/ he gave an example which is pride and prejudice in which the majority watch the movie and pretend they know the story of the book, while the minority of them actually did. She/ he also stated that “learners read only books that are given to them in literary classes”, and they don’t actually read them. Most of them look for summary and take easier ways by googling it or watch YouTube videos about it –not all of them-. She/he eventually gave as a percentage of 30% of students who reads which is a promoting percentage specially with this new generation that actually read more than the previous one as it is noticed

However, Interviewee B said that “they read short stories mostly, and if they read other things, they read it under pressure”. During answering this question, she/he gave one of the reasons for this which is literature teaching method that they are following inside the classroom.

This main approach of reading is considered not valid, interviewee B also mentioned the selection of materials of the program how they do not meet this generation’s interest. This idea has a sense of renovation for better equivalence between teacher and learner.

Question 5: Do your students make attempts to interpret literary texts from their own perspective?

This is a direct question to know if student interpret literature text from their own view

Interviewee A answered this question with both a Yes and a No, “if they are familiar with the word interpretation they may go on the track and interpret, but if they don’t them won’t be able to interpret things.... They don’t know what this word means they take it as translation.... When I explained it to them from my perspective of teaching first year student with giving examples of movies” this is really strong method choosing what they are familiar with and

applies it on what we need on a condition of academically base. Also, he states that “it is our job as teachers to teach them how to interpret academically and push them to share thought even if they are wrong or think that they don’t make sense”.

Interviewee B mentioned that it has a good start when they try the first time but they wait for the teacher’s interpretation. this has two reasons either they are ready to give their view but they are not confident of their interpretations so they rely on teachers as usual or they are not motivated they do what they are asked for only so they do not put efforts on their interpretations but this has a glimmer of hope.

We noticed that both of them mentioned that the fear of being judges could be a main reason to not to be autonomous.

Question 6: What are your suggestions to enhance learners’ autonomy in the literature class?

Interviewee A took the responsibility of making students active learners and their task to teach them how to think critically in a text however they may be familiar with concept interpretation but they may not know what it actually means thus we need to explain it to them and teach them how to it academically providing an example of her experience as a previous learner. however, Interviewee B gave two suggestions, the first one is to change in the programmed and this is predictable answer since he kept mentioning how the program is not suitable for today’s learners and the second suggestion is to focus on reading response theory and give them freedom to choose their own books, as we see two different answers but they actually complete each other.

Section two

3.3.2 Data Interpretations and Discussions

Promoting students' autonomy is considered to be one of the most important concepts which EFL learners need to develop throughout their schooling. Results from the analysis of students' questionnaire strongly support the integration of literary texts into the EFL context as tool for language development and its merits in enhancing and improving their autonomy. The results of the study show that Third year EFL students of English Department at Mila University Center have some difficulties in reading due to their cultural aspects of their society and the environment where these students live. Since French is the second language in Algeria, the English books are rarely available at libraries. Then, as a literary genre, the novels gained a crucial attention by students than any other literary work even though they do not read daily. The notion of learners' autonomy has been also discussed in which showed the awareness of the participants of its importance. Therefore, the majority of students claimed to be highly autonomous. Students believed that the only way to improve their level is being autonomous, relying on the teachers help since most of them believed that the concept is a shared responsibility between students and teachers. The majority of students stated that they sometimes read literary texts. Students agreed on the consideration of literary texts as rich sources of vocabulary. Moreover, in trying to explore the students' activities to improve their autonomy, different views have been obtained. Respondents have given the benefits of developing autonomy via writing, and listening to literary texts... Another significant view revealed by students is the act of reading literary texts that is an ideal way to enhance their responsibility in learning.

The classroom environment and the teaching approach was of much concern for the interviewed teachers. They recommended a shift towards learning centered approach, thus students collaborate more in teaching process. Teachers highly recommended encouraging students to

voice their point of views and present their own interpretation of the literary work. the teaching process. which may result in enhancing their confidence gradually.

3.4 Suggestions and Pedagogical Recommendations.

Findings of the current study show that there are a number of factors that influence negatively or positively students' autonomy. EFL students in the Department of English at Mila University face many challenges such as limitation of vocabulary, lack of awareness about the benefits of reading literary texts and the lack of exposure to the native language speakers that hinder them to improve their language skills. Based on the research objectives and the findings of the discussion of the results, the researchers suggest some pedagogical recommendations that could help EFL teachers and learners alike to benefit from the implementation of literary texts in enhancing the learners' autonomy.

As starting point, teachers need first to accept change as an essential component in the progress of any process and most precisely that of the literature teaching; accepting this idea, besides their willing to learn new ways of teaching may constitute a great help for both teachers and learners. Hence EFL teachers should bring about innovation and change into classroom by challenging old fashioned teacher-fronted practice as they should be seen as answers who seek a development for a continuous improvement. Possible areas for forthcoming investigation on the significance of implementing authentic materials literature course may cover the impact of video-visual materials on the learners' performance including the improvement of their speaking; listening; and writing skills or more narrowly the development of the learners' intercultural competence. In this respect, this may also require the inclusion of real-life assignments that promote the learners' creative thinking. Future benefit could be simply stated as the role of authentic materials in raising the EFL learners'

internal and external motivation to learn the target language independently and develop their self confidence

Furthermore, short stories and novels, especially movie tie in novels, can be first introduced to students since those works might easily arouse students' interest. Literary works which can be enjoyed through other media than print are also good options in literature classes. It is because there are many literary works presented either in audio books (in CD or MP3 format) or in live performances (as recorded in VCDs or DVDs). These supplementary materials can be best companions to literature teaching. On the other hand, literary texts should be presented with some well-designed activities.

As a matter of fact, numerous students struggle with reading, as result to their lack of interest in the subject. The researcher's pedagogical suggestion to help students develop students' autonomy would be to allocate a sufficient time them to engage and involve them in the teaching process. That is to say teachers are kindly asked to focus more on shifting the interest to their students and give them the freedom to voice their points of views.

3.5. Conclusion

In short, chapter two is concerned with discussing the results of students' questionnaire and teachers' interview as well as the research limitations. Depending on the teachers' point of view, the researchers have concluded that the use of literary text in the classroom has a positive impact on student's responsibility in learning. The questionnaire answers 'show the students 'an extreme awareness of the crucial influence literary text has on their own autonomy; thus, it aligns with their teacher's perspective

Suggestions and pedagogical Recommendations:

Findings of the current study show that there are a number of factors that influence negatively or positively students' autonomy. EFL students in the Department of English at

Mila University Center face many challenges such as limitation of vocabulary, lack of awareness about the benefits of reading literary texts and the lack of exposure to the native language speakers that hinder them to improve their language skills. Based on the research objectives and the findings of the discussion of the results, the researchers suggest some pedagogical recommendations that could help EFL teachers and learners alike to benefit from the implementation of literary texts in enhancing the learners' autonomy.

As starting point, teachers need first to accept change as an essential component in the progress of any process and most precisely that of the literature teaching; accepting this idea, besides their willing to learn new ways of teaching may constitute a great help for both teachers and learners. Hence EFL teachers should bring about innovation and change into classroom by challenging old fashioned teacher-fronted practice as they should be seen as affective learners who seek a development for a continuous improvement which join knowledge, theory and practice. Possible areas for forthcoming investigation on the significance of implementing authentic materials literature course may cover the impact of video-visual materials on the learners' performance including the improvement of their speaking; listening; and writing skills or more narrowly the development of the learners' autonomy. In this respect, this may also require the inclusion of real-life assignments that promote the learners' creative thinking. Future benefit could be simply stated as the role of authentic materials in raising the EFL learners' internal and external motivation to learn the target language and develop their self confidence

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can be best companions to literature teaching. On the other hand, literary texts should be presented with some well-designed activities.

As a matter of fact, numerous students struggle with reading, as result to their lack of interest in the subject. The researcher's pedagogical suggestion to help students overcome this difficulty would be to allocate a sufficient time discover their preferences in reading. Teacher also suggest to engage and involve them in the teaching process. That is to say teachers are kindly asked to focus more on shifting the interest to their students and give them the freedom to voice their points of views.

3.6. Limitation of The Study

This humble research work was not free from limitations. The researchers had very little room to seek possibilities of comparing or contrasting in other factors that may influence the results of the study, since the sample size was rather small. Lack of literature teachers in the university was one of the main reasons that hinder the researchers from testing the veracity of the students' claims.

Conclusion

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GENERAL CONCLUSION:

Being autonomous is essential in today's world of modernization and globalization, it is taking responsibility in your own learning, because teacher's and researchers recognizes the value of it, they used numerous educational techniques whether on purpose or not inside the classroom such as reading literature text. This topic becomes a noticeable topic in the domain of English language -teaching and learning. Particularly The present study is an investigation to know whether literature reading enhances learning autonomy among third year 'Licence' students in the department of English at Mila University center. In order to undertake this study three research questions were raised:

1. What are learner's views towards the effect of literary texts on their autonomy?
2. How do teachers of literature in the university Center of Mila perceive literary texts as a mean of fostering learner's autonomy?

The following hypotheses spring out from these pre- mentioned research questions:

- 1.The use of literary text has promoted learner's autonomy.
- 2.Teachers hold a positive attitude towards the impact of literary texts on EFL learners' autonomy.

This work was divided into two chapters; each one is subdivided into two sections: learning autonomy and literature reading with mentioning the relation between both. however, the second chapter is a practical framework that analysis the collected data. The case study was conducted using a questionnaire distributed to third-year license students and an interview to literature teachers the collected data were analyzed both qualitatively and quantitatively.

The results of the student's questionnaires revealed the students claim of being autonomous and their desire to read literature text, which does not aline with the teachers' statements.

Moreover, teacher's interview stressed the importance of literary text in enhancing learners' autonomy by declaring that the independent learning is tidily related to a literature reading. Furthermore, they regard reading literature as a fundamental component in the development of a wide range of techniques that encourage students to work independently and responsibly. Additionally, it aids learners in developing a sense of self-monitoring and reflection on their own learning abilities, progress and reflects their ability to improve their skills and overcome their weaknesses, based on this interview the hypothesis was confirmed. However, Further research is needed in this filed, it is highly Recommended for a better learning.

This present piece of research can be considered as a constructive beginning to Further research where more focus and importance would be devoted for the improvement of the study skills course and its syllabi in harmony with autonomy.

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Appendix 1

Students' Questionnaire

Dear students

You are kindly invited to fill in the following questionnaire, for a master dissertation, on the role of literature in enhancing learners' autonomy. Please respond to the questions by ticking (√) the corresponding item and giving a full statement when necessary. Your collaboration is very much needed for the completion of this work.

Questions:

1-Gender: male female

2-Level: Beginner Intermediate Advanced

3-To what extent do you consider learner autonomy important in English Learning?
To a high extent to some extent to a low extent no idea

Justify

.....
.....

4- To what extent Do you think you are ready to take charge of (be responsible of) your own learning?

To a high extent somehow not ready yet not ready at all

justify?

.....

 5-Why should EFL learners be autonomous? Is it to:

- a- get good grades in exams b- to develop communicative competence
 c-improve their level in the language in general ?

6-How do you consider the notion of responsibility in the language classroom?

- a-Teacher's responsibility b-Learner's responsibility
 c-Shared responsibility between teachers and learners.

7-How often do you learn English outside the classroom?

- Very often Sometimes -Rarely Hardly ever

8- Which activities do you do out of the class to improve your level in English learning?

9- How often do you read literary text?

- classroom? often sometimes rarely

10- What do you prefer to read most?

- a. short stories b. novels c. poems d. plays

11-Have you ever read literary texts for learning purposes?

- a. Yes b. No

12-Literature is a good language learning resource.

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

13-The study of literature can facilitate the development of learner's autonomy.

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

14-What are the main difficulties you find when reading literary text?

- a- linguistic difficulties b- hidden meaning c- complex structure
 d- following the plot e- the cultural background of the short story

15- What are the origins of those difficulties?

- a- Lack of interest in reading d- lack of self confidence in EFL Reading
 c- Lack of autonomy

16-What are your interests in reading literature?

- a. development of vocabulary b. gain access to cultural background
 c. improvement in sentence structure and grammar

d-Other benefits:

17-What do you expect from your studies in literature?

.....

Thank you very much for your collaboration.

Appendix 2

Teachers' interview

Dear Teachers,

The following interview is an attempt to investigate teacher's perspectives on how literary texts enhance learners' autonomy. Therefore, you are kindly requested to answer the following questions and providing your comments when necessary.

Thank you very much for your collaboration.

1-Do you think your students are autonomous?

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2-What do you think are the factors that affect learners' autonomy?

.....

3- How can reading literary texts and autonomy be interrelated in EFL classes?

.....

4-Do students read literary texts?

.....

5-Do your students make attempts to interpret literary texts from their own perspective?

.....

6- What are your suggestions to enhance learners' autonomy in the literature class?

.....

.....

Conclusion

Cette étude examine la raison pour laquelle les enseignants utilisent des textes littéraires dans la classe de langue et quel effet cela a sur l'autonomie des apprenants. Pour atteindre cette objective, une étude descriptive a été menée sur l'efficacité des textes littéraires dans les cours de la langue anglaise comme une langue étrangère, Pour améliorer l'indépendance de l'apprenant par la littérature, de prendre la responsabilité de son propre apprentissage et d'aider également les enseignants de la langue anglaise à traiter la littérature d'une manière qui capte l'attention de l'étudiant,

Pour cela, deux outils de recherche ont été utilisés : un questionnaire et un entretien. Les méthodes et les résultats obtenus à partir de l'utilisation de textes littéraires ainsi que l'impression de l'enseignant et l'impact de l'étude de la littérature sur le niveau de l'étudiant quantitativement et qualitativement.

Pour l'améliorer Des implications des résultats sont développées pour l'utilisation de textes littéraires et des suggestions pour les étudiants et les apprenants sont ensuite fournies.

Mots-clés : L'autonomie "indépendance", texte littéraire, séparation de l'anglais comme langue étrangère, lecture.

ملخص

استقلالية هذه الدراسة تبحث بشكل هادف عن سبب استخدام المعلمين النصوص الأدبية في فصل اللغة ، وما تأثيرها على المتعلمين . لتحقيق هذه الغاية تم إجراء دراسة وصفية من أجل فعالية النصوص الأدبية في فصول اللغة الإنجليزية كلغة أجنبية، بهدف تعزيز استقلالية المتعلم من خلال الأدب، وتحمل مسؤولية التعلم الخاص به، وأيضا مساعدة معلمي اللغة الإنجليزية كلغة أجنبية في كيفية معالجة الأدب في الطريقة التي تأسر انتباه الطالب لذلك تم إستخدام أداتين من أدوات البحث؛ إستبيان ومقابلة. تم تحليل الأساليب والنتائج التي تم الحصول عليها من إستخدام النصوص الأدبية و إنطباع المعلم وأثر دراسة الأدب على مستوى الطالب كميا ونوعيا. يتم وضع الآثار المترتبة على النتائج لإستخدام النصوص الأدبية لأغراض التحسين ، ومن ثم يتم تقديم إقتراحات الطلاب والمتعلمين

الكلمات المفتاحية : الإستقلالية، نص أدبي، فصل اللغة الإنجليزية كلغة أجنبية، القراء