

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Hassiba Ben Bouali University of Chlef**  
**Faculty of Foreign Languages**  
**Department of English**



**Promoting Autonomy and Critical Thinking via Literature  
Circles Strategy in EFL Context. The Case of Third Year  
UHBC Students of the Department of English**

*A Thesis Submitted in Fulfillment for the Requirement of the Degree of  
Doctorate in Didactics of Literary Texts*

**Submitted by:**

Safia KADDOUR GUETTAOUI

**Supervised by:**

Dr. Samir ARAB

**Board of Examiners:**

Dr. Mehdi Tayeb	MCA	Hassiba Ben Bouali University of Chlef	President
Dr. Samir Arab	MCA	Hassiba Ben Bouali University of Chlef	Supervisor
Dr. Nabila Naimi	MCA	Higher Training Teachers' School of Oran (ENS)	External Examiner
Dr. Fali Wafaa	MCA	Mohamed Ben Ahmed University of Oran 2	External Examiner
Dr. Amina Babou	MCA	Hassiba Ben Bouali University of Chlef	Internal Examiner

*Academic Year: 2024-2025*

## **Declaration**

I hereby declare that this thesis is entirely original work of mine, free of plagiarism and any previously published research by other authors. It has never before been a part of a thesis or dissertation that was turned in to this university or any other institution. I certify that this research is the result of my own investigation.

Name of the Candidate: Safia KADDOUR GUETTAOUI

Signature:

A handwritten signature in black ink, appearing to be 'SKG' with a long horizontal stroke extending to the right.

## **Dedications**

I dedicate this thesis to my beloved family. To my father, whose wisdom and guidance have always been a beacon of light in my life. To my mother, whose unwavering support and unconditional love have been my greatest source of strength. To my siblings who have stood by me through every challenge and celebrated every success. To my niece Aya & my nephew Aness.

To everyone who believes in me, your faith has been my driving force.

## **Acknowledgements**

I would like to express my deepest gratitude to my supervisor Dr. Samir ARAB for his invaluable guidance, insightful feedback and constant support. This research work would not have been possible without his expertise and encouragement.

Special thanks to the jury members namely; Dr. Fali Wafaa, Dr. Nabila NAIMI, Dr. Mehdi TAYEB, Dr. Amina BABOU, prof, Mohammed Yamin BOULENOUAR. I deeply appreciate their time and effort in reading and evaluating this thesis. Their constructive critiques and thoughtful suggestions have significantly contributed to the improvement of this research.

I would like also to thank Dr, Tadjeddine BENHIBA for his wise advice and assistance. To Dr. Ahmed Abdelhakim HACHELAF for providing information and resources that have gratefully enriched my study.

Thanks are extended to students who participated in this research and all EFL teachers from Chlef University for their collaboration.

I extend my heartfelt thanks to all those who have supported me throughout the journey of completing this thesis.

## **Abstract**

Recent educational trends place an emphasis on developing students' higher-order skills in order to foster lifelong learners in a variety of fields, including EFL contexts. Within the domain of literature education, significant transformations have occurred to align with evolving teaching methodologies. This shift is particularly pronounced as literature has demonstrated its efficacy in nurturing essential skills such as critical thinking. Consequently, numerous studies have demonstrated the efficacy of literature circles as a collaborative technique for improving students' comprehension of literature. Thereby, it is vital to evaluate the effectiveness of this method in creating an autonomous learning environment for EFL learners and improving their critical thinking skills. Based on this, the current thesis assumes that collaborative tactics have tremendous potential to improve the educational experience. However, the usefulness of such tactics in Algerian universities Chlef University as a case remains an open subject. Therefore, this research focuses on examining the relevance and efficacy of literature circles in fostering autonomy and critical thinking in EFL classrooms. To evaluate the effectiveness of literature circles, an exploratory sequential mixed-method approach was employed, with three research instruments were used. A classroom observation, which took place in the department of English at the University of Chlef. In the same settings, a questionnaire was administered to seventy third-year students. To gain a deeper understanding of the teaching practices of literature, and a semi-structured teachers' interviews in the same department. The results show that literature teaching in the English department at Chlef University is more likely to be learner-centered. It also demonstrates that the use of literature circles is present. The findings also show that, while critical thinking does not appear to be a component, it is present in the teaching of literature through group discussions. Furthermore, participants demonstrate a high level of autonomy by delegating their discussions using technological devices. Following the findings, the researcher suggests increasing the use of technology in LCs to meet the needs of 21st century learners.

**Keywords:** Literature Circles, Self-Direction, Autonomy, Critical Thinking, EFL Context, Collaborative Learning

## Table of Contents

<b>Declaration</b> .....	I
<b>Dedications</b> .....	II
<b>Acknowledgements</b> .....	III
<b>Abstract</b> .....	IV
<b>Table of Contents</b> .....	V
<b>List of Abbreviations</b> .....	XI
<b>List of Tables</b> .....	XII
<b>List of Figures</b> .....	XV
<b>General Introduction</b> .....	1

### **Chapter One: A Literature Review on Literature Instruction and the Implementation of Literature Circles in EFL Education**

<b>1.1. Introduction</b> .....	8
<b>1.2. Foreign Language Learning through Literature</b> .....	8
<b>1.3. Approaches to Teaching Literature</b> .....	9
<b>1.3.1. Language Model</b> .....	9
<b>1.3.2. Cultural Model</b> .....	10
<b>1.3.3. Personal Growth Model</b> .....	11
<b>1.4. Reader Response Theory</b> .....	11
<b>1.5. The Benefits of Reader Response Theory</b> .....	12
<b>1.6. Reader Response Theory and Literature Discussions</b> .....	13
<b>1.7. Literature Circles</b> .....	16
<b>1.7.1. Conceptualizing Literature Circles</b> .....	16
<b>1.7.2. The Origin and Educational Development of LCs</b> .....	19
<b>1.7.3. Key Ingredients of LCs</b> .....	20
<b>1.7.4. Key Elements of LCs</b> .....	22
<b>1.7.4.1. Shared Experience</b> .....	22
<b>1.7.4.2. Text Selection</b> .....	22
<b>1.7.4.3. Personal Response</b> .....	23

1.7.5. Types of LCs .....	24
1.7.6. Roles in Literature Circles .....	26
1.7.6.1. Teacher's Role .....	27
1.7.6.2. Student's Role .....	28
1.7.7. Literature Circles Teaching .....	29
1.7.7.1. Modelling .....	30
1.7.7.2. Scaffolding .....	31
1.7.8. Integration of Literature Circles in EFL Classes .....	32
1.7.8.1. Preparation .....	32
1.7.8.2. Individual Reading .....	33
1.7.8.3. Discussions .....	33
1.7.8.4. Sharing .....	33
1.7.9. The Benefits of Literature Circles .....	34
1.7.10. Challenges in Implementing Literature Circles .....	35
1.7.10.1. Student Group Dynamics .....	35
1.7.10.2. Teacher Training and Support .....	36
1.7.10.3. Evaluation of Groups .....	36
1.7.10.4. Lack of Experience and Accountability .....	36
1.8. Conclusion .....	37

## **Chapter Two: The Impact of Literature Circles on Critical Thinking and Autonomy**

2.1. Introduction .....	38
2.2. Fostering Critical Thinking through Collaborative Learning .....	38
2.2.1. Conceptualizing Critical Thinking .....	38
2.2.2. Elements of Critical Thinking .....	39
2.2.2.1. Problem Solving Skills .....	40
2.2.2.2. Self-Regulation Skill .....	41
2.2.2.3. Background Knowledge .....	41
2.2.2.4. Motivation .....	42
2.2.2.5. Paul and Elder's Elements of Thoughts .....	43
2.2.3. Characteristics of Critical Thinker .....	45

2.2.4. Metacognition and Critical Thinking .....	46
2.2.5. Critical Thinking in Education .....	48
2.2.6. Literature and Critical Thinking .....	49
2.2.7. Strategies to Develop Critical Thinking in the Language Classroom ..	52
2.2.7.1.Supporting Learning via Orienting Activities .....	52
2.2.7.2.Encouraging Dialogic Learning and Critical Dialogue.....	53
2.2.7.3.Group Work and Collaborative Activities.....	54
2.2.8. Group Work and the Horizons of Possibility Thinking .....	54
2.2.9. The Role of Literature Circles in Developing Critical Thinking.....	56
2.3.Promoting Learner Autonomy through the Use of LCs .....	59
2.3.1. Defining Learner Autonomy .....	59
2.3.2. Levels of Learner Autonomy.....	61
2.3.2.1.Nunas' Model of Autonomy Levels .....	61
2.3.2.2.Scharle and Szabo's Stages of Learner Autonomy .....	63
2.3.3. Learner Autonomy in Language Learning .....	64
2.3.4. Learner Autonomy in EFL Classroom Context .....	65
2.3.4.1.Learner's Role .....	66
2.3.4.2.Teacher's Role .....	67
2.3.5. Promoting Learner Autonomy in the EFL Classroom.....	68
2.3.6. Theories for Promoting Learner Autonomy .....	69
2.3.6.1.Learner-Centered Teaching and Learner Autonomy .....	69
2.3.6.2.Constructivism Learning Theory .....	70
2.3.6.3.Social Cognitive Theory .....	70
2.3.7. Strategies for promoting Language Learner Autonomy .....	72
2.3.8. Encouraging Autonomy via Collaborative Groups .....	74
2.3.9. Literature Circles for the Purpose of Autonomy Promotion .....	75
2.4.Empowering learners: Literature Circles and Discussions for Critical Thinking and Autonomy .....	77
2.5.Conclusion.....	78



## **Chapter Three: Research Methodology and Data Collection**

3.1.Introduction .....	79
3.2. Background on the Literature Teaching to L3 Students in the Chlef University.....	79
3.2.1. Studies of Literary Texts Module to L3 at the Department of English University of Chlef .....	80
3.3.Rationale of Research Investigation .....	82
3.4.Research Purpose and Questions .....	83
3.5.Research Design .....	84
3.6.Participants, Sample and Research Site .....	87
3.7.Initial Investigation .....	88
3.7.1. Analysis of Initial Investigation .....	89
3.8.Data Collection and Research Instruments .....	90
3.8.1. The Classroom Observation .....	91
3.8.1.1.Classroom Observation Procedures .....	92
3.8.2. Students' Questionnaire .....	93
3.8.3. Semi-Structured Teachers' Interview .....	94
3.9.Conclusion .....	95

## **Chapter Four: Data Analysis and Interpretation**

4.1.Introduction .....	97
4.2. Analysis of Classroom Observation .....	97
4.2.1. Teaching Strategies and Environment in Literature .....	98
4.2.2. The Relationship between Literature Instruction Methods and Critical Thinking Skills .....	100
4.2.3. Autonomous Activities during Literature Circles .....	103
4.3.Students' Questionnaire Analysis .....	106
4.4.Semi-Structured Teacher Interview Analysis .....	156
4.4.1. Establish Expertise .....	156
4.4.2. Explore Teaching Methods .....	156
4.4.3. Uncover Inspiration and Evolution .....	157

4.4.4. Examine Text Selection and Advantages .....	157
4.4.5. Understand Formation and Factors .....	158
4.4.6. Investigate Discussions Strategies .....	158
4.4.7. Encourage Critical Thinking during Discussions .....	159
4.4.8. Assess Critical Thinking .....	159
4.4.9. Explore Autonomy .....	160
4.4.10. Facilitate Responsibility .....	160
4.4.11. Teachers’ Examples of Fostering Autonomy and Independent Thinking.....	161
4.4.12. Address Challenges .....	161
4.4.13. Teachers’ Evaluation of the Efficacy of Literature Circles .....	162
4.4.14. Professional Development .....	162
4.5. Conclusion .....	162

## **Chapter Five: Findings, Discussions and Pedagogical Suggestions**

5.1. Introduction .....	164
5.2. Interpretation of Main Findings .....	164
5.2.1. Main Findings from Classroom Observation .....	164
5.2.1.1. The Establishment of Literature Circles within the Framework of the Literary Text Studies Module .....	164
5.2.1.2. Teacher Facilitation in Student-Led Reading Groups.....	165
5.2.1.3. Students’ Perception of Literature Circles Strategy .....	166
5.2.1.4. The Application of Critical Abilities and Acquiring Ownership..	167
5.2.2. Main Findings from Students’ Questionnaire .....	167
5.2.3. Main Findings from Teacher’s Interview .....	171
5.3. Discussions of all Findings .....	173
5.4. Pedagogical Suggestions .....	180
5.4.1. Refining Students’ Role in Literature Circles Settings .....	180
5.4.1.1. Using Role Sheets in the First Weeks of Literature Circles Implementation .....	181
5.4.1.2. Adapting Novel Roles .....	183

5.4.2. Assessment .....	185
5.4.2.1. Assessment Sheets .....	185
5.4.2.2. Enhancing Students' Self-Assessment .....	186
5.4.2.3. Using Observation Checklists .....	187
5.4.2.4. Digital Portfolios .....	188
5.4.3. Training Teachers .....	190
5.4.4. Integrating ICTs .....	191
5.4.4.1. Virtual LCs .....	192
5.4.4.2. Digital Storytelling Circles .....	193
5.5. Suggestions for Implementing Literature Circles in Poetry .....	195
5.6. Raising the Awareness of Learner Autonomy .....	196
5.7. Strategies to Assist Students in Developing Greater Mindfulness as Readers.....	197
5.8. Limitations .....	198
5.9. Conclusion .....	199
<b>General Conclusion .....</b>	<b>200</b>
<b>References .....</b>	<b>203</b>
<b>Appendices .....</b>	<b>231</b>
<b>Appendix A: Classroom Observation Checklists .....</b>	<b>232</b>
<b>Appendix B: Students' Questionnaire .....</b>	<b>239</b>
<b>Appendix C: Semi-Structured Teachers' Interview .....</b>	<b>242</b>
<b>Appendix D: Initial Investigation Students' Interview .....</b>	<b>244</b>
<b>Appendix E: Suggested Assessment Sheets .....</b>	<b>245</b>
<b>Appendix F: SPSS Analysis Results .....</b>	<b>247</b>
<b>Résumé.....</b>	<b>273</b>
<b>الملخص .....</b>	<b>275</b>

## **List of Abbreviations**

**UHBC:** University Hassiba Benbouali of Chlef

**TEFL:** Teaching English as a Foreign Language

**RRT:** Reader Response Theory

**LCs:** Literature Circles

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**CT:** Critical Thinking

**LA:** Learner Autonomy

**ZPD:** Zone of Proximal Development

**L3:** License Year Three

**L2:** License Year Two

**TD:** Travaux Dirigés (Tutorial)

**LMD:** License- Master- Doctorat

**SPSS:** Statistical Package for the Social Sciences

**RJ:** Reflective Journaling

**ICTs:** Information and Communications Technologies

## List of Tables

<b>Table 1.7.1:</b> A Comparative table of literature Circles (Schlick Noe, K.L. & Johnson, N.J. 1999) .....	18
<b>Table 1.7.6.2:</b> Daniels (1994) roles to effective literature Circles. ....	29
<b>Table 2.3.2.1:</b> Nunan’s Levels of Learner Autonomy (1997) .....	62
<b>Table 2.3.4.1:</b> Smith’s framework of "student-directed learning"(2003, p. 136 as cited in Nguyen, 2009, p.78) .....	67
<b>Table 3.8.1.1:</b> Classroom Observation Procedures .....	92
<b>Table 4.2.1:</b> Classroom observation checklist: Assessing Literature teaching in the classroom .....	99
<b>Table 4.2.2:</b> Critical thinking in action: classroom observation checklist for literature circles .....	102
<b>Table 4.2.3:</b> A classroom observation checklist for autonomy in literature circles classroom .....	105
<b>Table 4.3.1:</b> Statistical analysis of students’ feelings on the difficulty of learning literature.....	107
<b>Table 4.3.2:</b> Statistical analysis of students’ attitudes towards emotions in literature ...	109
<b>Table 4.3.3:</b> Statistical analysis of the depth of reader engagement with a text .....	111
<b>Table 4.3.4:</b> Statistical analysis of students’ views on reading with others .....	112
<b>Table 4.3.5:</b> Statistical analysis on the importance of literature in discussing and exchanging ideas .....	114
<b>Table 4.3.6:</b> Statistical analysis on students’ responses on the effectiveness of participating in reading groups on their capacity to question and engage in debates .....	116
<b>Table 4.3.7:</b> Statistical analysis on students’ exposure to various genres of literature during the current academic year .....	118

<b>Table 4.3.8:</b> Statistical analysis of the degree of independence an individual possesses in choosing their reading materials .....	120
<b>Table 4.3.9:</b> Statistical analysis of exploring the flexibility of literature: the range of options in student' course of study .....	121
<b>Table 4.3.10:</b> Statistical analysis of student's involvement with collaborative or group-based approaches of studying literature .....	123
<b>Table 4.3.11:</b> Statistical analysis of students' attitudes towards engaging in group or pair discussions .....	124
<b>Table 4.3.12:</b> Statistical analysis of different group sizes during collaborative reading activities.....	126
<b>Table 4.3.13:</b> Statistical analysis of comprehensive understanding of the types of discussions .....	127
<b>Table 4.3.14:</b> Statistical analysis of students' enjoyment during discussions .....	129
<b>Table 4.3.15:</b> Statistical analysis of students' self-perception of their level of engagement during group discussions .....	131
<b>Table 4.3.16:</b> Statistical analysis of students' preparation for meetings prior to group presentations .....	132
<b>Table 4.3.17:</b> Statistical analysis of characteristics of literary works in group reading ..	134
<b>Table 4.3.18:</b> Statistical analysis of students' assigning roles in collaborative literature circles .....	135
<b>Table 4.3.19:</b> Statistical analysis of students' viewpoints regarding the significance of assuming roles .....	137
<b>Table 4.3.20:</b> Statistical analysis of students' responses about the perceived efficacy of group presentations in enhancing learning outcomes .....	138

<b>Table 4.3.21:</b> Statistical analysis of students’ perspectives regarding the extent of knowledge gained via collaborative discussions .....	140
<b>Table 4.3.22:</b> Statistical analysis of students’ perspectives regarding the precise impact that literature discussions have on their reading habits .....	141
<b>Table 4.3.23:</b> Statistical analysis of the accessibility of instructor-led demonstrations in reading literary texts .....	143
<b>Table 4.3.24:</b> Statistical analysis of the influence of literature circle discussions on students' cognitive capacities .....	144
<b>Table 4.3.25:</b> Statistical analysis of the efficacy of literature circles as a means of promoting the application of critical thinking .....	146
<b>Table 4.3.26:</b> Statistical analysis of students' perspectives on the influence of the text’s comprehension .....	147
<b>Table 4.3.27:</b> Statistical analysis of students’ ability to determine their weaknesses and strengths .....	149
<b>Table 4.3.28:</b> Statistical analysis of students’ practice of their role prior to group meet..	150
<b>Table 4.3.29:</b> Statistical analysis of students’ strategies to record their own learning ...	151
<b>Table 4.3.30:</b> Statistical analysis of students' solutions when faced with a learning problem.....	152
<b>Table 4.3.31:</b> Statistical analysis of the influence of the literature circles method on students' independent reading. ....	154
<b>Table 5.3:</b> Summary of statistical results on the impact of literature circles on students’ learning process and skills .....	180
<b>Table 5.4.2.3:</b> Suggested observation checklist to assess literature circles .....	188
<b>Table 5.4.4.2:</b> Roles and responsibilities of digital storytelling circle members (adapted from Tobin, 2012) .....	195

## List of Figures

<b>Figure 2.2.2.5:</b> Elements of thought (Paul & Elder , 2020, p.14) .....	44
<b>Figure 2.2.8:</b> Diverse techniques to problem solving for critical thinking. (Subhash et al., 2022, p .7) .....	55
<b>Figure 2.3.7:</b> Oxford’s Strategy Taxonomy (Cited in Kumaravadivelu, 2003, p. 136) ..	73
<b>Figure 3.2.1:</b> Studies of literary texts syllabus (L3 – 6th semester) .....	80
<b>Figure 3.2.2:</b> Selection of poems available for L3 students to choose from (provided by their teacher) .....	81
<b>Figure 3.5:</b> The Exploratory sequential design procedure (Creswell 2015) .....	85
<b>Figure 4.3.1:</b> Students’ feelings on the difficulty of learning literature .....	108
<b>Figure 4.3.2:</b> Students' attitudes towards their emotions when engaging with literature .....	111
<b>Figure 4.3.3:</b> The depth of reader engagement with a text .....	109
<b>Figure 4.3.4:</b> Students’ views on reading with others .....	113
<b>Figure 4.3.5:</b> Students’ view of the importance of literature in discussing and exchanging ideas .....	115
<b>Figure 4.3.6:</b> Students’ responses on the effectiveness of participating in reading groups on their capacity to question and engage in debates .....	117
<b>Figure 4.3.7:</b> Students’ exposure to various genres of literature during the current academic year .....	119
<b>Figure 4.3.8:</b> The degree of independence an individual possesses in choosing their reading materials .....	120
<b>Figure 4.3.9:</b> Exploring the flexibility of literature: the range of options in student’ course of study .....	122



<b>Figure 4.3.10:</b> Student's involvement with collaborative or group-based approaches of studying literature .....	123
<b>Figure 4.3.11:</b> Students' attitudes towards engaging in group or pair discussions .....	125
<b>Figure 4.3.12:</b> Different group sizes during collaborative reading activities .....	126
<b>Figure 4.3.13:</b> Comprehensive understanding of the types of discussions .....	128
<b>Figure 4.3.14:</b> Students' enjoyment during discussions .....	130
<b>Figure 4.3.15:</b> Students' self-perception of their level of engagement during group discussions .....	131
<b>Figure 4.3.16:</b> Students' preparation for meetings prior to group presentations .....	133
<b>Figure 4.3.17:</b> Characteristics of literary works in group reading .....	134
<b>Figure 4.3.18:</b> Students' assigning roles in collaborative literature circles .....	136
<b>Figure 4.3.19:</b> Students' viewpoints regarding the significance of assuming roles .....	137
<b>Figure 4.3.20:</b> Students' responses about the perceived efficacy of group presentations in enhancing learning outcomes .....	139
<b>Figure 4.3.21:</b> Students' perspectives regarding the extent of knowledge gained via collaborative discussions .....	140
<b>Figure 4.3.22:</b> Students' perspectives regarding the precise impact that literature discussions have on their reading habits .....	142
<b>Figure 4.3.23:</b> The accessibility of instructor-led demonstrations in reading literary texts.....	143
<b>Figure 4.3.24:</b> The influence of literature circle discussions on students' cognitive capacities .....	145
<b>Figure 4.3.25:</b> The efficacy of literature circles as a means of promoting the application of critical thinking .....	146

<b>Figure 4.3.26:</b> Students' perspectives on the influence of the text's comprehension ....	148
<b>Figure 4.3.27:</b> Students' ability to determine their weaknesses and strengths .....	149
<b>Figure 4.3.28:</b> Students' practice of their role prior to group meet .....	150
<b>Figure 4.3.29:</b> Students' strategies to record their own learning .....	152
<b>Figure 4.3.30:</b> Students' solutions when faced with a learning problem .....	153
<b>Figure 4.3.31:</b> The influence of the literature circles method on students' independent reading .....	155
<b>Figure 5.3:</b> Roles in Literature circles 2.0 (Harrera and Kidwell, 2018) .....	177
<b>Figure 5.4.3.1:</b> An example of discussor role sheet based on Daniels (2002) literature circles role sheets .....	183
<b>Figure 4.5.3.2:</b> Roles in traditional literature circles vs roles in literature circles2.0 (Harrera and Kidwell, 2018) .....	184

## General Introduction

Literature education has risen to prominence within the field of English as a foreign language (EFL) because of its significance. "The use of literature as a technique to teach both language skills (i.e., reading, writing, listening, speaking) and language domain (i.e., vocabulary, grammar, pronunciation) is quite popular in the area of foreign language learning and teaching currently," as stated by Hismanoglu (2005). There is no way to effectively teach language without incorporating literature, which has a substantial impact on the acquisition of both linguistic and formal characteristics of literary works. In addition, literature provides a novel means by which students of a foreign language can expand their familiarity with that language's culture. The process of separating culture and ideology from their temporal and spatial contexts allows for a deeper understanding of a culture's literary tradition, revealing its emotional and artistic heritage (Carter & Long, 1991, p. 2).

Scholars and educators widely acknowledge the inherent characteristics and complexities of literature are critical in its pedagogical transmission. According to Collie and Slater (1987), literature involves the construction and purpose of sentences, the diversity of possible structures, and the different methods of linking ideas (p. 5). Thus, a degree of complexity is introduced, which may allow the student to discover and study a range of linguistic abilities independently. Literature, for example, may be viewed as difficult, puzzling, and at times irrelevant to the lives of EFL Learners. Compliments about a text's perceived difficulty have prompted numerous studies aimed at reducing that perceived barrier between the text and its intended audience (tutors and students). Kramch and Kramch's (2000) study paints a detailed picture of how literature has evolved to fill different functions in EFL contexts. When it comes to teaching, literature has evolved from its original function of imparting linguistic and literary information to that of imparting moral and social education and pleasure learning. It was formerly thought that reading literature in an EFL setting would help students acquire valuable abilities in areas like communication, cultural understanding, and linguistic sensitivity (Panyasi, 2015). While the majority of prior research has focused on the use of literature to improve students' language skills, more recent research has emphasized the need to move beyond the text,

i.e., to improve students' analytic and critical abilities. Thus, it is evident that literature offers numerous benefits in an EFL environment; yet, these benefits cannot be realized unless literature is taught in a methodical and intentional manner. In the same vein, Lazar (1993) emphasizes the importance of integrating literature into EFL teaching, highlighting its role in fostering holistic education. She asserts that literature serves a broader educational purpose by stimulating students' imagination, enhancing their critical thinking skills, and increasing their emotional sensitivity. By encouraging students to engage personally with literary texts, they gain confidence in expressing their thoughts and emotions in English (p. 19).

Literature in an EFL environment should be utilized to strengthen students' higher order abilities, such as critical thinking and evaluation. In the Algerian university EFL context, the teaching of literature plays a crucial role in fostering students' intellectual and critical faculties. Literature is not merely a subject but a tool for developing students' cognitive abilities and analytical skills. Before recent reforms, literature held a privileged position in the Algerian English departments, indicating its significance in shaping students' academic growth (Belal & Ouahmiche, 2021). This highlights the value of approaching literature from a broad viewpoint rather than only as a source of amusement or a way to convey a tale. This implies that reading for pleasure should not be the exclusive objective of literature and that reading should instead help students enhance their critical thinking and intellectual skills. Thereby, educators and researchers remarkably similar have found success with literature circles, with Daniels (1994) praising the strategy for being, "Unlike some other student-centered classroom methods, which are very complex and tricky to implement, literature circles are very simple and easy to implement.". Students have more freedom in their reading, analyzing, and criticizing of literature thanks to LCs. Students are encouraged to read, think about, and discuss their books on their own. Thus, literary instructors shift roles from "core elements" to those of "facilitators," "guides," and "evaluators" in the classroom that teachers and the education.

The real goal of literature circles is to help students become better readers by giving them practice in using effective reading techniques and strategies (as cited in Bedel, 2016).

With proper organization, literature circles can help students learn to read critically, analyze texts, in addition to the promotion of autonomy as they read and discuss works of literature. As a result, the success of literary circles depends on how it is implemented in classrooms. Therefore, this study is necessary to learn more about the strategic application of literature circles within the framework of EFL literature teaching and its effect on student learning outcomes. This research will also examine the role of literature circles in Algerian universities as a means of fostering critical thinking and students' autonomy. It will also suggest some criteria to evaluate the efficacy of the literature circles approach.

Student-centered instruction has emerged as an important strategy for fostering autonomy and critical thinking in EFL students in the 21st century. For example, literature circles have been shown to be an effective way to engage students in the study of literature in an English as a Foreign Language (EFL) setting, according to a number of studies. In certain literature classes, however, neither the teachers nor the students are yet able to incorporate it into the specific structure of the course. According to Daniel (2004), literature circles should have a specific structure in order to be a successful implementation of the real thing. Therefore, it is possible to argue that the outcomes of literature circles will be restricted due to this reason. Additionally, the restriction of students' independence within the scope of literature circles might have a negative impact on their performance and participation in discussions. When students feel constricted or restricted in their autonomy, it might result in lower interest, involvement, and depth of analysis during literary discussions. The essence of literature circles is to cultivate independent thinking, encourage varied perspectives, and enable students to take control of their educational experiences. Furthermore, there is still a lack of critical thinking stimulation in classroom literature instruction. Thus, this study aims to determine the effectiveness of literature circles in promoting critical thinking and fostering autonomy among EFL students so that students should be aware of the value of this strategy in preparing them for successful, lifelong independent learning.

The purpose of this study is to conduct a thorough investigation on the impact that literature circles have on students' overall language skills. The examination will focus on a

wide range of linguistic competences, such as reading comprehension, vocabulary acquisition, writing competency, and oral communication skills. Furthermore, the study will investigate the impact of literature circles on the development of critical thinking skills and autonomy among students. This entails examining how involvement with literary texts in the context of literature circles contributes to the development of analytical skills, interpretation abilities, and critical reasoning. The study will also look into how literature circles encourage students to learn independently. This aspect entails researching how involvement in literature circles promotes self-directed learning, autonomous inquiry and the development of metacognitive strategies that enhance students' ability to take ownership of their learning process. Additional specific goals of the research encompass:

1. To contribute to the existing body of literature regarding the teaching of literature at the tertiary level in Algeria.
2. The purpose of this thesis is to propose a strategy for teaching EFL in Algeria by utilizing literature circles.
3. Another objective of the study is to suggest some evaluation tools that can assist teachers of literature in organizing and carrying out structured evaluations of literature circles.

The primary purpose of this research is to investigate whether or not participation in literature circles encourages the development of individuals' critical thinking and autonomy in an EFL context at Chlef University. In light of this, an important educational question that needs to be answered is the following: to what extent the strategy of literature circles improve students' critical thinking as well as their autonomy in Algerian Universities?

More specifically, the following sub-questions need to be addressed:

1. How is literature taught at the department of English at Chlef University?
2. Do literature instructors utilize LCs when instructing literature courses in the University of Chlef?

3. How, if at all, do literature instructors incorporate the literary circles technique into their courses?

The following hypotheses can be derived from the aforementioned questions:

1. In Chlef University, the pedagogy surrounding literature may involve traditional methods such as lecturing and engaging in debates centered around the prescribed reading materials with a fair amount of dependence on reading groups.
2. It is possible that instructors use literature circles in a way that is indirect and unintentional throughout the course. They may employ literary discussion groups that lack clearly defined roles.
3. They may employ small reading groups and request that they analyze the text together. They might give the opportunity for students to have input into the reading material they consume. Stimulate imagination and draw parallels between the story and real life to improve their critical thinking skills. If successful, this strategy could help a student feel more at ease when analyzing and talking about a piece of literature. It is possible that the presence of a leader's role could inspire more students to get involved.

Because of the importance of teaching literature in tertiary level, there have been noticeable shifts in the educational curriculum over the course of the past few years. These shifts were brought about because of the significance of literature. The goal of language instruction at literature is to improve students' linguistic competence, but the instructors also place a premium on students' ability to interpret and think critically. This demonstrates the diversity of considerations inherent in any empirical research. Thereby, the significance of the current study lies in the fact that it places the learner at the center of the learning process and sheds light on the significance of encouraging self-directed learning and critical thinking in students. Both of these are extremely important aspects of education.

The present study's outcomes are anticipated to have some significance:

1. This research thesis provides useful information and contributions of using literature circles strategy to teach Literature to EFL students to both teachers and researchers. The findings of this study provide information to teachers about how LCs should be used, as well as the students' thoughts and reactions to LCs and their attitudes toward learning literature (through a questionnaire). It also suggests some criteria for evaluating literature circle groups.
2. In addition to addressing the other advantages of literature circles, the results of this study may also serve as a foundation for future research on the topic of how literature can and should be used in an English as a Foreign Language setting.

The thesis consists of five chapters in addition to a general introduction and a general conclusion. An overview of the study's context is provided in the general introduction, which also includes a statement of the problem, research objectives, research questions and hypotheses, significance of the study.

The theoretical part of the thesis is comprised of the first two chapters.

Chapter one discusses the definition of "literary instruction" and the methods often used when instructing EFL students in this context. Furthermore, the ideas that literature instructors often use while teaching their courses are discussed in this section. In addition to defining the literary circles strategy and its characteristics. Equally, the chapter brings up the major issues in the field, such as the advantages of literature circles, the teacher's role in literary circles classes, and the impacts of literary circles on students' mastery of literature.

Chapter two delves deeply into the conception of learner autonomy and critical thinking in the context of education. It looks into the complex development of cognitive abilities, with a special emphasis on critical thinking and autonomous learning, which is promoted by activities like literature circles. The chapter addresses existing research gaps by exploring the theoretical basis of critical thinking and literature circles. It aims to investigate how various instructional practices within literature circles might effectively improve critical thinking skills in students. The chapter's goal is to contribute to the



continuing discussion about effective teaching approaches and student learning outcomes by connecting theoretical notions with actual research.

The third chapter discusses the study methodology and design, situates the research within its research paradigm, and explains data collecting. Notably, the selected research tools aim to achieve triangulation, including classroom observation, questionnaire, and interview. Whereas chapter four represents findings from data collection taken from classroom observation, teachers' semi – structured interview and students' questionnaire. Evidence from the results is discussed in chapter five, with connections drawn to the topics of ongoing study as outlined in the literature review. It also looks at implications for classroom practice.

In conclusion, this study aims to explore the role of literature circles in enhancing students' overall language skills, particularly in an EFL context, while also investigating their impact on fostering critical thinking and autonomy within the unique educational setting of Algerian universities. By addressing gaps in the current literature and examining how literature circles can be effectively integrated into tertiary-level instruction, this research seeks to contribute to the improvement of teaching practices and learning outcomes in the field of literary education. Ultimately, the findings of this study are anticipated to provide valuable insights and practical strategies for educators and researchers, laying the groundwork for future researches into innovative approaches to teaching literature in EFL contexts. However, the complexity of the topic leaves room for further exploration and invites ongoing discussion about the most effective ways to cultivate critical, autonomous learners in diverse educational environments.

## **Chapter One: Bridging Concepts: A Literature Review on Literature Instruction and the Implementation of Literature Circles in EFL Education**

<b>1.1.</b> Introduction .....	8
<b>1.2.</b> Foreign Language Learning through Literature .....	8
<b>1.3.</b> Approaches to Teaching Literature .....	9
<b>1.3.1.</b> Language Model .....	9
<b>1.3.2.</b> Cultural Model .....	10
<b>1.3.3.</b> Personal Growth Model .....	11
<b>1.4.</b> Reader Response Theory .....	11
<b>1.5.</b> The Benefits of Reader Response Theory .....	12
<b>1.6.</b> Reader Response Theory and Literature Discussions .....	13
<b>1.7.</b> Literature Circles .....	16
<b>1.7.1.</b> Conceptualizing Literature Circles .....	16
<b>1.7.2.</b> The Origin and Educational Development of LCs .....	19
<b>1.7.3.</b> Key Ingredients of LCs .....	20
<b>1.7.4.</b> Key Elements of LCs .....	22
<b>1.7.4.1.</b> Shared Experience .....	22
<b>1.7.4.2.</b> Text Selection .....	22
<b>1.7.4.3.</b> Personal Response .....	23
<b>1.7.5.</b> Types of LCs .....	24
<b>1.7.6.</b> Roles in Literature Circles .....	26
<b>1.7.6.1.</b> Teacher’s Role .....	27
<b>1.7.6.2.</b> Student’s Role .....	28
<b>1.7.7.</b> Literature Circles Teaching Literature Circles Teaching .....	29
<b>1.7.7.1.</b> Modelling .....	30
<b>1.7.7.2.</b> Scaffolding .....	31
<b>1.7.8.</b> Integration of Literature Circles in EFL Classes .....	32
<b>1.7.8.1.</b> Preparation .....	32
<b>1.7.8.2.</b> Individual Reading .....	33

<b>1.7.8.3.</b> Discussions .....	33
<b>1.8.1.1.</b> Sharing .....	33
<b>1.7.9.</b> The Benefits of Literature Circles .....	34
<b>1.7.10.</b> Challenges in Implementing Literature Circles .....	35
<b>1.7.10.1.</b> Student Group Dynamics .....	35
<b>1.7.10.2.</b> Teacher Training and Support .....	36
<b>1.7.10.3.</b> Evaluation of Groups .....	36
<b>1.7.10.4.</b> Luck of Experience and Accountability .....	36
<b>1.8.</b> Conclusion .....	37

# **Chapter One: A Literature Review on Literature Instruction and the Implementation of Literature Circles in EFL Education**

## **1.1. Introduction**

This chapter provides a thorough examination and evaluation of the pedagogical method of using literature circles to teach literature in Algerian universities, specifically addressing the main research questions of the study. The purpose of the literature review is to thoroughly examine previous research, compare results, and synthesize knowledge regarding the influence of literature on students' abilities in the context of higher education in Algeria. Through this review, our objective is to analyze the diverse and complex role of literature in Algerian universities, taking into account the different theories and instructional strategies used in its teaching. The following portion of this chapter is devoted to a comprehensive examination of the literature circles strategy. This exploration involves a comprehensive comprehension of the crucial components, fundamental elements, and unique roles undertaken by both educators and learners in the strategy. The examination also encompasses the identification of benefits linked to literature circles, specifically in shaping student perspectives and promoting the growth of advanced cognitive skills, such as critical thinking. This study aims to explore the use of literature circles as an instructional tool in Algerian university settings.

## **1.2. Foreign Language Learning through Literature**

The use of literature in language instruction and acquisition has long been a contentious issue since there was a significant debate about its usefulness and the challenges may be confronted where English is not the mother language. For Collie and Slater (1987), what makes literature worth using is that it is 'authentic' material. Thus, learners are exposed to language that is as authentic and unaltered as is possible in a classroom setting (Collie & Slater, 1987). That is to say, learners will encounter genuine, real language. By immersing themselves in authentic texts, learners enhance their reading comprehension and expand their vocabulary repertoire. Moreover, reading literature helps language learners get a deeper grasp of the target language beyond just conversational

abilities by exposing them to grammatical structures, cultural subtleties, and idiomatic phrases.

In addition, literature offer a variety of opportunities to examine the language's multifaceted use and allow group discussions and individual explorations (Yeasmin, et al., 2011). This means that, one of the notable benefits of literature lies in its capacity to facilitate group discussion. Engaging in a collaborative process of reading and understanding a literary work facilitates the exchange of varied observations, interpretations, and insights among individuals. These debates foster the development of critical thinking skills, as participants are able to engage in the analysis of the author's choices, topics, and motifs. Through active participation in discussions centered on literary works, individuals have the opportunity to enhance their comprehension of the text, broaden their horizons, and develop an appreciation for diverse perspectives.

Recently, there has been a push for the return of literature to the English language classroom as well as a growing understanding of its importance as a source of real content for foreign language students. (Sunduq, 2021). Accordingly, the emphasis is on connecting language learning to students' real-world experiences by tying the reader's experiences and personal life to the texts so that they may draw new conclusions.

### **1.3. Approaches to Teaching Literature**

The teaching of literature is currently frequently viewed through the framework of three major approaches. According to Collie and Long (1991) these approaches are (a) the language model, (b) the cultural model and (c) the personal growth model.

#### **1.3.1. Language Model**

The most prevalent technique to teaching literature in EFL classrooms is the language-based approach, as described by Carter and Long (1991). According to several academics, this method serves as a language-learning resource. The focus was placed on teaching both literary and linguistic knowledge via exercises such as matching vocabulary words (Colie & Slater, 1987; Lazar, 1993). It is viewed as a strategy that places emphasis on the analysis of the text's language and is a learner- oriented strategy. Although this

strategy aids learners in meaning formation, allowing them to read books more proficiently and to enhance and improve their language intake, other educators concur that this method disregards the reader's response to the literary works (McKay, 1982). From this perspective, the strategy might emphasize the technical aspects of language acquisition, possibly neglecting the significance of a subjective and personal connection to the text.

In a similar vein, Savvidou (2004) highlights the restricted engagement that students may have with the material, extending only to basic language exercises. This implies that although the strategy is successful in some ways, it may not fully motivate students to deeply interact with the content. Savvidou's argument suggests that there is potential for enhancing the promotion of more profound connections between students and the literary works they come across.

### **1.3.2. Cultural Model**

This model exemplifies the conventional method of teaching literature. According to Savvidou (2004), within this framework, students are expected to investigate and make sense of the literary, cultural, political, and historical circumstances surrounding a given text. Learners are encouraged to develop an understanding of other cultures and beliefs in connection to their own via the use of this model. This method is comparable to the concept that Lazar (1993) developed, which he called "literature as content." Through this approach, students are expected to have reached a certain level of linguistic competence. Lazar's concept of "literature as content" suggests that literature should be regarded not only as a means for language acquisition, but also as significant content in its own right. To clarify, literature serves not only as a tool for improving language skills, but also holds intrinsic value as a subject of study. The comparison made between Lazar's concept and the "cultural model" suggests that the notion of "literature as content" exhibits similarities. Both approaches assume that students who interact with literary material should have a specific level of linguistic proficiency. Prior knowledge of language is necessary before students can fully comprehend and derive maximum benefit.

Educators in TEFL, however, generally disagree with this method since it is too teacher-centric and does not allocate enough time for students to practice their language skills in depth (Savvidou, 2004). This model fails to adequately allocate enough time for students to thoroughly practice their language skills. This critique raises concerns regarding the balance between theoretical pedagogy and practical implementation within the framework of the cultural paradigm. The idea is that prioritizing cultural aspects, potentially at the cost of sufficient language practice, could impede students' capacity to enhance their language proficiency through active involvement and practical application.

### **1.3.3. Personal Growth Model**

An approach that emphasizes student engagement with literature. It concentrates on a single instance of language use within a text while at the same time situating that work within a particular cultural setting. This model, in contrast to the other two models, incorporates the students' personal experiences, as well as their intellectual and emotional development. In other words, this approach lends priority to students' interpretation of the literary works than the text itself. Cadorath and Harris (1998) note, "text itself has no meaning; it only provides direction for reader to construct meaning from the reader's own experience" (p. 188). This perspective is in line with a reader-response theory, which proposes that the interpretation and significance of a text are not inherent to the text itself but rather influenced by the reader's personal experiences and viewpoint. Thus, it is argued that learning occurs when readers can interpret texts and generate meaning based on their own experiences. In other words, this model emphasizes the active involvement of readers in influencing the meaning of a text, contributing complexity and personal interpretation to the comprehension of literature. However, it also raises discussions regarding the significance of the author's intention and the possibility of shared or universal interpretations in the process of analysis.

### **1.4. Reader Response Theory**

Unlike other theories that focus on the text itself, such as the formalism theory, which concentrates on the text and its meaning, the reader response theory places the reader at the

center of the conversation process while reading. This idea focused on the reader's relationship to the text, arguing that the interaction between the reader and the work must be emphasized in literature instruction (Probst, 1988; Rosenblatt, 1938:1978).

Reader response theory (RRT) was initially developed by Louise Rosenblatt in the 1930s, in reaction to reading instruction's emphasis on structural viewpoints when reading texts. Reading instruction has benefited greatly from Rosenblatt's RRT, which has been widely recognized for many years (Kelly, Farnan, & Richardson, 1996; Langer, 1996; Lewis, 2000:2020). In this perspective, "response" refers to both intellectual and emotional responses to the text under consideration. (Goetz et al., 1992). It acknowledges that readers' interactions with literature are complex, involving not only cognitive involvement but also emotional and affective responses. The comprehensive definition of "response" implies an understanding and recognition of the diverse and complex experiences that readers have with texts. It acknowledges that both logical analysis and emotional connections play a role in the overall process of creating meaning.

Literature readers engage in a two-way flow of ideas and insights as they read. While interacting with texts, they strive for self-realization by expanding their knowledge and skills in interpretation in order to make sense of what they read and understand. However, Hall (2015) notes that readers of more "transactional" (informational) texts would work extremely hard to adapt unexpected words, events, or developments to their developing knowledge of the text (p.66). This indicates the amount of cognitive effort and intellectual engagement needed to understand and analyze information. It also highlights the dynamic and intentional aspect of understanding, implying that readers are not passive recipients but instead actively generate significance by aligning novel information with their preexisting knowledge framework. Nevertheless, this approach offers a particular and distinctive way to interpret the text.

### **1.5. The Benefit of Using Reader Response Theory**

According to Rosenblatt's RRT, students first construct meaning through personal response that is connected to experiences when they read a text. As new concepts and



information are presented, the student's initial ideas that are framed within personal experiences are transformed (Connell, 1996; Demeny, 2012). For Demeny (2012), meaning is a dynamic interaction between language and reality; as a result, it is relative because each person interprets the world in light of his or her own experiences. In other words, his view suggests that meaning is not fixed or predetermined, but rather arises from the ongoing interaction between linguistic expressions and ever-changing aspects of reality. This dynamic process enables a flexible and situation-specific comprehension of meaning. Different individuals bring diverse perspectives, backgrounds, and experiences to their understanding of linguistic expressions, leading to a multiplicity of interpretations.

According to Bowen (2005), Transactional theory places a strong emphasis on the reader's role. Clarity of meaning depends heavily on the assumptions, presumptions, and interpretations of the reader of the text. As the reader is given a significant value, this will undoubtedly place him/her in the center of the learning process. As a result, this method provides a range of exercises that students can successfully complete such as class talk. According to Collie and Salter (1991), a variety of fun student-centered activities is especially crucial when dealing with students who are not literary specialists and may not yet have acquired an interest in reading literature in the target language on their own initiative (p.9). This viewpoint acknowledges a teaching method that acknowledges the importance of involvement and motivation, particularly for students who may not initially find literature inherently interesting.

Rosenblatt (1979, 1990, 2005) stated that the reader response approach promotes the learner as an active participant in the learning process, bringing freedom, enjoyment, and engagement in reading literature and literary texts that are usually lit up by critical thinking and emotionally personal response. This will often increase their enthusiasm for reading and interpreting literature.

## **1.6.Reader Response Theory and Literature Discussions**

The term "discussion" refers to "a diverse body of teaching techniques that emphasize participation, dialogue, and two-way communication" (Ewens, 1986). This definition

clearly highlights the fundamental nature of discussion-based pedagogy and emphasizes its principal characteristic. Furthermore, it reflects current educational principles that prioritize collaborative and student-centered learning. The concept of utilizing discussion as a pedagogical instrument corresponds with the transition towards more interactive and participatory instructional techniques, diverging from conventional lecture-oriented approaches.

In the reader response approach, each student interprets the text in his/her own way, based on his/her own assumptions and interpretations. As a result, there will be a range of responses, providing an opportunity for a class discussion about a literary work being studied. Cagri Mart (2019) views that active reading, meaning construction and elicitation of responses are all crucial components of literature discussions. Dugan (1997) proposes that employing transactional literature discussions is regarded as a beneficial and efficient strategy for cultivating a passion for literature and involving students in significant reading and writing activities. Transactional discussions commonly entail a dynamic exchange between readers and text, highlighting personal connections and interpretations. Additionally, it offers a flexible framework for promoting literary response. This flexibility could be beneficial in accommodating a wide range of classroom environments and individual student needs.

With the ability to draw parallels between what they read and their own lives, readers are able to reflect on themselves, their communities, and other cultures, which in turn gives rise to aesthetic responses and a lifelong love of reading (Rosenblatt, 1982; Walmsley & Walp, 1990). In addition, many studies have shown positive reactions to the idea of involving students in discussion because of the many advantages it offers in terms of letting students take active roles in their own learning, picking up new information from their peers, and enhancing their cognitive abilities (Daniels, 2002; Yang, 2002; Broom, 2015).

Conversations in the classroom about literature help students develop ethical thought processes, cultivate empathy, improve their logical reasoning, and deepen their understanding of the subject matter that is being discussed. Probst (1994) stated that literature serves as a storehouse of ideas about what is possible for human beings (p.39).

This suggests that literature, by virtue of its varied narratives, characters, and themes, provides readers with a glimpse into what individuals are capable of accomplishing, dreaming, and imagining. Furthermore, it encourages readers to investigate various perspectives, scenarios, and possibilities, thereby expanding their imagination and broadening their understanding of the human experience. In agreement with Mart (2019), conversations in the classroom that revolve around literature offer the perfect environment for eliciting responses from students and cultivating their points of view, which ultimately improves their capacity to delve more deeply into interpretation.. Rosenblatt (1995) stated that "spontaneous response should be the first step toward increasingly mature primary reactions" (p. 71). It acknowledges the importance of authentic and immediate interaction with the content, recognizing that learners may initially rely on instinctive and unfiltered responses. This also indicates that during group discussions, everyone is expected to actively participate by thinking aloud and offering their thoughts on the text to the group.

Readers can take on while reading a literary text many different roles. Mart (2019). The theory of reader response tends to emphasize these roles so that readers can better understand the texts they are studying. Many small groups are formed, and each student has a specific duty to fulfill in order to be fully prepared for the discussion. One method where reader response can be effectively implemented and where the reader will be asked to take on a number of different roles for the duration of the activity is literature circles. Hsu (2004) states that literature circles apply Rosenblatt's transactional theory by facilitating open and genuine discussions about a literary piece while also rotating readers' roles. These practices promote readers to engage with the text from multiple viewpoints.

In literature, the reader plays an active role in co-creating meaning with the author and the text. Hancock (1993) supports Rosenblatt's perspective that meaning is generated through the interaction between the text and the reader. This emphasizes the varied viewpoints that different readers contribute to the interpretation process, with each reader offering distinct and valuable insights. By fostering collaboration and accommodating students of varying ability levels, this setting facilitates mutual learning and fosters a more profound understanding of the subject matter. In addition, literature circles support the

cultural and ethnic diversity of their members, which enriches discussions with a variety of perspectives and experiences. According to the findings of Hsu (2004), the combination of these components enables learners to engage with texts in a more sophisticated manner, thereby improving their analytical abilities and overall educational journey.

## **1.7. Literature Circles**

Exploring the concept of literature circles and their development is crucial, taking into account different viewpoints in academic discussions. This involves analyzing the progression of literature circles, from their origin to their present applications in educational environments. Furthermore, the examination of various scholars' opinions on the efficacy, advantages, challenges, and variations of literature circles in improving students' learning outcomes and engagement with texts is an integral part of exploring the diverse perspectives in literature.

### **1.7.1. Conceptualizing Literature Circles**

Literature circles (LCs) are a type of literacy engagement that is widely employed in today's classrooms. Academics were all in favor that literary circles, regardless of their different names, have a consistent structure as small discussion groups where students explore a shared piece of literature. These circles, referred to as "book clubs" (Raphael & McMahon, 1994), "literary peer-group discussions" (Leal, 1993), and "literature study groups" (Gilles, 1989), usually consist of students participating in focused conversations centered on a specific piece of literature. In a literary circle, students get together to talk about and comment to a book they are all reading (Daniels, 2002). Furthermore, by debating and developing their own questions and answers, literature conversations in a circle allow participants to expand on personal interpretations and elevate responses to reading (Brabham & Villaume, 2000).

According to Herrera & Kidwell (2018), in literature circle each participant have a predetermined role that guarantees balanced involvement, equal opportunity for contributing thoughts, expressing interpretations of texts, and replying to other group members' contributions. This implies that each member has a specific responsibility and

takes notes during the talk to prepare for the assignment. Members of the literature circle shift when old books are finished and new ones are selected. That is where literature circles deviate most noticeably from other collaborative endeavors.

Another important aspect of literature circles, according to Cameron et al. (2012), is that students lead them most of the time, with the teacher remaining in the background and only acting in a basic supervisory function, i.e. These discussions are facilitated by the teacher but led by the students. Literature circles also accentuate analytical skills like authorial intent, writing style, character development, etc. As a result, this approach is entirely learner-centered. This was demonstrated in Lamp's article in 1999, where he stated: "This strategy [learner-centered approach] engages students in higher level thinking and reflection by encouraging collaboration and constructing meaning with other readers. These literacy discussions are guided by student insights, observations, and questions" (Lamb, 1999 cited in Mills, 2010). By incorporating student insights, there is a focus on establishing personal connections and interpretations, which promotes a dynamic and interactive learning environment. This indicates a focus on critical thinking skills and inquiry-based learning, which promote students' exploration and analysis of texts in a collaborative setting.

The following table provides clarity on the definition of literature circles by defining what they and what they are not.

<b>A. Literature Circles are ...</b>	<b>B. Literature Circles are not ...</b>
Reader-response centered	Teacher and text centered
Part of a balanced literacy program	The entire reading curriculum
Groups formed by book choice	Teacher-assigned groups formed solely by ability

Structured for student independence, responsibility, and ownership	Unstructured, uncontrolled "talk time" without accountability
Guided primarily by student insights and questions	Guided primarily by teacher- or curriculum-based questions
Intended as a context in which to apply reading and writing skills	Intended as a place to do skills work
Flexible and fluid; never look the same twice	Tied to a prescriptive "recipe"

***Table 1.7.1: A Comparative table of literature Circles (Noe, K.L.S. & Johnson, N.J. 1999).***

Many educators saw the need to move away from traditional teacher-centered instruction in favor of creating more student-centered opportunities for learning in their classrooms. This transition reflects an educational philosophy that highly regards and prioritizes active engagement and dialogue in the learning environment. The shift towards student-centered opportunities recognizes that learners gain advantages by actively participating in their own learning experiences, rather than passively receiving information. This shift is in line with modern educational theories that prioritize constructivist approaches, which involve students actively participating in the construction of their understanding through meaningful interactions.

Active engagement through discussion enhances students' reading habits and comprehension. Almasi (1995) stated that, "students who talk about what they read are more likely to engage in reading" (p. 20). He emphasizes the strong correlation between dialogue and the level of engagement in reading. This is consistent with the broader concept that integrating interactive components, like discussions, into the learning process can stimulate intellectual curiosity, enhance understanding, and encourage an active and participatory approach to academic material.

### **1.7.2. The Origin and the Educational Development of LCs**

Literature Circles is based on the reader response model of transactional literary reading (Rosenblatt, 1938: 1994). According to this theory, readers actively construct meaning by responding to and then analyzing text. According to Marhaeni (2016), this indicates that both the reader and the text have a significant impact on how meaning is formed. Meaning is created through a constant dialogue between the reader and the text, drawing on both the text's meaning potential and the reader's personal experience bank. He added that while the reader is actively choosing and synthesizing the potential in his reservoir, the text influences his choice and hypotheses, resulting in an interaction between them.

Literature Circles are also based on the belief that social interaction and dialogue with others promotes literacy development (Vygotsky, 1986). In this regard, in 1994, Harvey Daniels developed the "Literature Circles" approach to teaching literature. He encourages teachers to start literature discussions by asking readers to make personal connections to the text because his literature circles rely on students' individual responses to literature. Despite the effectiveness of this strategy, most literature teachers still do not use literature circles in their courses (Triplett & Buchanan, 2005.p.73). This could be due to a number of factors, including timing, curriculum, and the emphasis placed on the literary work and the text itself rather than on comprehension debates. Nevertheless, numerous studies have been conducted on the effects of literature circles on overall language development and other skills.

Dana Grisham (1999 as cited in Daniels, 2002) coordinated the first panel on literature circles at the American Educational Research Association. She has also compiled a list of benefits of literature Circles for Urban Students and EFL learners. Fox and Wilkinson (1997) concentrated on how book clubs increase students' reading interest and enjoyment. Whereas Kaufmann et al. (1997) discuss how LCs increase children's opportunities for discourse. (Cited in Daniels 2002). Brown (2009) investigates the use of literature circles to assist students in developing critical thinking skills by incorporating literature into the global issues curriculum. Moreover, the process of analysis used in

literature circles aids in the development of analytical skills and a self-evaluative stance required for critical thinking.

Elhess and Egbert (2015) discuss the use of literature circles as a classroom instructional approach to support language development. Literature circles, in their opinion, “have the potential to create a positive and interactive environment that sustains the kinds of student motivation and involvement that are essential to reading development”. These discussions and group projects expose the learners to a range of viewpoints and responses. Moreover, it may also aid in the development of higher-order thinking skills, which are essential for assisting learners in becoming critical and autonomous readers.

### **1.7.3. Key Ingredients of LCs**

Daniels (2002, p. 18) claims that there are eleven (11) essential ingredients to literature circles. First, students choose their own reading materials. literature circles place a strong emphasis on the students' freedom of choice, in contrast to most reading classes that are based on the teacher's control of the choices, assignments, and texts to read. This freedom encourages students to make reading a lifelong habit. According to Daniels (2002), educators should give their students reading workshop, individual time, and independent reading opportunities.

Small temporary groups are formed, based on book choice; students are organized into temporary, goal-oriented groups. Learners with various "abilities" are frequently mixed together, and after reading a text, they exchange. Students select books from the classroom, school, or local public library that are readily available. These different groups read different books; when students are given a genuine choice of what to read, not everyone will choose the same book. This variety is long overdue, as more and more teachers realize. Instead of constantly relying on teachers or other adults to make decisions for them, students need to learn how to make all of their own decisions regarding where to find, choose, and pursue books.

Groups meet on a regular, predictable schedule to discuss their reading. In order to anticipate positive outcomes, literary circles should regularly convene in accordance with



the previously established schedule. Additionally crucial are the daily and weekly meeting schedules. Any literary circle needs plenty of time to meet, read, discuss, or do a little of each. Another element is kids' use of written or drawn notes to guide both their reading and discussion. Students use response logs, Post-it notes, or role sheets while reading to capture, record, crystallize, and play with their thoughts and responses to the text, as well as prepare for a small group debate based on their reading. Therefore, writing and drawing are used to facilitate—and record—the meaning created and the ideas shared throughout the course of a literature circle.

Discussion topics come from the students. It is crucial to allow students to develop the conversational themes. In this way, students are in control of their thinking and discussion, which makes a significant difference. Additionally, group meetings aim to be open, natural conversations about books. Individual relationships, deviations, and open-ended questions are necessary because group discussions aim to be open, everyday discussions about books. In other words, LCs members are encouraged to participate by expressing their opinions about the literary works studied for literature circles.

The teacher serves as a facilitator, not a group member or instructor. In literature circles, the teacher's primary responsibility is to facilitate discussions rather than to impart knowledge. The majority of the teacher's roles are managerial, organizational, and supportive. He have to provide opportunities for members of each group to accept and learn how to handle internal responsibility for conducting the literature circle discussions. Moreover, evaluation is by teacher observation and student self-evaluation: Since the purpose of literature classes is not to "cover material" or impart particular "subskills," instructors must conduct high-order assessments of their students. Kid watching, narrative observational logs, performance evaluation, checklists, student conferences, group interviews, video/audiotaping, and the collection of lit circle artifacts in portfolios are all tools that teachers can use. It stands to reason that children in literature circles are frequently asked to write and speak evaluatively about their own goals, roles, and performances.

Literature circles should be a spirit of playfulness and fun pervades the room. Fun is the element that most effectively maintains students' interest in challenging learning tasks inside and outside of the classroom. The LCs are undoubtedly engaging learning environments where students express passion for their work. Another critical element is that new groups form around new reading choices, when readers finish a book, they share it with their classmates, and new groups form around new reading choices.

#### **1.7.4. Key Elements of Literature Circles**

Literature circles revolve around key elements that enrich the reading experience for students. These circles emphasize a shared experience where participants collectively explore rich and complex texts, encouraging in-depth analysis and interpretation. Additionally, literature circles prioritize personal response, allowing students to connect with the material on a deeper level by sharing their thoughts, feelings, and insights.

##### **1.7.4.1. Shared Experience**

In class discussions, students talk about their own life experiences in relation to the text being discussed, echoing what was said about how readers draw on their own knowledge to interpret a piece of writing. Instead of being motivated by the instructor's interpretation of the text, the class will have a wide range of ideas. In addition, Ketch (2005) asserts, “we construct our own meaning, influenced by the knowledge and experience of others” (p12). This may indicate that the social aspect and the influence of others is at the core of the discussion that takes place in the literature circle. Therefore, Levy (2019) explains that students who participate in literature circles develop skills in effective communication, empathy in listening and understanding, openness, flexibility in thinking, and interdependence as they share their ideas with one another. Especially considering that every learner is a unique bundle of reading background, personality, and expertise. (Patel, 2020)

##### **1.7.4.2. Text Selection**

Scholars agree that reading literary texts, especially those that are personally relevant, is an essential part of any education. In addition, it is essential to create conditions that encourage students to read. According to O'maley and Chamot(2001), “the selection

of the literary text is so crucial to enable learners largely profit from literature from the linguistic, cultural development and personal enrichment sides”. Similarly, Patel (2020) sees that there should be a wide range of reading materials from which students can choose. Therefore, readers will be able to read a variety of texts and participate in recreational reading. In addition, he explains that his research shows that learners who read rich texts are better able to engage in self-reflection and a variety of responses, including the creation of personal connections, the generation of critical questions, and the acquisition of inference and deeper comprehension. A "rich text" refers to a piece of writing that is layered with depth, complexity, and meaning. It often includes intricate themes, vivid imagery, nuanced characters, and sophisticated language that invite multiple interpretations and critical analysis. In another word, rich texts provide in-depth linguistics knowledge, practical prompts for students to express themselves in a foreign language, and a source for learner motivation. (Carter & Long, 1991, p3).

Another essential attribute of the selection of a rich and diverse text is its ability to captivate language learners and generate a wide range of responses, thereby enriching language instruction and learning (Yeasmin, et al., 2011). The assertion made by Yeasmin et al. (2011) emphasizes the significant influence that varied and extensive texts can have on individuals learning a language, acting as catalysts for the exploration of language and the understanding of different cultures. This perspective strongly resonates with educators and practitioners who are working towards creating immersive and captivating language learning environments. In these environments, texts are not only used as tools for acquiring language skills, but also as means to gain insights into various perspectives and experiences. Furthermore, the availability of diverse texts enables learners to effectively address any challenges they encounter. This is precisely why literature circles hold such significance, as they allow individuals to compare dilemmas to their own experiences. In addition, they provide a diverse selection of subjects for debate and discussion.

#### **1.7.4.3. Personal Response**

Many scholars place a high value on the interaction between the reader and the text. As stated by Rosenblatt, “A novel or poem or play remains only ink spots on a paper until

a reader transforms it into a set of meaningful symbols.” As a result, the reader is crucial to understanding a piece of writing since they give it life. To properly comprehend the literary text, each reader contributes his or her own prejudices, opinions, and prior information. This is known as a personal response, which enables readers to identify with a literary text, consider their own reading habits, and interpret the reading in the context of their own life. Literary circles offer the reader a secure environment where he or she may consider, connect, and evaluate the text as well as share ideas with the other members. Literature circles offer chances to immerse students in conversations that inspire their personal responses. (Sanacore, 2013). Sloan (2002) concurs that conducting literary small group conversations is recommended to encourage learning via engaging, reflecting, and reevaluating one's response in light of the reactions of others.

### **1.7.5. Types of LCs**

As previously stated, literature circles appear differently in each classroom; thus, King (2001, cited in Avci, 2019) has successfully incorporated a variety of them into the classroom. Basic literature circles, modified literature circles, literature circles with roles, nonfiction literature circles, and structured literature circles are some of the different types of literature circles.

Basic literature circles are extremely adaptable. The student selects a book based on his or her personal preferences and reading ability. Students can read independently, in pairs, or in small groups. As they read, students jot down questions or discussion topics on sticky notes or in a journal. They then use their notes to lead a discussion on the day of their group meeting. Occasionally, group meetings also include practical exercises like making graphic organizers or looking for imagery or symbolism in the text.

Modified literature circles, often referred to as adapted literature circles, are a variant of the standard literary circle concept that tackle the unique requirements and skills of various students. By allowing for greater flexibility and inclusiveness, this adjustment makes it possible for all students to actively participate in insightful conversations and cooperative learning. Modified literature circles are designed for readers who are unable to

complete the weekly assignments. These readers frequently struggle to adjust to the fast pace of literature circles during the discussion meeting day. Because of the modified literature circles, they may be more successful. Shorter books are preferred for this type. Students can do some reading aloud as well as some independent reading. The teacher attends the meeting after the reading to help clarify the main ideas and any unfamiliar vocabulary. Developed or modified literature circles encourage students to understand concepts at a deeper level (Boor, 2015).

Unlike the other types of literature circles, this one uses nonfiction books, essays, articles, or other informational works. Many researchers believe nonfiction books to be more challenging due to their complex vocabulary and very different structure. According to Langer and Close (2001) study, when comparing literary circles to regular classroom instruction, they discovered that the latter resulted in more in-depth discussions and better levels of engagement with nonfiction readings. This implies that nonfiction literary circles might improve students' comprehension and enjoyment of nonfiction books. Additionally, when students participate in literature circles, they not only improve their reading comprehension skills but also learn to critically analyze nonfiction texts and make connections to real-world issues.

One of the most common problems educators have found with the original version of literature circles is that the discussions that took place were often premised on confusion. More often than not, the level of comprehension in a group of readers varied largely. When good readers were grouped with poor readers, the good readers became impatient and the poor readers disillusioned. A good reader is someone who reads fluently, comprehends texts effectively, and engages with the material critically. In contrast, a poor reader struggles with reading fluency and comprehension, often finding it difficult to connect ideas or grasp the meaning of texts. In these types of situations, teachers found that the discussion could never return information of a quality worthwhile of the time spent reading. In other situations, on a one-person per book basis, some students found that summarizing the story to other members was too time-consuming and after a few minutes of discussion, the group would resort to off-topic conversation. Finally, the main issue for the reader is

understanding what they have read. For many, it is difficult to articulate their ideas on a particular text and in the past, it has been found that many students are unsure if they have interpreted the content correctly.

It was hypothesized that students would derive greater benefits from their reading experiences if their discussions were conducted in a structured way. Consequently, this developed into what is currently known as "structured literature circles." Efficiency of these structured circles is achieved when adequate time is allocated for both reading and completing tasks that are guided by the teacher's instructions and activities. The structured groups convene weekly under the guidance of the teacher, while the remaining groups engage in independent work to ready themselves for their respective sessions. By assigning each student a unique role or responsibility within the group, this approach provides a framework for students to participate in meaningful discussions about the assigned readings.

According to numerous researches, roles give students more chances to participate in group discussions and further develop their range of skills. According to DaLie (2001), defining roles for students in literature circles helps them understand boundaries and expectations. Additionally, students will develop a form of self-discipline learning through these roles. To make the role assignments easier Daniels advises using a role sheet to outline responsibilities. Daniels (1994) created several roles, including discussion director, who facilitates group discussion flow, and passage picker, who selects parts of the story to read aloud. The illustrator creates illustrations based on the reading. The connector seeks connections between the text and the outside world. A summarizer creates a brief summary, and a word finder searches the story for special words. These roles should be adapted, modified, or recreated to meet the needs of the students. These roles will be defined in the next section.

### **1.7.6. Roles in Literature Circles**

The literary circle technique is separate from other teaching methods, resulting in differences in the teacher's role and the students' responsibilities, emphasizes the

distinctiveness and flexibility of this instructional approach. The emphasis on differences in the teacher's function suggests that educators who adopt this technique may be required to assume multiple roles depending on the need of the literary circle.

#### **1.7.6.1. Teacher's Role**

The role of the teacher as an instructor has initiated new ways of instruction to help students learn. This has led to a variety of different teaching methods and an increased amount of attention on how effective these methods are on student learning. One of the most important aspects of teaching is the relationship between the teacher and the student and the way the teacher uses their role. This is where the importance of the teacher's role can be seen most clearly. Therefore, the teacher was widely acknowledged to play a dominant role in the classroom, which is referred to as a teacher-centered classroom. However, numerous studies have emphasized the need for a change toward a student-centered strategy in which teachers will take on additional roles such as facilitating and directing the learning process. The desirability of a shift towards more meaningful learning and understanding have led to the introduction of new teaching methods and a new role for the teacher. This has stemmed from constructivist learning theory, particularly that of Piaget and Vygotsky, and has resulted in a paradigm shift.

The teacher's responsibility for creating a purposeful classroom environment is crucial in the field of literature teaching pedagogy because the teacher's decision regarding the method of instruction in the classroom has a demonstrable impact on the attitudes of the students. The relationship between the reader and the text and the students' active engagement in deriving meaning from and interpreting the text have received much attention from educators and teachers. Researchers therefore advised teachers to serve as facilitators in their classrooms (Daniels, 2002; Gambrell & Almasi, 1996; Zhang, 2010; Vijayarajoo & Samuel, 2013). Finding a role for the teacher in a literary group discussion, however, is challenging, according to Koskinen and O'Flahavan (1995). This is because the teacher must find a new role in the group that respects peer leadership and contributes to the social and interpretive development of the group. In addition, the teacher must understand what is happening in groups that are focused on students' ideas.

In today's education, a teacher's role is more important than ever. Like other professions, teaching has its own necessities in the past, present, and its direction to the future. It is not confined to the one-dimensional task of only passing information to learners. Teachers nowadays are shouldered with much more responsibilities. According to Short et al. (1999), the teacher assumed a variety of roles, including those of a facilitator, participant, mediator, and active listener. These responsibilities, in addition to teachers' scaffolding and modeling strategies in relevant contexts, will undoubtedly result in successful student-led discussions. Alwood (2000) noted that when groups are struggling with cooperation or staying on task, it is advisable that the teacher takes on the role of the coach. In this coaching role, the teacher offers explicit guidance on goals, facilitates efficient communication among the group, monitors advancement, and provides motivation and support. It can be summarized that teachers play a range of responsibilities during literature circles groups in order to guide students toward independent reading, interpretation, assimilation, and appreciation of text.

#### **1.7.6.2. Student's Role**

Literary Circles, as previously said, highlights the importance of students engaging with and learning literature because it is a learner-centered strategy. Several responsibilities are generally allocated inside these circles to ensure that the conversation is well-rounded and that everyone has an opportunity to contribute. Therefore, numerous studies recommended giving students responsibilities in literature circles regardless of their academic standing. Thus, if students are allocated specific duties within collaborative learning groups, they may work more effectively. However, the positions may be rotated among group members so that each student has many opportunities to practice each role. (Crawford, 2005). They added that roles are designed to provide each student a clear role to play in the group's success and to gradually instill in each student the traits and behaviors that make for cooperative and effective group members. Additionally, these jobs provide valuable cooperative abilities. According to Certo et al., (2010), all students can participate in book circles regardless of grade level or competence. Due to the same perspective, Daniels proposed several responsibilities for each member of the groups.



<b>Discussion Director</b>	Observes the discussion and holds group member accountable
<b>Connector</b>	Identifies elements in the text that relate to student's life, other texts and world's events
<b>Questioner</b>	Raises questions to clarify ,analyze and criticize the text
<b>Illustrator</b>	Develops a graphics or nonlinguistic interpretations
<b>Summarizer</b>	Prepares a summary of the assigned reading
<b>Researcher</b>	Find and share background information about a topic related to the book

***Table 1.7.6.2: Daniels (1994) roles to effective literature Circles.***

It is important for the teacher to give students a different role each time they work in groups. This may be done by having them keep the same numbers, and matching a different role with each number each time the students participate in groups. After the students have experience working within each role, they will become better rounded group members. Each of these roles stresses a different aspect of what a competent group member does. Moreover, participants in literary circles are able to have fruitful talks, improve their critical thinking abilities, and create connections between the book and their surroundings by assuming these various roles.

### **1.7.7. Literature Circles Teaching**

The primary purpose of literary circles is to provide students with opportunities to refine the reading skills and techniques necessary to become better readers (as cited in Bedel, 2016). Because participating in literary circles helps develop numerous abilities, such as critical reading and text analysis, it makes it easier to read and respond to any work of literature if the groups that make up the literature circles are adequately organized.

### **1.7.7.1. Modelling**

Modeling in a classroom setting is leading by example; instructors demonstrate what students might carry out on their own by providing examples as well as demonstrating what competencies look like. In other words, modeling involves the teacher demonstrating a specific skill or strategy that students can then imitate or replicate. According to Brigas (2019), using educational models or simulations to show and explain processes allows students to engage in tasks that make it simpler for them to comprehend these processes and identify a system's fundamental characteristics. Therefore, it may be assumed that modeling is done to help students comprehend what is expected of them in terms of their learning. He continued that students could develop and test their own hypotheses about a specific learning situation by engaging in modeling or simulation exercises that encourage system interpretation and comprehension.

In the context of literature, modeling can be used to demonstrate useful reading techniques like inferencing, summarizing, or establishing connections. As an illustration, a teacher may read out a portion from a book while thinking aloud, openly demonstrating to the pupils how to draw conclusions or evaluate the author's style. Students learn how professional readers approach texts and can use these tactics on their own by seeing these strategies being used. In literary circles sessions, for example, the teacher demonstrates how to assemble a group of students in various ways. As a result, students might swap the groups of students following the teacher. The instructor can also explain and describe a role and show the students how to perform in that role. Modeling may occur in literary group conversations when the expectations are laid out and attempts are made to build connections with the text through examples. Combining literary circles with modeling can significantly improve students' understanding and enjoyment of literature. While modeling offers clear instruction and support on how to approach difficult sections or engage with various literary components, literature circles give students a collaborative and dynamic setting in which to share their comprehension and interpretations of the book. Together, these approaches help students develop their critical thinking abilities and get a greater knowledge of literature.

### **1.7.7.2. Scaffolding**

Numerous studies have concentrated on how instructors promote learners' learning growth in the early years of school as it helps them understand and engage with the learning content. The necessity to support student learning, according to Tedick and Lyster (2019), is still evident in higher grades as academic language and material grow more difficult. This type of teaching assistance is known as scaffolding. Maloch (2004) defines scaffolding as "...the ways in which teachers guide students in the appropriation of new skills and understandings" (p.3). Scaffolding, then, is the short-term aid through which a teacher helps a student know how to do something so that the learner may later accomplish the same activity independently (Gibbons, 2002; Tedick, & Lyster, 2019).

By actively participating, scaffolding helps learners build their own self-regulatory cognitive and communication abilities while progressively withdrawing unnecessary support (Wood, Bruner, & Ross, 1976 cited in Maloch 2004). They might be able to critically analyze texts and have in-depth discussions with some scaffolding. According to Gibbons (2002), the child is able to make the meaning of his or her initial brief statement clear because of scaffolding. It is recognized then that scaffolding enhances the efficacy of communication. It facilitates a gradual transfer of responsibility from the teacher or a more knowledgeable peer to the child, fostering a zone of proximal development in which the child can successfully complete tasks with support that would be difficult to do alone.

Teachers assisted student-led discussions by providing scaffolding in the form of helpful criticism of student contributions. And "[adapting] instructional responses in ways that gradually [helped to] develop students' autonomy" (Koskinen & O'Flahavan, 1999, p. 355). Similarly, to modeling in literary circles, the instructor teaches roles to students so that they can fulfill them independently later on. The teacher can provide some scaffolding by asking students to share their own interpretations of a text, and then correct and clarify as necessary. In general, the follow-up question is considered as a relevant choice to aid students in developing a deeper knowledge of the material and to provide them the chance to utilize language that is more sophisticated (Dalton-Puffer, 2006; Tedick, & Lyster, 2019). These kind of questions may enhance their critical thinking ability.

As students learn how to play diverse roles and consider future ones, it may be argued that the use of scaffolding during literary circle sessions aids in their development as independent learners by allowing students to build knowledge and complete activities that are well above their existing abilities. As Vygotsky has said, what a child can do with support today, she or he can do alone tomorrow. (Vygotsky, 1978, p. 87). In accordance with Vygotsky, with the assistance of a knowledgeable person, referred to as the "More Knowledgeable Other," children can achieve greater levels of comprehension and performance. This aid can come in the form of scaffolding, where the adult progressively scales down their help as the youngster gains independence. When the youngster eventually masters the job on their own, it shows that they have internalized the information or skill.

### **1.7.8. Integration of Literature Circles in EFL Classroom**

Literature circles is an effective method for promoting reading and language development in EFL classes (Furr, 2004; Hsu, 2004; Fredricks, 2012; Moecharam & KartikaSari, 2014). According to these studies, EFL students who took part in literature circles showed advancements in their speaking, reading, and vocabulary skills. Students may actively participate in meaningful debates about the book, share ideas, and negotiate meaning in literary circles because of the intimate environment. Additionally, EFL students who participated in literary circles show improved interest and enthusiasm towards reading in a research by Zhao (2019), as they had the chance to select books that catered to their individual interests. According to Karatay (2017), there are four stages for introducing literary circles in an EFL classroom.

#### **1.7.8.1. Preparation**

Several important tasks are included in this phase, which helps provide the groundwork for insightful conversations and a greater comprehension of the selected book. In this stage, students must first choose a book or other literary work that is appropriate for their group. Reviewing summaries, reading excerpts, and talking about individual interests and preferences are all part of this process. Second, reading groups are formed among students who choose to collaborate together (Karatay, 2017). In addition to reading the

work, participants may be given specific responsibilities or duties to do before the literary circle, such as being the discussion leader, summarizer, or vocabulary enricher.

### **1.7.8.2. Individual Reading**

This phase enables each member of the literary circle group to read the selected work separately and at their own pace before gathering as a group to discuss and evaluate the book. The reading work requires the students to comprehend the text's content, take notes, and make a presentation to explain it (Karatay, 2017). In other words, each person is totally absorbed in the content at this point as they attentively and critically examine it. They could make notes, underline significant portions, or jot down any thoughts they have while they read. Individual reading is meant to offer each participant the chance to build their own first impressions, draw connections, pick out themes and literary techniques, and develop any questions or discussion topics they want to bring up in front of the group.

### **1.7.8.3. Discussions**

During this phase students engage in serious discussions, express their opinions, and practice critical thinking abilities. Students assemble in small groups after reading the required book or material to engage in critical and deliberate discussions about what they have read. These conversations allow students to contribute their thoughts, views, and interpretations of the book, encouraging critical thinking and greater comprehension. Additionally, the student runs the class in a way that allows each student to contribute significantly to the conversation (Karatay, 2017).

### **1.7.8.4. Sharing**

The stage of sharing within the context of literary circles highlights the chance for students to engage in discussions and exchange their perspectives, concepts, and interpretations of the material. The sharing phase provides a platform for students to articulate their ideas, promoting collaborative interactions that contribute to the creation of a final outcome. Moreover, it emphasizes the significance of peer feedback sessions in literary circles, where students can present their written work to peers and receive valuable

constructive criticism. In fact, the focus on sharing exemplifies a pedagogical approach that prioritizes student engagement and cooperation. Participating in discussions enables students to express their viewpoints, promoting a more profound comprehension of the subject matter through the sharing of ideas within the group.

### **1.7.9. The Benefit of Literature Circles**

Several studies of comparable role-based literary circles in EFL environments have revealed a range of advantages. It is commonly agreed that literary circles have a significant influence on the teaching of literature in EFL classrooms (Daniels, 2002; Braham & Villaume, 2000). According to Brabham and Villaume (2000), the importance of literature circles lies in the fact that they encourage participants to take more engaged and reflective approaches to reading. These approaches can include making predictions, constructing visual images, making connections to personal experiences and other texts, monitoring reading and determining whether it makes sense, and arguing with the author (p. 278). In the same line, DaLie (2001) states: "The objective of literature circles is "to allow students to practice and develop the skills and strategies of good readers" (p.96). Due to the fact that it encourages active reading and improves comprehension. Students develop a better knowledge of the book via conversations and collaborative activities.

LCs in EFL classrooms contributes to the development of communicative abilities in a second language while also offering a venue for students to practice their speaking and listening skills. They learn to communicate themselves clearly, to clarify their views, and to actively listen to their peers. (Bedel, 2016). As a result, they will examine, interpret, and assess the book's content before learning to defend their conclusions with evidence from the text. (Brown, 2003; Shelton-Strong, 2012). Additionally, literature circles provides entertaining reading material (Kim, 2004, p.145), increase the reading comprehension and motivation for reading (McElvain, 2010; Van Keulen, 2011; Irawati, 2016) and a higher level of deductive and inductive reasoning (Jewell & Pratt 1999). Additionally, literature circles have been found to facilitate dialogue and critical perspective-taking, especially when discussing complex topics like race, class, and gender in literary texts (Chisholm & Cook, 2021).

Another important advantage of LCs is that it provides students with the opportunity to make their own decisions, which ultimately results in the class being more student-centered. Therefore, via the use of literary circles, student groups will participate in substantive conversations that are mostly directed by the students themselves. Furthermore, Venegas (2019) highlights that literature circles not only contribute to literacy skills but also promote socioemotional growth among students. This suggests that literature circles have a holistic impact on learners, going beyond language development to support emotional and social aspects of learning. Classes on literary circles allow students to take turns leading conversations and asking thought-provoking questions. This promotes critical thinking and logical debate, allowing students to further analyze and comprehend the text. In other words, literature circles have been shown to be a valuable pedagogical approach for university-level EFL students, offering benefits that extend beyond language production and comprehension to encompass social, emotional, and self-regulated learning skills.

### **1.7.10 .Challenges in Implementing Literature Circles**

Despite the fact that literary circles are thought to be an appropriate setting for children to comprehend and desire reading, depending on student engagement and enthusiasm, they can become repetitive, uninteresting, and monotonous (Medina, 2013 cited in Espinosa-Cevallos et al., 2022). There are several main challenges that may be faced when implementing literature circles.

#### **1.7.10.1. Student Group Dynamics**

It is imperative that the groups consist of students with similar reading abilities and interests to ensure meaningful discussions. However, finding the perfect balance within each group can be a complex task, as students' strengths and preferences may vary significantly. This difference in student preferences and skills may have a detrimental impact on the discussion phase, which serves as the core of the literary debate. Additionally, Students with better reading skills may dominate discussions, while students

with weaker reading skills may struggle to contribute. Some students may experience inconsistent involvement and engagement because of this.

#### **1.7.10.2. Teacher Training and Support**

Teachers may lack sufficient expertise or comprehension of literary circles and how to apply them effectively in the classroom. This can lead to inadequate education and student assistance. Additionally, teachers may struggle with actively engaging all students during literature circles and effectively managing group dynamics. This can result in uneven participation and limited learning for some students. However, instructors must resolve disputes that arise within teams (Clarke & Holwadel, 2007).

#### **1.7.10.3. Evaluation of Groups**

Another difficulty for instructors is introducing assessment and evaluation into literature circles. Buck (2021) states that when designing a collaborative project, evaluating student progress is one of the obstacles an instructor must overcome. He adds that when several students collaborate to develop a product, it does not necessarily follow that the final product accurately represents the collective learning of all group members. In other words, quizzes and examinations, which are common forms of evaluation, could not adequately reflect how deeply students understood and participated in their literature circle conversations. Literature circles, in particular, are intended to promote student-led conversations and critical thinking. It might be challenging to evaluate each student's comprehension in this way, though. To determine each student's comprehension of the content, further tests or assignments could be necessary. Therefore, it necessitates that teachers create novel methods of evaluating the learning of their students, such as observation checklists, group discussions, or individual reading replies. Teachers must establish a balance between checking students' understanding and keeping the emphasis on engagement and reading development.

#### **1.7.10.4. Luck of Experience and Accountability**

A common issue in group work where some students are not responsible and fail to contribute their work effectively or not finish their own tasks (roles) on time as necessary



(Furr, 2003). Consequently depriving other group members of valuable perspectives and insights from the book. It may also be challenging for the instructor to evaluate student knowledge and engagement. Without proper monitoring, some students may not complete the required reading or may not actively participate in the discussion, reducing the effectiveness of literature circles. Thus, it would be beneficial to consider the potential reasons for students' lack of responsibility. Factors such as time constraints, lack of interest or knowledge, ineffective group dynamics, or individual circumstances may contribute to this behavior.

## **1.8. Conclusion**

Overall, this chapter investigated the diverse and complex role that literature plays in higher education. Our research has focused on examining different theories and strategies used in teaching literature, exploring the detailed aspects of literature circles. As we conclude up this chapter, it becomes clear that literature circles provide a promising approach for effective literature instruction, promoting interactive and thoughtful learning experiences. The upcoming chapter will explore the process of fostering independent thinking through literature circles. It will examine the techniques and methods that enable students to assume control over their own learning experience in the context of studying literature.

## **Chapter Two: The Impact of Literature Circles on Critical Thinking and Autonomy**

<b>2.1.</b> Introduction .....	38
<b>2.2.</b> Fostering Critical Thinking through Collaborative Learning .....	38
<b>2.2.1.</b> Conceptualizing Critical Thinking .....	38
<b>2.2.2.</b> Elements of Critical Thinking .....	39
<b>2.2.2.1.</b> Problem Solving Skills .....	40
<b>2.2.2.2.</b> Self-Regulation Skill .....	41
<b>2.2.2.3.</b> Background Knowledge .....	41
<b>2.2.2.4.</b> Motivation .....	42
<b>2.2.2.5.</b> Paul and Elder’s Elements of Thoughts .....	43
<b>2.2.3.</b> Characteristics of Critical Thinker .....	45
<b>2.2.4.</b> Metacognition and Critical Thinking .....	46
<b>2.2.5.</b> Critical Thinking in Education .....	48
<b>2.2.6.</b> Literature and Critical Thinking .....	49
<b>2.2.7.</b> Strategies to Develop Critical Thinking in the Language Classroom ..	52
<b>2.2.7.1.</b> Supporting Learning via Orienting Activities .....	52
<b>2.2.7.2.</b> Encouraging Dialogic Learning and Critical Dialogue .....	53
<b>2.2.7.3.</b> Group Work and Collaborative Activities .....	54
<b>2.2.8.</b> Group Work and the Horizons of Possibility Thinking .....	54
<b>2.2.9.</b> The Role of Literature Circles in Developing Critical Thinking.....	56
<b>2.3.</b> Promoting Learner Autonomy through the Use of LCs .....	59
<b>2.3.1.</b> Defining Learner Autonomy .....	59
<b>2.3.2.</b> Levels of Learner Autonomy .....	61
<b>2.3.2.1.</b> Nunas’ Model of Autonomy Levels .....	61
<b>2.3.2.2.</b> Scharle and Szabo’s Stages of Learner Autonomy .....	63
<b>2.3.3.</b> Learner Autonomy in Language Learning .....	64
<b>2.3.4.</b> Learner Autonomy in EFL Classroom Context .....	65

<b>2.3.4.1.</b> Learner’s Role .....	66
<b>2.3.4.2.</b> Teacher’s Role .....	67
<b>2.3.5.</b> Promoting Learner Autonomy in the EFL Classroom .....	68
<b>2.3.6.</b> Theories for Promoting Learner Autonomy .....	69
<b>2.3.6.1.</b> Learner-Centered Teaching and Learner Autonomy .....	69
<b>2.3.6.2.</b> Constructivism Learning Theory .....	70
<b>2.3.6.3.</b> Social Cognitive Theory .....	70
<b>2.3.7.</b> Strategies for promoting Language Learner Autonomy .....	72
<b>2.3.8.</b> Encouraging Autonomy via Collaborative Groups .....	74
<b>2.3.9.</b> Literature Circles for the Purpose of Autonomy Promotion .....	75
<b>2.4.</b> Empowering learners: Literature Circles and Discussions for Critical Thinking and Autonomy .....	77
<b>2.5.</b> Conclusion.....	78

## **Chapter Two: The Impact of Literature Circles on Critical Thinking and Autonomy**

### **2.1. Introduction**

This chapter delves into an examination of the significant influence of literature circles on the simultaneous growth of autonomy and critical thinking abilities in the field of education. This chapter will also present a comprehensive review of pioneering and current research, conducted at both local and global levels, to emphasize the significant evidence that supports the profound impact of literature circles. Additionally, it aims to go beyond a superficial analysis and present a comprehensive conceptual framework for autonomy and critical thinking. It will explore the complex elements and unique characteristics that make up these fundamental cognitive abilities. Moreover, our research encompasses the examination of the impact of literature discussion groups on the cultivation of critical thinking and learner autonomy. We aim to uncover the interdependence between these two factors and clarify their importance in the context of literature instruction.

### **2.2. Fostering Critical Thinking through Collaborative Learning**

Critical thinking is not solely an individual aptitude, but rather can be strengthened through engaging in group discussions, problem-solving exercises, and cooperative learning opportunities. Through the implementation of collaborative learning, educators strive to foster active engagement, diverse viewpoints, and the exchange of ideas, ultimately resulting in enhanced comprehension, critical examination, and the ability to critically assess information.

#### **2.2.1. Conceptualizing Critical Thinking**

The definitions of critical thinking in educational literature have undergone extensive expansion, according to several studies, and the plurality of definitions is due to the researchers' theoretical foundations. Edward Glaser, according to Dwyer (2017), first used “Critical thinking”. According to Glaser (1942), critical thinking (CT) is a cognitive skill

with three qualities: (1) a favorable attitude toward thoughtfully considering problems that people encounter; (2) knowledge of logical reasoning strategies; and (3) the capacity to put the foregoing attitudes and strategies to use (Dwyer,2017). Kurfiss (1988) offers another definition, believing that critical thinking is an examination that entails probing a circumstance, phenomenon, question, or issue. This viewpoint implies that critical thinking is not a passive process, but rather an active and inquisitive involvement with ideas, resulting in a deeper understanding and well-informed decision-making. Therefore, the capacity to both act on and defend informed judgments is a key quality of critical thinking. According to other studies, critical thinking is a combination of abilities that includes self-control, analysis, inference, and interpretation (Benesch, 1993).

Critical thinking encompasses several steps, including briefly defining the problem, engaging in brainstorming to generate alternative solutions, evaluating the possible impact of each solution on the problem, and ultimately selecting the most effective way to resolve the problem. Therefore, critical thinking is “self-directed, self-disciplined, self-monitored, and self-corrective thinking” as viewed by Paul and Elder (2008). Simply put, it is a way of thinking that entails analyzing, assessing, and reinterpreting one’s own ideas as well as those of others in a disciplined way.

### **2.2.2. Elements of Critical Thinking**

Critical thinking entails the methodical development of an argument that confirms a specific viewpoint by examining and evaluating both the supporting evidence and the counterarguments. Critical thinking is dependent on essential elements such as analytical, logical, and metacognitive abilities. Mulnix (2012) talks on the significance of recognizing the fundamental abilities of critical thinking in order to concentrate on strengthening such abilities. The components or elements of critical thinking can vary slightly depending on different frameworks. Samarasinghe (2017) therefore cites a number of essential elements that contribute to critical thinking, some of which are briefly mentioned below.

### **2.2.2.1. Problem Solving Skills**

Critical thinking problem solving involves the methodical utilization of logical and analytical reasoning to recognize and execute efficient resolutions for complex challenges or problems. The procedure involves breaking down issues into their component parts, gathering relevant information, identifying potential resolutions, evaluating their feasibility, and selecting the most appropriate alternative. Problem solving necessitates specific skills in the thought process. According to Matthews and Lally (2010), problem solving:

Demands the skills of reasoning and creative thinking:

reasoning to define and analyze the problem, creative thinking to generate possible solutions, and reasoning again to select the preferred solution.

Assessments in problem solving usually test understanding of information, data handling, modelling, logic and reasoning, rather than the creative generation of solutions. (p. 4)

The reasoning phase entails the utilization of logical procedures to deconstruct complex matters into more manageable elements. Furthermore, the ability to reason is emphasized as a crucial skill for assessing possible solutions in the decision-making process. Additionally, Matthews and Lally emphasize the significance of creative thinking in the process of resolving problems. They argue that innovative thinking is essential for producing a variety of potential solutions to a given problem. Moreover, they argue that conventional assessments in this field primarily concentrate on evaluating comprehension of information, data handling, modeling, logical thinking, and reasoning. Nevertheless, they observe a relative disregard for the creative element of problem solving in these evaluations, indicating a possible gap in assessing individuals' capacity to produce innovative solutions. Overall, critical thinking requires effective communication and problem-solving abilities in order to detect issues and find solutions through systematic

and creative thinking. Hence, problem solving emerges as an essential element of critical thinking.

#### **2.2.2.2. Self-Regulation Skills**

According to Schraw et al., (2006), self-regulated learning is the capacity to understand and manage our learning environment. Self-regulated learning enhances critical thinking by highlighting the learner's autonomy and metacognitive skills in managing the learning process. In their search for comprehension, critical thinkers not only assess information in a critical manner but also regulate their own learning strategies. This includes the establishment of objectives, monitoring of advancement, and the adjustment of methods based on feedback—a process that is essential to the wider notion of self-regulated learning. The ability to understand and control one's learning environment, as suggested by Schraw et al., is essential for developing critical thinkers who can effectively navigate complex information, analyze it, and apply their knowledge in different situations.

When applying this concept to literature, readers can engage in critical thinking by initially evaluating an author's or speaker's understanding without incorporating their own subjective opinions or beliefs. This approach emphasizes the significance of objective analysis, urging readers to examine the text without being influenced by personal biases. Moreover, self-regulated learning carefully encourages readers to differentiate their own beliefs and assumptions from those expressed by the author of the text, thereby promoting a sophisticated comprehension. Moreover, the repetitive process of self-regulated learning consistently motivates readers to reassess their interpretations in response to new research, information, or possible mistakes in their analytical attempts.

#### **2.2.2.3. Background Knowledge**

In educational contexts, it is crucial to make the required connections between new information and prior knowledge. Background knowledge is the comprehension of, and access to, information about a certain subject or issue. It may be learned, educated, and experienced personally. Critical thinkers need to use background knowledge, including

(with discrimination) internet material - their knowledge of the situation - their previously established conclusions (Enis, 2018).

According to experts, background information helps students build critical thinking skills in classroom instruction (Vandenberg, 2009; Willingham; 2017). The ability to interpret and evaluate information requires the brain to store concepts. The more familiar the learner is with a certain subject. The simpler it is for him or her to maintain those concepts in his memory and to engage in deep thought. Thus, it is a daunting task to analyze a text without having prior knowledge as well as evaluating the authors' assertion. Willingham (2017) argues that if the reader is unfamiliar with the subject, there is abundant evidence that he or she will not be able to understand the author's statements at all. In a similar vein, Hayes (1990) asserts that in order for students to make such judgements, they must become familiar with how literature functions.

By incorporating values, beliefs, attitudes, and previous information, background knowledge can encourage and enable critical thinking. It is reasonable to assume that correct and pertinent information is a prerequisite for critical thinking. Human capacity to think critically might be hampered by restricted access to information or a lack of familiarity with a specific topic. In his opinion, Students improve their comprehension, interpretation, and evaluation of the writing's quality, as they grow more familiar with different writing styles and formats.

#### **2.2.2.4. Motivation**

Motivation is a crucial factor that drives individuals to engage in activities and accomplish their objectives. Çimen (2016) defines motivation as “a power that guides an individual towards particular objectives and ensures that he/she acts in line with these objectives” (p.25). It can come from both intrinsic factors (such as personal values, interests, and desires) and extrinsic factors (like rewards, recognition, and pressure from external sources). People who are motivated have the vigor and excitement necessary to pursue goals and engage in activities like critical thinking.



According to Halonen (1995), motivation appears to be a supportive condition for critical thinking since unmotivated people are unlikely to display critical thinking. (cited in Fahim, & Hajimaghsood, 2014). Therefore, it is important to understand the connection between motivation and critical thinking abilities. Critical thinking is a sophisticated and complicated skill that calls on a variety of processes, both cognitive and motivational. When students are motivated, they devote their time and energy to doing in-depth analysis of a topic. Additionally, it enables them to remain focused, persistent, and determined in the face of difficulties or failures. Conversely, Critical thinking serves to boost motivation by offering clarity, sparking ideas, and recognizing potential solutions to issues.

In short, critical thinking and motivation are intertwined because they strengthen and support one another. Critical thinking requires motivation to be engaged, while motivation is enhanced by critical thinking by enhancing problem-solving skills and insuring the pursuit of worthwhile goals. Personal progress, achievement, and contentment can result from cultivating both motivation and critical thinking abilities.

#### **2.2.2.5. Paul and Elder's Elements of Thoughts**

Paul and Elder (2002: 2008: 2020) have developed framework called "Elements of Thought" as part of critical thinking theory. Paul and Elder seek to enhance individuals' cognitive abilities by deconstructing thinking into distinct elements, enabling them to evaluate, analyze, and enhance their cognitive processes. It consists of eight fundamental components or elements that help in analyzing and evaluating thoughts and arguments. These elements are:

- 1. Purpose:** The goal or objective of thinking. Identifying the purpose enables individuals to clarify their intentions and ensures that their cognitive processes are in line with their objectives.
- 2. Questions:** The queries used to gather information and guide thinking. By identifying the central question at issue, one can ensure that their thinking remains concentrated and pertinent to the current task.
- 3. Information:** The facts, data, and evidence used as the basis for thinking.

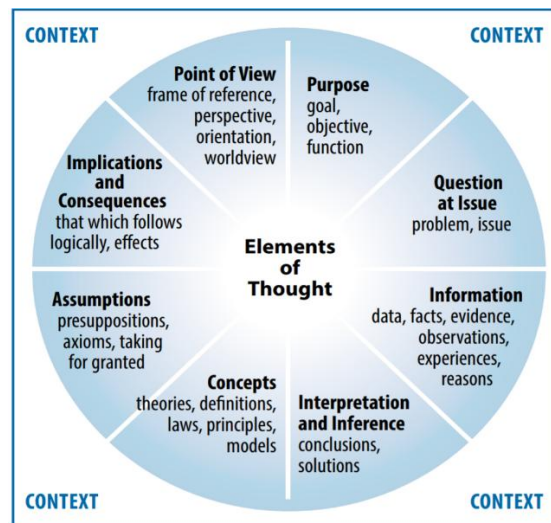
**4. Interpretation and interference:** The process of making sense of information and drawing conclusions. The thinker should be able to clearly comprehend and articulate information, concepts, and arguments using some skills. Categorization, significance decoding, and meaning clarification are all part of the sub-skill of interpretation.

**5. Concepts:** The general ideas or categories used to organize thoughts.

**6. Assumptions:** Unstated beliefs or presuppositions that shape thinking. It is essential to acknowledge and evaluate the assumptions of others in order to engage in thorough and fair-minded thinking.

**7. Implications:** The logical consequences or outcomes that follow from the thinking. In this phase, the thinker should use rational and logical principles to evaluate information and draw valid conclusions.

**8. Point of View:** The perspective or standpoint from which thinking is done. Acknowledging diverse perspectives fosters cognitive empathy and enhances the process of critical thinking.



*Figure 2.2.2.5: Elements of thought (Paul & Elder, 2020, p.14)*

The figure above summarizes the key elements according to Paul and Elder. These elements provide a structured approach to thinking critically, helping individuals analyze and evaluate their reasoning process in different domains of knowledge or problem-solving situations.

### **2.2.3. Characteristics of Critical Thinker**

Regarding the optimal qualities of a critical thinker, Ennis (1987) emphasizes the importance of thinking dispositions that foster the growth of receptiveness to new ideas, sensitivity to the emotions of others, and a propensity for information acquisition. To develop into a critical thinker, one must possess a variety of characteristics. As Brookfield (1987) stated, “Being a critical thinker involves more than cognitive activities such as logical reasoning or scrutinizing arguments for assertions unsupported by logical evidence” (p.13–14). Critical thinkers possess various dispositions that enable them to approach information, problems, and arguments in a careful and analytical manner. Experts in the field of critical thinking have developed certain dispositions for thinking Ennis (1987, 1991, 2018), Halpern (2014), Paul and Elder (2008). However, it is possible to cultivate and refine these dispositions through deliberate effort and practice in order to improve one's critical thinking abilities. Critical thinkers exhibit a variety of essential attributes that empower them to tackle problems and process information systematically and efficiently. These characteristics include objectivity, open-mindedness, analytical skills, curiosity, skepticism, effective communication, self-reflection, intellectual humility, and ethical reasoning.

Critical thinkers need to approach information without personal judgments, focusing on evidence and facts. They should refrain from having prejudices and responding emotionally. Thus, Objectivity is an essential quality for critical thinkers because it entails assessing information without any bias (Halpern, 1998). Furthermore, open-mindedness is an essential attribute because it demonstrates that thinkers are receptive to alternative viewpoints, opinions, and concepts, notwithstanding their own difference. In relation to that, Rahdar et al. (2018) state that open-mindedness enables individuals to contemplate diverse viewpoints and concepts. Analytical abilities are also essential for critical thinkers, as they enable them to deconstruct complex issues into smaller parts, analyze connections, and detect patterns. In another word, turning these issues into manageable parts for better understanding (Ghanizadeh & Mirzaee, 2012).

Being a critical thinker entails having an inherent desire to question, pursue understanding, and examine various possibilities. Therefore, curiosity plays a crucial role in motivating individuals with analytical thinking skills to actively investigate and acquire fresh information (Khoshgoftar & Barkhordari-Sharifabad, 2023). However when asking questions critical thinkers, have to question the reliability, credibility, and validity of sources and arguments, avoiding blind acceptance. In other words, not accept it at face value (Rahdar et al., 2018).

Effective communication is important for critical readers to articulate and express thoughts and ideas clearly to engage in meaningful discussions (Chen et al., 2017). This is by using logical reasoning and evidence to support their claims. Self-reflected thinkers are aware of their own assumptions, biases, and limitations, constantly seeking self-improvement and learning from experiences. Moreover, it leads to continuous improvement (Coulson et al., 2007). Another important trait is intellectual humility, which entails acknowledging the boundaries of one's knowledge and being receptive to acquiring knowledge from others (Pai et al., 2013). In other words, critical thinkers have to acknowledge the gaps in their knowledge. Ethical reasoning is acquired for thinkers. They need to consider the ethical implications and consequences of their decisions and actions, striving to make morally responsible choices based on critical evaluation (DeSimone, 2016).

In a nutshell, individuals who possess critical thinking skills demonstrate a blend of these attributes in order to approach problems with careful consideration and arrive at well-informed decisions grounded in evidence and logical thinking. By integrating these characteristics into their cognitive processes, individuals can augment their capacity to analyze information, communicate proficiently, and make sound judgments.

#### **2.2.4. Metacognition and Critical Thinking**

It has been agreed that Metacognition plays a crucial role in the development of thinking and learning. It is the ability of being aware of one's own thinking processes and strategies (Kuhn & Dean, 2004) and being able to monitor and adjust them as needed. It

alludes to the human ability for self-reflection that helps learners learn and think as well as thinking about their thinking. According to some scholars, the phrase "thinking about thinking" refers to both metacognition and critical thinking. The idea of thinking about thinking, commonly seen as a collection of interconnected abilities linked to learning and thinking, encompasses many skills necessary for engaging in active learning, critical thinking, reflective judgment, problem-solving, and decision-making (Dawson, 2008, p. 4). According to Scharff et al. (2014), the term "thinking about thinking" can be used to start a discussion on metacognition or critical thinking. This underscores the significance of reflection and self-consciousness within the cognitive process. By emphasizing the metacognitive dimensions of cognition, individuals are prompted to reflect on their cognitive processes and the underlying reasons for their specific patterns of thought. The process of critical thinking has metacognitive components, when individuals engage in self-reflection on their personal biases, assumptions, and cognitive processes. Through self-awareness, individuals have the ability to recognize gaps in their comprehension, rectify errors, and implement modifications to enhance their overall performance.

From another perspective, reasoning plays a crucial role in cognitive processes and problem-solving. Rivas et al. (2022) argue that reasoning serves as the foundation for all acts categorized as thinking. This underlines the significant impact that reasoning has on human cognitive processes, emphasizing its essential function in shaping human understanding of the world and providing direction for decision-making. Therefore, it can be assumed that the absence of powerful reasoning skills would compromise the structure and logical coherence of our thoughts, resulting in a reduced ability to engage in meaningful discussions. That is, critical thinking and metacognition share the same foundation, which is reasoning. Students must consider their own thought processes as well as frequently the thought processes of others in order to come up with a reasonable response, conclusion, or solution.

Metacognition and critical thinking are inextricably linked because metacognition aids in the development and enhancement of critical thinking skills. Learners may discover any biases, gaps in information, or faulty reasoning that may be impeding their critical

thinking by becoming conscious of their mental processes. They may also check their own comprehension and adjust their thinking strategies accordingly. This demonstrates "how metacognitive skills support lower-level learning" (Johnson et al., 2010, p.1499). Critical thinking, in turn, enhances metacognition by forcing learners to consider and evaluate their own cognitive processes. They may recognize any cognitive biases or flawed reasoning that may be influencing their thinking and take action to remedy it with critical thinking. Johnson et al. (2010) confirm that developing critical thinking depends on the development of its essential abilities, including metacognitive skills. It should be noted that both need practice and a thorough understanding of the relevant procedures.

### **2.2.5. Critical Thinking in Education**

The topic of critical thinking in language instruction is contentious. Some teachers and educators find it to be a daunting task to teach. Yet, the majority of instructors agree that promoting critical thinking in their students is vital. There is a prevailing view that critical thinking skills are a generalizable set of skills that can be taught independent of discipline specific knowledge and applied broadly to any context. (McPeck, 1990). In light of this, Burns and Hadfield (2013) consider critical thinking to be a teachable mental skill that enables one to identify the underlying concepts and assumptions that underlie the messages they encounter on a regular basis. Because a language may provide a non-native student a variety of cultures, values, and ideas, critical thinking is more worthwhile to teach in EFL environments. As a result, the student needs to think carefully while reading a material, for instance, to generate novel theories or presumptions.

One of the main concerns is the challenge faced by teachers in defining critical thinking within the EFL context. While critical thinking in EFL is seen as a combination of various skills such as communicative competence, creativity, problem-solving, and metacognition (Marin & Paya, 2017), there is a debate on how to teach effectively critical thinking in this context. For instance, the cultural influences on understanding critical thinking can affect the implementation of critical thinking in EFL education (Nguyen, 2022). Atkinson (1997) claimed that critical thinking is not appropriate for EFL students and should be handled carefully in ESL/EFL training. He believed that critical thinking is

social that is related to native speakers and their cultures. From these perspectives, it can be claimed that challenges such as defining critical thinking and its ingredients, cultural influences, coherence in writing hinder the seamless integration of CT in EFL settings. In contrast, critical thinking should be taught to ESL/EFL students, according to Davidson (1995), because one of the goals of language instruction is to help students converse with or interact with native English speakers. This viewpoint is in agreement with the idea that language proficiency extends beyond basic linguistic skills; it encompasses the capacity to participate in meaningful and contextually suitable communication. Incorporating critical thinking skills into ESL/EFL education is considered crucial for empowering students to navigate authentic language use, promoting efficient communication, and facilitating successful interaction within the target language community. Nevertheless, it is crucial to take into account the precise instructional techniques and resources in order to successfully incorporate critical thinking in ESL/EFL settings.

Fairclough (2014) claims that critical reading should be taught in EFL classes and that it is the responsibility of the instructors to help students challenge their views as they read and take a stance on what they have read, believed, and researched. It means that students should learn to read between lines. Hence, education experts generally concur that fostering CT abilities should be a priority for higher education (Appleby, 2006; Moon, 2008). According to them, it is imperative to foster critical thinking skills in students to enable them to effectively analyze information, solve complex problems, and actively participate in academic and professional contexts. Teachers may encourage their students to develop into critical thinkers who can use their abilities outside of the classroom by including critical thinking into their lesson plans and evaluations. Overall, critical thinking in education helps students become more effective problem-solvers, decision-makers, and lifelong learners, preparing them for success in the academic settings, their careers, and everyday life.

### **2.2.6. Literature and Critical Thinking**

Critical thinking skills are in high demand since they assist students shape their thinking. As claimed by Halpern these skills help students: "know how to learn and think

clearly" (1998, p. 450). However, critical thinking education in university classrooms has to be carried out more consistently and explicitly in order to improve students' employability.

Studies have shown that literature may help EFL students develop their critical thinking skills. According to Hayes (1990), Critical thinking may be effectively taught through literature study. In Hall's point of view (2005), literature is different from other texts because it helps promote critical thinking in way that is more thoughtful and encourage students to delve beyond the text (Langer, 2000) . Understanding literature necessitates sound judgements and conclusions based on careful consideration. In other words, the reader will develop critical thinking skills while reading literature by responding to the text and the author, consciously rejecting or accepting the writer's assertions, asking questions, applying what we are reading to what we know and believe, and finding information and ideas within a text (Highered, 2010). Furthermore, Subhash et al. (2022) assert that using literary works in language training surely improves students' critical thinking so that they may quickly pick up a new language. This perspective implies a connection between engagement in literature and the cultivation of cognitive abilities essential for proficient language acquisition.

Teaching literature to Hayes entails imparting a corpus of information. This offers learners the chance to get their minds going and paves the way for them to come up with new assumptions and conclusions. Furthermore, "Students can become familiar with how literature works. When students have an understanding of literature, they have a foundation from which to make decisions about what they are reading; they can recognize and decide" (Hayes, 1990, p.4). In other words, engaging with literature requires students to actively study and assess the texts they come across, moving beyond simple interpretations. It encourages readers to reflect critically and ask questions about the themes, characters, and style of the book as well as other literary elements.

Within the field of education, the integration of literature into teaching methods has been emphasized as a way to promote critical thinking skills, including textual analysis,



interpretation, and evaluation, making conclusions, and engaging in reflective thinking. The study conducted by Levine & Horton (2015) shows that instructing students in affective evaluation criteria could enhance their ability to interpret the themes of literary texts, bringing their practices in line with those of experienced readers. This suggests that providing direct instruction in evaluation strategies can improve students' ability to explore textual meanings effectively. In other words, literature requires students to study and evaluate texts carefully in order to recognize themes, motifs, symbols, and literary aspects. Students must use critical thinking skills to analyze the author's decisions and intentions during this process. Thereby, literature is a potent source for careful analysis.

Reading literature teaches students how to analyze and assess the many points of view that are given in writings. They gain the ability to analyze characters' intentions and deeds as well as the social, historical, and cultural context of a literary work. This implies that reading literature develops one's analytical and interpretative skills (Vandrick, 2003). Furthermore, Paesani (2011) emphasizes the importance of multimodal language development in language-literature instruction. This highlights the significance of engaging with literature in an interpretative manner to construct meaning from the text. Encouraging students to analyze and interpret literature using different methods can result in a more thorough comprehension of texts.

Implicit information is frequently presented in literature, forcing students to make conclusions and connect the dots between various passages. In order to evaluate the facts and justify their interpretations, one needs critical thinking abilities. Interacting with literary texts promotes the development of thinking skills by prompting analysis of the portrayed events, their connection to personal experiences, and examination of the broader world (Bobkina & Stefanova, 2016). Additionally, literature challenges students to relate the narrative or ideas to their own lives and the outside world. Reflective thinking facilitates a critical examination of one's own assumptions, attitudes, and beliefs. Reflective thinking is essential for accurately interpreting students' behaviors, addressing their needs (Choy et al., 2019).

Instructors may encourage students to think critically, challenge presumptions, and expand their critical thinking abilities by adding literary instruction into the curriculum. In the end, these abilities reach beyond the classroom, enabling students to interact critically with their surroundings. Some teachers of critical thinking encourage the labeling of students thinking behaviors during class activities and discussions (Costa, 1985) because they can demonstrate an understanding of a concept and an ability to recognize and label a thinking behavior. Thereby, it is the responsibility of teachers to organize class activities and arrange discussions in order to develop students' critical thinking.

### **2.2.7. Strategies to Develop Critical Thinking in the Language Classroom**

According to socio cognitive researches, students' teaching objectives and learning activities must shift in order to encourage thinking. Learning objectives can include learning new information, enhancing one's capacity for critical thought, solving problems more effectively, or encouraging creativity. Setting up distinct teaching objectives is essential because they provide the teacher and the students' direction and steer the learning activities toward predetermined desired results.

On the other hand, learning activities include the acts and experiences that students do in order to fulfill the teaching-related goals. These tasks may be delivered through lectures, discussions, group projects, practical experiments, or individual assignments, among other formats. When properly planned, learning activities encourage not just the acquisition of knowledge but also active participation, teamwork, and self-reflection.

#### **2.2.7.1. Supporting Learning via Orienting Activities**

The term "orienting activities" describes a group of tasks or exercises created to acquaint someone with a new setting, circumstance, or job. Learners who engage in these activities are better able to comprehend and adapt to their environment, learn fundamental information, and become familiar with the expectations or requirements of a certain situation. Johnson and Johnson's (2009) study looked at how orienting exercises are used in classrooms. According to the study, including orienting activities at the start of the

academic year enhanced student involvement, generated a supportive classroom environment, and increased students' feelings of belonging. They aim to reduce stress, build confidence, and facilitate the integration of individuals into a new setting.

Giving students a thorough introduction and guidance to the subject matter or work at hand requires assisting learning through orienting activities. These exercises provide students a better understanding of the learning objectives, the anticipated results, and the context for the upcoming new material and as well as increasing critical thinking, particularly while working in groups. Miller and Monge (1986) looked at how orienting activities affected team cohesiveness and collaboration. According to the study, teams who participated in well-thought-out orienting activities performed better because of having higher levels of collaboration, trust, and understanding. This suggests a direct correlation between well-organized introductory activities and the improvement of crucial elements that contribute to efficient teamwork, offering valuable understanding into the mechanisms that lead to successful team results.

#### **2.2.7.2. Encouraging Dialogic Learning and Critical Dialogue**

Dialogic learning is a constructivist teaching and learning strategy that includes learners and educators engaging in interactive and open-ended dialogue. This type of conversation is known as dialogic teaching (Alexander, 2003; Phillipson & Wegerif, 2019). Alexander (2003) contends that dialogic learning fosters the co-construction of meaning and the growth of critical thinking abilities by fostering students' natural curiosity as learners learn from their peers as well as from the educator. In the opinion of Ketch (2005), this form of dialogue allows students to build their own concepts or ideas. This is consistent with the fundamental principles of dialogic learning, which emphasize interactive and collaborative communication as a method for learners to actively engage with content and create knowledge. The advantage of this approach lies in its capacity to cultivate a more profound comprehension and personal responsibility for learning outcomes. Additionally, this approach views learning as a social process in which students actively generate knowledge via talks and discussions.

Additionally, through discussion and active participation, dialogic learning aims to promote critical thinking, collaborative problem solving, and the creation of deeper knowledge. As learners, conduct caring, collaborative, critical, and creative exploration of ideas from many viewpoints. (Phillipson & Wegerif, 2019). In other words, dialogic learning encourages students to actively participate in meaningful conversation and collaboratively build their understanding. Therefore, this strategy will foster active learning, analytical thinking, and enhanced understanding through collaborative discussion.

### **2.2.7.3. Group Work and Collaborative Activities**

According to Johnson et al. (1994), students who participated in collaborative learning activities displayed better critical thinking ability than those who learned separately. Collaborative activities and group work are essential for fostering critical thinking abilities. Individuals are able to impart their information, viewpoints, and ideas to others when working in a group. This exposure to many points of view aids in broadening their thinking and encouraging them to look at a situation or activity from several aspects. Furthermore, collaborative tasks necessitate persons working together, communicating well, and solving difficulties jointly. These abilities are necessary for critical thinking because they help people to think carefully, examine information, and make smart decisions.

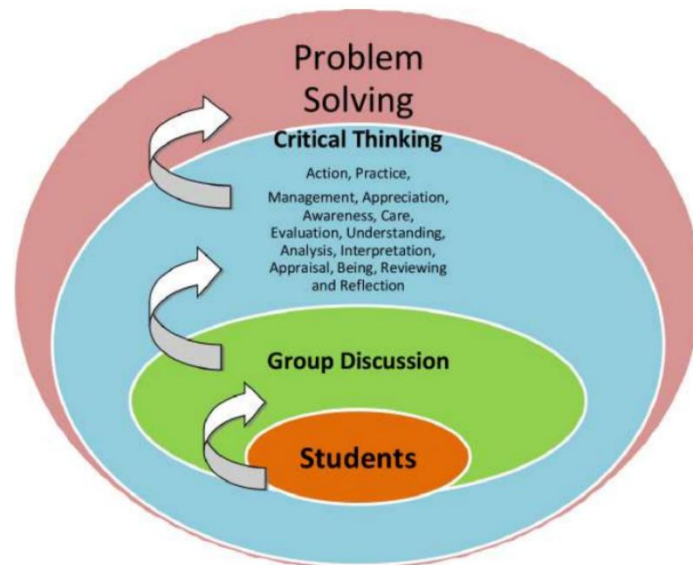
### **2.2.8. Group Work and the Horizons of Possibility Thinking**

According to reader response theory, when reading a literary work, readers build meaning using personal knowledge, beliefs, and real-life experiences that influence their responses and interpretations. These interpretations are embraced in literature since they open up a wide range of possibilities. The term "horizon of possibilities" refers to the range or extent of prospective alternatives or opportunities in a certain circumstance or setting. It indicates the bounds within which numerous possibilities or outcomes can be explored. For Lloyd and Maguire (2002), the creation of new possibility horizons requires conversation. They claim that conversations between individuals are at the heart of all of this, and it is

the greater mutual understanding that these exchanges foster that gives rise to novel possibilities and previously unthinkable emerging horizons.

According to Langer (1991), the majority of effective teaching occurred during group conversations with the teacher present, and the most fruitful literary inferences that students made during such talks entailed the investigation of possibilities. Therefore, Conversations and group work are closely related since they both entail interpersonal contact and interaction. In group works, team members converse and work together to accomplish a task or reach a common objective. Effective communication, active listening, and the sharing of thoughts and information during discussions are necessary for this.

More specifically, differences in thoughts and possibilities among group members would encourage the development of additional thinking and problem-solving processes. In the same vein, Rock and Grant claim that: “diverse teams are better at decision-making and problem-solving” (2016). Moreover, this might enhance and increase the accuracy of group thinking as well as motivating members to examine one other's behaviors more, maintaining their group's cognitive resources' awareness. *Figure 2.2.8* illustrates the relationship between group discussion, critical thinking and problem solving.



*Figure 2.2.8: Diverse techniques to problem solving for critical thinking. (Subhash et al. 2022, p .7)*

The Figure above shows that group work, critical thinking, and problem solving are interconnected and form a dynamic relationship in various settings. When engaged in group work, individuals have the opportunity to collaborate and exchange diverse perspectives, which stimulates critical thinking. By critically analyzing, differing viewpoints and synthesizing information, group members can collectively identify and define problems. Effective issue-solving techniques are then built upon this collaborative problem identification. In short, encouraging students to participate in group works, conversations, and presentations as examples of collaborative learning activities. As they actively engage with each other and challenge each other's ideas, views, and logic, this will aid in the development of critical thinking abilities.

### **2.2.9. The Role of Literature Circles in Developing Critical Thinking**

The usage of dialogue and discussion may raise students' level of thinking. Therefore, literature teachers must seek for a technique that includes conversation and discussion. Wells Gordon claims that: “the most valuable talk occurs in the context of exploration of events and ideas in which alternative accounts and explanations are considered and evaluated” (2001, p. 3). In the same vein, Johnson (2021) claims that: “Social interaction enhances high level thinking and literacy learning” (p.13). According to him, a range of activities comprises social interaction and conversation concerning high-quality literature. These include book clubs, literature circles, book talks, evaluations and critiques of books; top-ten lists, journal entries and responses, and structured discussions. Therefore, the literature circles technique appears to fit the bill when compared to other teaching methods since it emphasizes both small group and whole class discussion in addition to the analysis and evaluation of a variety of texts. Blum et al. (2002) assert that literary circles help learners grow their metacognitive understanding of how to comprehend what they read. When working in small literary groups, students will participate in debates, exchange ideas, and express their perspectives. Critical thinking requires good communication skills, such as courteous speaking, listening, and arguing, which are fostered in this collaborative environment.

From the perspective of Coccia (2015), peer-led discussions about literature are a big part of literary circles and book clubs, where students must rely on their reading comprehension to explain what they have read to their other members. In the same vein, Sloan sees that: “Responding to literature through discussion, preferably in small groups, is a time-honored way to promote literary growth through reading, reflecting, and reevaluating one’s response in light of the responses of others”. (2002, p. 28). The focus on discussing literature suggests a collaborative approach where readers not only interpret texts on their own, but also engage in a collective exploration of meaning. This is in line with the principles of dialogic learning, which promote critical reading, reflection on one’s responses, and the improvement of interpretations through the insights and perspectives of others.

By discussing different aspects of the text, such as plot, characterization, themes, and literary devices, students deepen their understanding and appreciation of literature. Additionally, students who are given the opportunity to work in small, collaborative peer groups have higher levels of cognitive engagement. Students who assess their teachers as passionate, successful, and responsive show higher levels of cognitive engagement (Garcia & Pintrich, 1992).

Numerous studies support the notion that including students in discussions and debates on a variety of subjects will foster critical thinking by offering alternative viewpoints and helping them to assess and analyze various arguments. As a result, this will improve their capacity for critical thought and persuasive argument. Jocius and Shealy (2018) believe that: “student-led book clubs can empower readers and writers to critique the world around them and advocate for social change”. In this regard, Mary Nerissa Castro’s experimental study (2021) demonstrates that the performance of the groups that used the literary circles technique was superior to that of the control group. The study concludes that literary circles are a good way to help students develop their reading-related critical thinking skills. Furthermore, Sutrisno et al. (2020) find that Literature Circles are more effective in teaching Critical Thinking Skills at the EFL level than Technology Integrated Instructions.

The current study delves thoroughly into the influence of literary circles on the development of critical thinking. These circles facilitate active involvement, encouraging students to engage personally and emotionally in the learning process, leading to a more profound comprehension of the literary texts (Kassem, 2022). Literature circles encourage people to actively read and debate literature. By analyzing and evaluating the text's substance and strengthening their arguments with details from the narrative, participants in this process are encouraged to think critically (Nilsen & Donelson, 2001). Individuals learn to analyze and comprehend various literary works through literature circles. Participants in these sort of circles may hone their critical thinking abilities by closely examining characters, themes, and story points as they establish connections, draw inferences, and provide interpretations.

Literature circles have been proven to enhance students' perspective-taking activities as they provide participants a forum to exchange various points of view. By doing so, they enhance their analytical abilities and gain a better understanding of diverse viewpoints (Imamyartha et al., 2021). Individuals are exposed to other opinions via intellectual dialogue, which helps them to broaden their thinking and take into account alternate points of view. By posing questions and promoting contemplation, this encourages critical thinking. During these interactions, students enhance their problem-solving abilities by carefully assessing different interpretations and arguments put forth during discussions (McElvain, 2010). Put simply, open-ended questions or problems about the text are frequently posed in literature circles. Participants are urged to brainstorm their ideas and work together to come up with possible answers or interpretations. Through providing opportunities for individuals to think critically, evaluate data, and develop well-thought-out arguments, this approach promotes critical thinking.

Engaging in reading circles allows students to express their viewpoints and thoughts in a supportive environment, which ultimately fosters the development of self-assurance. They gain self-assurance in their capacity for critical thought as they participate in conversations and get feedback. As a result, they become more inclined to defend and voice their opinions, which encourages further growth and development. The enhanced sense of



self-confidence that results from this enables learners to participate actively in discussions, exchange perspectives, and engage in collaborative learning experiences (Karatay, 2017).

Critical thinking skills are greatly impacted by literary circles. Learners develop their capacity for critical thought, strengthening their general cognitive and analytical abilities; through actively participating in debates, reading and evaluating literature, taking into account other viewpoints, and solving issues. Additionally, it promotes autonomous learning. (Espinosa-Cevallos et al., 2022). By participating in literature circles, students learn to form their own opinions and defend their viewpoints. They practice independent thinking, critically evaluating arguments, evidence, and interpretations.

### **2.3. Promoting Learner Autonomy through the Use of LCs**

Establishing a learning environment in which students are actively engaged in their educational journey, make decisions regarding their learning, and cultivate critical skills for lifelong learning constitutes the promotion of learner autonomy via literature circles. Through the implementation of pedagogical approaches that encourage students to assume accountability for their own education, instructors have the ability to cultivate in learners a disposition toward autonomy and self-control.

#### **2.3.1. Defining Learner Autonomy**

It is widely acknowledged that providing a single definition for autonomy is a difficult task. The majority of studies depend on Holec's (1981, p. 3) definition of autonomy as "the ability to take charge of one's own learning". This implies individuals may recognize their strengths and shortcomings, establish realistic goals, choose effective methods of assessment, and actively look for possibilities for progress when they take responsibility for their learning. Trebbi (2006, p.290) contends that taking control of one's own learning is a simultaneous activity because no studying occurs unless the learner is in control. This independence generates a sense of strength and autonomy, allowing individuals to make educated choices regarding their education and future path. In other words, students are able to engage in autonomous learning when they are provided with the opportunity to make decisions on their own learning as well as the learning

materials, for example. According to Yule (1996), the autonomous individual must be free to lead his own life and not be susceptible to external interference or control (cited in Hadi, 2018).

Autonomy in learning refers to the capacity of learners to think critically and make decisions on their own learning processes. Littlewood views that, “At the core of the notion of autonomy are the learners’ ability and willingness to make choices independently” (1996, p.427). This is consistent with educational psychology research that highlights the value of self-regulated learning and metacognition. With the freedom to choose, students may take charge of their education and mold it to fit their own needs, interests, and objectives.

On the other hand, Little (1991) views it as a psychological relationship with the learning process. Autonomy in learning enables students to take an active role in their educational journey by allowing them to choose the information they want to interact with, the techniques they use to learn, and the time of their study sessions. This psychological link is critical because it develops a sense of ownership and drive, allowing students to take charge of their own learning path. While Dickinson (1987) sees it as a learning circumstance with total accountability and decision-making. Learner autonomy, in his opinion, is a learning situation in which individuals accept complete responsibility for their own learning and are actively involved in making educational decisions. He emphasizes the value of learner agency and the possibility for generating a more engaging and meaningful learning experience by giving students the tools they need to take charge of their education. Similarly, the idea of learner autonomy suggests that the learner has an abundance of freedom (Little, 1991). Nevertheless, striking a balance between freedom and structure is critical for ensuring a meaningful and successful learning experience.

Benson and Voller (2014) classify learner autonomy into three categories: "Technical" learner autonomy involves studying a language without a teacher or educational institution. This kind defines learner autonomy as a set of skills used outside the classroom or while learning at their own pace without an instructor. “Psychological”

autonomy enables learners to take more responsibility for their learning. Personal motivations that encourage learners to guide their learning. “Political” autonomy seeks to empower learners to take charge of their learning objectives. This kind encourages learners to choose their own learning approach and style, make decisions, and be self-directed without outside influence.

In light of psychology viewpoints, Christman (2018) emphasizes the need of understanding the difference between basic and ideal autonomy when defining autonomy. According to him, basic autonomy is about one's accountability, self-reliance, and capacity for self-expression. Whereas, ideal autonomy is intended to be a goal that may be attained in terms of authenticity, free from manipulation and "self-distorting influences.

### **2.3.2. Levels of Learner Autonomy**

The degree of autonomy in language acquisition pertains to the extent to which learners are capable of independently guiding their own learning process. In the initial phases of language acquisition, learners often depend heavily on teachers and course materials to facilitate their progress. This reliance on external resources is strongly associated with the concept of learner autonomy, which is contingent upon the learner's proficiency level. As a result, determining the degree of autonomy that is acceptable for their individual learning and teaching situation is a significant problem for both instructors and learners. Numerous studies including Nunan (1997, p. 195) and Scharle and Szabo (2000, p. 9) make an effort to offer various levels of autonomy.

#### **2.3.2.1. Nunan's Model of Autonomy Levels**

Nunan (1997) presented a framework for promoting learner autonomy. These levels are not conceptually separate, but rather exist on a scale ranging from complete reliance on the instructor to complete autonomy (Nunan, 2003). Nunan's five levels of autonomy are presented in *Table 2.3.2.1*.

Level	Learner Action	Content
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer.
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning program.
4	Creation	Learners create their own goals and objectives
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world.

***Table 2.3.2.1: Nunan's levels of Learner Autonomy (1997)***

During the awareness stage, the students are needed to match goals and techniques after being made aware of the objectives. Students must comprehend their own needs, values, and desires at this stage, as well as the effects of their actions on others and themselves. This stage is a critical component for increasing autonomy. In Nunan's second stage of involvement, learners are urged to actively engage in the learning process and assume ownership of their own education based on personal values and preferences. During the next stage, students are active at this level in taking actions to support persons in enjoying their autonomy rights and overcoming challenges or problems that may impede their independence. When students are involved in making important decisions about their education this may develop a sense of freedom, responsibility. This allows students to advance to the next level, which is creation, in which they are given the option to create an atmosphere that allows them to discover and express their unique personalities, beliefs, and aspirations is part of the process. It entails offering possibilities for creativity, self-expression, and personal development to determine their favorite learning techniques. In transcendence level, students are encouraged to extend their knowledge and comprehension beyond the resources given. The educational process is broken up into a

number of distinct phases according to Nunan's framework, which was created with the intention of facilitating the progression of learners along the continuum of autonomy.

### **2.3.2.2. Scharle and Szabo's Stages of Learner Autonomy**

Scharle and Szabo (2000) put a modified model for learner autonomy and responsibility. It consists of three stages: raising awareness, changing attitudes, and transferring roles. The emphasis on raising awareness stage is on assisting learners in being aware of the significance and benefits of taking control of their learning. When learners possess an understanding of their own learning processes, it can significantly contribute to their ability to make decisions (Holec, 1981 cited in Palfreyman, 2020). Therefore, educators may expose students to new learning strategies, illustrate how these strategies might improve their learning experience, and emphasize the benefits of being a self-directed learner. Once learners understand the need of learner autonomy, the next step is to assist them in developing positive attitudes toward taking responsibility for their learning. This level is to assist students in developing positive mindsets about taking responsibility for their learning. This involves adjusting their mindsets away from relying solely on teachers for all knowledge and direction and toward being active participants in their learning process. In the final level, students assume complete responsibility for their performance, development, and learning outcomes.

These stages offer a thorough framework for comprehending and implementing effective strategies for promoting independent learning and responsibility among learners. Kumaravadivelu (2003, p.144) categorizes these stages as a preliminary stage that focuses on improving the learner's knowledge of the rationale for the teacher's selection of goals, assignments, and resources, an intermediary stage that focuses on giving the student the freedom to select from a variety of alternatives provided by the teacher. Finally, at the advanced level, the focus is on the student determining his or her own objectives, assignments, and materials. Scharle and Szabo's phases of autonomy are a good paradigm for supporting autonomous learning and strengthening students' abilities to accept responsibility for their own learning. Al-Saadi (2011) asserts that these phases encompass a wide range of abilities and attitudes, and may be easily incorporated into regular

classroom teaching. Additionally, the author asserts that abilities and attitudes such as monitoring the learning process, developing self-evaluation, promoting motivation, and producing collaboration are among these abilities and attitudes.

### **2.3.3. Learner Autonomy in Language Learning**

Hsu (2004) claims that the idea of autonomy in language learning was first described as a capability and has now been expanded with other components such as responsibility, a process, qualities, willingness, and freedom/right. For Little (2022), “language learner autonomy’ denotes a teaching/learning dynamic in which learners plan, implement, monitor and evaluate their own learning”. He emphasizes the significance of wide use of the target language in language acquisition in order to become proficient in it and incorporate it into one's personality and plurilingual repertoire. For him, the term "plurilingual repertoire" emphasizes the understanding that language learners have a variety of linguistic repertoires, with the target language being a crucial component of these repertoires. The idea that learners incorporate the target language into their own linguistic and cultural identities is further supported by this. Therefore, it is desirable for learners to use the target language to the utmost degree feasible. By doing this, students demonstrate both individual and group agency, indicating that they are actively in charge of their own language learning processes. The idea that the target language may act as a channel for action brings to light the transformational potential it has for speeding up language learning.

The variability in language acquisition outcomes is greatly influenced by factors such as individual aptitude, exposure to the target language, and instructional approaches. Little (1991) suggests that second language acquisition can result in a wide range of outcomes, spanning from nearly native-like proficiency to very limited communicative abilities (p. 26). It suggests that social and attitudinal factors, which are closely linked to autonomy, significantly contribute to elucidating these phenomena. Attitudinal variables are those that relate to people's motives, interests, and self-perceptions toward the target language, whereas social elements are those that relate to the effect of the surrounding environment,

such as cultural norms, language availability, and exposure to native speakers. Moreover, Baume (1992) claims that it is a critical goal in higher education to aid students majoring in a foreign language by immersing them in autonomous learning environments and empowering them to take responsibility for their academic progress. Therefore, the promotion of autonomous learning may be facilitated by seeing "learning to learn" as an essential component of language acquisition. This approach enables learners to develop a heightened awareness of their learning processes, the available learning strategies, and the strategies that align most effectively with their own needs and preferences (CEFR, 2001, p. 141 as referenced in Summer, 2010).

#### **2.3.4. Learner Autonomy in EFL Classroom Context**

In the current period of learner-centeredness in education, there is a focus on the active participation of learners in the EFL classroom. Hadi (2018) claims that the cultivation of autonomy in the context of foreign language learning has been found to have a positive impact on academic achievements and the acquisition of many competencies in the target language, including but not limited to communicative competence. According to her, the benefits of autonomy extend beyond language study and into other areas of personal and professional growth. Teaching methodologies aim to facilitate the transition of learners from passive receivers of knowledge to active participants in the learning process. Nevertheless, the cultivation of enhanced autonomy among students is of utmost importance in order to assume responsibility for their own educational pursuits.

Holec (1981) argues that teachers should focus on two separate aims for their language classes: helping students reach their linguistic and communicative goals, and encouraging students to take responsibility for their own language acquisition. This, in his view, raises the question of how well the strategies for achieving each goal square with one another. In the context of foreign language instruction, the primary responsibility of the teacher is to facilitate the acquisition of the target language. However, when learner autonomy is a desired outcome, the instructor assumes an additional role in assisting

learners in transitioning from a teacher-directed approach to a self-directed approach to learning. (Little et al., 2017).

Consistent with Holec's view, it may be inferred that there exists a necessity for the establishment of a classroom atmosphere that is both supportive and engaging. This factor is of utmost importance in cultivating language acquisition among language learners. Thus, is important for the instructor to provide a secure and constructive environment that fosters a sense of ease and encourages learners to engage in linguistic experimentation and self-expression. By utilizing a range of pedagogical approaches, including collaborative tasks, group discussions and engaging exercises. In order to have a comprehensive understanding of the role of autonomy in language learning and teaching, it is necessary to thoroughly examine the responsibilities of both the teacher and the student (Little et al., 2017).

#### **2.3.4.1. Learner's Role**

Within the field of autonomous learning research, learners are frequently regarded as active participants in the learning process. Learners in autonomous classrooms are progressively assuming responsibility for the management of their own learning. This includes tasks such as setting objectives, making choices, taking decisions, monitoring progress, and assessing outcomes (Little et al., 2017). According to Smith (2003, p. 136), a framework was proposed for "student-directed learning" which delineates the many roles that students assume. These roles are as follows:

<b>Planning sessions</b>	<b>Student-directed learning sessions</b>	<b>Evaluation sessions</b>
*students clarify individual goals. *Students share ideas and experiences, and draw up	*Student-directed within-class learning (generally group-based). *Ongoing out-of-class learning.	*Groups/ individuals give presentations on within-class learning.



<p>individual plans for out of class learning activities.</p> <p>*Brainstorming of ideas for within-class learning activities; formation of groups.</p> <p>*Students draw up plans for (individual or group-based) within-class learning activities.</p>		<p>*Written reflection on out-of-class and within-class learning for homework.</p>
--	--	--

***Table 2.3.4.1: Smith’s framework of "student-directed learning"(2003, p. 136 as cited in Nguyen, 2009, p.78)***

Within the realm of classroom teaching, the concept of student-directed learning pertains to an instructional methodology wherein students assume an active and autonomous part in their own educational journey. This strategy frequently entails the implementation of collaborative activities carried out within student groups. Based on Ponton’s perspective (2006), autonomous learning refers to a collection of cognitive operations that are performed to different extents during tasks involving self-directed learning.

**2.3.4.2. Teacher’s Role**

The achievement of learner autonomy is primarily determined by the educational system and the teacher's role, which should be duly acknowledged. Educators ought to possess knowledge regarding the methods to enhance autonomy within their instructional settings. This can be achieved by granting students the freedom to inquire and participate actively in discussions, wherein various problem-solving strategies are deliberated through interactive means. Such an approach, known as scaffolding, not only fosters autonomy in

the EFL context but also bolsters student engagement, ultimately leading to academic success.

According to Ellis and Sinclair (1989, p. 10 cited in Kumaravadivelu, 2003 p, 138), educators have the potential to play a significant role in the training of learners to be autonomous learners. . This can be achieved through various means, including:

- Engaging in negotiations with learners regarding the content and methodology of the course, if deemed appropriate.
- Sharing information about language and language learning with learners in a manner that is easily understandable and accessible to them. This information is typically possessed by teachers but is not always conveyed to learners.
- Encouraging classroom discussions that revolve around language and language learning.
- Assisting learners in developing an awareness of the diverse range of alternative strategies that are available to them for language learning.
- Establishing a learning environment that fosters a sense of experimentation and exploration in relation to language learning.
- Allowing learners to form their own perspectives and opinions regarding language learning, while also demonstrating respect for their viewpoints.
- Providing individualized counseling and guidance to learners whenever possible.

### **2.3.5. Promoting Learner Autonomy in the EFL Classroom**

The promotion of student autonomy in EFL has garnered significant attention, leading to a multitude of techniques advocated by proponents and practitioners. In order to foster learner autonomy, educators have at their disposal a range of strategies. These include eliciting learner preferences regarding subject matter, presenting learners with multiple choices, offering an extensive array of learning resources, motivating learners to take risks, and affording opportunities for learners to assume leadership roles. Le (2013) categorizes in-class approaches to learner autonomy into three main types: curriculum-based, teacher-based, and learner-based.

The curriculum-based approach promotes autonomy by involving learners in decision-making processes, encouraging them to choose learning content and method, promoting flexibility, adaptability, and modifiability (Benson, 2011). The teacher-based approach involves a gradual role change from informer to facilitator, promoting learner autonomy, incorporating content, and learning process goals into teaching materials (Nunan, 1997, p.195; Scharle & Szabó, 2000). Learner-based approach promotes behavioral and psychological changes for learners to control their learning, incorporating metacognitive, social, and cognitive strategies into language learning processes (Benson, 2011).

### **2.3.6. Theories for Promoting Learner Autonomy**

Numerous strategies aimed at fostering student autonomy in the context of foreign/second language education have been implemented, accompanied by the introduction of diverse theoretical frameworks.

#### **2.3.6.1. Learner-Centered Teaching and Learner Autonomy**

Dam (2003) suggests that in order to foster learner autonomy, there has to be a shift from a teacher-directed teaching environment to a learner-directed learning environment that corresponds to the principles of learner-centeredness. According to Little (1991), it is recommended that learners be entrusted with the responsibility of directing their own learning, since this approach promotes a greater emphasis on the learning process rather than the act of teaching. This emphasis would require learners to utilize their metacognitive knowledge, which is crucial for fostering and augmenting a learner's capacity for autonomy. According to Dam (2003), many significant principles may be identified in the process of fostering autonomy within an institutional setting. These principles include choice, willingness, authenticity, and evaluation. In an institutional context, Dam's principles of choice, willingness, authenticity, and assessment all contribute to the comprehension and promotion of autonomy. By integrating these principles, institutions have the capacity to establish a conducive setting that facilitates the development of

individuals' autonomy and fosters their progression as autonomous and self-directed persons.

### **2.3.6.2. Constructivism Learning Theory**

This theoretical framework places emphasis on the learner as the central figure, prioritizing their role in the process of knowledge acquisition as it perceives both the act of teaching and the act of learning as processes that contribute to the construction of knowledge. It promotes the active engagement of learners in constructing their own understanding and knowledge. This theory plays a crucial role in the advancement of learner autonomy, since it is perceived as an inherent ability (Benson & Voller, 1997, p.7). The concept of learner autonomy is grounded in this theoretical framework, positing that by affording learners the agency to assume accountability for their own learning; they are likely to exhibit heightened levels of engagement and self-reliance. Learner autonomy, based on constructivism learning theory, promotes learner-oriented study by putting the focus on the student as the cognitive subject (Wang, 2014). In other words, this approach recognizes that learners possess individualized experiences, thoughts, and views that influence their learning environment, and that their pre-existing knowledge and comprehension significantly affect their educational achievements.

### **2.3.6.3. Social Cognitive Theory**

According to this view, autonomous learning is characterized by the demonstration of ingenuity, initiative, and tenacity in the pursuit of knowledge, which is underpinned by motivation and self-efficacy. Vygotsky (1978) emphasized the significance of interaction with others by introducing the concept of the "zone of proximal development". According to his perspective, the distance level is characterized by the ability to solve problems alone, while the level of prospective growth is determined by problem-solving with adult direction or in partnership with peers who possess greater capabilities. Wang (2014) also claims that social interaction is also crucial in learning. This implies that the process of learning and growth is enhanced when individuals actively participate in collaborative activities with those who possess a higher level of skills or knowledge. In this context, the

presence of adult guidance or engagement with peers who possess more competence serves as a scaffold, furnishing the learner with necessary support and aid within their ZPD, so enabling them to attain elevated levels of accomplishment. In line with the Vygotsky's approach, Ponton (2006) claims that: "social isolation is not a defining characteristic of autonomous learning."

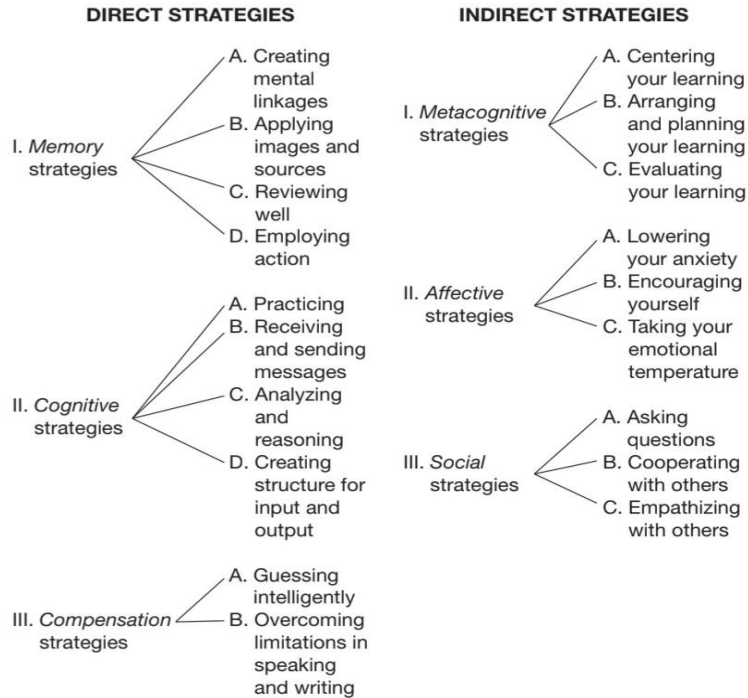
Learner autonomy refers to the inclination of an individual to participate in independent learning activities, even when alternative courses of action may provide equally gratifying results. According to Deci and Ryan (2000), it was also argued that social environments that are conducive to fulfilling fundamental needs might sustain or increase intrinsic motivation and promote the internalization of extrinsic motivation, leading to the development of more self-determined motivational or regulatory orientations. This underscores the significance of social circumstances in influencing individuals' intentions. By providing assistance to individuals' fundamental psychological needs, these environments have the potential to augment inherent motivation and facilitate the absorption of external motivation, ultimately resulting in heightened autonomous and self-determined motivational orientations.

Additionally, Kumaravadivelu (2003) views that language instructors should assist individuals in the establishment of learning communities, wherein learners cultivate a sense of unity, social cohesion, and mutual support, while actively pursuing self-awareness and personal growth . In general, Vygotsky's perspective supports the significance of collaborative work, specifically influenced by exploratory discussion. Additionally, other studies, such as Zuckerman (2003, p. 194), Schulz-Hardt and Brodbeck (2012). demonstrate that groups consisting of individuals with similar levels of expertise possess the ability to accomplish tasks that would be unattainable for any one group member working independently. Therefore, it can be assumed that the fundamental inclination of cooperative and collaborative learning is centered around the learner, which enables them to cultivate independent learning.

### **2.3.7. Strategies for Promoting Language Learner Autonomy**

In order to foster the enhancement of learners' learning processes and outcomes, it is imperative for educators and instructors to acknowledge the many learning styles and strategies employed by their students. Rebecca Oxford (1990) introduced a taxonomy that presents a complete framework of language learning strategies (cited in Kumaravadivelu, 2003). As defined by her, language-learning strategies are "any specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (1990). These strategies have the objective of attaining multiple goals such as simplifying learning by dividing complex concepts into manageable components, speeding up the learning process through efficient study methods. Moreover, increasing enjoyment by encouraging engagement and interest, promoting self-directed learning where learners are accountable for their progress, improving effectiveness by utilizing techniques that align with individual learning styles, and guaranteeing the transferability of skills to various contexts and real-world situations.

Effective language acquisition goes beyond mere exposure to content, emphasizing the importance of strategic methods that enable learners to overcome challenges and maximize their learning results. Oxford (1990) adds that the process of language learning encompasses six distinct categories of strategies classified into direct and indirect strategies. Direct tactics encompass several techniques employed in the utilization of the target language, including memory, cognition, and compensating strategies. In contrast, indirect techniques encompass several approaches that facilitate and regulate language acquisition without direct engagement with the target language. These strategies encompass metacognitive, emotional, and social strategies. The strategies employed by Oxford are succinctly shown in *Figure 2.3.7* presented below:



**Figure 2.3.7: Oxford's Strategy Taxonomy (Cited in Kumaravadivelu, 2003, p. 136)**

According to the classification proposed by O'Malley and Chamot (1990, p137), language learning strategies may be categorized into three distinct categories, namely cognitive, metacognitive, and social/affective. Cognitive strategies encompass the internalization of novel knowledge through various cognitive processes such as resourcing, translation, and note-taking. Metacognitive techniques encompass the intentional process of introspection and self-regulation, whereas social/affective strategies serve to enhance learning through collaboration engagement and regulation of emotional states. Grenfell and Harris (2017) see it is evident that the collection provided above is a comprehensive and inclusive representation of the many ways that language learners may apply. All of these elements are interconnected with specific goal-oriented aspects of language acquisition.

Additionally, Wenden and Rubin (1987) classified language learning techniques into three primary groups, namely learning, communication, and social. Learning methods encompass a range of cognitive and metacognitive skills, such as the processes of memorization, guessing, and monitoring. Communication techniques are not as closely connected to the process of language acquisition, primarily for the purpose of conveying

conversational meaning. Social methods offer valuable chances for practice, while also indirectly facilitating the processes of language acquisition, retrieval, and storage.

Taxonomic frameworks of learning strategies are crucial for equipping learners with the requisite comprehension and abilities. According to Kumaravadivelu (2003), taxonomic frameworks of learning strategies offer valuable insights into the knowledge and skills that learners must possess in order to effectively organize and govern their learning process. In relation to this, Holec (1981) asserts that learners require practical instruction in order to engage in self-directed learning, which includes proficiency in the utilization of learning strategies. Therefore, the cultivation of learner autonomy might potentially and partially occur through the effective utilization of various cognitive and meta-cognitive learning techniques.

It is reasonable to posit that social strategies are a prevalent approach advocated by the three taxonomies, and they have a crucial significance in fostering autonomy, since collaborative strategies are vital in establishing a conducive atmosphere for self-directed learning (Esch 1996). Hence, it is important to examine the correlation between collaborative groups and the development of autonomy.

### **2.3.8. Encouraging Autonomy via Collaborative Groups**

As previously stated, when endeavoring to cultivate learner autonomy, it is crucial to consider the incorporation of social learning strategies such as collaborative groups. Some scholars argue that autonomy should not be equated with complete freedom. Alternatively, they stress the significance of learners cultivating the skill to engage in collaborative work with their instructors, classmates, and the educational system (Kumaravadivelu, 2003, p.134). Additionally, Benson (2013) argued that the interdependence of learners plays a crucial role in the cultivation of autonomous language acquisition. In the same vein, Stickler & Lewis (2008) state that “in embracing interdependence, autonomy embraces collaboration and partnership”. Hence, it is crucial to understand that the ability to independently direct one's own learning does not necessitate complete isolation or disconnection from others. The educational process



continues to rely on the essential components of collaboration, mentoring, and direction provided by classmates, instructors, and advisors. Benson (1996, p. 33) argues that achieving control over learning requires a collaborative decision-making approach, rather than relying solely on individual efforts.

Moreover, as stated by Dam (1995), autonomy encompasses "the ability and inclination to act autonomously and in collaboration with others, while being socially accountable" (p. 102). This shows the significance of maintaining a balance between individual autonomy and collaborating with others is underscored by the emphasis placed on both autonomous initiative and cooperation. In other words, autonomous language learning requires a collaborative learning environment that aids students in utilizing and reinforcing their abilities outside of the classroom, in addition to an independent approach to learning.

Kumaravadivelu (2003) suggests that learner's autonomy may be fostered through the establishment of collaborative environments, wherein learners engage in information sharing and pooling efforts pertaining to a particular project they are collectively working on. For him, learners engage in the establishment of small groups and dividing responsibilities for studying reference sources to gather knowledge and subsequently share it within the group. In the context of literature instruction, the implementation of the literature circles technique appears to be appropriate due to its alignment with the fundamental principles of collaborative learning described by Kumaravadivelu. This pedagogical approach involves students convening in small groups, assuming distinct roles, and engaging in meaningful discussions pertaining to literary texts.

### **2.3.9. Literature Circles for the Purpose of Autonomy Promotion**

Based on the ZPD theory, it is absolutely accurate that "group work brings together as many different ZPDs as there are in the group" and that "learners can support one another through their respective ZPDs" (Little, 2000, p. 20). It refers to the disparity between learners' autonomous capabilities and their potential accomplishments with guidance. The perspective expressed in this quote by Little embodies an essential principle of

collaborative learning that increase their autonomy. The social aspect of learning involves the ability and readiness to act autonomously and collaboratively with others, demonstrating social responsibility. (Dam et al., 1990). The collaborative aspect highlighted in Dam et al.'s proposition fully corresponds with the collaborative essence of literature circles. Literature circle participants engage in a collective examination and evaluation of a common literary piece, with each member taking on specific roles within the group. The collaborative environment not only promotes a collective comprehension of the text but also enables the interchange of varied viewpoints, enhancing the educational encounter. Social responsibility in literature circles is demonstrated by engaging in respectful communication, actively participating, and genuinely committing to contributing meaningfully to the collective learning process. When individuals understand how important their roles are in the learning community, they show a sense of social responsibility that goes beyond personal benefits and includes the larger educational group. Hence, the incorporation of Dam et al.'s viewpoint aligns with the fundamental principles of literature circles, offering a theoretical structure that emphasizes the importance of autonomy, collaboration, and social responsibility in the learning environment.

Literature circles inherently entail collaborative work among students, establishing an environment where each participant can contribute their distinct set of skills, background knowledge, and learning capabilities to the group. The variation in individual ZPDs within the group can be utilized to establish a dynamic and enriching learning atmosphere. By engaging in collaborative discussions and collectively exploring texts, learners autonomously have the opportunity to offer support and guidance to their peers, thereby closing the gap between their current level of understanding and their potential for achieving a more profound comprehension.

According to Han (2022), reading circles are effective in fostering learner autonomy because they empower students to take charge of their own learning, with the teacher's role limited to that of a facilitator. Regarding that matter, learner autonomy does not imply learning without teacher facilitation. (Benson & Voller, 1997 as referenced in Han, 2022). Noll stated earlier (1994) that what factors contributed to the profound impact of the

literature circles on their participants is the students' self-directed learning, starting from their book selection and formation of literature circles, and continuing through their discussions, investigation, and final presentation, was the main factor. According to Jocius and Shealy (2018), the transition to an autonomous phase of self-directed learning occurs after two sessions of book clubs or literature circles in a scaffolded format. Therefore, the importance of student independence, engagement, and self-directed exploration enhances the effectiveness of literature circles in fostering autonomy.

#### **2.4. Empowering Learners: Literature Circles and Discussions for Critical Thinking and Autonomy**

Collaborative learning environments have been shown to foster group autonomy. In his work, White (2003) presents a framework for autonomy that is centered around the levels of learner engagement and collaborative decision-making. Group work is recommended as a social-interactive process where individuals contribute their knowledge, resulting in improved performance. As stated by Levy (2019), engaging in an authentic social experience such as discussion stimulates thinking and reflection, which are the ingredients for deep reading. Within the context of literature circles, students engage in dynamic group discussions, actively sharing their perspectives, analyses, and viewpoints regarding the literary pieces being examined. This engagement exemplifies the concept of autonomy within White's framework, wherein learners assume an active role in shaping their learning experiences. Daniels (2002) conducted a study, which revealed that literature circles have a positive impact on students by enhancing their engagement, promoting a deeper understanding of the material, and fostering improved critical thinking abilities. The results align with White's focus on learner engagement and collaborative decision-making as essential elements of an autonomy-centered framework. More importantly, literature circles foster skills and habits that contribute to lifelong learning as they have served as an effective and engaging approach to motivating students to read extensively outside the classroom. (Boulenouar, 2015)

Enhancing autonomy in second language classes can significantly benefit learners by fostering their learning potential through critical reflection. Ku (2009) argues that in order

to enhance autonomy in second language classes, it is necessary to enhance learners' learning potential by means of critical reflection. Critical reflection enables learners to actively interact with language materials, challenge assumptions, and identify patterns, thereby promoting a more profound and significant comprehension of the language. This is consistent with the broad concept of learner autonomy, which promotes the idea of students assuming responsibility for their own language learning process. Integrating critical reflection into second language classes not only improves language acquisition but also fosters the growth of independent language learners. Literature circles, which prioritize collaborative and reflective learning, offer an ideal setting for fostering critical reflection within a language context. Literature circles promote critical reflection on language usage, cultural differences, and diverse perspectives found in literary works through interactive discussions and the sharing of insights. Integrating literature circles into second language classes can be a highly effective teaching method for fostering learner autonomy and enhancing the language learning process. This approach combines the benefits of critical reflection and autonomous language use to create a more enriching learning experience. In other words, it is important to increase the level of independence among EFL learners by fostering and enhancing critical thinking skills, as discussed by Nosratinia and Zaker (2013).

## **2.6. Conclusion**

The chapter explores various methods to enhance these skills through the utilization of literature circles, an innovative educational strategy that centers on collaborative reading and discussion. By examining these interconnected components, our objective is to provide a comprehensive understanding of how literature circles effectively foster autonomy and critical thinking, thereby affecting the cognitive growth of students in literature classrooms. The theoretical conclusions are incorporated into the design of the research methodology. The upcoming chapter will provide an analysis of the nature of literature teaching in the English department of Chlef University, along with a description of the research design and methodology.

## **Chapter Three: Research Methodology and Data Collection**

<b>3.1.</b> Introduction .....	79
<b>3.2.</b> Background on the Literature Teaching to L3 Students in the Chlef University .....	79
<b>3.2.1.</b> Studies of Literary Texts Module to L3 at the Department of English University of Chlef .....	80
<b>3.3.</b> Rationale of Research Investigation .....	82
<b>3.4.</b> Research Purpose and Questions .....	83
<b>3.5.</b> Research Design .....	84
<b>3.6.</b> Participants, Sample and Research Site .....	87
<b>3.7.</b> Initial Investigation .....	88
<b>3.7.1.</b> Analysis of Initial Investigation .....	89
<b>3.8.</b> Data Collection and Research Instruments .....	90
<b>3.8.1.</b> The Classroom Observation .....	91
<b>3.8.1.1.</b> Classroom Observation Procedures .....	92
<b>3.8.2.</b> Students' Questionnaire .....	93
<b>3.8.3.</b> Semi-Structured Teacher Interview .....	94
<b>3.9.</b> Conclusion .....	95

## **Chapter Three: Research Methodology and Data Collection**

### **3.1. Introduction**

This chapter focuses on the methodology employed in the study. Initially, the rationale for the research design and subsequent research methods are examined. Subsequently, the chapter presents specific details regarding the preparation of research instruments and the procedures for collecting data. Furthermore, the analysis includes both qualitative and quantitative data. Given that the current study focuses on learner autonomy and critical thinking at the university level, the researcher have made efforts to collect data that allow her to examine the preparedness of learners for autonomous learning and critical thinking, as well as the teachers' understanding of these two concepts in relation to literature instruction.

### **3.2. Background on the Teaching Literature to L3 Student in the Chlef University**

In the context of English literature courses within Algerian universities, the prevailing pedagogical approaches primarily involve extensive lecturing on the substantive aspects of literary works coupled with the elucidation of diverse interpretative perspectives. This instructional methodology, as underscored by Bousbai's research in 2016, signifies the perceived complexity associated with the teaching of literature in Algerian academic settings. The reliance on lecturing suggests a traditional and didactic mode of imparting knowledge, wherein educators play a central role in elucidating the complexities of literary texts. Bousbai's findings, presumably rooted in empirical examination, shed light on the challenges encountered by both instructors and students in navigating the complexities inherent in the study of literature. The characterization of literature as a formidable subject to teach underscores the need for a nuanced pedagogical approach that addresses the unique challenges posed by the discipline within the Algerian higher education context. Consequently, this assessment prompts a reflection on potential reforms and innovations that could enhance the efficacy of literature instruction in Algerian universities. According to him, the difficulties in teaching English literature in Algerian universities are not caused

by the inherent difficulty of the subject itself, but rather by the methods and approaches used by teachers. The pedagogical approach to literature instruction at the University of Chlef includes both lectures and travaux dirigés (TD). At the L3 level, students interact with the module specifically focused on the studies of literary texts.

### **3.2.1. Studies of Literary Texts Module for L3 at the Department of English University of Chlef**

The studies of literary texts module is organized with lectures held in the amphitheater, accommodating five groups that meet every Wednesday. Although the class consists of a large number of students, the incorporation of TD sessions for each group enhances personalized instruction and involvement. The syllabus is illustrated in the figure below

Hassiba Ben-Bouali University of Chlef  
Faculty of Foreign Languages  
Department of English  
Studies of Literary Texts

#### **Course Outline: (6<sup>th</sup> Semester)**

- 1- A Stylistic Reading of *A Grain of Wheat*
- 2- American Sonnets of the 20<sup>th</sup> century
  - 2.1. Sonnet: Historical Foundation
  - 2.2. Types of Sonnets
3. Reading Selected Poems by Robert Frost
  - 3.1. Acquainted with the Night
  - 3.2. Into My Own
  - 3.3. Mowing
  - 3.4. The Vantage Point
  - 3.5. The Oven Bird
4. Reviewing Aspects of Modernism in James Ngugi's *A Grain of Wheat* and Robert Frost's Poems

***Figure 3.2.1: Studies of literary texts syllabus (L3 – 6<sup>th</sup> semester)***

The literary studies program at the University of Chlef is characterized by its extensive syllabus, which includes in-depth analysis of the stylistic aspects of a novel and a wide range of poems covered in lectures. The program's inclusivity is especially emphasized in tutorial sessions, where students have the chance to actively participate in the material. The inclusion of diverse poems in lectures indicates a dedication to acquainting students with a wide range of literary genres and techniques. The TD sessions exhibit an admirable pedagogical approach by giving students the ability to select from a variety of poems offered by the instructor. The poems from which have to choose are shown below.

**List of poets and poems:**

Poet	Poems
William Shakespeare	Choose any sonnet
Anne Bradstreet	- In Reference to Her Children
Emily Dickenson	- A Bird Came Down the Walk - I Felt a Funeral in my Brain
Emily Bronte	- Remembrance
Robert Frost	- Stopping by Woods on a Snowy Evening - After Apple Picking
Percy Bysshe Shelly	- Stanzas Written in the Dejection Near Naples - The Flower that Smiles Today - Ozymandias
Thomas Hardy	- A Broken Appointment - Ah, Are You Digging My Grave? - The Walk
William Butler Yeats	- Sailing to Byzantium - The Second Coming - Lapis Lazuli
William Wordsworth	- Lines Written in Early Spring
Charlotte Smith	- Written on the Sea Shore - To a Nightingale - To the Moon - On the Departure of Nightingale
T.S Eliot	- Morning at the Window - The Naming of Cats - Preludes - Hippopotamus
Edward Thomas	- Rains - Aspens - Out in the Dark Over the Snow

*Figure 3.2.2: Selection of poems available for L3 students to choose from (provided by their teacher)*



At first glance, this educational framework seems promising because it offers students a significant chance to fully engage with the world of literature. The incorporation of lectures and TD sessions implies a holistic approach that integrates theoretical comprehension with practical application. Nevertheless, it is imperative to thoroughly assess the efficacy of this approach. The effectiveness of the structure in promoting exposure to literary works is heavily influenced by the quality of engagement and the pedagogical techniques used during these sessions. It prompts inquiries regarding the extent of critical analysis, interactive discussions, and learner-focused education within this lecture and tutorial formats. The potential for students to engage with literature should be thoroughly evaluated by examining the actual execution and efficacy of instructional techniques, ensuring that the selected approach not only comprehensively covers the material but also promotes a more profound comprehension and admiration for literary studies.

### **3.3. Rationale of Research Investigation**

With the growing emphasis on learner-centered education and the changing that occurs of higher education, researchers have directed their attention on equipping learners with the necessary skills to navigate these hurdles. Specifically, their efforts have been concentrated on fostering critical thinking abilities and promoting self-directed learning. In the Algerian educational system, the subject of teaching and studying EFL holds significant importance. Numerous studies have been conducted to explore diverse methodologies aimed at enhancing student retention, graduation rates, and overall language proficiency. Autonomy in academic settings pertains to the ability of individuals to make decisions independently regarding their educational pursuits, research endeavors, and professional development within the confines of academic institutions. This finding prompts the researcher to contemplate the integration of critical thinking and autonomy as educational objectives within the EFL context, specifically in the domain of literature instruction. As previously mentioned, literature is widely acknowledged as an authentic resource that equips students with skills that transcend the confines of the classroom, enabling them to engage in lifelong learning and effective problem-solving.

In order to enhance and get a greater depth of data, the researcher conducted an exploration beyond the confines of the classroom. Specifically, the researcher sought out notice boards that may include pertinent information regarding reading practices, such as group reading activities or English clubs dedicated to reading.

### **3.4. Research Purpose and Questions**

The primary objective of this study is to investigate and evaluate the strategies and techniques employed in literature circles, a collaborative approach that incorporates reading and discussion, in order to facilitate the development and enhancement of critical thinking and learner autonomy skills among participants. This study seeks to provide significant insights and assistance for educators, researchers, and practitioners who have an interest in fostering critical thinking abilities and learner autonomy by utilizing literature circles as a pedagogical approach. The objective of this study is to provide a valuable contribution to the improvement of instructional methods and the cultivation of critical thinking and autonomous learning skills in individuals.

The stated purposes aim to facilitate suggestions in the pedagogical approach to foreign language instruction within the specific context of Algeria. To achieve these objectives, a research question has been formulated, which will be addressed through the conduct of this study: to what extent the strategy of literature circles improve students' critical thinking as well as their autonomy in Algerian universities? This broad question is followed by other sub-questions.

#### **Sub-Questions:**

1. How is literature taught at Chlef University's English department?
2. Do literature instructors utilize LCs when instructing literature courses in the University of Chlef?
3. How, if at all, do literature instructors incorporate the literary circles technique into their courses?

These sub-questions are of basic importance and relevance to the study. Therefore, in order to address these inquiries, it is important to develop a research design.

### **3.5. Research Design**

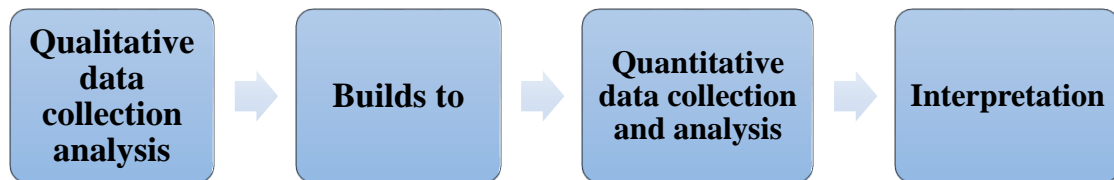
According to Kerlinger (1986), a research design can be defined as a comprehensive framework, structure, and methodology employed to investigate various themes or problems. The outline delineates the procedural steps undertaken by the investigator, commencing with the formulation of hypotheses and culminating in the analysis of data. Asenahabi (2019) claims that the primary purpose of research design is to effectively and accurately attain the research objective by employing clear, objective, exact, and cost-effective methods. Additionally, research design aims to manage extraneous variation and minimize errors in order to enhance the validity and reliability of the study. Therefore, the objective of this present study is to provide a comprehensive description of the prevailing instructional methods employed in teaching literature to third-year license students in the English department. In a literal sense, the primary objective is to examine instructional approaches and tactics in order to assess the efficacy of collaborative and group-based activities, such as literature circles, in fostering the advancement of students' higher-order skills. If it is utilized within the context of literature courses.

The current study use mixed methods research design, which is an integration of qualitative and quantitative research and data in a research study. Reams and Twale claim that mixed methods are “necessary to uncover information and perspective, increase corroboration of data, and render less biased and more accurate conclusions” (2008, p. 135). Johnson et al. (2007), define mixed method research as:

Mixed methods research is type of research in which a researcher or a team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. (p.123)

This method results in the development of a more comprehensive comprehension compared to employing a singular approach to a particular investigation according to Creswell and Plano-Clark (2011). They identify four separate rationales for the integration of both quantitative and qualitative research data; Triangulation design; Embedded design; Explanatory design and Exploratory design.

To this end, In addition to its descriptive nature, the current research uses Exploratory mixed methods design, which is a two-stage research methodology that incorporates qualitative data as a foundational element for developing and clarifying the quantitative data collection procedure. (Asenahabi, 2019). According to him, the exploratory sequential method involves commencing the research process with a qualitative phase, when the researcher investigates and examines the perspectives of the participants. The data is subsequently analyzed, and the knowledge is utilized to construct a subsequent phase that is quantitative in nature. More reliable validity is provided by this approach, as stated by Heesen et al. (2016).



***Figure 3.5: The Exploratory sequential design procedure (Creswell 2009)***

Advanced frameworks include a larger structure that integrates the basic designs. A case study research framework might be incorporated into the broader framework. (Fetters et al., 2013). According to Stake (2005), the utilization of case study methodology is not constrained by specific approaches, but rather is contingent upon the decision to investigate a particular case. The rationale behind the utilization of case studies stems from the imperative to comprehend complex social phenomena within its real- life context (Yin, 2003, p.2). Therefore, the utilization of a case study appears to be appropriate, as both

learner autonomy and critical thinking are phenomena that occur within and beyond the language classroom.

The reason behind using Exploratory mixed method research design in order to acquire insights and establish an initial comprehension of literature teaching in tertiary level and the correlation between literature circles, learner autonomy and critical thinking. This method enables the researcher to gather comprehensive and detailed data, encompassing the viewpoints, interactions, and underlying motivations of the participants. The descriptive method seeks to provide a detailed account and record of the characteristics, behaviors, and relationships related to teaching literature to L3 students. Data collection is conducted to obtain a thorough and precise representation of the subject under study.

Best and Kahn (2006) state that descriptive method is “an analysis of past events or the already existing conditions” (p.133). Thus, descriptive studies play a crucial role in the field of educational research due to its ability to yield comprehensive insights on the occurrences within educational institutions. Hence, utilizing both exploratory and descriptive research methods provides advantages when conducting a study. Using both the descriptive method and exploratory sequential research design offers a comprehensive understanding of literature circles. The descriptive method provides in-depth insights into the dynamics of student interactions and teacher facilitation, while the exploratory sequential design allows for the validation and generalization of these findings. Together, they create a robust framework for understanding how literature circles foster autonomy and critical thinking, ultimately informing effective instructional strategies and enhancing educational practices. Additionally, exploratory research facilitates the generation of hypotheses and the identification of variables, while descriptive research provides a structured presentation and analysis of those variables.

In the realm of educational research, it is often deemed advantageous to commence with a descriptive exploratory research, as it enables for further studies the conduction of an experimental study to authenticate the obtained data. In pursuit of this objective, the

current study serves as an initial foundation for examining literature teaching strategies at the university level, specifically focusing on the utilization of collaborative learning methods, such as literature circles. The aim is to explore their potential in fostering the development of critical thinking abilities and promoting independent learning. The ultimate goal is to suggest practical and efficacious strategies that can be applied in future experimental researches.

### **3.6. Participants, Sample and Research Site**

This research is conducted at the University of Chlef in the English department, with a keen focus on the field of literature. The selected research location, a university setting, provides a complex and vibrant context for investigating the complex relationship between literature instruction, collaborative methods, and the development of critical thinking abilities and autonomous learning among the participants of the study. More precisely, the research focuses on a clearly defined group of students (70 students) who are in their third year of the LMD, as well as three literature teachers in this university (The interview was initially distributed to six teachers. However, due to certain limitations, only three teachers were able to provide responses). The university setting is selected for its function as a crucible for intellectual development, wherein literature students embark on a profound exploration of literary texts and critical examination. The study aims to focus on the L3 academic level and investigate the advanced aspects of literature instruction. It will examine the influence of collaborative efforts on the development of critical thinking abilities in these students.

The L3 year represents a crucial phase in the academic progression, characterized by deep involvement in specific fields of study and the acquisition of specialized expertise. One additional factor in selecting L3 is their prior experience in collaborating within literature sessions in their L2. The objective is to assess the effectiveness of these groups and determine if they truly function as literature circles.

The choice of L3 students and their literature educators allows to recognize the essential connection between student learning experiences and pedagogical approaches in

the literature field. It is crucial to include literature teachers in the study population in order to gain a comprehensive understanding of the collaborative processes that influence the development of critical thinking skills. The sample, obtained from this population, will be carefully chosen to encompass the inherent diversity in the university's literature department, guaranteeing a representative cross-section of L3 students and incorporating the viewpoints of all three-literature instructors. The purpose of this careful sampling strategy is to obtain a detailed comprehension of how literature circles strategy in the literature course impact the development of both critical thinking skills and learner autonomy among students and educators in the university setting.

### **3.7. Initial Investigation**

The researcher has initiated the process by conducting random oral interviews (See the interview **appendix D**) with L2 students to assess their current utilization of collaborative work in the study of literature. This preliminary investigation can be regarded as an introduction stage preceding a more extensive and detailed examination in the following year (L3). Informing and shaping the design of future study is an important and valuable step. The researcher aimed to acquire an initial comprehension of the current practices and preferences of students regarding the study of literature. This involved specifically investigating the type of literature being studied, the dynamics of collaborative groups, and the level of autonomy students have during literature sessions.

The main objective was to analyze and understand the complex network of literary works that formed an integral part of their academic journey. Participants were requested to express the genres they have encountered in their EFL courses. The students were interviewed regarding their experiences with group work, investigating whether collaborative efforts influenced their involvement with literary texts. The questions addressed the frequency and type of group interactions, the perceived advantages or difficulties of collaborative work, and any noticeable influence on their understanding and analysis of literature. The knowledge acquired from this preliminary investigation will serve as a valuable basis for the researcher's in-depth study. As the researcher progresses to the following stage of the research. The initial inquiry has not only offered a brief

overview of current methods but has also established the foundation for improving our research framework, guaranteeing that the subsequent comprehensive examination aligns with the real-life encounters and viewpoints of the students we intend to comprehend. Furthermore, the purpose is to examine the utilization of the literature circles strategy by literature teachers and assess its efficacy.

### **3.7.1. Analysis of Initial Investigation**

The key findings reveal that students usually engage in group settings to read a literary work. Concerning novels, the participants demonstrate diversity in their utilization of group work. The acknowledgement that they occasionally employ collaborative tasks for novels suggests an adaptable approach, potentially influenced by variables such as the complexity of the novel or the goals of the reading assignment. The mention of group work promoting the exchange of ideas highlights the perceived benefit of collaborative efforts in improving communication and idea generation among group members.

The student reflections on the efficacy of collaborative work underscore both advantageous and demanding aspects. Respondents highlight the cognitive advantages of collaborative engagement, stating that group work aids in their thinking and idea development. Nevertheless, the recognition that group work can be "occasionally beneficial" and "occasionally not" suggests a critical viewpoint that acknowledges the potential variability of its effectiveness depending on contextual circumstances.

An identified obstacle is the limitation of time during presentations. The students suggest that the restricted time allocated for presenting their comprehension could potentially decrease the effectiveness of collaborative tasks. The result offers the researcher a focused subject to investigate in more detail, taking into account the limitations of time and how they may affect the thoroughness of comprehension and analysis attained through collaborative efforts. It also establishes the foundation for a thorough examination of students' experiences and perspectives.



### **3.8. Data Collection and Research Instruments**

The inclusion of various perspectives in this research, coupled with the application of mixed methods, enabled for enhanced triangulation and data validity (Denzin, 1978). Therefore, the current research seeks to achieve "triangulation" by employing the utilization of three research instruments: a questionnaire administered to students, semi-structured interview conducted with teachers, and classroom observation. In this study, it is necessary to examine autonomy and critical thinking from various perspectives. Oxford (2003) promotes a more holistic understanding of autonomy, acknowledging that different perspectives contribute valuable insights to the overall discourse. Triangulation not only strengthens the reliability of research findings, but also promotes a more detailed and contextually informed understanding of both autonomy and critical thinking in their different forms within literature teaching.

The questionnaire has been designed with the overarching objective of eliciting the current opinions of students towards various literary aspects, their perspectives toward literature circles strategy and their feedback about fostering their autonomous learning and critical thinking skills via this strategy. An interview of a semi-structured nature will be carried out with experienced literature educators at higher education institutions in Algeria, specifically at the University of Chlef. This interview will provide qualitative insights into their experiences and perspectives on critical thinking, learner autonomy and reading circles.

The questionnaire and interview were constructed using information gathered from classroom observation and the findings of the literature review. Hence, the data collection methods were mutually beneficial and interdependent, both in their objectives and in their execution. These tools combine to form an exploratory approach that aims to achieve both qualitative and quantitative results in relation to the study's questions and hypotheses.

### **3.8.1. The Classroom Observation**

In order to gain a comprehensive understanding of the pedagogy of literature instruction and explore students' perspectives on the instructional approaches employed by teachers in literature courses, the researcher employed classroom observation as a valuable methodology for collecting authentic and trustworthy data. According to MacDonald (2016), Classroom observation is a prominent methodology employed for the purpose of studying and evaluating teaching practices. It serves as a means to gauge and assess the quality and efficacy of teaching methods. For her, the data collected via classroom observations is typically complemented by evidence derived from additional sources, such as student assessments or performance, examination of instructional materials, administrative evaluations, the instructor's self-assessment, and so on.

Due to the exploratory mixed sequential method nature of the research design, it is necessary to commence with a qualitative instrument. Therefore, within the context of this study, the use of classroom observation is acknowledged as a primary research tool that generates empirical data pertaining to both the instructional strategies employed by teachers and the attitudes exhibited by students in literature-based educational settings. Classroom observation is considered one of the fundamental data sources for doing empirical research. According to Dorneyei (2007, p.178). In order to commence the process of data collecting through classroom observation, it is imperative for the researcher to initially determine the specific form of observation they intend to employ. Kothari (2004) asserts that organized observation is seen suitable for descriptive examinations, but in exploratory studies, the observational process is more likely to be rather unstructured or semi-structured.

This study will employ a semi-structured non-participant observation approach, which will be guided by a some planning in order to facilitate the researcher's desired findings. The aim of the researcher is to attend literature classes with L3 students. In order to get the necessary data, we attended various sessions within the studies of literary texts module in the field of literature.

The classroom observation took place in the English department at Chlef University, with the primary objective of providing a comprehensive description of the teaching methods employed. Additionally, the observation seeks to investigate whether the literature circles technique is utilized, and if so, to explore its impact on the development of students' critical thinking skills and supporting their autonomy. Therefore, the purpose of this study is to observe the instructional practices and interactions between teachers -learners / learners –learners and their roles when engaging with literary texts. The researcher's primary objective is to observe the responses of students in literature studies classes towards various roles and tasks. This includes examining their motivation levels, their ability to concentrate on the given tasks and instructions, their efforts to solve problems, and their willingness to engage in collaborative work.

### 3.8.1.1. Classroom Observation Procedures

The duration of the observation was approximately five weeks, as this timeframe was deemed necessary to gather a sufficient amount of data to ascertain the presence of learner autonomy and critical thinking as influential variables in the employed teaching approaches. The inclusion of certain components, such as the utilization of open-ended questions, the facilitation of student-led debates, and the provision of freedom of choice within a literature class, is crucial in assessing the efficacy of instructional methods in promoting the development of critical thinking skills and independent learning. The table below includes references to additional elements.

<b>Level</b>	<b>Observation Sessions</b>	<b>Elements being observed</b>
Third Year EFL Students at Hassiba Ben Bouali University of Chlef	Five weeks	<ul style="list-style-type: none"> <li>-Strategies to teach literature</li> <li>-Teacher’s role and students’ role</li> <li>-If students are permitted to lead debates</li> </ul>

		<ul style="list-style-type: none"> <li>-If students are encouraged to explore the deeper meaning of literary texts.</li> <li>-The utilization of open-ended inquiries that stimulate pupils to engage in critical thinking and express their own interpretations.</li> <li>- Students are permitted to select from a diverse range of literary texts.</li> </ul>
--	--	--

***Table 3.8.1.1: Classroom observation procedures***

In order to enhance precision, the researcher employs three observation checklists pertaining to the following areas: the methodology employed in teaching literature and classroom observation, the presence of critical thinking aspects, and the attitudes towards learner autonomy during literature circles. The objective of these checklists is to gauge the attitudes related to distinct elements of learners' critical thinking and to look at the levels of autonomy demonstrated by teachers and learners. (See checklists in **appendix A**).

### **3.8.2. Students' Questionnaire**

Questionnaires have been shown effective in multiple academic fields based on empirical evidence. Questionnaires have the advantage of being able to reach a large range of people and collect data from varied a more extensive dataset compared to other approaches like interviews or focus groups. In addition, the standardized structure of questionnaires populations, resulting in guarantees uniformity in gathering data, hence reducing the potential of any bias in the responses. Questionnaires are considered when one wishes to determine how individuals feel about the world around them or how they might respond to proposed adjustments. (Sinclair, 1975). In other words, questionnaires often employed to investigate human behavior, perceptions, and responses within a given context and to comprehend the reactions of individuals to their environment and their potential reactions to change.

The current questionnaire employs both open-ended and closed-ended questions. The questionnaire aids in addressing research questions and evaluating the hypotheses formulated thus far. The closed questions require students to select either a "yes" or "no" response. The questions can be categorized into two types: closed or multiple choice questions where students select the correct answer from a set of options, and open-ended questions, where students are asked to provide an explanation or freely suggest alternative options. Therefore, the questionnaire is divided into three sections, with the first section focusing on gathering information about students' perspectives and attitudes towards literature learning. The second section aims to emphasize the students' participation in literature group discussions and assess the accessibility of literature circles. The third section is to investigate the efficacy of LCs in enhancing students' critical thinking abilities and autonomy.

Seventy- (70) students, who were in their third year of studying English as a Foreign Language (EFL) at Chlef University, took part in this study. Students were given the opportunity to ask any question they desired. Their misunderstandings were partially resolved, and any areas of confusion, whether related to vocabulary or entire questions, were thoroughly explained. Upon obtaining authorization from EFL teachers, the questionnaires were disseminated during classes, with teachers given the option to distribute the questionnaire either at the beginning or at the end of the class.

### **3.8.3. Semi-Structured Teachers' Interview**

In qualitative research, it is necessary to delve into the depths of the subject matter, striving to comprehend its intricate, elusive, and ever-changing nature. To accomplish this, it is crucial to establish a rapport with individuals that allows us to gain insight into their unique perspectives of the world (Richards, 2003). Therefore, interviews appear to be appropriate in this context. According to Taylor, "interviews give participants the opportunity to describe experiences in detail and to give their perspectives and interpretations of these experiences" (2005, p.39). Hence, the research employs interviews as a supplementary research instrument to specifically examine the viewpoints of teachers

regarding student engagement in different domains: thinking, acting, and autonomy, during reading groups. Additionally, the interviews aimed to gather insights on student reading habits while working in literature circle groups. Utilizing interviews in this study prompted participants to cultivate their own notions and perspectives on literature circles, enabling them to articulate their viewpoints with more flexibility and liberty compared to structured survey questions.

There are various types of interviews, including structured, unstructured, semi-structured, and focused group interviews. However, in exploratory research, it is common to utilize semi-structured interviews. According to Berg (2007), a semi-structured interview is characterized by a series of predetermined questions that may differ in their structure but have similar meaning when asked to multiple individuals. For Nunan (1992), semi-structured interviews provide the interviewer with a significant degree of flexibility. Furthermore, it offers enhanced access to extensive and detailed information for the researcher.

In relation to this, a semi-structured interview was carried out with three university literature instructors as it allows the interviewee the freedom to articulate their opinions and perspectives in their own language. According to Taylor (2005), qualitative interviews can be conducted in face-to-face settings, over the phone, or via the internet, providing access to individuals with disabilities or distance who may not be able to converse fluently. The interview was conducted via the internet. The interviewees have been asked open-ended questions to gain insight into their perspectives and attitudes towards teaching literature, specifically in relation to the promotion of learner autonomy and critical thinking skills and the strategies that can be implemented to cultivate these skills.

### **3.9. Conclusion**

This chapter offers a thorough summary of the methodology used in this research into the background of literature instruction at Chlef University. It started by describing the background and purpose of the study, A comprehensive analysis of the research questions was ensured by the carefully designed research design, which combined quantitative and

qualitative methods to provide a comprehensive understanding of the phenomenon being studied. Numerous tools were used in the data collection process, such as semi-structured interviews, classroom observations, and questionnaires. The analysis and interpretation of the gathered data will be covered in detail in the following chapter. This upcoming analysis will highlight important themes and patterns and clarify how literature circles affect students' learning outcomes.

## **Chapter Four: Data Analysis and Interpretation**

<b>4.1.</b>	<b>Introduction</b>	97
<b>4.2.</b>	<b>Analysis of Classroom Observation</b>	97
<b>4.2.1.</b>	<b>Teaching Strategies and Environment in Literature</b>	98
<b>4.2.2.</b>	<b>The Relationship between Literature Instruction Methods and Critical Thinking Skills</b>	100
<b>4.2.3.</b>	<b>Autonomous Activities during Literature Circles</b>	103
<b>4.3.</b>	<b>Students' Questionnaire Analysis</b>	106
<b>4.4.</b>	<b>Semi-Structured Teachers' Interview Analysis</b>	156
<b>4.4.1.</b>	<b>Establish Expertise</b>	156
<b>4.4.2.</b>	<b>Explore Teaching Methods</b>	156
<b>4.4.3.</b>	<b>Uncover Inspiration and Evolution</b>	157
<b>4.4.4.</b>	<b>Examine Text Selection and Advantages</b>	157
<b>4.4.5.</b>	<b>Understand Formation and Factors</b>	158
<b>4.4.6.</b>	<b>Investigate Discussions Strategies</b>	158
<b>4.4.7.</b>	<b>Encourage Critical Thinking during Discussions</b>	159
<b>4.4.8.</b>	<b>Assess Critical Thinking</b>	159
<b>4.4.9.</b>	<b>Explore Autonomy</b>	160
<b>4.4.10.</b>	<b>Facilitate Responsibility</b>	160
<b>4.4.11.</b>	<b>Teachers' Examples of Fostering Autonomy and Independent Thinking</b>	161
<b>4.4.12.</b>	<b>Address Challenges</b>	161
<b>4.4.13.</b>	<b>Teachers' Evaluation of the Efficacy of Literature Circles</b>	162
<b>4.4.14.</b>	<b>Professional Development</b>	162
<b>4.6.</b>	<b>Conclusion</b>	162



## **Chapter Four: Data Analysis and Interpretation**

### **4.1. Introduction**

In this chapter, the researcher conducts a careful analysis of data collected via questionnaire, classroom observation, and semi-structured interview with teachers. The primary goal is to respond to the study's key research questions. This chapter provides a stage for participants to present their perspectives and contributions. It entails a careful examination and interpretation of the collected data. The researcher examines a variety of topics, including the teaching methods used in literature education, the incorporation of literature circles into literature courses in the Algerian context, with a focus on the case of Chlef University, and the relationship between this strategy and the development of critical thinking skills. The research design follows a sequential approach, beginning with the analysis of the classroom observations to provide understandings into instructional practices. The analysis then progresses to the examination of data gathered through students' questionnaire and teachers' semi-structured interviews. The data analysis process uses both qualitative and quantitative methodologies, as well as descriptive analysis and statistical analysis with the use of SPSS system. This multifaceted approach enables a comprehensive understanding of the research findings in addition to complex data interpretation.

### **4.2. Analysis of Classroom Observation**

The purpose of classroom observation is to identify novel factors that arise during the interaction between the teacher and students while working in reading groups. Furthermore, the researcher prepares predetermined checklists to assess the presence of specific variables in the literature class. The researcher chose to conduct a non-participant classroom observation in order to gather information for later use in questionnaire and interview with teachers and students. The classroom observation allows the researcher to accurately describe the current situation. One advantage is the ability to observe learners' engagement in collaborative instructional practices. The primary aim of this study is to examine the utilization and appropriateness of literature circles, as well as the dynamics

within the groups, the roles of the students, and the role of the teacher as well as students' thinking process.

The present study utilizes three checklists, specifically focusing on literature pedagogy, genres under examination, students' attitudes, teaching strategies, critical thinking, and autonomy within literature circles. The checklist was revised and additional factors were included six weeks after the observation was conducted; these modifications are detailed in the tables below that represent data along with their interpretations, making it easier for the reader to understand.

#### 4.2.1. Teaching Strategies and Environment in Literature

	<b>Element being observed</b>	<b>Yes</b>	<b>No</b>	<b>Some what</b>	<b>Interpretation</b>
<b>Method of teaching</b>	*Lerner-centered method	√			It is the prevailing method of teaching literature during the TD; however, it is somewhat less used in lectures.
<b>Approaches of reading</b>	*The use of personal growth approach	√			The discussions are conducted based on the students' interpretations of the text they have read.
<b>Text selection</b>	*Are the chosen literary texts diverse and representative of various genres *Do the selected texts align with the student's interests and developmental levels? *Does the teacher allow them to choose from a variety of texts?	√  √		√	Throughout the semester, students are presented with a range of poems and given the responsibility with selecting the one that aligns with their personal interests.
<b>Engagement techniques</b>	*Does the teacher use engaging activities to spark interest in the literary text?	√			The teacher employs interactive discussions and oral presentations, which effectively engage students and

	*Does the teacher employ strategies that connect the literature to students' lives and experiences?	√			establish meaningful connections to their personal experiences.
<b>Questioning strategies</b>	*Are the questions asked by the teacher open-ended and simulate critical thinking? *Does the teacher ask questions that promote discussion and analysis?	√ √			The teacher employs open-ended questions, particularly during lectures, to familiarize students with this type of questioning.
<b>Discussions facilitation</b>	*Does the teacher create a supportive and inclusive environment for classroom discussions? *Is their evidence of student-led discussions or peer-to-peer interactions? *Do all students have opportunities to contribute?	√ √ √			He employs small group activities to encourage student participation in discussions and maintain control over them.
<b>Literary analysis</b>	*Are students encouraged to explore symbolism, figurative language and other literary devices? *Does the teacher facilitate discussions?	√ √			The manner in which teachers foster a sense of freedom in students during their analysis. In their presentations, students provide an in-depth examination of poetic devices such as rhyme and scheme.
<b>Assessment method</b>	*Do assessment align with the learning objectives to encourage critical thinking? *Are discussions and activities designed to promote students responsibility of learning?	√		√	Teachers grant students complete autonomy to design and monitor their presentations. This demonstrates that the other groups are taking advantage of the benefits by posing questions.

*Table 4.2.1: Classroom observation checklist: Assessing Literature teaching in the classroom.*

Upon careful observation of multiple sessions, the researcher finds that the prevailing approach in the didactics of literary texts module was learner-centered. During the lectures, the teacher facilitated engaging discussions on the novel "A Grain of Wheat" and selected poems by Robert Frost. (L3 Studies of Literary Texts syllabus module for the 6<sup>th</sup> semester is mentioned in chapter 3). The lecture took place on Wednesday from 9:30 to 11:00 during the academic year 2022/2023, with the presence of five L3 groups. The lectures were completely instructor-led, with the teacher initiating a discussion on a poem. The teacher deconstructed the text to analyze its components, features, functions, and relationships. In contrast, the tutorial discussion was student-led, with students presenting their assigned readings orally. During these sessions, students are divided into groups of three and occasionally engage in pair work to facilitate discussions. It is evident that they have made prior preparations and assigned specific roles to each member before attending the class.

During lectures, the teacher ensures that he asks as many open-ended questions as he desires to pave the way for debates. Several students displayed a keen interest in the entire discussions, while others appeared disengaged from the lecture, possibly due to a lack of interest in the subject matter or its perceived difficulty.

#### 4.2.2. The Relationship between Literature Instruction Methods and Critical Thinking Skills

	Elements being observed	Yes	No	Some what	Interpretation
<b>Students</b>					
<b>Questioning</b>	*Are students asking questions? *Do students ask clarifying questions to deepen their understanding? *Are students eager to explore different perspectives?	√ √ √			Students are encouraged to ask questions in both lectures and tutorials, particularly when investigating aspects that pertain to their personal interests or real-life situations.

<b>Analysis of information</b>	<p>*Are students able to break down complex information into smaller components?</p> <p>*Do students identify patterns, assumptions, relationships in the literary text presented?</p> <p>*Are they able to make conclusions?</p>	√		√	Students successfully conducted an analysis of the poems they had read by distinguishing figurative language, imagery, and allusion.
<b>Problem-solving</b>	<p>*Are students engaged in solving problems that require critical thinking skills?</p> <p>*Are students able to adjust their roles when faced with challenges?</p>	√		√	Given the challenge of uncovering hidden meanings, students are required to engage in profound thought.
<b>Reflection and metacognition</b>	<p>*Do students reflect on their own thinking processes and learning experiences?</p> <p>*Do students adjust their strategies based on reflection and self-assessment?</p>			√ √	Students endeavor to fix their errors and are open to receiving corrections from others, yet they lack a comprehensive evaluation.
<b>Creativity</b>	<p>*Are students able to generate unique and creative solutions to problems?</p> <p>*Are students encouraged to think beyond conventional boundaries?</p>	√ √			Each group generates distinct and productive presentations by employing innovative and diverse ideas.
<b>Classroom discussion</b>	<p>*Do classroom discussions encourage critical thinking through open-ended questions?</p> <p>*Are students actively participating in discussions and</p>	√ √			Participating in reading groups enables students to engage in questioning and receiving questions, while also gaining diverse perspectives.

	expressing diverse viewpoints?				
<b>Collaboration</b>	*Do students collaborate effectively, considering different viewpoints and ideas? *Are group activities structured to promote critical thinking and problem-solving? *Do students learn from each other through collaborative efforts?	√  √  √			Students collaborate to attain their objectives and acquire knowledge from the presentation in preparation for their own.
<b>Teacher</b>					
	*Is the teacher facilitating discussions that prompt deeper thinking? *Does the teacher assign students' roles?	√		√	The teacher's role was that of a facilitator. It appears that he does not delegate roles, leaving the students to determine their own roles.

**Table 4.2.2: Critical thinking in action: classroom observation checklist for literature circles.**

Upon conducting observations of TD sessions with groups (1-3-5), the researcher notes that teachers instruct students to engage in pair work and form groups of three. In these groups, students are assigned the task of reading a poem and preparing for a forthcoming discussion in subsequent lessons. The teacher offers a diverse selection of poems for students to choose from and read within their respective groups. At the commencement of the session, the designated group initiated their presentation once they had set up the data show and other necessary technical equipment. The presentations were carefully organized, with students regularly rotating roles. However, it would be more advantageous to have four members in each group. However, students bear a significant responsibility in analyzing, deconstructing the poems into components, and deriving a summary, among other tasks.

The unique aspect of being exposed to a variety of texts is that students gain diverse perspectives and broaden their understanding by engaging in pair or group discussions during collaborative work. However, according to observations, students have been discussing their assignment poem outside the classroom. Thus, on the day of presentations, they solely participate in whole class discussions including open-ended questions posed by other groups. While the groups conducting the presentations were attempting to collectively and occasionally individually resolve the situation.

Another crucial observation is that the teacher's role in a lecture differs from their role in a tutorial session. The teacher in the lecture is presenting exemplar poems and gradually offering students scaffolding to facilitate their own discussions, possibly going further than the provided examples.

#### 4.2.3. Autonomous Activities during Literature Circles

	<b>Elements being observed</b>	<b>Yes</b>	<b>No</b>	<b>Some what</b>	<b>Interpretation</b>
<b>Literature Circles formation</b>	*Are literature circles formed properly? *Are students given autonomy in choosing their groups?	√		√	There are reading groups in which students assume specific roles, but it appears that this is not the most precise representation of literature circles.
<b>Role assignments</b>	*Do students assume different roles within their literature circles? *Are role rotated among students, allowing for varied responsibilities? *Do students take responsibility for fulfilling their roles and tasks?	√  √  √			As a consequence of the group size (2 to 3 members), a single student is required to fulfill two roles, such as that of a summarizer and a discussor.

<b>Discussions</b>	*Do students actively participate in literature circles discussions? *Is their evidence of collaborative and meaningful conversations among students?	√ √			While most students demonstrate a keen interest in discussions, there are others who lack such enthusiasm.
<b>Text selection</b>	*Are students provided with choices in selecting the literature for their circles?	√			The teacher presents a selection of poems for the students to select from.(see <b>chapter 3</b> )
<b>Preparation and planning</b>	*Do students independently plan and prepare for literature circles meeting? *Are goals and responsibilities allocated among members autonomously?	√ √			The students appeared to have carefully planned their presentation, utilizing a PowerPoint presentation and independently assuming roles during their presentations.
<b>Self –reflection</b>	*Are there opportunities for students to reflect on their individual contribution to literature circles? *Do students engage in self-assessment of their understanding and participation?			√ √	While there is a certain degree of peer assessment and self-assessment .However, there remains a comprehensive self-assessment.
<b>Teacher facilitation</b>	*Is the teacher’s role primarily that of a facilitator during literature group discussions? *Does the teacher	√			The primary function of the teacher in reading groups is to act as a facilitator, intervening only



	provide support when needed while allowing students to lead discussions?	√			when assistance is needed.
<b>Feedback and peer evaluation</b>	*Do students provide feedback to their peers? *Is there evidence of peer evaluation, encouraging students to assess the quality of group discussions?	√ √			Students frequently evaluate one another's presentations. The other groups are diligently taking notes to enhance their forthcoming discussions.
<b>Integration of technology</b>	*Is technology integrated to enhance learner autonomy within literature circles?	√			All the presentations are conducted utilizing information and communication technologies (ICTs).
<b>Connection to real world</b>	*Is there emphasis connection to real world connections? *Are students encouraged to explore the relevance of literature to their lives?	√ √			Students frequently engage in critical reading, identifying the underlying meaning and connecting it to their own personal experiences and real-world contexts.

***Table 4.2.3: A classroom observation checklist for autonomy in literature circles classroom.***

Based on the observation in reading groups, students are typically assigned specific roles. However, this approach may not fully encompass the concept of literature circles, as some members may take on two roles, and sometimes-even three. Additionally, it is worth noting that there are no role sheets provided. Nonetheless, these groups embrace a more collaborative and dynamic approach to reading and discussion. Additionally, an obvious pattern arises as the majority of students demonstrate a significant enthusiasm and involvement in discussions by actively participating, offering their thoughts and insights

to the discussion. Nevertheless, it is clear that a portion of students lacks the same degree of enthusiasm.

As mentioned earlier, the teacher offers a selection of poems for students to choose from in order to prepare for the discussion. On the day of the presentation, they engage in a brief and informal conversation prior to starting. These presentations are conducted using PowerPoint, which enables time efficiency and generates interest among other groups. The roles employed include connector, discussor, summarizer, illustrator, and power point controller with no role sheets. The researcher was uncertain whether roles were enacted deliberately or unwittingly. This information will be uncovered during the questionnaire. It is worth mentioning that students actively participate in the assessment of their peers' presentations. During these evaluations, students from various groups demonstrate a noticeable level of attentiveness and engagement, as they diligently record notes. The students' dedication to note taking is especially apparent as they prepare to improve the quality of their forthcoming group discussions.

During the entire observation period, students consistently exhibit a dedication to engaging in critical reading practices. By actively engaging with the text, they competently identify underlying meanings and deftly establish connections to their own personal experiences and real-world contexts. The observed behavior indicates a praiseworthy degree of analytical thinking, in which students go beyond surface level understanding to delve into the broader implications of the subject matter.

### **4.3. Students' Questionnaire Analysis**

According to the description in chapter 3, the questionnaire was constructed based on the findings obtained from classroom observation. The questionnaire provided to L3 EFL learners consists of three sections (see appendix B). The questionnaire aims to collect data on learners' perceptions of implementing reading groups, specifically literature circles, and their attitudes towards this instructional strategy. Furthermore, they express their opinions on enhancing their critical thinking abilities and learner autonomy through literature circles.

## Part one: Students' Perspectives and Attitudes towards Literature Learning

### Question One: "Literature is a difficult module to master?"

The purpose of this question is likely to ascertain the level of difficulty or ease associated with studying literature as an academic discipline.

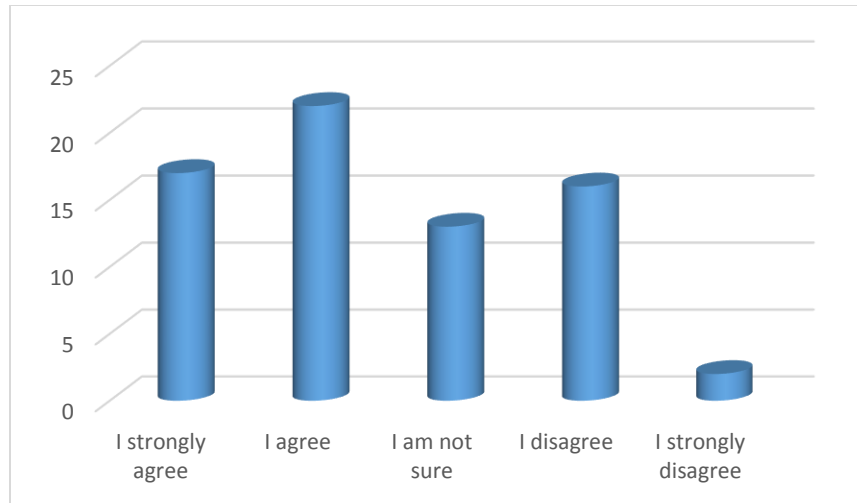
Statistical methods Terms	Frequency	Percent	Chi-Square	df	P-value	$\alpha$ Level	Sig
I strongly agree	17	24.28%	15.85	04	0.000	0.05	Sig
I agree	22	31.42%					
I am not sure	13	18.57%					
I disagree	16	22.85%					
I strongly disagree	02	02.85%					
Total	70	100%					

*Table 4.3.1: Statistical analysis of students' feelings on the difficulty of learning literature.*

**df**= Degree of Freedom, **Chi-square**= test to compare observed results with expected result, **P-value**= the probability under the assumption of no effect or no difference (null hypothesis),  **$\alpha$  level** = level of significance, **Sig**= significant

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 4 freedom. Given a "p" value of 0.000, it strongly suggests that the observed distribution of student responses is not happening by chance. The test likely assessed the presence of a significant correlation between the students' perceptions of the complexity of studying literature and the response options presented in the table.



**Figure 4.3.1: Students' feelings on the difficulty of learning literature**

Table 4.3.1 presents the feelings of students regarding the difficulty of learning literature. The results also show that 31.42% of student response can be categorized as “Agree”, while 24.28% fall into the category of “strongly agree”. This indicates that a considerate proportion of the student body views the process of studying literature as either enjoyable or not particularly difficult. The students’ positive inclination towards literature learning suggests a widespread sense of comfort and proficiency in the subject. Conversely, the option “Strongly Disagree” obtained the lowest proportion of responses, accounting for only 22.85%. This suggests that a relatively smaller percentage of students hold a strong opposing view towards the idea that learning literature is challenging. It is important to mention that this particular group represents the minority of the students surveyed, indicating that; overall, there is not a prevalent feeling of significant disagreement regarding the challenging nature of studying literature.

**Question Two:** “As I read literature, my feelings lead me to a comfortable perspective of life?”

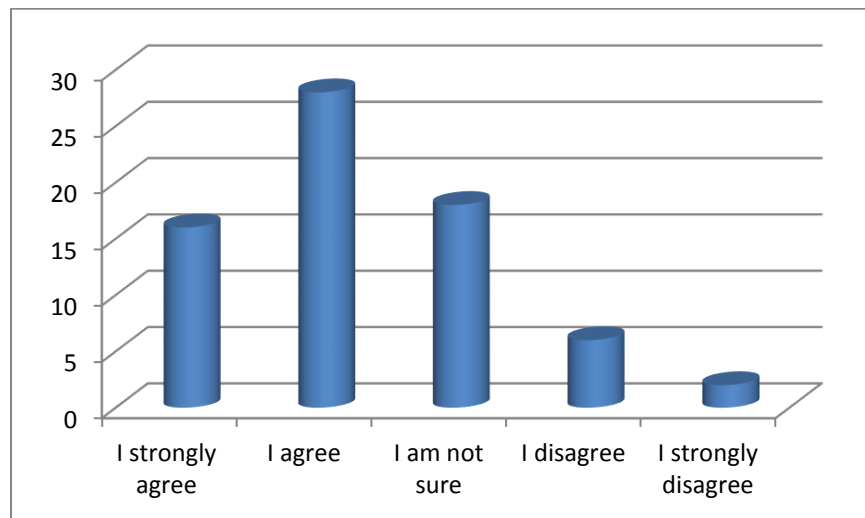
The purpose of this question is to investigate the influence of literature on an individual's emotions and whether engaging in reading literature fosters a positive and comforting perspective on life. It stimulates reflection regarding the emotional and psychological impacts of literary involvement.

Statistical methods Terms	Frequency	Percent	Chi-Square	df	P- value	$\alpha$ Level	Sig
I strongly agree	16	22.85%	30.28	04	0.000	0.05	sig
I agree	28	40 %					
I am not sure	18	25.71%					
I disagree	06	08.57%					
I strongly disagree	02	02.85%					
Total	70	100%					

*Table 4.3.2: Statistical analysis of students' attitudes towards emotions in literature.*

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 4 freedom. There appears to be a significant correlation between the students' emotional attitudes while interacting with literature and the response categories listed in the table.



*Figure 4.3.2: Students' attitudes towards their emotions when engaging with literature*

Table 4.3.1 presents a thorough overview of students' attitudes towards their emotions when engaging with literature. The responses indicate a primarily positive

inclination, with the “Agree” category obtaining the highest percentage at 40%. The significant majority indicates that substantial proportion of students recognize and relate the positive emotions during their literary experiences. In addition, the “Strongly Agree” category, which accounts for 22.85% of responses, further supports the dominant positive sentiment among students. In contrast, a small proportion of students, amounting to 8.57%, expressed disagreement with the statement, suggesting a subgroup that does not view literature as a means of creating positive emotional encounters. In addition, the category “Strongly Disagree” has the lowest percentage, specifically 2.85%.The emphasizes that only a small proportion strongly opposes the idea that literature can evoke positive emotions.

The inclusion of the “Not sure” category, which accounts for 25.71% of the responses, adds level of complexity to the analysis. This shows that a significant number of students have doubts or confusion about their emotional responses when interacting with literature. The uncertainty may arise from different interpretations of literary content or varying personal associations with the material.

**Question Three:** “I continue to think about the characters and raise questions after reading a novel a tale or any literary work that I love?”

The purpose of this question is probably to examine the depth of reader engagement with a text. This stimulates consideration of the lasting influence of a literary piece, fostering reflection on the enduring ideas, questions, and associations that emerge following the act of reading.

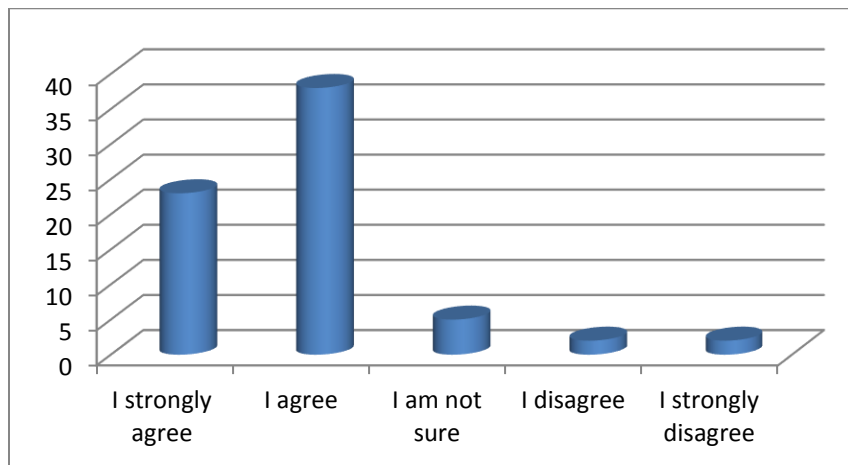
<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
I strongly agree	<b>23</b>	<b>32.85%</b>					
I agree	<b>38</b>	<b>54.28 %</b>					
I am not sure	<b>05</b>	<b>07.14%</b>					

I disagree	02	02.85%	73.28	04	0.000	0.05	sig
I strongly disagree	02	02.85%					
Total	70	100%					

*Table 4.3.3: Statistical analysis of the depth of reader engagement with a text*

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

"P" value of 0.000 is below the level of 0.05, so there is a statistical indication in students' answers at the level of 4 freedom. A "p" value below the conventional significance level of 0.05 indicates that the observed distribution of student responses is highly unlikely to have happened solely due to random chance. There is a significant statistical correlation between the students' responses to the statement and the response categories presented in in the table.



*Figure 4.3.3. The depth of reader engagement with a text*

The data displayed in table 4.3.3 offers valuable insights into the manner in which students engage with characters and questions in literature after reading. The "Agree" category received the highest percentage of responses, amounting to 54.28%. This indicates a significant majority of students who agree with the statement regarding the importance of contemplating characters and raising inquiries after reading a cherished literary piece. The "Disagree" and "Strongly Disagree" categories each have the lowest

response rate, with both at 2.85%. This indicates that only a small proportion of students disagree with the statement. Significantly, a substantial portion of the surveyed population, specifically 55% of students, responded with "Not Sure." This indicates a significant level of ambiguity or hesitation among students in terms of their involvement with characters and inquiries following the completion of a cherished literary piece.

**Question Four:** “Reading a literary work with people is easier than reading alone?”

The aim of this question is to initiate a discussion on the different experiences of engaging with literature in a group setting as opposed to engaging with it individually. This stimulates consideration of the social and cognitive elements of shared reading experiences and encourages reflection on whether collaborative engagement enhances or differs from solitary reading.

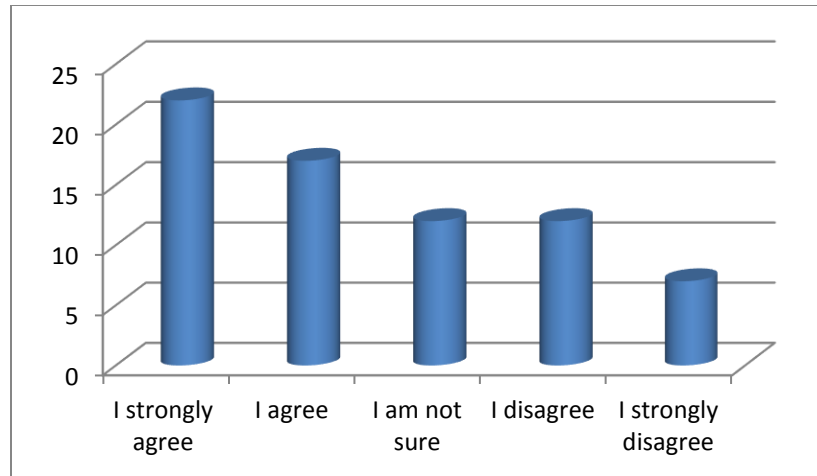
<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
I strongly agree	<b>22</b>	<b>31.42%</b>	<b>09.28</b>	<b>04</b>	<b>0.054</b>	<b>0.05</b>	<b>Not sig</b>
I agree	<b>17</b>	<b>24.28 %</b>					
I am not sure	<b>12</b>	<b>17.14%</b>					
I disagree	<b>12</b>	<b>17.14%</b>					
I strongly disagree	<b>07</b>	<b>10%</b>					
Total	<b>70</b>	<b>100%</b>					

*Table 4.3.4: Statistical analysis of students’ views on reading with others*

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated value of "p," which was 0.054, we find it greater than the level of 0.05 and therefore there is no statistical indication in students' answers at the degree of freedom 4. The absence of statistical significance at the 0.05 level indicates the need for caution when making definitive conclusions solely based on the numerical data.





**Figure 4.3.4: Students' views on reading with others**

Table 4.3.4 discusses the investigation about how easy students can read such literary work when they are in group compared to alone that will give a perspective of the feeling and students preference. This data provides unique perspectives on the varied sentiments and emotions of students in the process of engaging with one another with literature collaboratively. The "Strongly Agree" category has the highest percentage of responses, amounting to 31.42%. This shows a significant proportion of students who firmly hold the belief that reading literature with others is easier. The category with the lowest percentage of responses is "Strongly Disagree," which accounts for only 10% of the total. This indicates that a small portion of students strongly oppose the idea that reading with others is easier. Approximately 17.14% of students responded with uncertainty by selecting the option "Not Sure." This advocates that a considerable number of students may experience doubt or uncertainty when it comes to the level of difficulty in reading literature collaboratively. Similarly, the selection of "Disagree" obtained a percentage of 17.14, indicating that an equal number of students hold a contrary opinion regarding the notion that reading with others is simpler.

In other words, the data from the table demonstrates a wide range of viewpoints among students regarding the comparative ease of reading literature with others versus reading alone. A significant proportion of students (55.7% combined in the "Strongly Agree" and "Agree" categories) hold a favorable view, indicating that collaborative reading

is comparatively simpler .The significant proportion of uncertainty, amounting to 17.14%, suggests the presence of a number of students who lack a clear position on the issue. The uncertainty can be ascribed to the subjective and diverse nature of individual reading preferences and experiences. The opposition voiced by 17.14% of students presents a contrasting perspective to the statement. This shows that a significant portion of students do not find it easier to read literature in a group, highlighting the personalized nature of reading preferences.

**Question Five :** “Literature is a useful source for discussion and idea sharing?”

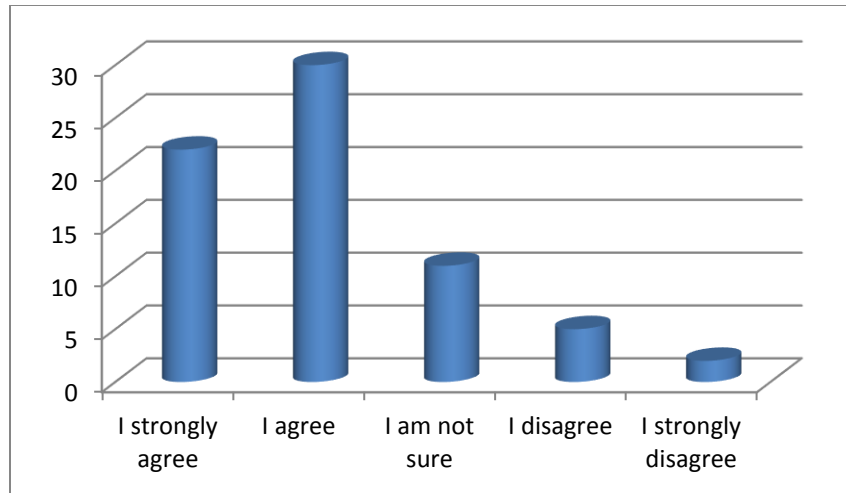
The goal of this question is to investigate how literature can serve as a catalyst for significant discussions and the exchange of ideas. It prompts consideration on whether literary works are effective instruments for promoting dialogue, exchanging viewpoints, and stimulating discussion among individuals or groups.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P- value</b>	<b>α Level</b>	<b>Sig</b>
I strongly agree	<b>22</b>	<b>31.42%</b>	<b>39.57</b>	<b>04</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
I agree	<b>30</b>	<b>42.85 %</b>					
I am not sure	<b>11</b>	<b>15.71%</b>					
I disagree	<b>05</b>	<b>07.14%</b>					
I strongly disagree	<b>02</b>	<b>02.85%</b>					
Total	<b>70</b>	<b>100%</b>					

*Table 4.3.5: Statistical analysis on the importance of literature in discussing and exchanging ideas.*

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 4 freedom. The statistical significance confirms that the differences in responses are unlikely to be due to random chance alone, which increases confidence in the accuracy of the findings.



**Figure 4.3.5: Students' view of the importance of literature in discussing and exchanging ideas.**

Table 4.3.5 presents an examination of students' viewpoints regarding the importance of literature in discussions and sharing of ideas. The results illustrate that the "agree" category has the highest percentage of responses, amounting to 42.85%. This indicates a considerable majority of students who recognize the significance of literature in discussions and the exchange of ideas. However, the categories with the lowest percentage of responses are "strongly disagree" and "not sure", with each accounting for 2.85% and 15.71% respectively. The "not sure" category, comprising 15.71% of students, implies a significant number of individuals who are unsure about the role of literature in intellectual exchange. This indicates a variety of viewpoints or a possible absence of coherence regarding the subject matter. The percentages for the "disagree" and "strongly disagree" categories are 7.14% and 2.85% respectively. This suggests that a small portion of students have a negative perspective on the significance of literature in discussions. The "strongly disagree" category has the lowest percentage, indicating a particularly small proportion of individuals with strong opposition.

Approximately 74.27% of students, when considering both the "Strongly Agree" and "Agree" categories, acknowledge the substantial impact of literature in promoting intellectual discourse. The existence of ambiguity within the "Not Sure" category (15.71%) indicates a group of students who may need further information or exploration in order to

develop a definite position on the subject. This presents an opportunity for educators to address any potential deficiencies in comprehension or offer additional perspectives on the complex nature of literature. The presence of dissenting opinions is evident among a minority of individuals, with 7.14% expressing disagreement and 2.85% expressing strong disagreement. This suggests that although a small portion of students hold negative views, these perspectives are not prevalent within the surveyed population. Notably, the "Strongly Disagree" category has the lowest percentage, indicating a particularly uncommon position of strong opposition.

**Question Six: “Participating in reading groups has influenced my ability to question and engage in debates?”**

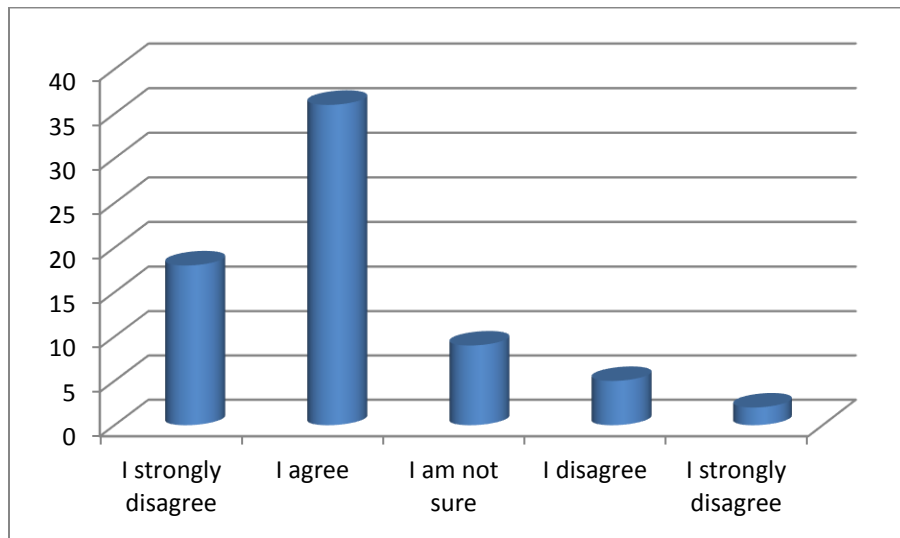
This question aims to know how effective is participating in reading groups on students’ capacity to question and engage in debates.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P- value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
I strongly agree	<b>18</b>	<b>25.71%</b>	<b>53.57</b>	<b>04</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
I agree	<b>36</b>	<b>51.42 %</b>					
I am not sure	<b>09</b>	<b>12.85%</b>					
I disagree	<b>05</b>	<b>07.14%</b>					
I strongly disagree	<b>02</b>	<b>02.85%</b>					
Total	<b>70</b>	<b>100%</b>					

*Table 4.3.6: Statistical analysis on students’ responses on the effectiveness of participating in reading groups on their capacity to question and engage in debates.*

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 4 freedom. It strongly indicates a positive correlation between student participation in reading groups and their improved ability to inquire and actively engage in discussions.



***Figure 4.3.6: Students' responses on the effectiveness of participating in reading groups on their capacity to question and engage in debates.***

Table 4.3.6 presents a thorough summary of the impact of student involvement in reading groups on their capacity to inquire and actively participate in discussions. The majority, accounting for 25.71% of respondents, clearly affirmed the positive influence of reading groups, expressing their strong agreement. The most common response, accounting for 51.42% of the participants, was "I agree." There is a strong agreement among students about the positive impact of joining reading groups on their ability to ask questions and their involvement in discussions.

Conversely, a significant proportion of the students, amounting to 12.85%, answered with "I am uncertain." This indicates that a smaller but significant group has some uncertainty or mixed feelings about the influence of reading groups on their skills and involvement. In addition, a small proportion of students, amounting to 07.14%, explicitly expressed their disagreement, highlighting a dissenting viewpoint regarding the beneficial impacts of reading groups. This opposing perspective is supported by the feedback of 2.85% of students who expressed, "I strongly disagree," which represents the smallest proportion of responses in this particular category.

**Part Two: Students' participation in literature group discussions and assess the accessibility of literature circles**

**Question One:** “Which types of literary works have you read this year in your literature class this year?”

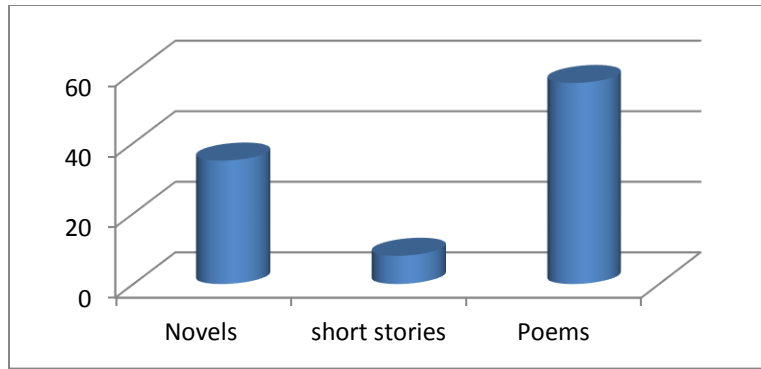
The question seeks to ascertain the extent and diversity of literary genres or specific works that a student has encountered in their literature studies throughout the year. The objective is to obtain a deeper understanding of an individual's exposure to various genres of literature and the specific content or emphasis of their literature course.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Novels	<b>35</b>	<b>35%</b>	<b>36.14</b>	<b>02</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
stories	<b>08</b>	<b>08 %</b>					
Poems	<b>57</b>	<b>57%</b>					
Total	<b>100</b>	<b>100%</b>					

*Table 4.3.7: Statistical analysis on students' exposure to various genres of literature during the current academic year*

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

We find that "p" value of 0.000 is below the level of 0.05, so there is a statistical indication in students' answers at the level of 2 freedom. It could be inferred that there are significant differences in the literary works selected by students, as evidenced by their responses on Table 7. The reference to 2 degrees of freedom implies that the particular statistical test employed may encompass two variables.



**Figure 4.3.7: Students' exposure to various genres of literature during the current academic year**

The data extracted from Table 4.3.7 provides insight into the literary work being studied in the present academic year. The table classifies their options into distinct genres, illuminating the variety of literary compositions encountered. Three distinct categories were evidently taken into account: poems, short stories, and novels.

The data indicates that 35% of the students incorporated novels into their curriculum. Novels, renowned for their profound and all-encompassing narratives, seem to be a crucial element of the academic curriculum. The decision to include longer and more intricate storytelling may have been made intentionally to improve students' comprehension of different literary elements. Conversely, only 8% of students encountered short stories, suggesting a less prominent yet still noticeable emphasis on this concise literary genre. Short stories, due to their concise nature, can provide valuable insights into concise narrative structures, character growth, and exploration of themes. A majority of students, specifically 57%, reported that their engagement with the curriculum primarily revolved around poems. This indicates a significant focus on the analysis of poetry, which frequently entails meticulous examination of language, imagery, and thematic components. Incorporating poetry into the curriculum can enhance students' ability to analyze and interpret literature.

**Question Two:** “Do you have the freedom to choose what you read?”

The purpose of this question is to explore the degree of independence an individual possesses in choosing their reading materials. This raises the question of whether

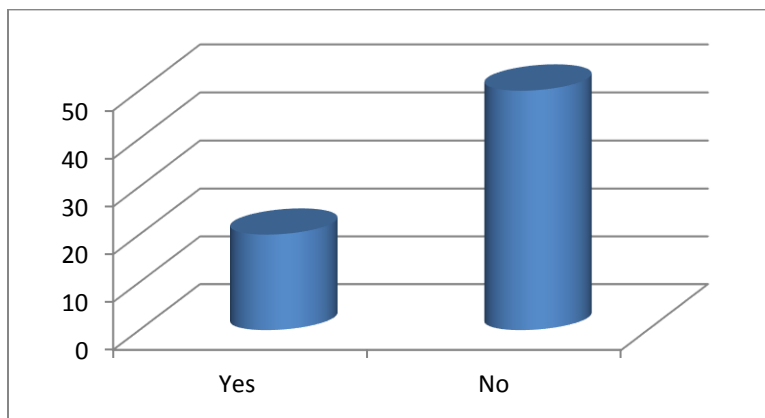
individuals possess the autonomy to select their own books, or if their reading preferences are limited by external influences such as curriculum, recommendations, or guidelines.

Statistical methods Terms	Frequency	Percent	Chi-Square	df	P-value	$\alpha$ Level	Sig
Yes	20	28.57%	12.85	01	0.000	0.05	sig
No	50	71.43 %					
Total	70	100%					

*Table 4.3.8: Statistical analysis of the degree of independence an individual possesses in choosing their reading materials*

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

"P" value of 0.000 is below the level of 0.05, so there is a statistical indication in students' answers at the level of 1 freedom. This can be understood as a quantifiable level of independence that students demonstrate when selecting their reading materials. The analysis suggests that there is a distinct indication, substantiated by statistical evidence, that students have a certain degree of autonomy in choosing their reading materials.



*Figure 4.3.8: The degree of independence an individual possesses in choosing their reading materials*

Table 4.3.8 provides insight into the level of autonomy that students possess when selecting their reading materials. The data indicates that 20 students, constituting 28.57%



of the total respondents, responded positively when queried about their autonomy in selecting their reading material. In contrast, a larger group of 50 students, accounting for 71.43% of the total, expressed a negative response, suggesting a limited ability to select their own reading materials. The results highlight a notable disparity in students' experiences concerning their ability to independently engage with literature. The data on the proportion of students who indicated having the autonomy to select their reading materials indicates that a significant segment of the student population has the ability to influence their own literary preferences. This group is likely to gain advantages from the ability to freely explore a wide range of genres, topics, and authors according to their individual interests and preferences.

In contrast, a significant majority of students, accounting for 71.43%, expressed an absence of autonomy in selecting their reading materials. This suggests that a considerable proportion of students are obligated to follow specific reading lists or curriculum guidelines, which restricts their freedom to choose materials that match their personal preferences and interests. Alternatively, they desire greater autonomy in decision-making, as opposed to being directed by the choices made by teachers.

**Question Three:** “Do your instructor provide you with a range of stories, poetry and novels from which to choose?”

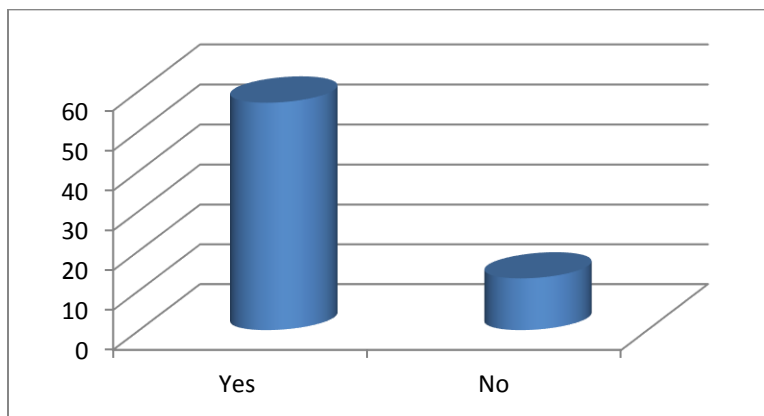
This question seeks to ascertain if students have the opportunity and capacity to choose from a wide range of literary works, examining how much instructors provide options for reading materials in the educational environment.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Yes	<b>57</b>	<b>81.42%</b>	<b>27.65</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>13</b>	<b>18.58 %</b>					
Total	<b>70</b>	<b>100%</b>					

**Table 4.3.9: Statistical analysis of exploring the flexibility of literature: the range of options in student' course of study.**

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 1 freedom. The statistical significance of this alignment emphasizes the strength of the observed pattern in student responses, confirming that the pedagogical approach implemented, which focuses on diversity and adaptability, has a noticeable effect on students' perceived autonomy.



**Figure 4.3.9: Exploring the flexibility of literature: the range of options in student' course of study.**

Table 4.3.9 provides information on the pedagogical approach used by instructors to offer a variety of reading choices that respond to diversity. The data reveals that a substantial majority of students, precisely 57 individuals, accounting for 81.42% of the total, responded positively when asked about the availability of diverse reading materials provided by their instructors. The significant proportion of the student indicates that a considerable number of students believe that their instructors offer a wide variety of choices in terms of stories, poems, and novels. In contrast, a smaller group of 13 students, accounting for 18.58% of the total, responded negatively, suggesting that they perceive their instructors as not providing a diverse range of reading materials. Although this percentage is significantly lower than the positive responses, it still indicates a group of students who believe that the reading materials offered by their instructors lack diversity.

**Question Four:** “Have you ever worked in a group while reading a literary work?”

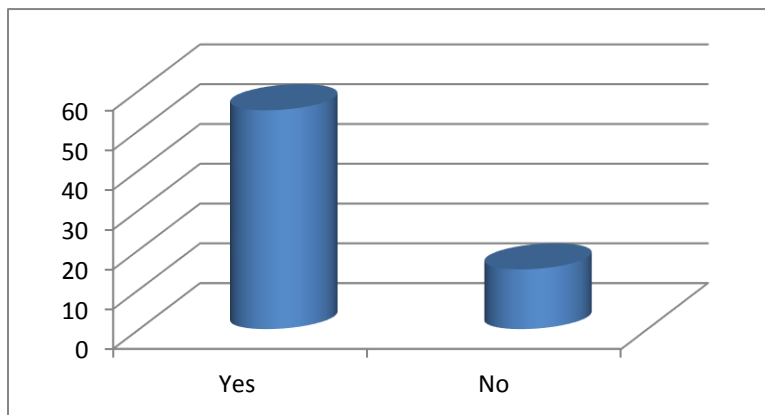
The purpose of this question is to gather information about an individual's involvement with collaborative or group-based approaches of studying literature. The objective is to investigate whether the individual has participated in group discussions, analyses, or activities pertaining to literary works.

Statistical methods Terms	Frequency	Percent	Chi-Square	df	P-value	$\alpha$ Level	Sig
Yes	55	78.57%	22.85	01	0.000	0.05	sig
No	15	21.43 %					
Total	70	100%					

*Table 4.3.10: Statistical analysis of student's involvement with collaborative or group-based approaches of studying literature*

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 1 freedom. This demonstrates a statistically significant correlation between students' participation in literature reading groups and a specific degree of freedom, as indicated by the "1 freedom" label, as confirmed by the calculated "p" value of 0.000



*Figure 4.3.10: Student's involvement with collaborative or group-based approaches of studying literature*

Table 4.3.10 offers a comprehensive understanding of the level of students' engagement in literature reading groups. Based on the data, a substantial majority of students, precisely 55 individuals, comprising 78.57% of the total, responded positively, indicating their participation in literature reading groups. The substantial proportion indicates a broad participation and enthusiasm among the student population in literary activities that involve collaboration and group work. Conversely, a smaller yet significant group of 15 students, comprising 21.43% of the total, responded negatively, indicating their non-participation in literature reading groups. Although the percentage is lower than the affirmative responses, it still signifies a significant proportion of students who may prefer individual reading experiences or face limitations that hinder their participation in-group activities.

**Question Five:** “Do you actively seek out opportunities to participate in class activities like pair or group discussions?”

It aims to determine if the individual actively pursues and appreciates chances for engagement, discourse, and collaborative exploration of literary concepts in the classroom environment.

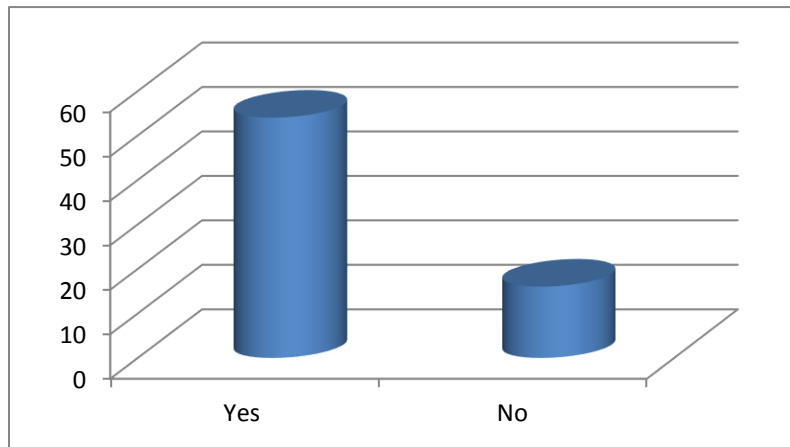
<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Yes	<b>54</b>	<b>77.14%</b>	<b>20.86</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>16</b>	<b>22.86 %</b>					
Total	<b>70</b>	<b>100%</b>					

**Table 4.3.11: Statistical analysis of students' attitudes towards engaging in group or pair discussions.**

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 1 freedom. This provides valuable insights into the attitudes of students towards participating in class activities. The statistical indication of "1 freedom" highlights a significant correlation

between their attitudes and a particular level of perceived freedom during group or pair discussions.



**Figure 4.3.11:** *Students' attitudes towards engaging in group or pair discussions.*

Table 4.3.11 offers valuable insights regarding students' attitudes towards engaging in class activities, specifically group or pair discussions. The data indicates that a significant majority of students, precisely 56 individuals, which corresponds to 77.14%, expressed a willingness to engage in such activities. The significant proportion signifies a prevalent enthusiasm among the student population for participating in collaborative educational opportunities, implying a dynamic and involved classroom setting. In contrast, a minority of 14 students, accounting for 22.86% of the total, expressed disinterest in engaging in class activities such as group or pair discussions. Although the percentage is lower compared to the affirmative responses, it still represents a significant group of students who may have concerns or preferences for different ways of participating.

**Question Six:** “How many people do you often work with in groups?”

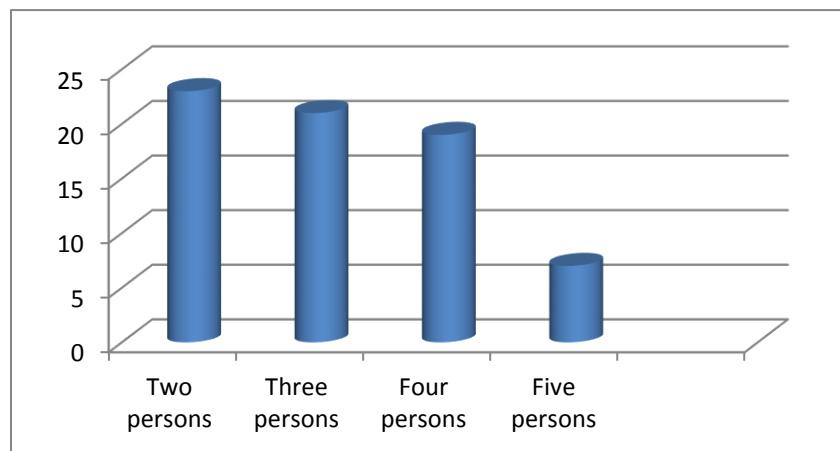
In addition to collecting data on an individual's usual preference or experience regarding group size, the goal is to assess the degree to which the person engages in collaboration within a group context. This assessment provides valuable insights into their comfort level and patterns of involvement when working together on tasks or activities.

Statistical methods Terms	Frequency	Percent	Chi-Square	df	P-value	$\alpha$ Level	Sig
2 persons	23	32.85%	08.85	03	0.031	0.05	sig
3 persons	21	30 %					
Four persons	19	27.15%					
Five persons	7	10%					
Total	70	100%					

**Table 4.3.12: Statistical analysis of different group sizes during collaborative reading activities.**

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.031, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 3 freedom. The statistical analysis demonstrates a strong correlation between students' preferences and a particular level of perceived freedom in this collaborative learning context, referred to as "3 freedom".



**Figure 4.3.12: Different group sizes during collaborative reading activities.**

Table 4.3.12 offers a comprehensive view of how students are distributed among different group sizes during collaborative reading activities. The data indicates that a significant proportion of students, amounting to 32.85%, actively engage in pairs when participating in collaborative reading. This suggests a common tendency to collaborate

closely with a single peer during reading tasks. These pairs can create a more intimate environment for discussion, promoting in-depth conversations and shared perspectives. Furthermore, 30% of students participate in groups consisting of three individuals. This group size enables an appropriate combination of the closeness found in pairs and the incorporation of a third viewpoint. This implies a prevalent method of engaging in small group discussions, wherein a group of three students collaborates to analyze and interpret literary works.

Another prevalent arrangement for collaborative reading is the formation of groups consisting of four individuals, which is favored by 27.15% of students. The size of this group indicates that a considerable number of students prefer a slightly larger group setting, which can enhance the opportunity for diverse discussions and the exchange of different viewpoints. Nearly 10% of students choose groups consisting of five individuals, which is a smaller yet still significant percentage. Although less frequent, this option signifies an inclination towards a larger collaborative environment, which can facilitate a wider range of viewpoints and enhance discussions by involving more participants.

**Question Seven:** “After reading a literary work, what type of discussion do you generally have?”

The purpose of this question is to comprehend the level of involvement of individuals after reading and the characteristics of the discussions that usually occur. Furthermore, the aim is to investigate the individual's tendency towards analytical, interpretive, emotional, or thematic discourse, thereby shedding light on their method of analyzing and expressing ideas about literature.

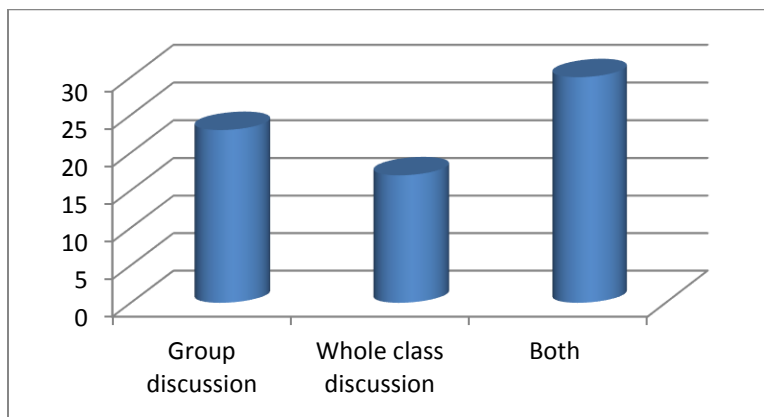
<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Group discussion	<b>23</b>	<b>32.85%</b>	<b>03. 62</b>	<b>02</b>	<b>0.163</b>	<b>0.05</b>	
Whole class discussion	<b>17</b>	<b>30 %</b>					

Both	<b>30</b>	<b>27.15%</b>					<b>Not sig</b>
Total	<b>70</b>	<b>100%</b>					

**Table 4.3.13: Statistical analysis of comprehensive understanding of the types of discussions**

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

The calculated "p" value of 0.163 is above the level of 0.05, so there is no statistical indication in students' answers at the level of 2 freedom. Although the analysis did not demonstrate statistical significance, it does not imply that the types of discussions students participate in lack importance or relevance. Additional inspection into the essence of these discussions, qualitative observations, or contextual elements could yield valuable insights into the complexities of post-literary piece discussions.



**Figure 4.3.13: Comprehensive understanding of the types of discussions.**

Table 4.3.13 offers a comprehensive understanding of the types of discussions that students engage in following the completion of a literary piece. Nearly 32.85% of students participate in group discussions. These findings indicate that a significant proportion of students have a preference for smaller, more intimate environments when it comes to discussing and analyzing readings. This encourages collaborative discussions among a specific group of peers. Approximately 24.28% of students actively engage in whole class discussions. This suggests that a significant portion of the student population values and actively participates in broader, more comprehensive discussions that involve the entire class. Nearly 42.86% of students reported participating in both group and whole class



discussions, making it the most common response. This indicates that a considerable number of students possess a flexible and adaptable approach, engaging in various types of discussions depending on the specific context or nature of the literary piece.

**Question Eight:** “Do you enjoy how in-class discussions are conducted?”

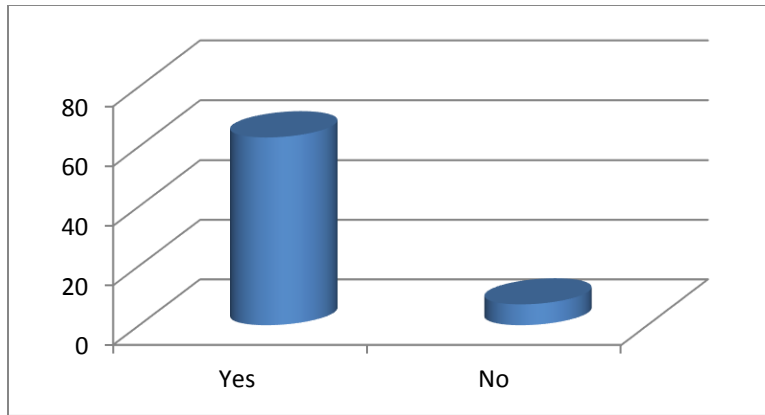
It aims to find out whether the individual perceives the present method of classroom discussions as engaging, effective, and enjoyable, or if there are areas that could benefit from enhancement. This question helps to collect feedback regarding the overall experience of engaging in academic discussions.

<b>Statistical methods Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b>α Level</b>	<b>Sig</b>
Yes	<b>63</b>	<b>90%</b>	<b>44.88</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>07</b>	<b>10 %</b>					
Total	<b>70</b>	<b>100%</b>					

*Table 4.3.14: Statistical analysis of students’ enjoyment during discussions*

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 1 freedom. This statistical finding suggests that there is a measurable level of freedom in students' answers, which is associated with the extent of enjoyment they experience during class discussions. The term "1 freedom" likely denotes a particular extent or degree of autonomy or freedom that students perceive within the framework of their engagement during class discussions.



**Figure 4.3.14. Students' enjoyment during discussions**

Table 4.3.14 shows the degree of enjoyment that students derive from class discussions. Ninety (90) % of students reported experiencing enjoyment during class discussions. The substantial and favorable feedback indicates that most students perceive the interactive and participatory nature of class discussions as valuable, engaging, and potentially even exciting. Nearly 10% of students, forming a smaller yet significant cohort, expressed a lack of enjoyment during class discussions.

The high percentage of students expressing satisfaction corresponds to the notion that effectively facilitated classroom discussions can enhance the educational experience in a favorable and intellectually stimulating manner. The interactive nature of discussions can cultivate a sense of collaboration, critical thinking, and active engagement with the subject matter.

**Question Nine:** “How would you characterize the amount of engagement in a group discussion?”

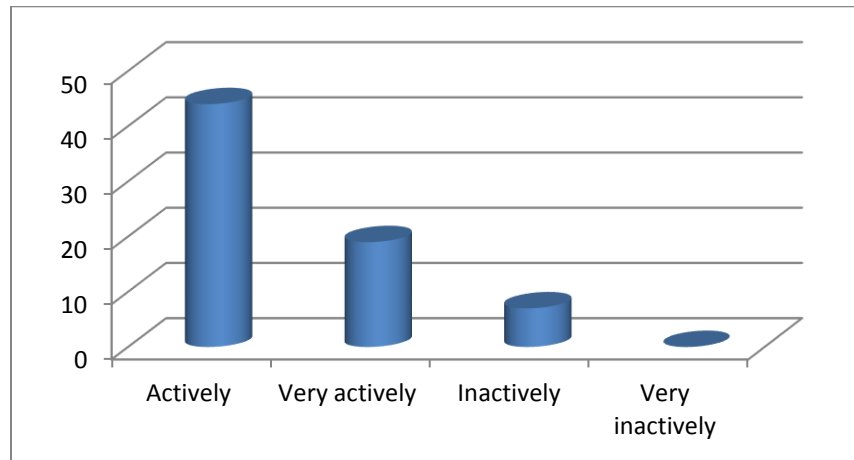
The objective is to collect information on how individuals perceive group discussions, specifically whether they consider them to be highly active, moderately active, or inactive engagement. This feedback provides valuable insights into the dynamics of collaborative interactions in academic or professional settings.

Statistical methods Terms	Frequency	Percent	Chi-Square	df	P-value	$\alpha$ Level	Sig
Actively	44	62.85%	64.05	3	0.000	0.05	sig
Very actively	19	27.15 %					
Inactively	07	10%					
Very inactively	00	00%					
Total	70	100%					

**Table 4.3.15: Statistical analysis of students' self-perception of their level of engagement during group discussions**

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 2 freedom. The calculated "p" value signifies a statistically significant outcome. This statistical finding, referred to as a "2-degree indication in students' responses," suggests a measurable level or classification of freedom linked to students' self-perceived involvement in group discussions.



**Figure 4.3.15: Students' self-perception of their level of engagement during group discussions.**

Table 4.3.15 offers valuable information regarding students' self-perception of their level of engagement during group discussions. 62.85% of students consider themselves

active participants in group discussions. This implies that an important percentage of the student population actively participates in and involves themselves in the process of collaborative learning, contributing their unique insights and perspectives to the overall group dynamic. Approximately 27.15% of students consider themselves very active during group discussions. This suggests a heightened level of active involvement, potentially encompassing leadership responsibilities, initiating discussions, or making significant contributions. 10% of students consider themselves passive participants in group discussions. This percentage represents a specific portion of the student population that may have a lower propensity to actively contribute or participate in the group dynamic. Nevertheless, individuals tend to refrain from displaying excessive passivity in group discussions, even those who consider themselves less active do not classify themselves as highly inactive.

**Question Ten :** “Did you have any meeting planned before the group presentations?”

The objective is to gain knowledge about the preparation and coordination within the group before delivering a presentation and to determine if the group members actively arranged and conducted meetings to plan and organize their presentations.

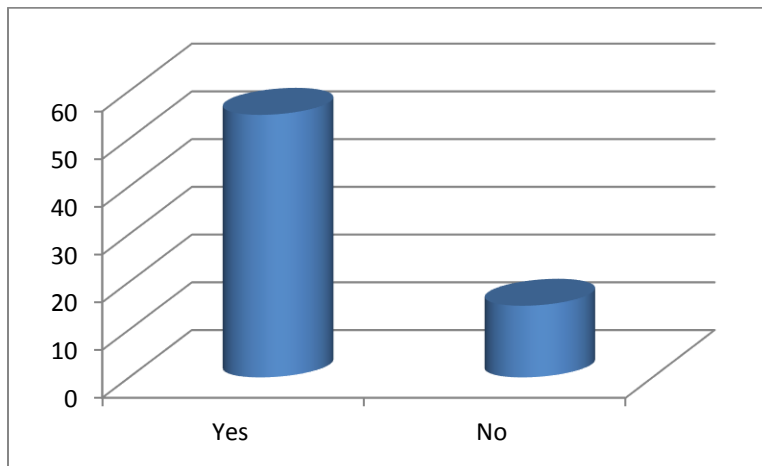
<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Yes	<b>55</b>	<b>78.57%</b>	<b>22.85</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>15</b>	<b>21.43 %</b>					
Total	<b>70</b>	<b>100%</b>					

**Table 4.3.16: Statistical analysis of students’ preparation for meetings prior to group presentations.**

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 1 freedom. This analysis indicates a statistically significant correlation between students' answers and their

methodology for organizing meetings prior to group presentations, as indicated by the "1 freedom."



**Figure 4.3.16: Students' preparation for meetings prior to group presentations.**

The table above offers a comprehensive understanding of the students' methodology in organizing meetings prior to group presentations. Nearly 78.57% of students reported participating in planning meetings prior to delivering group presentations. The significant proportion indicates a prevalent behavior among students to actively arrange and coordinate their endeavors through pre-presentation meetings. The choice to organize meetings is likely indicative of a dedication to collaborative preparation, exchanging ideas, deciding on roles and ensuring a coherent and unified group presentation.

A smaller yet significant cohort of students, comprising 21.73%, expressed their lack of intention to hold any meetings prior to delivering their group presentations. This percentage represents students who may have opted for alternative preparation methods, potentially relying on individual endeavors or employing different forms of coordination that do not involve formal planning meetings. This may clarify why certain students experience a lack of engagement during discussions.

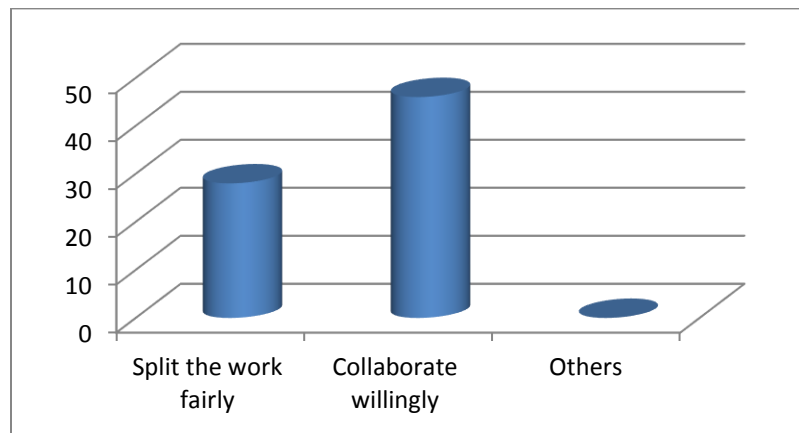
**Question Eleven:** "What characteristics did your group display when reading a piece of writing?"

It aims to investigate the group's approach to the reading process, the specific qualities or characteristics that characterized their collaborative involvement, and the overall dynamics observed within the group while analyzing a written piece.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Split the work fairly	28	37.83%	43.65	02	0.163	0.05	Not sig
Collaborate willingly	46	62.17%					
Others	00	00%					
Total	74	100%					

*Table 4.3.17: Statistical analysis of characteristics of literary works in group reading.*

When comparing the calculated "p" value of 0.163, we find it above the level of 0.05, so there is no statistical indication in students' answers at the level of 1 freedom.



*Figure 4.3.17: Characteristics of literary works in group reading.*

Table 4.3.17 presents an analysis of the characteristics exhibited by individuals in a group while engaging with a piece of literature. Nearly 37.83% of students reported employing a strategy of fairly dividing the work among group members when analyzing a literary text. This implies a collaborative strategy in which each member assumes an assigned part of the reading, ensuring an equal distribution of responsibilities within the group. Approximately 62.17% of students expressed their willingness to collaborate with

their group members while reading a literary work. The large percentage indicates a dominant desire among students to participate in collaborative endeavors, wherein group members actively collaborate, exchange perspectives, and collectively contribute to the comprehension of the subject matter. This may also indicate that students lack the necessary experience in making decisions about roles, or they may have low self-esteem, which is why it does not matter to them if roles are not distributed fairly. However, the balance between fair assignment of tasks and enthusiastic collaboration exemplifies the varied yet successful approaches utilized by students in collectively exploring and comprehending literary materials in group settings.

**Question Twelve:** “Are you assigned roles for the group work? i.e., connector , director, summarizer?”

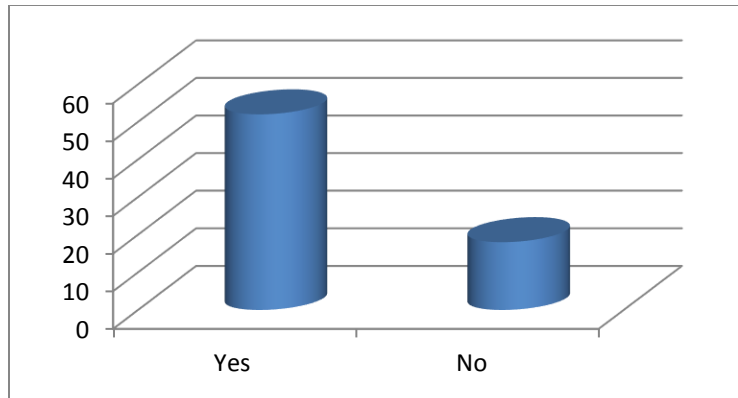
The objective is to determine if individuals are assigned particular roles within the group, such as facilitating connections between ideas, directing the overall process, or summarizing essential points. It also aims to investigate the degree to which role assignments contribute to the effectiveness of group collaboration and task distribution.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Yes	<b>52</b>	<b>74.28%</b>	<b>16.51</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>18</b>	<b>25.72 %</b>					
Total	<b>70</b>	<b>100%</b>					

**Table 4.3.18:** *Statistical analysis of students’ assigning roles in collaborative literature circles*

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 1 freedom. The analysis indicates a statistically significant correlation in students' responses regarding the allocation of roles for group work, as exemplified by the "1 freedom."



**Figure 4.3.18: Students' assigning roles in collaborative literature circles**

The table offers insights regarding whether or not students assign roles for group work. Approximately three-fourths of the students, amounting to 74.28%, indicated that they do allocate roles when participating in group work. The prevalence of this percentage indicates that students commonly engage in the intentional distribution of particular responsibilities among group members. Assigning roles can enhance the organization and efficiency of collaboration, ensuring the distribution of tasks and providing clear responsibilities for each individual in accomplishing the group's goals. Furthermore, it is evident that students who are capable of performing roles demonstrate a significant degree of autonomy. However, a significant minority of students, comprising 25.72% of the total, stated that they do not allocate particular responsibilities within their group when working together. This implies that students have not yet developed expertise in determining their roles, and thus it is the responsibility of the teacher to assign roles.

**Question Thirteen:** Do you believe playing such a role will improve your participation overall and personally in the group?

The aim is to assess participants' perceptions of the possible impact of taking specific roles within literature circles on their overall engagement and personal contributions to the group dynamic.

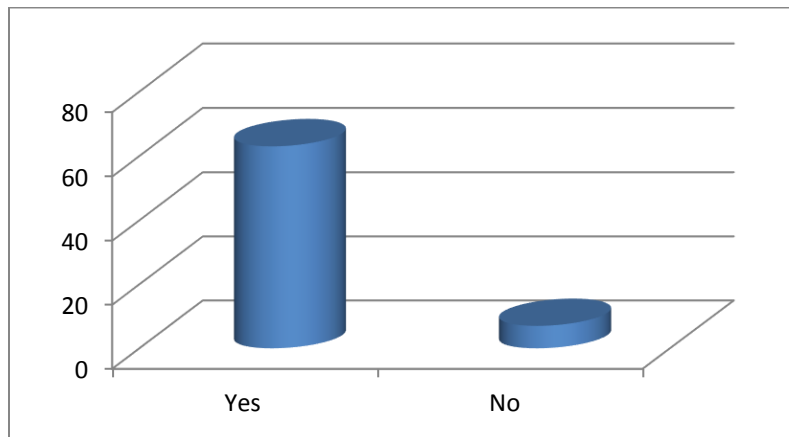


Statistical methods Terms	Frequency	Percent	Chi-Square	df	P-value	$\alpha$ Level	Sig
Yes	63	90%	44.88	01	0.000	0.05	sig
No	7	10%					
Total	70	100%					

**Table 4.3.19: Statistical analysis of students' viewpoints regarding the significance of assuming roles**

**A statistically significant result p-value is less than or equal to 0.05 ( $P \leq 0.05$ )**

When comparing the calculated "p" value of 0.000, we find it below the level of 0.05, so there is a statistical indication in students' answers at the level of 1 freedom. The analysis indicates a statistically significant correlation between students' answers and the importance of assuming roles in terms of overall engagement and group collaboration, as represented by the "1 freedom."



**Figure 4.3.19: Students' viewpoints regarding the significance of assuming roles**

The results from the table above offer valuable insights into students' viewpoints regarding the significance of assuming roles in both their overall engagement and group collaboration. Ninety percent of students strongly emphasized the significance of assuming roles in their overall engagement and collaborative efforts. The significant proportion indicates a widespread acknowledgment among students regarding the importance and influence of well-defined roles in improving their involvement, structure, and efficiency in

collaborative environments. Students who recognize the significance of roles may value the organization, accountability, and transparency that clearly defined responsibilities provide in group interactions. Meanwhile, a minority but still significant fraction of students, comprising 10%, expressed their lack of regard for the significance of roles in their overall engagement and collaboration within groups. This implies that students might encounter challenges when assuming certain roles.

**Part Three: The Efficacy of LCs in Enhancing Students' Critical Thinking Abilities and Autonomy.**

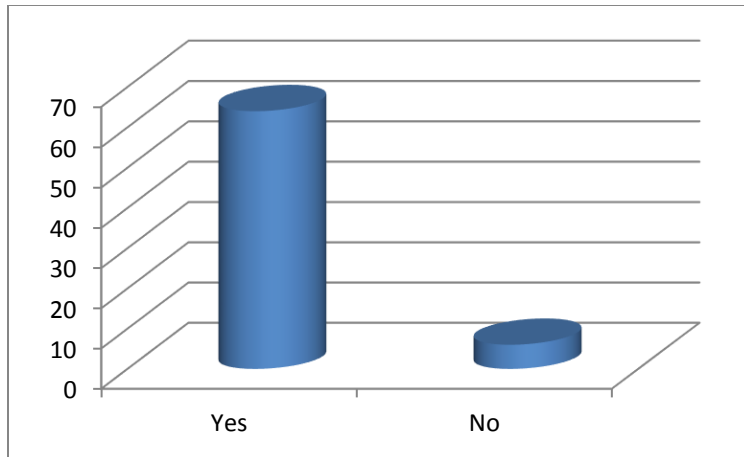
**Question One:** “Do group presentations aid in learning improvement?”

The objective is to determine if individuals perceive participating in or observing group presentations as a positive contribution to their learning experience, indicating whether this collaborative format is considered advantageous for acquiring knowledge and understanding.

<b>Statistical methods Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Yes	<b>64</b>	<b>91.42%</b>	<b>45.05</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>6</b>	<b>8.58%</b>					
Total	<b>70</b>	<b>100%</b>					

***Table 4.3.20: Statistical analysis of students’ responses about the perceived efficacy of group presentations in enhancing learning outcomes.***

The calculated p-value of 0.000, below the assumed significance level ( $\alpha = 0.05$ ), indicates a statistically significant inclination in student responses. This implies that the observed preferences for group presentations are unlikely to be random chance occurrences, lending support to the idea that students regard group presentations as extremely beneficial to their learning endeavors.



**Figure 4.3.20: Students’ responses about the perceived efficacy of group presentations in enhancing learning outcomes.**

The data presented in Table 4.3.20 offers valuable insights into the perceived efficacy of group presentations in enhancing learning outcomes. Out of the respondents, a significant majority of 91.42% recognized that group presentations have a beneficial impact on their learning experiences. This significant endorsement indicates a prevailing belief in the educational value of collaborative presentations. In contrast, a small portion of participants, precisely 8.56%, held an opposing perspective, stating that they do not perceive group presentations as contributing to enhanced learning. Although this dissenting opinion is present, it is clear that it only represents a minority portion of the entire group of participants.

The data suggests that there is a dominant positive perception, highlighting the potential of group presentations as an effective teaching tool. However, it is crucial to acknowledge that these perceptions can be influenced by individual preferences, the quality of the presentation, and contextual factors.

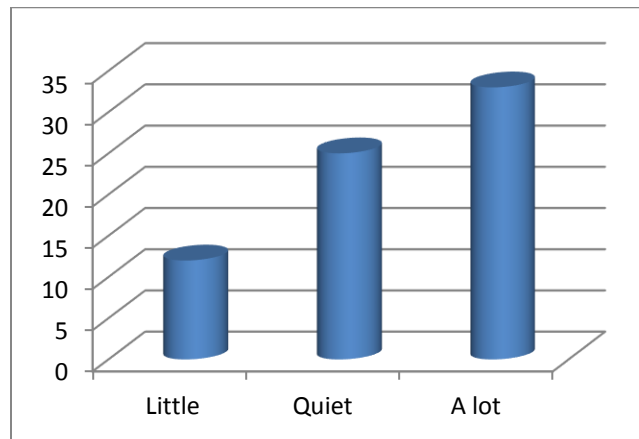
**Question Two:** “How much have you learned from your group discussion?”

It aims to assess the individual's perception of the level of knowledge, insights, or understanding they acquired because of their involvement in a group discussion

Statistical methods Terms	Frequency	Percent	Chi-Square	df	P-value	$\alpha$ Level	Sig
Little	12	17.14%	09.62	02	0.008	0.05	sig
Quiet	25	35.71%					
A lot	33	47.18%					
Total	70	100%					

*Table 4.3.21: Statistical analysis of students' perspectives regarding the extent of knowledge gained via collaborative discussions.*

The calculated p-value of 0.008, which is less than the significance level of 0.05, indicates a statistically significant pattern in student responses. With a degree of freedom of 2, this statistical finding shows that students believe group discussions contribute significantly to their learning experiences, with the majority reporting significant learning outcomes.



*Figure 4.3.21: Students' perspectives regarding the extent of knowledge gained via collaborative discussions.*

Table 4.3.21 provides a thorough summary of students' perspectives on the degree to which they acquire knowledge through group discussions. Out of the respondents, 12 students, accounting for 17.4% of the total, indicated that they perceive learning "little" from group discussions. This implies that there is a specific group of people who may not

benefit significantly from participating in group discussions in terms of their comprehension or acquisition of knowledge. It is imperative to acknowledge that elements such as group dynamics, levels of participation, or the nature of the discussions themselves can contribute to this perception.

Conversely, a significant proportion of the participants, specifically 25 students or 35.71% indicated that they learned a considerable amount from group discussions. The presence of this moderate majority indicates that a substantial portion of students derive value and meaningful learning experiences from their engagement in group discussions. The term "quite" suggests a significant, though not necessarily comprehensive, influence on their learning. The prevailing perspective with 47.18% highlights the efficacy of this teaching approach for a significant majority, suggesting that a considerable number of students gain substantial educational advantages from participating in group discussions.

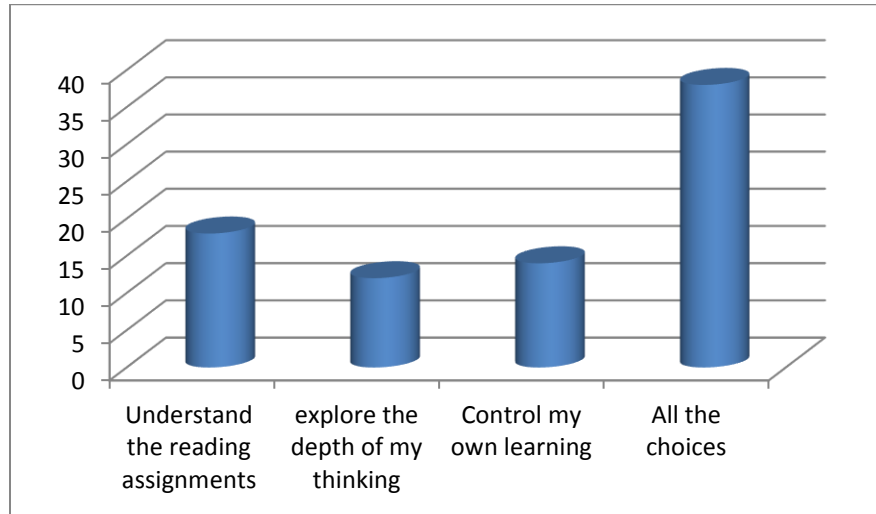
**Question Three** : “Group discussion helped me ....”

The objective is to comprehend the precise manner in which group discussions enhance the participant's comprehension of reading assignments, the examination of their thoughts, and the feeling of control over their learning.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Understand the reading assignments	<b>18</b>	<b>17.14%</b>	<b>14.06</b>	<b>03</b>	<b>0.003</b>	<b>0.05</b>	<b>sig</b>
Explore the depth of my thinking	<b>12</b>	<b>35.71%</b>					
Control my own learning	<b>14</b>	<b>47.18%</b>					
All of the choices	<b>38</b>	<b>54.28%</b>					
Total	<b>82</b>	<b>100%</b>					

*Table 4.3.22: Statistical analysis of students' perspectives regarding the precise impact that literature discussions have on their reading habits.*

The calculated p-value of 0.003 indicates a statistically significant trend in student responses. With a degree of freedom of 3, this statistical result implies that students perceive group discussions as significantly contributing to their overall learning.



**Figure 4.3.22: Students' perspectives regarding the precise impact that literature discussions have on their reading habits**

The figure above offers significant insights into the precise ways in which literature circle discussions influence students, outlining multiple aspects of their learning experiences. A noteworthy observation is that 21.95% of students recognize that literature circle discussions are vital in facilitating their comprehension of reading assignments. This emphasizes the educational importance of collaborative discussions in assisting students' understanding and analysis of literary texts. Furthermore, a notable 14.63% of students acknowledge the significance of literature circles in enabling the thorough examination of their cognitive processes. The given statement suggests that literature circle discussions offer an opportunity for students to delve into the nuanced nature of the content, fostering critical thinking and a more profound involvement with the material.

Approximately 17.04% of students report that literature circles enhance their capacity to control their own learning. This aspect highlights the independence that literature circle discussions provide students in shaping their learning experiences. Moreover, a significant majority of 54.28% of students indicate a diverse range of

advantages, affirming that literature circle discussions aid them in comprehending, investigating, and managing their learning.

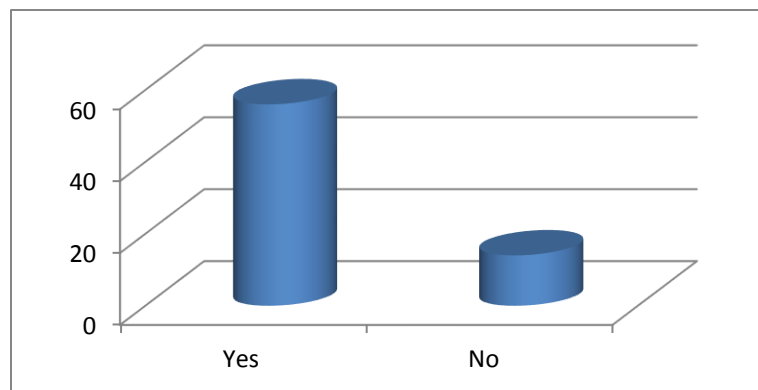
**Question Four:** “Does your instructor demonstrate how to read a literary piece aloud in a group before group work?”

This question seeks to ascertain the instructional approach utilized in the classroom and whether educators offer a model or illustration of how to proficiently read a literary work aloud during the group reading procedure.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Yes	<b>56</b>	<b>80%</b>	<b>25.20</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>14</b>	<b>20%</b>					
Total	<b>70</b>	<b>100%</b>					

**Table 4.3.23: Statistical analysis of the accessibility of instructor-led demonstrations in reading literary texts.**

The calculated p-value of 0.000, which is less than the significance level of 0.05, suggests a strong statistical pattern in student responses. With 1 degree of freedom, this finding implies that students perceive the instructor's demonstration of reading aloud as an important and impactful practice before engaging in group work.



**Figure 4.3.23: The accessibility of instructor-led demonstrations in reading literary texts.**

The Table above examines the degree to which students recognize the importance of instructor-led demonstrations in reading literary texts aloud before participating in group activities. The data reveals that 80% of the respondents, amounting to 56 students, acknowledge the existence of instructor-led demonstrations in this particular situation. The overwhelming majority of respondents, who support the instructor's role in demonstrating the oral reading of a literary piece in a group setting, suggests that this instructional approach is widely accepted among the surveyed students. In contrast, 20% of the students hold a different opinion, stating that they do not perceive any evidence of the instructor's demonstration in this situation. Although a minority viewpoint is present, the relatively small proportion implies that there is a divergence of opinions among the students regarding the degree to which instructors offer demonstrations prior to group work.

**Question Five:** “Do you believe that having this experience helped you develop your ability of thinking?”

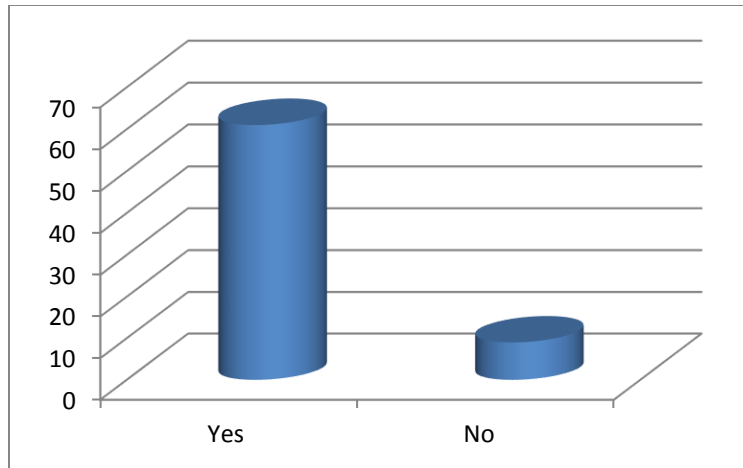
This question delves into the perceived cognitive advantages of literature circles experience. The objective is to determine if individuals perceive group discussions and reading activities as having a positive impact on their capacity to think critically, analytically, or with more nuance.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Yes	<b>61</b>	<b>87.14%</b>	<b>38.62</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>09</b>	<b>12.86%</b>					
Total	<b>70</b>	<b>100%</b>					

*Table 4.3.24: Statistical analysis of the influence of literature circle discussions on students' cognitive capacities.*

The calculated p-value of 0.000 indicates that students overwhelmingly believe the experience is beneficial in developing their thinking abilities. This suggests that the experience of literature circles has a significant impact on students' cognitive development.





***Figure 4.3.24: The influence of literature circle discussions on students' cognitive capacities.***

The data obtained from the table above, which assesses the influence of literature circle discussions on students' cognitive capacities, demonstrates a clear and definitive pattern. Out of the 61 students surveyed, a notable 87.14% agree that literature circle discussions have a beneficial impact on the development of their cognitive abilities. The significant majority strongly suggests that students widely believe that participating in literature circles improves their cognitive abilities, promoting critical thinking and analytical skills. In contrast, a small proportion, amounting to 12.86% of students, held the belief that literature circle discussions do not enhance their cognitive abilities. Although there is a dissenting perspective, the small percentage indicates that it is not widely held among the surveyed population.

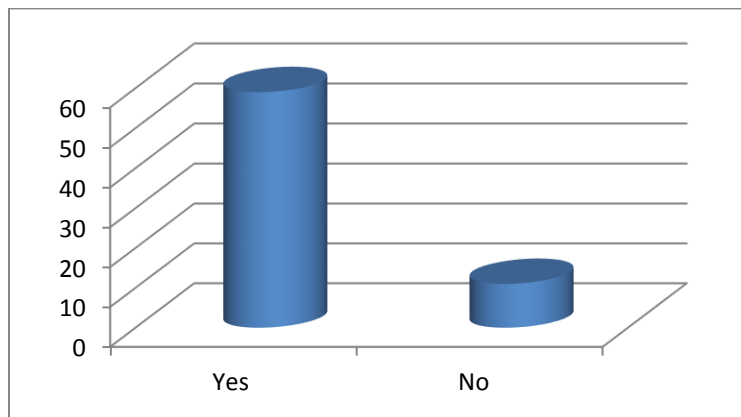
**Question Six:** “Did this learning experience provide you a chance to put your critical thinking abilities to use?”

This question pertains to the practical application of critical thinking within the framework of the literature circles strategy. The objective is to assess whether the literature circles activity offered chances for individuals to engage in critical thinking by analyzing, evaluating, and applying it to problem-solving or decision-making.

Statistical methods Terms	Frequency	Percent	Chi-Square	df	P-value	$\alpha$ Level	Sig
Yes	59	84.24%	31.91	01	0.000	0.05	sig
No	11	15.72%					
Total	70	100%					

**Table 4.3.25: Statistical analysis of the efficacy of literature circles as a means of promoting the application of critical thinking.**

The p-value of 0.000 indicates that students perceive literature circles as a valuable opportunity to apply their critical thinking skills effectively.



**Figure 4.3.25: The efficacy of literature circles as a means of promoting the application of critical thinking.**

The data in table 4.3.25 demonstrates the efficacy of literature circles as a means of promoting the growth and application of critical thinking skills in students. The data from the table indicates that a substantial majority of students, specifically 84.24%, confirmed that literature circles effectively aid them in applying their critical thinking abilities. These findings indicate that students widely recognize and have a favorable view of the influence of literature circles on their capacity to actively participate in critical examination and assessment of literary pieces.

In contrast, a mere 15.72% of students provided a negative response, indicating their disbelief in the efficacy of literature circles in fostering their critical thinking skills. Although the percentage of dissenting opinions is relatively small, it is crucial to examine

the underlying reasons for these responses. Potential determinants affecting this negative perception may encompass diverse pedagogical approaches, individual cognitive preferences, or particular obstacles encountered during literature circle engagements.

**Question Seven:** “Do you agree with the following?”...

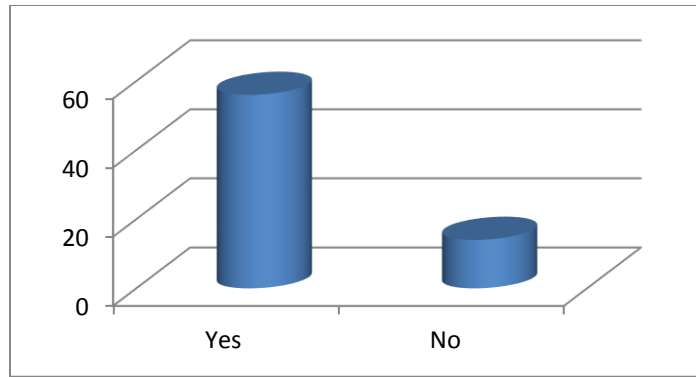
“Working in small Literature Circles made it simpler for me to follow along with the text than reading with the entire class.”

This question aims to gather perspectives on the ideal learning setting and the perceived advantages of group size in literary discourse. The objective is to evaluate whether the participant perceives that their comprehension and ability to follow the text improves when participating in smaller groups as opposed to a larger class setting.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Yes	<b>56</b>	<b>80%</b>	<b>25.20</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>14</b>	<b>20%</b>					
Total	<b>70</b>	<b>100%</b>					

***Table 4.3.26: Statistical analysis of students' perspectives on the influence of the text's comprehension.***

The p-value of 0.000 indicates a significant statistical trend in student responses. This finding suggests that students believe working in small literature circles is better for their comprehension and engagement with the text than reading with the entire class. This demonstrates the efficacy of small group discussions in improving students' comprehension and involvement in literature studies.



**Figure 4.3.26:** *Students' perspectives on the influence of the text's comprehension.*

The data obtained present students' perspectives on the influence of participating in reading circles on their capacity to comprehend the text in comparison to reading with the entire class. The data indicates a significant majority, with 80% of students confirming that engaging in reading circles indeed facilitates their comprehension of the text. The large proportion indicates a general agreement among students that the interactive and collaborative aspects of reading circles have a beneficial impact on their understanding and involvement with the content. In contrast, a significant 20% of students indicated that participating in reading circles did not facilitate their comprehension of the text as effectively as reading in the entire class. It is imperative to examine the factors contributing to this minority viewpoint. Various factors, including group dynamics, the complexity of the text, and individual learning preferences, can influence this opposing viewpoint, offering valuable insights for educators seeking to enhance instructional methods.

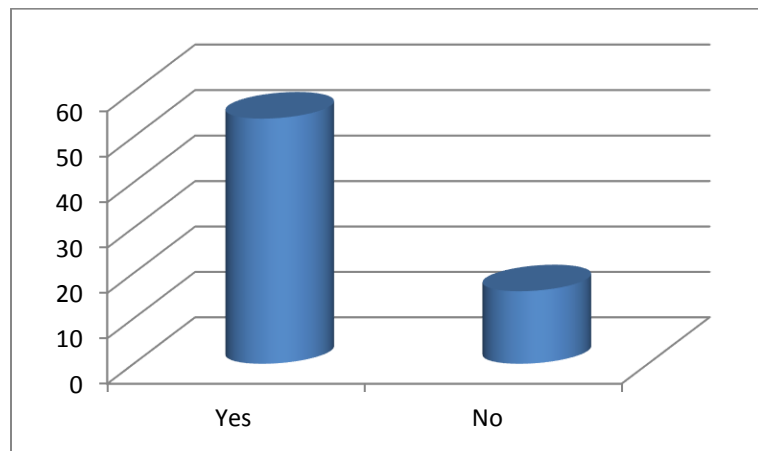
**Question Eight:** “Are you able to identify your own strengths and weaknesses in literary discussion groups?”

This question aims to examine an individual's ability to evaluate themselves and their understanding of their role in learning environments focused on literature circles. The objective is to assess the individual's capacity for self-reflection, specifically their ability to identify their strengths and weaknesses during group discussions on literature.

Statistical methods Terms	Frequency	Percent	Chi-Square	df	P-value	$\alpha$ Level	Sig
Yes	54	77.14%	20.8	01	0.000	0.05	sig
No	16	22.86%					
Total	70	100%					

**Table 4.3.27: Statistical analysis of students' ability to determine their weaknesses and strengths.**

The p-value of 0.000, which is less than the significance level of 0.05, indicates a strong statistical inclination in student responses. This suggests that students who participate in such group discussions have a higher level of self-awareness and reflection.



**Figure 4.3.27: Students' ability to determine their weaknesses and strengths.**

The table above offers valuable insights regarding the degree to which students perceive their ability to recognize their own strengths and weaknesses within literary discussion groups. The data reveals that a significant majority of students, amounting to 77.14%, responded positively, affirming their ability to accurately identify their strengths and weaknesses during literary discussions. The significant proportion implies a favorable pattern, suggesting that the organization and functioning of literary discussion groups promote students' self-awareness regarding their skills and areas for enhancement in the realm of literary analysis and debate. Conversely, 22.86% of students expressed their inability to identify their strengths and weaknesses in literary discussion groups. Exploring

the underlying reasons for this minority viewpoint is essential, as it can provide insights into possible difficulties or weaknesses in the current method of discussing literature. Factors such as the interactions within the group, the level of confidence of each individual, and the quality of facilitation in the discussion groups may contribute to this particular group of students feeling less capable of self-assessment.

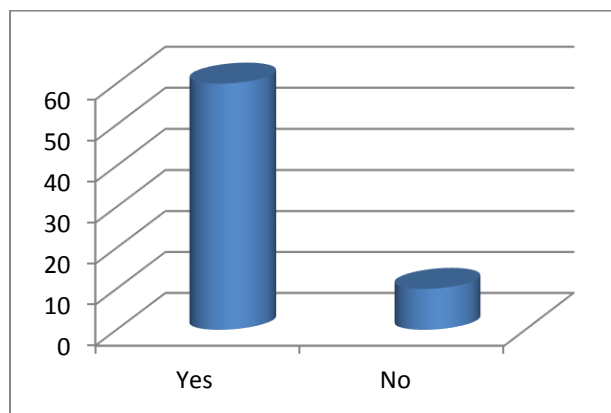
**Question Nine:** “Do you practice your reading role assignments before the groups meet?”

This question aims to determine if the person actively prepares for their reading responsibilities in group discussions. The purpose is to evaluate the extent of devotion, effort the individual demonstrates in improving, and refining the particular duties linked to their designated reading position.

Statistical methods Terms	Frequency	Percent	Chi-Square	df	P-value	$\alpha$ Level	Sig
Yes	60	85.71%	35.71	01	0.000	0.05	sig
No	10	14.29%					
Total	70	100%					

*Table 4.3.28: Statistical analysis of students’ practice of their role prior to group meet.*

The calculated p-value of 0.000 demonstrates students' active approach to preparing for and participating effectively in literature discussion groups.



*Figure 4.3.28: Students’ practice of their role prior to group meet.*

The data provide information about the preparation habits of students in relation to their reading role assignments prior to engaging in group meetings. The data indicates a significant majority of students, accounting for 85.71%, reported actively engaging in their reading role assignments prior to the scheduled group meetings. The significant percentage indicates a noteworthy level of diligence and commitment among the students, highlighting their strong emphasis on effectively fulfilling their roles within the literature discussion groups. In contrast, a smaller number of students, precisely 14.29%, stated that they do not practice their reading role assignments before their group meetings. Although the percentage is relatively low, it raises the question of possible factors that may influence this decision. Possible factors could encompass time limitations, different learning preferences, or a belief that unscheduled contributions during the group gathering provide greater efficacy.

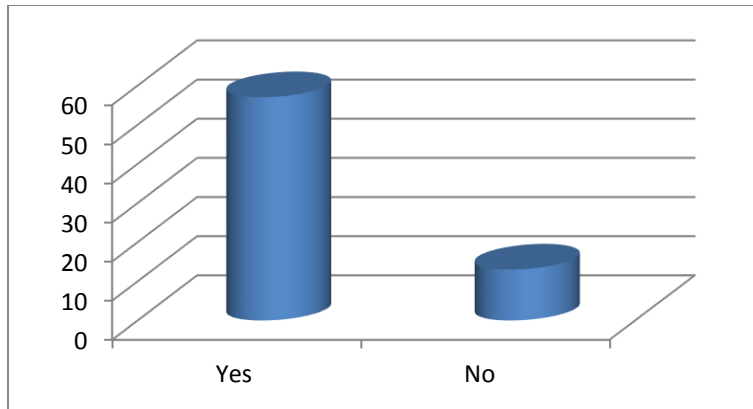
**Question Ten:** “Do you retain a record of what you learn and study? For example, do you take notes?”

This question aims to inquire about the individual's study habits and note-taking practices. Its objective is to ascertain whether the individual actively participates in documenting and retaining knowledge from their learning experiences.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Yes	<b>57</b>	<b>81.42%</b>	<b>27.65</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>13</b>	<b>19.58%</b>					
Total	<b>70</b>	<b>100%</b>					

*Table 4.3.29: Statistical analysis of students' strategies to record their own learning.*

The p-value 0.000, which is less than the significance level of 0.05. This demonstrates the importance students place on actively engaging with and documenting their study materials.



**Figure 4.3.29: Students' strategies to record their own learning.**

The figure above offers significant insights into the study habits of students, with a specific emphasis on their methods of documenting their learning, such as note-taking. According to the data, 81.42% of students reported that they regularly record what they learn or study. The significant percentage indicates that many students acknowledge the significance of note-taking as a productive learning technique, demonstrating an engaged and deliberate approach to acquiring new information. In contrast, a minority of students, specifically 19.58% or 13 individuals, indicated that they do not document or review their learning or study materials. Various factors, such as individual learning styles, preferences, or alternative methods of retaining information, may influence this group of students' decision to not participate in note-taking.

**Question Eleven:** “When having a learning problem..”

The purpose of this question is to ascertain the individual's favored methodology for resolving problems in a learning environment. The objective is to evaluate whether an individual exhibits a preference for autonomous problem-solving, seeks support from peers within a collective, or seeks guidance from the teacher when confronted with a learning obstacle.

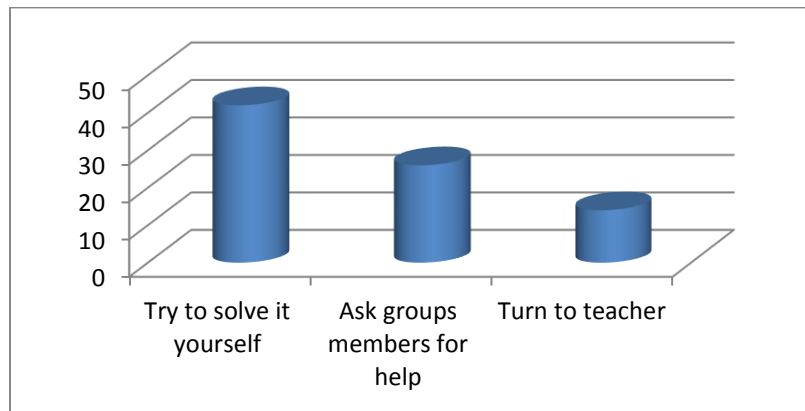
<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Try to solve it yourself	42	51.21%					



Ask groups members for help	<b>26</b>	<b>31.70%</b>	<b>14.34</b>	<b>02</b>	<b>0.163</b>	<b>0.05</b>	<b>Not sig</b>
Turn to teacher	<b>14</b>	<b>17.07%</b>					
Total	<b>82</b>	<b>100%</b>					

**Table 4.3.30: Statistical analysis of students' solutions when faced with a learning problem.**

The p-value of 0.163, which is greater than the significance level of 0.05, indicates that there is no strong statistical inclination in student responses. This result indicates that students do not have a strong statistical preference for any of these approaches over the others. In other words, students appear to distribute their strategies evenly across these options when confronted with learning difficulties.



**Figure 4.3.30: Students' solutions when faced with a learning problem.**

The table offers valuable insights into students' responses when faced with a learning problem, revealing their problem-solving behaviors and preferred sources of assistance. The data uncovers clear patterns in the approaches utilized by students to tackle obstacles in their educational progression. The predominant response, as evidenced by 51.21% of students, is the desire to autonomously address the learning issue. This majority indicates that a substantial number of students prefer to take action and rely on themselves. The high occurrence of this reaction suggests a preference towards utilizing self-directed methods for solving problems or a strong belief in one's own problem-solving abilities.

An interesting discovery is that 31.70% of students choose to request help from their peers when faced with a learning difficulty. The utilization of this collaborative approach emphasizes the importance of receiving assistance from peers and the impact of group interactions on the process of acquiring knowledge. Students who opt to interact with their classmates for help can gain advantages from a variety of viewpoints and collaborative problem-solving methods in a group environment. In contrast, a minority of students, specifically 17.07% opt to seek assistance from their teacher when encountering difficulties in their learning. This response emphasizes the perceived importance of the teacher as a valuable asset and demonstrates a level of confidence in the teacher's guidance and expertise to tackle academic difficulties.

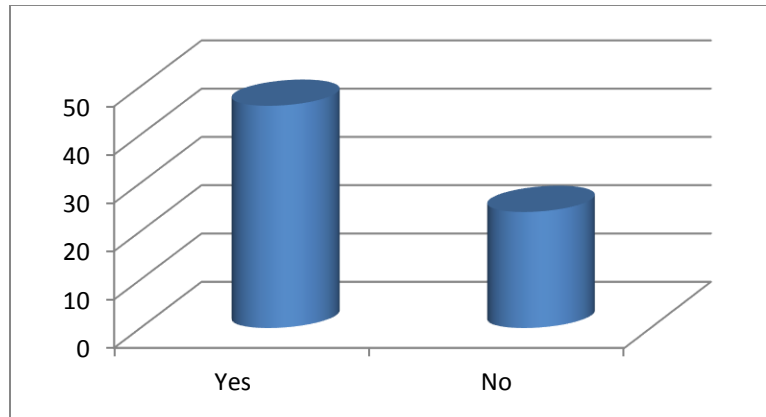
**Question 12:** “Did this method of learning inspire you to read independently and without direction?”

The question aims to evaluate whether the implementation of the literature circles strategy has effectively motivated the individual to engage in independent reading without the need for external guidance. The objective is to determine whether the learning method has cultivated a feeling of self-motivation and proactivity in the individual's reading behaviors.

<b>Statistical methods</b> <b>Terms</b>	<b>Frequency</b>	<b>Percent</b>	<b>Chi-Square</b>	<b>df</b>	<b>P-value</b>	<b><math>\alpha</math> Level</b>	<b>Sig</b>
Yes	<b>46</b>	<b>65.71%</b>	<b>06.91</b>	<b>01</b>	<b>0.000</b>	<b>0.05</b>	<b>sig</b>
No	<b>24</b>	<b>31.29%</b>					
Total	<b>70</b>	<b>100%</b>					

**Table 4.3.31: Statistical analysis of the influence of the literature circles method on students' independent reading.**

The 0.000 computed p-value. This result implies that students are greatly motivated to read independently without direct guidance by this teaching strategy. This suggests that the literature circle approach to teaching literature encourages students to be self-motivated and autonomous readers.



***Figure 4.3.31: The influence of the literature circles method on students' independent reading.***

Table 4.3.31 demonstrates the influence of the literature circles teaching method on students' tendency to engage in independent and self-directed reading. A significant majority, comprising 65.71% of students, indicate a positive response, confirming that the literature circles strategy motivates them to engage in independent reading. This strong endorsement suggests that a considerable proportion of the student body perceives this teaching method as inspiring, encouraging a sense of curiosity and self-driven exploration in their reading behaviors. The substantial percentage indicates a significant achievement in promoting self-directed learning through the literature circles approach. In contrast, 34.29% of students, specifically 24 individuals, express a negative response by indicating that this learning approach fails to motivate them to engage in independent reading without guidance. Although there is a differing viewpoint, the smaller percentage indicates that a minority of the students who were surveyed only shares this feeling.

When requesting their description of how the literature circles strategy inspires them to become autonomous readers, most responses go as follows:

- The extent of my reading increases after each class.
- I learned how to study based on myself.
- I learned how to solve my problems myself.
- It helps me develop my critical thinking, raise my self-confidence and break down communication barriers.

- It helped me figure out how much I thought.
- Reading groups helped me develop myself and drive me to more independent learning.

#### **4.4. Semi-Structured Teacher Interview Analysis**

The purpose of conducting an interview with three university literature teachers is to investigate and obtain a deeper understanding of their experiences, methodologies, and perspectives on how they incorporate reading circles or literature circles into their teaching methods. The interview explores various aspects of their teaching methodology in literature, with a particular emphasis on the integration of literature circles as a pedagogical technique (see interview questions in appendix C). The responses provided by the literature instructors are analyzed and categorized accordingly.

##### **4.4.1. Establish Expertise**

Regarding their teaching experience, each of the three literature teachers interviewed possesses a significant amount of knowledge and expertise, collectively accumulating four years or more in the field of education. Teacher one, who has been teaching literature for four years, is an experienced practitioner in the field with a strong foundation and a relatively young career. On the other hand, teacher two has a decade of experience, demonstrating a highly experienced educator who has successfully handled the complexities of teaching literature for a long time. The third teacher, who has accumulated seven years of experience in teaching literature, manages to achieve an appropriate balance that is both significant and unique, showing their extensive and individualized expertise in the field.

##### **4.4.2. Explore Teaching Methods**

The researcher aim to examine whether educators regularly incorporate collaborative learning strategies, such as reading circles, into their teaching practices. All of the interviewed teachers confirmed the use of reading groups in their teaching methodologies. Teacher 3 added that he is receptive to investigating novel approaches to augment the

educational encounter for his students. The teachers' shared approach indicates an agreement on the importance and effectiveness of using collaborative reading strategies, such as reading groups or literature circles.

#### **4.4.3. Uncover Inspiration and Evolution**

The researcher focus on how long they have been using reading groups and the inspirations behind integrating them into their pedagogy. Teacher one was influenced by her own educators, highlighting the dynamic and captivating qualities that reading groups contribute to the educational experience. Teacher two emphasized the efficacy of reading groups in enhancing students' overall proficiency, cultivating analytical thinking, and increasing literary skills. Teacher three expressed confidence in the approach's ability to enhance understanding and enhance the educational experience. Additionally, he was motivated to incorporate them into his teaching in order to foster more vibrant and interactive discussions among students. Significantly, all three educators indicated that they have recently started integrating reading groups into their instructional methods.

The growing adoption of reading groups by educators indicates a current tendency, possibly indicating an acknowledgement of the educational advantages linked to collaborative reading approaches and a motivation to improve student-learning outcomes.

#### **4.4.4. Examine Text Selection and Advantages**

The questioning regarding providing students with a range of literary texts and the benefits of doing so received various responses from the three teachers. Teacher 1 confirmed the practice, acknowledging that students are sometimes granted the autonomy to select their own book for reading. For her, this approach is likely to enable students to independently explore their personal interests, thereby promoting a sense of autonomy and active involvement with the subject matter. The second teacher emphasized that, within the realm of poetry, students choose poems to analyze on their own, a method that enables personalized exploration and engages them in critical presentations. For him, this approach is consistent with fostering both autonomy and critical thinking abilities. Teacher 3 merely verified the availability of text options .According to him, offering students a variety of

texts to choose from offers numerous benefits. It enables individuals to investigate their personal interests, fosters a sense of ownership in their education, and accommodates the various learning styles present in the classroom.

#### **4.4.5. Understand Formation and Factors**

The responses provided by the three teachers illuminate the procedures and factors involved in implementing reading circles or literature circles in their classrooms. Teacher 1 begins the process by creating groups and strategically assigning a hard-working student to each group. This approach indicates a deliberate effort to maintain balance within the groups and potentially utilize the beneficial impact of motivated peers. Teacher two utilizes a random selection technique, whereby five or six students are designated as leaders or representatives, who then select their partners to form groups. Conversely, Teacher three believes that creating reading circles requires a thoughtful examination of the classroom dynamics. Therefore, he adopts a customized approach by taking into account students' interests, proficiency levels, and personalities when forming groups. According to him, it is imperative to ensure a balanced mix of skills and diverse backgrounds in order to foster a productive exchange of ideas.

#### **4.4.6. Investigate Discussions Strategies**

The three teachers' responses show a variety of methods used to encourage deep discussions in literature circles. Teacher 1 uses a debate-based approach, fostering an atmosphere where group members are free to voice their disagreements. This method promotes a lively exchange of ideas among the students by emphasizing active participation, critical thinking, and the expression of individual opinions. Teacher two goes in a different direction and uses grading as a tool for motivation. This teacher capitalizes on the intrinsic motivation of students linked to academic achievement by highlighting the importance of participation and discussions on final grades. This approach may improve the quality of discussions by motivating students to read and discuss actively while also coordinating their individual learning objectives with the collaborative learning process. The third teacher encourages students to come prepared with insightful questions, facilitate

open-ended discussions that allow for multiple interpretations, and guide conversations towards a more profound examination of the themes, characters, and literary elements.

#### **4.4.7. Encourage Critical Thinking during Discussions**

The teachers' responses delineate strategies designed to foster critical thinking among students during discussions within literature circles. Teacher one emphasizes the importance of students providing justifications for their arguments by utilizing literary theories and logical reasoning. Teacher two recommends utilizing open-ended questions that necessitate detailed responses, while highlighting the correlation between critical thinking and engaged classroom involvement. This strategy fosters critical thinking skills and boosts student confidence and motivation by allowing them to express their thoughts and opinions. It also promotes an inclusive environment that values diverse perspectives. While teacher three encourages students to question assumptions, analyze various perspectives, and support their opinions with textual evidence can foster the development of critical thinking skills. He underscores the significance of engaging in respectful disagreement and the examination of alternative interpretations.

#### **4.4.8. Assess Critical Thinking**

The teachers' responses provide insight into their assessment of students' critical thinking skills in the context of literature circles. Teacher 1 employs a comparative methodology, proposing that the capacity for critical thinking differs according to the students' academic proficiency. More precisely, she observes that second-year students exhibit a moderate level of proficiency in comparison to Master students. This approach recognizes the progressive nature of critical thinking skills and proposes a customized assessment that aligns with the students' academic advancement. Teacher two suggests employing content analysis of participants' responses as a means of assessing their critical thinking skills. This approach involves a methodical analysis of the content of students' contributions in literature circles, with a specific emphasis on the thoroughness and excellence of their analytical responses. For teacher three, he offers a thorough examination of the evaluation of critical thinking skills within literature circles. His approach involves

assessing the level of analysis conducted, the capacity to articulate and defend viewpoints, and the incorporation of textual evidence into discussions.

#### **4.4.9. Explore Autonomy**

The teachers' responses offer valuable insights into how they assess the level of autonomy demonstrated by their students in the literature circles. According to teacher one, the students are completely independent as they are responsible for reading, analyzing, and participating in debates. This indicates a significant degree of autonomy, wherein students are expected to assume responsibility for their own learning process within the context of literature circles. While teacher two assesses students' autonomy by evaluating their responses and presentations, focusing on specific criteria including fluency, analytical abilities, and the capacity to present arguments based on the provided texts. This approach proposes a method of evaluation that is linked to the performance of each individual. Students are given independence based on their demonstrated skill in analyzing literature. Teacher 3 strives to cultivate a fair and equal level of self-reliance among students, placing importance on achieving an appropriate balance between freedom and direction.

#### **4.4.10. Facilitate Responsibility**

The teachers' responses offer valuable insights into their methods of fostering students' capacity to take ownership of their learning within the literature circle framework. Teacher two supports the implementation of the reader response approach, highlighting the learner-focused aspect of literature circles. Within this framework, students assume a prominent position, while teachers act as facilitators and supervisors, providing assistance to their "guided-student." Promoting student autonomy in their learning is a fundamental element of this approach. The third teacher outlines multiple tactics to cultivate student responsibility within literature circles. The strategies encompass setting explicit standards, offering materials for self-directed investigation, and fostering the adoption of leadership positions within the group. Conversely, teacher one avoids to answer the question, leaving her method of promoting student accountability ambiguous.



#### **4.4.11. Teachers' Examples of Fostering Autonomy and Independent Thinking**

The teachers' responses provide valuable perspectives on their methods for promoting autonomy and nurturing critical thinking while engaging in literature circles. Teacher 1 prioritizes student autonomy and encourages active participation in the reading material. This teacher fosters autonomy and analytical thinking by allowing students to select the text, read it section by section, and subsequently provide comments and analysis for each section.

In the other hand, teacher two utilizes in-class assignments and take-home examinations as means to assess students' knowledge of literature. The focus on collaborative work and smooth presentations implies that autonomy is nurtured through cooperative endeavors, motivating students to autonomously contribute to group assignments and succeed in their presentations. The third teacher proposes a comprehensive strategy for fostering independent thinking, which involves assigning projects that have no predetermined answers, promoting self-directed research, and integrating student-led discussions.

#### **4.4.12. Address Challenges**

The teachers' responses regarding the challenges faced when integrating reading circles into their curriculum show a variety of viewpoints. Both teacher one and teacher two clearly state that they have not faced any obstacles in implementing reading circles. Their responses indicate a smooth incorporation of literature circles into their teaching methodologies, potentially without any notable difficulties. Conversely, teacher three recognizes the possible challenges in incorporating reading circles. These challenges encompass factors such as unequal involvement and disagreements within groups. The teacher's proposed solutions encompass the promotion of efficient communication, the provision of mediation when required, and the provision of supplementary support as necessary. This response highlights a proactive and solution-oriented attitude towards

potential challenges, highlighting the significance of cultivating favorable group dynamics and resolving any conflicts that may occur during the implementation of reading circles.

#### **4.4.13. Teachers' Evaluation of the Efficacy of Literature Circles**

The teachers' responses offer valuable insights into their assessment of the effectiveness of literature circles in promoting critical thinking and autonomy. Teacher one firmly asserts that reading circles are an effective strategy for promoting critical thinking and autonomy. Nevertheless, the response is deficient in explicit criteria or indicators employed for assessment. Teacher two presents a more detailed viewpoint, emphasizing the productivity of literature circles when students are entrusted with the autonomy to manage their own learning. Teacher three offers a comprehensive method for evaluating the efficacy of reading circles. The teacher proposes assessing the progress of students' analytical aptitude, the quality of their discussions, and their independent utilization of literary principles. This response demonstrates a sophisticated assessment approach that takes into account particular elements of critical thinking and independence, such as the cultivation of analytical abilities and the autonomous utilization of literary concepts.

#### **4.4.14. Professional Development**

The teachers' responses regarding their participation in professional development activities pertaining to the teaching approach of literature circles demonstrate diverse levels of engagement. Both teacher one and teacher two categorically deny having participated in any specific professional development activities pertaining to the literature circle pedagogical approach. However, Teacher three offers a more thoughtful and detailed answer. Although he acknowledges not having engaged in specific professional development activities pertaining to literature circles, he demonstrates a willingness to continually learn and explore novel approaches to improve his teaching methodology.

### **4.5. Conclusion**

In this chapter, the researcher attempts to answer the research questions and test the hypotheses by combining descriptive, numerical, and statistical data. Furthermore,

interpretive comments are provided to explain and discuss the findings, resulting in a better understanding of the data analysis process and its implications for the study. The following chapter will delve into a detailed discussion of these data, providing insights and pedagogical recommendations based on the findings to improve literature education and foster higher-order thinking and autonomy in students.

## **Chapter Five: Findings, Discussions and Pedagogical Suggestions**

<b>5.1.</b>	<b>Introduction</b>	164
<b>5.2.</b>	<b>Interpretation of Main Findings</b>	164
<b>5.2.1.</b>	<b>Main Findings from Classroom Observation</b>	164
<b>5.2.1.1.</b>	<b>The Establishment of Literature Circles within the Framework of the Literary Text Studies Module</b>	164
<b>5.2.1.2.</b>	<b>Teacher Facilitation in Student-Led Reading Groups</b>	165
<b>5.2.1.3.</b>	<b>Students' Perception of Literature Circles Strategy</b>	166
<b>5.2.1.4.</b>	<b>The Application of Critical Abilities and Acquiring Ownership</b>	167
<b>5.2.2.</b>	<b>Main Findings from Students' Questionnaire</b>	167
<b>5.2.3.</b>	<b>Main Findings from Teacher's Interview</b>	171
<b>5.3.</b>	<b>Discussions of all Findings</b>	173
<b>5.4.</b>	<b>Pedagogical Suggestions</b>	180
<b>5.4.1.</b>	<b>Refining Students' Role in Literature Circles Settings</b>	180
<b>5.4.1.1.</b>	<b>Using Role Sheets in the First Weeks of Literature Circles Implementation</b>	181
<b>5.4.1.2.</b>	<b>Adapting Novel Roles</b>	183
<b>5.4.2.</b>	<b>Assessment</b>	185
<b>5.4.2.1.</b>	<b>Assessment Sheets</b>	185
<b>5.4.2.2.</b>	<b>Enhancing Students' Self-Assessment</b>	186
<b>5.4.2.3.</b>	<b>Using Observation Checklists</b>	187
<b>5.4.2.4.</b>	<b>Digital Portfolios</b>	188
<b>5.4.3.</b>	<b>Training Teachers</b>	190
<b>5.4.4.</b>	<b>Integrating ICTs</b>	191
<b>5.4.4.1.</b>	<b>Virtual LCs</b>	192
<b>5.4.4.2.</b>	<b>Digital Storytelling Circles</b>	193
<b>5.5.</b>	<b>Suggestions for Implementing Literature Circles in Poetry</b>	195
<b>5.6.</b>	<b>Raising the Awareness of Learner Autonomy</b>	196
<b>5.7.</b>	<b>Strategies to Assist Students in Developing Greater Mindfulness as Readers</b>	197
<b>5.8.</b>	<b>Limitations</b>	198
<b>5.9.</b>	<b>Conclusion</b>	199

## **Chapter 5: Findings, Discussions and Pedagogical Suggestions**

### **5.1. Introduction**

This chapter presents a thorough analysis, discussion, and contextualization of the data collected from multiple sources namely semi-structured interviews, questionnaire, and observation. The interpretation is done carefully, taking into account the study's theoretical framework and relevant existing literature. The examination primarily centers on promoting learners' autonomy and critical thinking by using literature circles. This objective is accomplished by combining the knowledge acquired from participants' responses through interviews and descriptive data collected from questionnaire and observation, respectively. The chapter concludes by offering pedagogical recommendations for future research undertaking, based on the findings of the current study and highlighting areas that require further exploration of the study.

### **5.2. Interpretation of Main Findings**

In this process, the statistical results are analyzed, patterns or trends are found, and their significance is evaluated in relation to the study's goals. In addition, the discussion section gives researchers the chance to explore the implications of their findings in more detail, assess limitations, compare results with previous research, and make suggestions for additional research.

#### **5.2.1. Main Findings from Classroom Observation**

After analyzing, the data from classroom observation the researcher find it worth to go in details into the main finding obtained from this data tool, the classroom observation highlights important items.

##### **5.2.1.1. The Establishment of Literature Circles within the Framework of the Literary Text Studies Module**

Literature circles, in the traditional sense, consist of small groups consisting of 4 to 5 members who collectively participate in reading and discussing a selected piece of literature. Nevertheless, in the observed classes, it has been noted that these groups

frequently deviate from the standard size, often comprising only three individuals or even engaging in pair work. This deviation from traditional framework raises questions regarding whether or not literature circles are taking on their intended manner within the current educational setting. The observed findings stress further a significant pattern in which one learner adopts multiple roles and assume additional responsibilities that go beyond the usual expectations in literature circles when each member assumes only one responsibility such as discussion facilitator, summarizer, connector and illustrator among members of the group. The fact that students are willingly taking on numerous roles highlights their intense engagement and active participation in the reading process.

Furthermore, the data indicates that students are displaying an increased level of responsibility for their own reading experiences. This suggests a favorable result, demonstrating that literature circles are promoting a sense of autonomy and ownership among students in relation to their literary screening. The students' willingness to go beyond their assigned roles and responsibilities could be interpreted as a signal of enabling and a desire for active participation in the learning process. Additionally, offering a diverse range of poems for students to select from line up with the core principles of literature circles, which underscore student's choice and autonomy in the learning process. Literature circles typically promote participants' involvement in the selection of reading materials, cultivating a feeling of ownership and active involvement with the chosen literary works. By applying this principle to poetry, educators are effectively adapting the literature circle model to accommodate the particular genre preferences and interests of their students.

#### **5.2.1.2 Teacher Facilitation in Student-led Reading Groups**

The classroom observations demonstrate a distinct contrast in the dynamics of lectures focused on the study of literary texts and the corresponding tutorial sessions. During lectures, the teacher takes on a leading position and actively interacts with literary texts by analyzing and breaking down poems into their individual components. In this conventional pedagogical approach, the instructor assumes the role of the main provider of knowledge, leading students through the complex nature of the subject matter. On the other hand, the teacher's role undergoes a distinct change during tutorial sessions, as he shifts

into a facilitator role. In this role, the instructor refrains from assuming a dominant position in interpreting the literary works. Alternatively, they employ a less involved strategy, intervening only when students assume control of presentations. This instructional shift emphasizes student-led discussions and promotes active learner engagement in the exploration and interpretation of literary texts.

Upon careful examination of the teacher's performance, a notable observation arises: the intentional implementation of scaffolding techniques. In this context, scaffolding refers to the teacher's provision of a supportive structure to facilitate discussions among students. The instructor utilizes a scaffolding approach by providing direction and systematic instructions to the students as they navigate the complicated world of literary analysis. This methodical implementation of scaffolding is intended to empower students to independently initiate and engage in discussions, thereby cultivating autonomy and enhancing their critical thinking abilities.

#### **5.2.1.3. Students' Perception of Literature Circles Strategy**

Upon observation of the class, it becomes clear that there is a discrepancy between the traditional structure of literature circles and how students actually put it into practice. Although there is no clear evidence that the students have a thorough understanding of how literature circles should be carried out, as indicated by the absence of role sheets or assessment sheets, their active participation in the discussion of the chosen poem demonstrates a surprising level of creativity and control. In other words, the students' discussion of the chosen poem shows their creativity, which reflects their inherent motivation and willingness to engage actively in the process of literary exploration. Their capacity to produce perceptive observations and participate in a meaningful discussion demonstrates a sincere curiosity in the subject matter, exceeding the necessity for strictly established roles and evaluations.

Another notable aspect emphasized in the observed classes is the incorporation of technology, particularly the use of data-show, to present reading assignments. The students' capacity to facilitate discussions by delivering their reading assignments via this tool

indicates a high degree of technological competence and flexibility. The incorporation of modern instruments into conventional educational methods enhances the overall learning experience by exemplifying a dynamic approach to sharing information within literature circles.

#### **5.2.1.4. The Application of Critical Abilities and Acquiring Ownership**

Students actively participate in the learning process, as evidenced by the dynamic and engaged learning environment that is apparent during the classroom observation. Notably, students show a reflective and curious attitude through their active participation in critical analysis and questioning, with strong preference for open-ended questions. The students' inclination towards asking open-ended questions implies a profound intellectual curiosity, which signifies their desire to delve deeper into the text and participate in more in-depth discussions all through literature circles. Students have the authority to determine the manner of their reading presentations indicates that this approach foster a sense of ownership over the subject matter through a more individualized and learner-focused approach.

#### **5.2.2. Main Findings from Students' Questionnaire**

The data from the first part of questionnaire reveal, in essence, a generally favorable perception of literature, suggesting that the majority of students do not find it excessively difficult to study. However, the presence of a smaller group of individuals holding contrasting perspectives encourages a more thorough analysis of the elements that shape their judgments. This allows instructors to modify their methods in order to meet to the diverse experiences and attitudes present among the students. Additionally, it is apparent that although a substantial majority of students derive positive emotional resonance from literature, a notable portion experiences uncertainty or maintains opposing perspectives. The complex and varied characteristics of these reactions highlight the subjective and diverse realm of emotional connections to literature.

An additional significant aspect that is clearly demonstrated by the data is that a considerable proportion of the students who were surveyed engage in active character



reflection and ask questions after reading their favorite novels or literary works. This confirms the enduring significance of literature in cultivating an intellectually ongoing engagement that extends beyond the mere act of reading, while also establishing a connection with the act of reading. Moreover, the majority's favorable attitude towards the simplicity of reading literature in a group indicates a shared acknowledgment of the advantages linked to collaborative reading. The results indicate that a considerable number of students view participating in group discussions about literature as a beneficial and easily accessible method, which could potentially improve both their understanding and overall enjoyment of literary pieces.

The following part of the questionnaire presents the results pertaining to students' perception and attitude towards literature circles. The majority of students with 78.57% prevailing inclination towards collaborative literary investigation signifies a desire for shared educational experiences and intellectual discussions. The substantial proportion of students participating in literature groups indicates a dynamic literary community within the academic environment, which enhances a diverse and profound involvement with literature. Moreover, the results show that students actively participate in discussions, whether they are in groups or as a whole class. Hence, the data emphasizes the significance of providing adaptable discussion formats that adapt to the diverse requirements and preferences of students in their examination and interpretation of literary works. In the same vein, the findings indicate that most students have a strong tendency to participate in class discussions. The individual's willingness to participate in collaborative endeavors indicates a preference for interactive educational encounters, wherein students can exchange ideas, viewpoints, and insights with their classmates. The lack of interest may stem from various factors, including a preference for working alone or a requirement for diverse forms of engagement for those who claimed that they do not prefer working on groups.

Concerning group division, according to the data, students value different group sizes because they provide benefits such as closeness, diverse viewpoints, and effective teamwork. Acknowledging and adapting to these preferences can enhance the inclusivity

and efficacy of a collaborative learning environment that is specifically designed to meet the diverse needs of the students. The group division may be correlated with the type of literary work they will be reading. For instance, complex literary works necessitate groups comprising four to five members. In relation to this, the results highlights the varied literary encounters within the educational syllabus. Novels, short stories, and poems all contribute to the students' literary education, with a clear focus on detailed narratives, succinct storytelling, and poetic language. The curriculum appears to be intentionally crafted to offer a comprehensive examination of various literary genres, promoting a comprehensive comprehension of literature among the student population.

The individual's willingness to participate in collaborative endeavors indicates a preference for interactive educational encounters, wherein students can exchange ideas, viewpoints, and insights with their classmates. It can be inferred that students are more likely to actively participate in discussions when the literary material is captivating and relevant to their interests. The selection of literature can have a substantial influence on their degree of engagement. In addition to cultivating a positive and supportive learning environment, where all individuals are freely motivated to express their thoughts and opinions without judgments.

Another critical point that the results indicate is that most students value and recognize the endeavors of their teachers in promoting a diverse and inclusive reading environment. The instructors' approach seems to promote the exploration of various literary forms, enabling students to interact with stories, poems, and novels in a diverse and enriching way that would give them a sense of autonomy. Furthermore, the act of providing scaffolding involves the teacher's responsibility to offer systematic assistance and direction in order to facilitate the learning processes of students. The figurative scaffolding functions as a structure that aids learners in overcoming obstacles, progressively cultivating self-reliance and assurance.

The third part of the students' questionnaire focuses on students' view of the effectiveness of literature circles on their critical thinking abilities and autonomous learning. The acknowledgment of a significant number of students regarding the

importance of clearly defined roles in collaborative environments indicates a widespread recognition of the positive influence such structures can have on their engagement, the overall organization of group activities, and the effectiveness of collaborative efforts. This acknowledgment implies that students value the clear and organized structure that defined roles bring to group dynamics, which helps facilitate their collective efforts. The concept that clearly defined roles enhance a feeling of ownership among students is especially significant, as it suggests an awareness that individual duties within a group setting result in a shared investment to the collaborative process.

Additionally, 80% of the students surveyed expressed a positive view, indicating an agreement on the beneficial impact of the interactive and collaborative aspects incorporated in reading circles. The overwhelming agreement highlights the recognition of the beneficial influence that these collaborative dynamics have on the students' understanding and involvement with the content. This implies a widespread belief that the interactive aspect of reading circles goes beyond a simple exchange of ideas, and more fundamentally enriches the participants' comprehension of the material. In relation to this, a significant statistic of 87.14% strongly suggests a widespread belief among students that engaging in literature circles acts as an encouragement for improving their cognitive abilities. The agreement implies that students acknowledge and appreciate the cognitive advantages gained from participating in literature circle discussions, specifically in terms of fostering critical thinking and analytical abilities.

Moreover, the simultaneous recognition by the majority that this approach facilitates independent learning and reading adds an additional level of importance. The acknowledgement that literature circles facilitate autonomous learning suggests that students view this collaborative method as a means to cultivate independence in their literary studies. The strategy promotes both active engagement in group discussions and the development of autonomy, empowering students to assume responsibility for their own learning paths.

### **5.2.3. Main Findings from Teachers' Interview**

The findings from teachers' interview emphasize the wide variety of perspectives, insights, and teaching methods that they are likely to contribute to the discussion on the integration of literature circles into their teaching practices. These experiences make them valuable contributors to the study of effective methods for teaching literature in a university setting. This paves the way for a detailed examination of how they use and understand the importance of reading groups or literature circles in improving student engagement and understanding in literature education.

For teachers, employing pedagogical techniques such as literature circles or reading groups frequently indicates a dedication to promoting interactive and participatory learning encounters within the literature classroom. Moreover, the teachers acknowledge the benefits of granting students a certain level of independence in choosing their own texts, which fosters personalized learning and has the potential to increase motivation and comprehension. The prioritization of collaboration and group discussion during the selection process implies an inclusive methodology for establishing literature circles. This method demonstrates an intentional and purposeful approach to creating a favorable environment for collaborative reading and analysis. Together, these different methods emphasize the significance of factors like motivation, collaboration, and personalization in the establishment of reading circles, emphasizing the teachers' desire to create efficient and captivating learning environments.

Teachers employ various methods to encourage meaningful discussions, such as stimulating active participation through debates, utilizing grading rewards to enhance intrinsic motivation, and promoting thorough preparation and open-ended conversations. The utilization of these strategies demonstrates a thorough effort to not only provoke significant conversations but also establish an all-encompassing and engaging learning atmosphere within the literature circles. To clarify, the teachers' strategies consist of substantiating arguments with literary theories and logical reasoning, presenting open-ended questions to stimulate detailed responses and active engagement, and cultivating critical thinking abilities by challenging assumptions, examining perspectives, and

supporting opinions with textual evidence. These strategies collectively enhance the cultivation of students' critical thinking skills during literature discussions.

Teachers' assessment of students' autonomy during literature circles is another crucial aspect to consider. The teachers' characterizations of student autonomy range from a complete sense of independence with responsibilities for reading and debating (teacher one) to an evaluative approach based on individual performance in literary analysis (teacher two) and a balanced, equitable fostering of independence with guidance (teacher three). The different viewpoints illustrate the nuanced ways in which teachers perceive and promote autonomy within the literature circle structure. Granting students the autonomy to pursue their personal interests, while providing guidance and structure, signifies a deliberate approach aimed at cultivating a productive and enriching educational experience, while also allowing for individual exploration.

Teachers employ diverse strategies to foster student accountability within the literature circle framework. Teacher two prioritizes a student-focused approach by employing the reader response method, whereas teacher three supports the establishment of explicit expectations, access to independent research materials, and the assignment of leadership responsibilities within groups. These responses display the varied approaches utilized by teachers to empower students and motivate them to actively engage in their learning within literature circles. Setting clear guidelines allows students to understand their responsibilities, while providing them with resources for self-directed research empowers them to take charge of their educational journey. Facilitating the establishment of leadership roles within groups improves the distribution of responsibilities among students. In addition, the teachers utilize diverse methodologies to assess the aptitude for critical thinking within literature circles. These factors include evaluating the students' academic proficiency (teacher one), performing a content analysis of their responses (teacher two), and appraising the level of analysis, expression of perspectives, and incorporation of textual evidence (teacher three).

Overall, teachers' responses demonstrate diverse viewpoints regarding the assessment of literature circles' influence on students' cognitive development and self-directed learning abilities. Teacher one demonstrates a prevailing conviction in efficacy, while teacher two highlights the significance of student agency in the learning process. On the other hand, teacher three outlines specific criteria for assessing critical thinking and autonomy within the reading circle framework. It is important to acknowledge that their current teaching practices may not have been significantly influenced or modernized by recent professional development opportunities. However, they possess a favorable outlook towards continuous professional development and are open to adjusting their teaching methods in accordance with emerging pedagogical approaches.

### **5.3. Discussions of all Findings**

Based on the data collected from various sources and analyzed using multiple research tools in three data gathering phases, the results indicate a beneficial impact of literature teaching through the literature circles strategy on the learners' autonomy and critical skills. The researcher's first sub-question about how literature is taught at Chlef University's English department is explored through classroom observations. The observations uncover differences in the teaching approaches used during lecture sessions versus tutorial sessions. The findings emphasize a clear distinction between teacher-centered and learner-centered approaches. The instruction of literature for L3 students in lecture sessions utilizes a teacher-centered approach. This method frequently entails the instructor assuming a prominent position in transmitting knowledge, possibly through delivering lectures, giving presentations, or facilitating structured discussions. In a teacher-centered setting, the primary focus is on the teacher as the main provider of information and guidance. In contrast, a learner-centered approach is followed during tutorial sessions. Within this particular context, the attention is redirected towards the students, granting them the opportunity to assume a more proactive stance in their educational journey. This may encompass interactive discussions, collaborative exercises, or alternative approaches that foster student involvement and active involvement. The learner-centered approach

acknowledges the significance of students' active participation in constructing their own comprehension of the literary material.

The differentiation between these two methodologies suggests a nuanced pedagogical approach within the department of English at Chlef University. Employing a teacher-centered approach in lectures can effectively convey fundamental knowledge and crucial concepts to a wider audience. Nevertheless lecturing over reading may have negative outcomes as Bean and Melzer (2021) state, "Students read poorly because teachers explain the readings in class" (p.144). Conversely, implementing a learner-centered approach in tutorials acknowledges the importance of small-group interactions and individual engagement, which promotes a more profound comprehension and critical examination of literary materials. Additionally, the difference in the teacher's responsibilities between lectures and tutorials highlights a pedagogical approach that integrates traditional teaching methods with student-centered facilitation.

The intentional utilization of scaffolding demonstrates a dedication to fostering students' analytical and interpretive abilities, while progressively enabling them to assume control in literary discussions. Literature instructors are expected to do more than simply assist students with challenging passages and clear up any confusion; they should also demonstrate that the student is becoming an engaged reader. Melzer and Bean (2021). This pedagogical approach aims to achieve a balance between offering guidance and promoting autonomy among students in the exploration of literary texts. As stated by Langer and Close (2001), learners frequently require assistance when confronted with unfamiliar or challenging tasks. In the absence of adequate support or scaffolding, individuals may deviate from the task at hand, lose interest, or ultimately abandon it altogether.

To examine whether literature instructors at the University of Chlef utilize LCs in their teaching of literature courses, our research unequivocally confirms the presence and use of literature circle groups in literature teaching for L3 students at the University of Chlef. As small reading groups are formed with teacher granting students the autonomy to select from a wide range of poems. However, upon careful examination of the data, it becomes clear that the current practices deviate from the traditional literature circles, as

demonstrated by the lack of role sheets and the presence of random group members, with one student assuming multiple roles in the same presentation. This confirms our hypothesis that the literature circles approach is not being implemented accurately. The lack of assigned role sheets, which usually outline specific duties for each member of the group, implies that the students may not have been formally acquainted with the traditional structure of literature circles. The lack of role sheets can affect students' reading tasks at the start of introducing literature circles. As for Daniels(2002) teachers have discovered that providing an intermediate support structure can help students as they begin participating in peer-led discussion groups, making the transition smoother and more successful. Nevertheless, this apparent departure from the conventional framework does not hinder the students' capacity to actively and profoundly interact with the selected poem. Instead, it demonstrates their ability to adapt and be creative in the learning process. However, the absence of well-defined and structured literature circles impacts a small yet important percentage of students who exhibit a negative response to literature circles due to their preference for more clearly defined role based on students' questionnaire results.

Regarding sub-question three, the researcher thoroughly aims to investigate how literature instructors incorporate the literary circles technique into their courses. As previously mentioned, teacher's strategy differs somehow from the traditional setting of literature circles. This leads to crucial conclusions. The teacher's inclusion of the option to choose poems is in line with the overarching educational principle of differentiated instruction, acknowledging that learners possess varied needs and preferences. Humphrey and Preddy (2008) found that students achieve higher academic performance through independent reading. The flexibility of literature circle practices guarantees that the learning environment accommodates and addresses the diverse learning styles and interests of the students. Moreover, the focus on comprehending reading assignments in the observed setting implies that literature circles function as a valuable instrument for strengthening and elucidating intricate ideas encountered in the assigned texts. It emphasizes the cognitive advantages linked to collaborative dialogue and the introspective quality of literature circle interactions.



Moreover, teacher's utilization of scaffolding techniques in the tutorial sessions demonstrates a pedagogical approach that acknowledges the significance of progressively transferring accountability to students. The teacher empowers learners to participate in meaningful literary discussions independently by offering a well-organized framework and equipping them with the necessary tools and skills. The majority of students recognize the importance of including demonstration in their learning environment, emphasizing the significant role of the instructor in guiding their understanding of literary texts. According to Short et al. (1999), teacher demonstration and modeling of strategies in meaningful contexts are essential for the success of student-led discussions. This method not only improves the students' understanding of literary texts but also develops their capacity to express and examine ideas in a collaborative learning setting. This leads to students' capacity to demonstrate a superior level of control during the discussion. Although the setting is informal, they exhibit an impressive mastery of the discussion, demonstrating their ability to navigate the complexities of literary analysis. The students' ability to establish their own norms and procedures for effective collaborative discussion, even without formal guidelines, indicates a surprising level of control. The students' innovative and imaginative approach to literature circles implies that learning can flourish in settings that encourage flexibility and student-led discussions.

It is worthy to mention that the deviations observed from the standard structure of literature circles, the diverse roles undertaken by students, and the integration of technology in presentation methods collectively demonstrate that literature circles in these classes are assuming a distinct and potentially advanced form. The observed characteristics indicate that literature circles have been dynamically adapted to the specific context of the observed classes, combining traditional and modern educational practices while still maintaining the essence of collaborative reading and discussion. Furthermore, the integration of technology has enabled students to assume new roles, such as that of a PowerPoint controller. In this sense, it has been agreed that today's classrooms are increasingly diverse in terms of language, and the integration of technology provides students with the opportunity to utilize their multilingual abilities to enhance their learning process (Van Laere, Rosiers, Van Avermaet, Slembrouck & van Braak, 2017 as cited in

Herrera& Kidwell 2018). Regarding the incorporation of technology in literature circles, Herrera& Kidwell (2018) state that, “the inclusion of technology-embedded learning environments in Literature Circles 2.0 is not only germane, but also necessary.” (p 18). They suggest other roles that differ from traditional roles and call it Literature Circles 2.0. These roles are shown in the figure below:



*Figure 5.3: Roles in Literature circles 2.0 (Herrera and Kidwell, 2018)*

The primary objective of the research is to investigate the ways in which literature circles facilitate the development of both autonomy and critical thinking. Regarding this matter, the findings indicate that students' ability to assume control of their presentations in literature circles represents a shift away from a conventional, teacher-centered instructional approach. The transition to a student-centered approach is in line with modern educational paradigms that prioritize active engagement and collaborative learning. By granting students significant freedom in determining their presentation methods, selecting from a diverse range of poems, and deciding their respective roles, educators are not only

promoting a more democratic classroom atmosphere, but also nurturing essential skills including communication, leadership, and critical thinking. This practice of shared ownership not only increases the students' enthusiasm to the tasks they are working on, but also encourages a collaborative environment where each participant feels essential to the group's achievements. Essentially, recognizing the significance of clearly defined roles demonstrates that students understand that structured roles not only enhance the effectiveness of collaborative efforts but also foster a sense of personal and collective responsibility within the collaborative learning setting.

The proclivity of students to ask and respond to open-ended questions in literature circles demonstrates their advanced cognitive involvement and proficiency in higher-order thinking abilities. Within the framework of literature circles, where individuals collectively investigate and evaluate literary pieces, the development and expression of open-ended inquiries are crucial tools for fostering critical thinking. The act of posing open-ended questions demonstrates a deep intellectual curiosity that goes beyond simple understanding, and instead involves a detailed examination of themes, character motivations, and narrative complexities. This exercise fosters participants' exploration of the interpretative depths of the literature, facilitating a comprehensive comprehension that surpasses superficial analysis. With open-ended questioning, students analyze the text and also question assumptions, express hypotheses, and combine different perspectives within the collaborative discussion of literature circles.

Furthermore, literature circles grant students the responsibility to guide discussions, present findings, and actively participate in the collaborative inspection of the literary piece. This autonomy improves their capacity to analyze information critically, combine different perspectives, and express well-founded interpretations. Participants acquire the ability to justify their viewpoints, uphold their evaluations, and actively participate in productive discussions with their peers, thus enhancing their proficiency in presenting arguments and providing supporting evidence.

Scaffolded discussions in language learning offer valuable opportunities for students to engage in collaborative learning and develop essential skills. According to Koskinen and

O'Flahavan (1995), educators supported groups during scaffolded discussions by assessing student progress and modifying instructional responses gradually to promote students' autonomy. Consistent with the research findings, offering scaffolding assists students in cultivating their critical thinking skills and independence. Teachers, according to Jocius and Shealy (2018), expanded the thinking processes and ideas of their students. For them, during the discussion, students utilized discourse scaffolds to actively participate in critical reading and provide thoughtful responses.

The statistical analysis, which resulted in a p-value of 0.005, is significant because it indicates that the observed outcomes linked to the implementation of literature circles in educational environments are not simply random events. A p-value below the conventional significance threshold of 0.05 signifies a statistically significant outcome, emphasizing a substantial level of confidence in the observed effects. Within the framework of utilizing literature circles as a teaching method, this statistical significance emphasizes the effectiveness of the approach in promoting both independence and analytical thinking among students. The low p-value indicates that the probability of obtaining these results by chance is very low, thereby providing empirical evidence to support the claim that literature circles have a substantial impact on the development of students' autonomy and critical thinking abilities. The statistical validation strengthens the credibility of literature circles as a powerful teaching tool, supporting the evidence-based assertion that using them leads to measurable and purposeful improvements in autonomy and critical thinking. By utilizing literature circles effectively, educators can promote accountability and engagement with assigned readings (Turk, 2023), fostering a more interactive and participatory learning environment. The following table summarizes these results.

<b>Statement</b>	<b>Percentage</b>	<b>P-Value</b>	<b>Significance</b>
Degree of reading independence	71.43%	0.000	Significant
Variety of reading materials	81.42%	0.000	Significant
Involvement in collaborative groups	78.57%	0.000	Significant
Students' engagement in peer discussions	77.14%	0.000	Significant

Students' beliefs on the impact of literature circles on their reading habits	54.28%	0.003	Significant
Influence of literature circles on students' cognitive capacities	87.14%	0.000	Significant
Application of Critical Thinking (CL) via literature circles	84.24%	0.000	Significant

***Table 5.3: Summary of statistical results on the impact of literature circles on student learning process and skills***

## **5.4. Pedagogical Suggestions**

Considering the outcomes and inferences made, this section aims to provide valuable insights and recommendations to inform and shape the pedagogical landscape regarding the implementation of literature circles in teaching literature. It builds upon the complexities and nuances discussed in the preceding chapters. The main goal is to connect the divide between theoretical discussion and practical implementation, providing detailed viewpoints on how the recognized difficulties and possibilities can be efficiently tackled in the field of education.

### **5.4.1. Refining Student Roles in Literature Circle Settings**

Engaging with and adjusting to new roles within literature circles is a transformative experience that not only expands one's literary knowledge but also promotes a lively and collaborative learning atmosphere. By assuming various roles such as discussion facilitators, summarizers, connectors, and illustrators, participants enhance their comprehension of the text and develop essential communication and analytical abilities. The flexibility of these roles guarantees that every member brings their distinct viewpoint, resulting in a diverse range of insights that enhance the overall comprehension of the literary piece in question. Adjusting to new roles in literature circles is similar to assuming various characters within a narrative, each playing a part in the collective understanding and shared knowledge. It cultivates accountability and collaboration, nurturing a community of students who actively participate in the creation of knowledge and the examination of literature's diverse aspects. The research findings indicate that students require additional practice for their assigned roles. Consequently, it is necessary for the teacher to furnish role sheets to assist them in fulfilling their roles.

### 5.4.1.1. Using Role Sheets in the First Weeks of Literature Circles Implementation

Adding a task sheet to the reading circle framework indicates an intentional effort to give students a clear guide for interacting with the reading material. The role/task sheets used in literature circles Wilfong (2009) can facilitate discussions, question exploration, and deeper text analysis, ultimately improving students' reading comprehension and desire to read independently. The task sheet is a guide that outlines specific objectives, questions, or activities to help students focus and promote meaningful discussion in the reading circle. This approach facilitates the organization of ideas and promotes engagement and cooperative learning. The literature circle method, when combined with task sheets, serves as a valuable tool in preparing students for reading classes, improving comprehension, fostering learner autonomy, and enhancing motivation. By engaging students in active discussions and promoting independent learning, this method contributes to the development of good self-study habits among students. Furthermore, utilizing the reading circle method along with the task sheet aids in students' autonomy and motivation. The task sheet encourages students to prepare before class and engage in post-discussion study, fostering a sense of responsibility and ownership of their learning journey. This could result in a long-lasting motivation to explore the topic further, fostering habits of self-directed learning and critical thinking. Daniels asserts that role sheets serve both cognitive and social functions by enhancing learner's reading and discussion skills. (2002, p.99)

#### **Questioner/Discussion Director**

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Book** \_\_\_\_\_

**Page #s** \_\_\_\_\_

**Questioner/Discussion Director:** Your job is to compile a list of potential discussion questions for your group regarding this section of the book. One should

not be preoccupied with minor details; their responsibility is to facilitate discussions regarding the main concepts presented in the reading and encourage participants to express their thoughts. As you read, the most effective discussion questions are frequently inspired by your own thoughts, feelings, and concerns. Whether you include them below or after your reading is up to you. You may also generate group discussion topics using some of the general inquiries provided below.

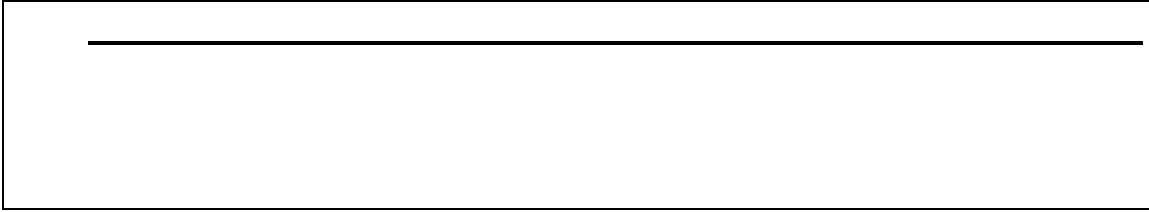
Possible discussion questions or topics for today:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Tips:**

- Discuss the historical context, symbolism, or realism of the characters.
  
- Examine the occurrences of the piece in depth, offering comprehensive analyses of their importance.
  
- Analyze and debate any passages or occurrences in the literature that may be perplexing.
  
- Perform a thorough review of particular components such as images, phrases, or passages.
  
- Relate the literature to real-life situations, fostering personal connections.
  
- Construct questions that are open-ended with the intention of encouraging critical analysis and diverse perspectives.
  
- Conclude the discussion by reflecting on the process, asking members to share their insights and challenges.

Topics to be carried over to next discussion:



***Figure 5.4.1.1: An example of discusser role sheet based on Daniels (2002) literature circles role sheets.***

Students often begin their academic journey by using role sheets for guidance and structure when participating in literature circles. Role sheets frequently act as a scaffolding tool, offering students a structure to analyze and interact with literary texts. As students gain familiarity with literature circles and gather experience in analyzing texts critically, they are likely to enhance their understanding of the interpretative process. As students develop, they may become more intuitive and self-directed readers, reducing the necessity for strict role sheets. This transition indicates an advancement in their literary abilities and a move from a rigid, rule-based method to a more adaptable, flexible, and individualized reading encounter. As students move away from using role sheets, they become more capable of delving into literature independently and with intellectual curiosity. This development shows their academic progress and highlights the efficacy of literature circles as a pedagogical tool in promoting critical thinking and independent literary analysis.

#### **5.4.1.2. Adapting Novel Roles**

To successfully traverse today's literature circles, one must take on new responsibilities that mirror the dynamic character of communication and technology. In the digital age, literature circles may include roles such as multimedia integrators, social media analysts, and online community builders. Multimedia integrators utilize diverse digital platforms to enrich discussions by incorporating visual aids, interactive content, and additional materials, thereby converting the reading experience into a multimedia exploration. Social media analysts actively participate in online discussions related to literature, accessing worldwide conversations and integrating a wide range of viewpoints. Online community builders strive to cultivate a feeling of connection and cooperation among participants of literature circles, overcoming the limitations of physical distance.



Continuing with the same line of thought, Harrera and Kidwell (2018) propose additional literary roles and draw comparisons to the conventional roles as follows:

<b><i>Roles in Traditional Literature Circles</i></b> (Daniels, 1994, 2002)	<b><i>Roles in Literature Circles 2.0</i></b>
<i>Discussion Director:</i> Oversees the discussion and holds group members accountable.	<i>Project Manager:</i> Helps group members coordinate responsibilities, mediate conflicts, and meet deadlines.
<i>Connector:</i> Identifies elements in the text that relate to students' lives, other texts, and world events.	<i>Trend-Spotter:</i> Uses internet and media resources to connect to background knowledge, other texts, and other content areas to explain and make prediction about the book.
<i>Questioner:</i> Raises questions to clarify, analyze, and critique the text.	<i>Bias Detective:</i> Critically questions the text to raise issues of the influence of the author's or character's perspectives and biases.
<i>Illustrator:</i> Develops a graphics or nonlinguistic interpretations in response to the text.	<i>Graphic Designer:</i> Uses technology to develop graphics or nonlinguistic interpretations in response to the text.
<i>Summarizer:</i> Prepares a summary of the assigned reading.	<i>Tweeter:</i> Prepares a 140-character overview of the assigned reading, perhaps utilizing hashtags or links to make wider connections.
<i>Researcher:</i> Finds and shares background information about a topic related to the book.	<i>Investigative Journalist:</i> Checks facts in the book, and finds information that will help the group understand it more completely.

***Figure 4.5.3.2: Roles in traditional literature circles vs roles in literature circles2.0***  
(Harrera and Kidwell, 2018)

Herrera and Kidwell's suggest roles for literature circles demonstrate a well-thought-out combination of modern and technology-based responsibilities, in line with current trends in educational and literary discourse. The Project Manager plays a vital role in facilitating group dynamics by emphasizing organizational skills and accountability. This position highlights the importance of efficient coordination, conflict resolution, and meeting deadlines to facilitate a well-organized and productive teamwork. The Trend-Spotter and Investigative Journalist roles demonstrate the authors' awareness of the extensive amount of information accessible online. By utilizing online resources, these roles prompt participants to explore wider contexts, linking the literary work to various perspectives and factual precision. The Bias Detective role demonstrates a dedication to

critical thinking by encouraging readers to question and evaluate the impact of viewpoints and biases in the text, promoting a sophisticated comprehension of literature. The addition of the Graphic Designer and Tweeter positions signifies a modern trend towards involving multimedia interaction and clear communication. Using technology to create graphic representations and social media summaries enhances the creativity and connectivity of the literature circle experience. By embracing these modern roles, literature circles are not only adapted to the digital era but also empower participants to explore literature in a more interconnected and technologically enriched manner. Additionally, they encourage a comprehensive approach to literary analysis, incorporating organizational, critical, and technological skills.

### **5.4.2. Assessment**

Evaluating literature in the context of literature circles necessitates a careful and comprehensive approach. Conventional evaluations frequently find it fully challenging to understand the depth of students' involvement with literary texts. An effective technique in literature circles is to use open-ended discussions, where students are prompted to express their interpretations, analyses, and reflections on the text. This interactive conversation assesses their understanding and reveals their capacity to analyze and articulate complex ideas related to the literature being discussed. Furthermore, it is essential to include written assignments in literature circle evaluations. Essays and creative projects allow students to explore the complexities of a literary work in depth. These assignments require students to demonstrate their understanding through thoughtful analysis, interpretation, and creative expression, rather than just recalling facts. Educators can gain a deeper understanding of each student's interaction with the material, including their ability for independent thinking and coherent expression, by assessing these written works.

#### **5.4.2.1. Assessment Sheets**

Assessment sheets are crucial in literature circles as they offer educators a structured and thorough method to assess students' performances and contributions in a collaborative learning setting. Although it may pose challenges for teachers, the benefits of assessment

sheets far exceed the difficulties, as they are crucial for promoting a systematic evaluation of different aspects of student engagement. They are advantageous because they can set clear expectations for students in specific roles in the reading circle. Moreover, they allow students to evaluate their performance against a specific framework. Clarity is especially important in the university environment, where autonomy and critical thinking are highlighted. Assessment sheets help to make the evaluation process more objective. Teachers can use predetermined criteria on a sheet to assess how effectively students have fulfilled their roles, rather than depending only on subjective opinions. Objectivity ensures fairness in assessment by evaluating each student's contributions according to established standards, which fosters a transparent and equitable learning environment. See some suggested assessment sheets in **appendix (E)**.

#### **5.4.2.2. Enhancing Students' Self-Assessment**

As stated by McMillan and Hearn (2008), when implemented appropriately, student self-assessment has the potential to foster intrinsic motivation, self-regulated effort, a mastery goal orientation, and other learning experiences. According to them, the profound influence it has on student achievement—on both classroom evaluations and large-scale accountability assessments—enables students to direct their own education and internalize the standards by which success is measured. In this sense, it is necessary to find ways to develop self-assessment. Promoting metacognitive practices is one critical approach to augmenting student self-assess. By encouraging students to reflect on their preferred learning style, establish individual learning goals, and evaluate their approaches to attaining those goals, instructors foster the growth of a strong sense of self-awareness in their students. The cultivation of this metacognitive awareness can be elevated by engaging in consistent reflective exercises because it requires the ability to monitor, assess, and determine how to enhance performance. This encompasses the deliberate regulation of particular cognitive abilities, such as assessing comprehension, forecasting results, organizing tasks, overseeing time, and transitioning between diverse educational endeavors (Hearn & McMillan, 2008).

### **5.4.2.3. Using Observation Checklists**

By employing observation checklists, educators can effectively evaluate literature circle groups, monitor students' progress in critical thinking and autonomy, and ascertain their level of comprehension. The checklist functions as a methodical structure that enables educators to methodically scrutinize and assess diverse aspects of group dynamics, individual contributions, and the utilization of critical thinking abilities in the realm of literature circles. Educators can evaluate students' autonomy through the utilization of the observation checklist, which assesses the extent to which students navigate their roles and responsibilities autonomously within the literature circle. The checklist offers a comprehensive assessment of students' capacity to assume responsibility for their learning by delineating precise criteria pertaining to role engagement, decision-making, and leadership. This assessment serves the dual purpose of identifying domains in which autonomy is flourishing and areas that require additional attention.

In addition, the checklist functions as a practical instrument for assessing critical thinking abilities in the context of literary communities. Educators have the ability to incorporate standards that require learners to evaluate the substance of their debates, consider alternative perspectives, and amalgamate shared understandings. Through the evaluation of these constituents of critical thinking, instructors acquire knowledge regarding the efficacy of learners' analytical abilities and their aptitude to actively and substantively interact with the literary works. This procedure enables educators to monitor progress over a period of time and modify teaching methodologies accordingly.

Moreover, the provision of an observation checklist serves to enhance continuous formative assessment. By applying the checklist consistently throughout numerous literature circle sessions, instructors are able to track students' development and offer targeted feedback and assistance. By means of this repetitive evaluation system, a climate of continual progress is cultivated, motivating pupils to refine their capacity for critical analysis, augment their independence, and engage actively in cooperative educational experiences. A suggested checklist for literature instructors is provided below.

Aspects of observation	Observation criteria	Students' names or Groups				
Group Dynamics	Effectively collaborate within the reading circle. – Inclusive communication and active listening among group members.					
Role engagement	Actively engage with their assigned role. How well they fulfil their responsibilities.					
Critical thinking	Is there instances of deep analysis, probing questions or exploration of alternative interpretations? – Students build on each other ideas to enhance critical discourse.					
Autonomy in decision making	Make decisions autonomously concerning discussion topics, roles, and supplementary materials.					
Depth of analysis	Ability to move beyond surface-level understanding and engage in in-depth analyses.					
Self- reflection & metacognition	Students engage in self-reflection about their learning process within the reading circle.					
Overall contributions to learning	Students' interactions and discussions contribute to the development of critical thinking and autonomy in learning.					

***Table 5.4.2.3: Suggested observation checklist to assess literature circles***

#### **5.4.2.4. Digital Portfolios**

Gottlieb (1995) proposed a comprehensive framework for portfolio-based assessment, which he denoted by the acronym CRADLE (Lasa-Álvarez, 2023). It outlines essential elements of this assessment approach:

- ✓ **Collecting:** Students have to select portfolio content that reflects their personal experiences, ideas, and individuality.
- ✓ **Reflecting:** Both students and teachers participate in reflective activities. This requires careful reflection and analysis of the learning process, promoting a more profound comprehension of individual advancement and teaching methods.

- ✓ **Assessing:** It involves evaluating both the continuous process and the final product. It includes assessing the process of learning, recognizing progress, and evaluating the concrete results displayed in the portfolio.
- ✓ **Documenting:** Portfolios function as a documentation of students' accomplishments and outcomes. They summarize the learning process, offering a physical documentation of personal achievements.
- ✓ **Linking:** Portfolios create strong connections among students, teachers, family, classmates, and the wider community. This interconnectedness improves the collaborative nature of education.
- ✓ **Evaluating:** It involves the complete process of portfolio-based assessment. It requires a committed allocation of time and a joint responsibility among stakeholders to guarantee a detailed and exhaustive assessment of student progress and learning results.

Digital student portfolios are dynamic, digital collections of information from a variety of sources, formats, and functions that more accurately reflect a student's knowledge and learning experiences, according to Renwick (2017). According to Moore (2015 cited in Renwick, 2017), the subsequent procedures outline a strategic plan for developing instructional materials between September and May in order to incorporate digital portfolios. Based on Moore's steps, the researcher try to suggest similar steps for literature circles:

- ***Step 1: Develop a comprehensive plan for literature circles that covers a year.*** Establish a structured plan and guidelines for integrating literature circles consistently throughout the academic year. This entails strategizing the frequency, duration, and specific topics for literature circle discussions and activities.
- ***Step 2: Use assessment data to enhance literary development.*** Collect assessment data related to students' participation, comprehension, and critical thinking skills in literature circle discussions. Identify strengths and weaknesses in the field of literature to guide focused teaching.

- **Step 3: Select a digital platform for literary portfolios.** Choose a digital portfolio tool that is appropriate for displaying students' literary achievements. This platform may include examples of written analyses, reflections on literature circle discussions, and other artifacts displaying literary comprehension.
- **Step 4: Set-Publishing dates for literary portfolios.** Determine exact dates for releasing literary portfolios. This includes submitting performance tasks associated with literature circles, such as written analyses, creative responses, or collaborative projects. Students can enhance their uploads by including reflections, self-assessment, and goal-setting pertaining to their literary exploration and development.

### 5.4.3. Training Teachers

It is vital to provide educators with the necessary training to cultivate essential skills like autonomy and critical thinking to equip students to succeed in a complex and rapidly evolving changing world. These skills go beyond conventional content knowledge and are crucial for achieving success across various domains of life. This training may therefore incorporate the following strategies for professional development:

- ✓ **Workshops:** Organize workshops that center on the fundamentals and advantages of literature circles, with a particular emphasis on their capacity to foster independence and analytical reasoning. This can be achieved through the implementation of practical exercises that immerse instructors in literature circles as students do. This enables them to gain a firsthand understanding of the challenges and dynamics. In addition to fostering discussions regarding effective methodologies, address possible challenges, and promote collaborative problem-solving.
- ✓ **Modeling by Experts:** Invite experts or experienced educators who have effectively implemented literature circles to share their expertise. Additionally, organize classroom observations to display literature circles to teachers.

- ✓ **Reflective Journaling:** Introducing educators to structured and reflective journaling practices as part of teacher training helps them document their experiences, challenges, and successes in implementing literature circles and fostering student autonomy. Gadsby and Cronin (2012) studied how the use of RJ inspired inexperienced teachers to progress from superficial or basic reflection in their teaching to a more advanced level of self-reflection. Therefore, teachers are advised to keep personal journals as a dynamic tool for professional development. Educators can use these journals to document their observations from literature circle sessions, including student interactions, role effectiveness, and instances of critical thinking. Teachers can also analyze the difficulties faced, like group interactions or student engagement problems, and generate possible solutions. It is crucial to document successes to enable teachers to acknowledge achievements, innovative strategies, and situations where autonomy and critical thinking were significantly improved. Journaling offers educators a confidential outlet to communicate their thoughts, articulate observations, and monitor the development of their teaching methods. Regular assessments of these journals provide teachers with a chance for self-evaluation, enabling them to enhance teaching methods, adjust strategies, and consistently enhance their capacity to foster independence and critical thinking skills in their students. Journaling serves as a customized and active tool for professional development, aiding in continuous reflection and improvement of teaching methods.

#### **5.4.4. Integrating ICTs**

Utilizing information technology in language classrooms enhances autonomy in learning, optimizes specific results, inspires students, and aids in enhancing their performance in EFL classrooms (Joshi & Poudel, 2019; Azmi, 2017 as referenced in Rinekso & Kurniawan, 2020). The current study has shown strong evidence of the effective use of ICTs in students' presentations of their reading poems. The results clearly show a strong positive relationship between the use of ICTs and the improvement of students' independence. Integrating technology has been shown to be a powerful force, enabling



students to actively participate in their learning and interact with literary material in creative ways. The way the class used ICTs in their presentations highlights how these tools can encourage active participation and independent exploration among students.

In the same line of thoughts, Mantoro et al. (2017) discovered that when carefully examining the roles of both teachers and students in creating ICT-mediated learning activities, students have a greater chance of achieving autonomous learning. It is important to recognize that there are multiple methods to utilize ICTs in literature circles classroom effectively.

#### **5.4.4.1. Virtual LCs**

There has been an increasing scholarly focus on the utilization of online learning in recent years. Barkley et al. (2014) argue that engaging in collaborative learning in online courses decreases students' sense of isolation and enhances academic achievements. Similarly, other research has examined the implementation of virtual literature circles as an alternative instructional method (Coles-Ritchie, 2013; Bowers-Campbell, 2011; El-Esery, 2023). Stambouli and Sarnou (2023) have examined the efficacy of online intercultural exchanges in higher education in the Algerian context. This is significant because it offers valuable knowledge about the possibility of virtual interactions, which could be useful in the context of literature circles in Algerian universities. According to Beeghly's study 'Using Electronic Literature Discussion Groups with Adult Learners' (2005), engaging in online discussions about a book over time improved both individual comprehension and the quality of group discussions. In addition to promoting collaborative and socially constructed affiliations, virtual literature circles compelled students to engage in profound textual analysis. Bowers- Campbell (2011). This is mainly due to the growing availability of digital tools and resources, along with the flexibility and accessibility provided by virtual literature circles. Utilizing digital platforms like discussion boards, online forums, and multimedia texts, virtual literature circles can expand learning opportunities beyond the traditional classroom. Brief implementation steps for virtual literature circles are provided below.

- Organize students into literature circle groups. Make sure that each group has a manageable member among participants for effective virtual discussion.
- Assign roles.
- Select literature-reading materials.
- Choose an online platform; select a virtual platform that facilitates collaborative discussions, such as video conferencing tools like Zoom or Google Meet, online forums, or specialized virtual classroom platforms. Make sure the chosen platform is accessible to all participants and meets the requirements for literature circle discussions. For example, Zoom provides numerous useful tools to support discussions and presentations, including a chat screen, a hand-raising icon, a screen-sharing feature, and a break out room function that allows the instructor to move between rooms (Bean & Mezler, 2021, p.174). Additionally, the use of blogs and related online resources such as Moodle, ThinkQuest, and Blogger can be employed to create virtual literature circles, enhancing the learning experience (Whittaker, 2012).
- Provide clear instructions and guidelines; conducting tutorial sessions to instruct students on utilizing virtual tools for literature circles.
- Monitor and support discussions; offer assistance, explanation, and encouragement as required. Encourage students to utilize virtual tools like chat features or virtual whiteboards to improve communication.

#### **5.4.4.2. Digital Storytelling Circles**

Virtual literature circles involve collaborative reading and discussion of literary works, while digital storytelling circles center around creating and sharing original multimedia narratives using digital tools. Utilize digital storytelling platforms for students to produce multimedia presentations or videos displaying their interpretations of a literary work. It enhances critical thinking skills by prompting students to synthesize information and present it in an imaginative way. Students are encouraged to demonstrate learner autonomy by selecting how they express their comprehension. Similarly, Young and

Kajder (2009), propose that students demonstrate their understanding and analysis of the text by producing video adaptations of the literature they have studied, rather than writing summaries. In the same vein, Jocius and Shealy (2018) assert that students expanded their book club discussions by constructing new personal and critical meanings in response to texts via interactive games, videos, blog posts, and drawings.

Tobin (2012) introduced an example of digital storytelling by using book trailers. It is an innovative and captivating method to encourage students' interest in reading. This approach utilizes students' digital skills by prompting them to create brief videos or podcasts that creatively engage their peers with their favorite books, offering an innovative method to share literary suggestions. Book trailers allow students to combine technology, storytelling, and personal passion for literature, promoting an interactive reading culture in the classroom driven by peers. Tobin (2012) suggests particular roles to ease and enhance the digital storytelling procedure. The purpose of these roles is to improve collaboration, innovation, and the overall efficiency of the digital storytelling project. These roles are presented in the table below:

<b>Director</b>	This person is the group leader and is ultimately responsible for the success (or failure) of the digital story. He or she is also responsible for making sure that the final product has direct links to the primary text. <b>Responsibilities:</b> making final decisions, supervising all editing and writing, coordinating all production photos and videos.
<b>Producer</b>	This person should be very organized. The producer keeps track of the equipment used (cameras, computers) and makes sure that the digital story is completed on time and that the storyboard represents meaningful information extracted from the primary text. <b>Responsibilities:</b> keeping everyone on task, making sure all group members are involved in the movie-making process, keeping track of the paperwork—the outline, storyboard, and scripts.
<b>Writer</b>	This person should enjoy writing. The writer generates all written words in the digital story—from subtitles to spoken dialogue. He or she also has the task of interpreting the primary text through written words. <b>Responsibilities:</b> creating the script, creating the end credits, making sure the script matches the storyboard.
<b>Editor</b>	This person should be good with computers. The editor is responsible for using the movie-making software to assemble the digital story from start to finish. This person also has the task of interpreting the primary text through visuals, sounds, and transitions. <b>Responsibilities:</b> editing the movie, making sure the images match the storyboard.

***Table 5.4.4.2: Roles and responsibilities of digital storytelling circle members (adapted from Tobin, 2012)***

Several possible approaches for effectively integrating digital storytelling into literary circles are outlined below:

- ✓ Produce brief videos that explore the personalities, motivations, and growth of characters in the literature under examination.
- ✓ Utilize digital storytelling, incorporating images, videos, and music, to delve into and depict themes or motifs found in the literature.
- ✓ Challenge students with creating digital presentations that visually represent and explore the settings described in the literature.
- ✓ Students have the option to develop interactive or choose teachers' adventure digital narratives that summarize the plot of the literature. This improves critical thinking by requiring students to prioritize important plot points and offers an interactive and customized method for sharing plot summaries.
- ✓ Encourage students to create digital storytelling book reviews that include multimedia elements to convey their opinions and recommendations. This method encourages independence by allowing students to express their opinions creatively, combining textual examination with visual and auditory elements.
- ✓ Encourage students to develop digital narratives that investigate alternative conclusions or suggest follow-up stories to the literary works. This may promote students to analyze narrative possibilities and the outcomes of various plots critically.
- ✓ Require students to conduct research and produce multimedia biographies of the authors of the literature under examination. Analyzing the author's background and influences enhances literary analysis by promoting critical thinking and a comprehensive understanding of the work.
- ✓ Create digital interviews or discussions in which participants take on the roles of characters or the author, answering questions according to their interpretation of the literature. This may help promote interactive and student-driven conversations.

### **5.5. Suggestions for Implementing Literature Circles in Poetry**

Within poetry circles, students can analyze and provide different interpretations, examine poetic devices, and uncover the multiple layers of meaning within the verses. One rationale for employing literature circles in the context of reading poetry is to implement

differentiation, which involves modifying the material and strategies according to the specific needs of each student. As stated by Garner (2017). Based on prior research and the fact that the observed classroom was discussing poems, the researcher attempted to propose some strategies for using literature circles to teach poems.

- ✓ **Connecting literature circles to writing poetry:** Literature circles offer a dynamic platform for students to engage deeply with literary texts, which can be expanded to foster creativity in poetry writing. By linking literature circles to poetry writing, teachers can encourage students to investigate themes, characters, and emotions in their readings and translate these insights into poetic expressions. This approach not only improves students' comprehension of literature, but it also develops their ability to communicate ideas in a new medium, fostering a broad appreciation for language and artistic expression.
- ✓ **Exploring different poetry forms in literature circles:** Incorporating various poetry forms into literature circles provides students with a valuable opportunity to investigate the various structures and styles of poetic expression. Students can gain a better understanding of how form influences meaning and emotional impact in poetry by analyzing and discussing various forms such as sonnets, and free verse in literary circles. This may broaden students' literary horizons and sharpen their analytical skills as they critically examine the relationship between form, content, and thematic elements in poetic works.

## **5.6. Raising the Awareness of Learner Autonomy**

Inspiring students to assume accountability for their education, establish individual reading objectives, and engage in well-informed literary explorations, instructors foster in them a sense of autonomy and accountability. Instructors can guide students to recognize the benefits of assuming responsibility for their own reading to raise their awareness. In addition to the demonstration of how it improves the academic performance of students and fosters a lasting appreciation for literature. As learner autonomy fosters the

development of critical thinking abilities in literature courses, empowering students to analyze texts discerningly and participate in substantive dialogues, students need to participate in their intellectual development by transforming the literature classroom into a dynamic environment where they are empowered to determine what and how to read, thereby fostering a sense of agency. In essence, fostering learner autonomy in literature courses is significant because it has the potential to cultivate self-directed, self-motivated individuals who not only value the beauty of literature but also possess the abilities required to navigate the complexity of the world around them. Esch (1996) establishes five criteria to enhance learner autonomy:

- Offering students authentic options regarding their learning method, schedule, resources, tasks, and assessment.
- Creating an adaptable framework that enables learners to correct or modify their choices independently.
- Adapting and implementing educational plans and tactics.
- Prompting learners to contemplate their learning journey through a learning advisory service.
- Offering learners a chance to collaborate and exchange activities and challenges with each other.
- Establish a psychologically safe learning environment by offering choices and allowing for negotiation with learners. Enable learners to use their voice.

### **5.7. Strategies to Assist Students in Developing Greater Mindfulness as Readers**

Azizi and Kralik (2020) claim that through the implementation of mindfulness activities, students can overcome their distractions and, more specifically, enhance their reading comprehension and critical reading abilities. Napoli et al. (2005) defined mindfulness as the cognitive ability to be fully aware of the present moment without judgment or attachment to any specific result (p. 99). Moreover, it entails complete immersion in one's thoughts, feelings and environment. It also enhances our comprehension, guiding us towards novel lifestyles (Siegel, 2007) and demonstrate its

effectiveness as a tool for cognitive self-regulation (Flook et al., 2010). To foster critical reading integration and generate thought-provoking concepts, Bean and Melzer (2021) propose several practical strategies in their book that can assist students in developing mindfulness as readers, some of them are mentioned below:

- Not lecturing over readings.
- Making students responsible for texts not covered in class.
- Empower students by helping them see why texts are difficult.
- Explain to students how your own reading process varies.
- Show students your own note-taking and responding process.
- Awaken students' curiosity about upcoming readings.

It is important to highlight that an additional approach to fostering mindful readers is by incorporating culturally significant and diverse literature. This practice not only serves to expand viewpoints but also cultivates empathy and a thoughtful comprehension of various experiences.

## **5.8. Limitations of the Study**

The present study has identified a number of limitations that should be taken into account when interpreting the results and planning future research efforts. A significant constraint exists in the extent of observation, which was carried out exclusively with one teacher because of the exceptional situation where the same teacher instructs all five L3 groups. This may unintentionally restrict the range of viewpoints and instructional methods observed, potentially distorting the findings or disregarding varied teaching approaches that could have different effects on the outcomes. In order to overcome this constraint, future studies could be enhanced by including observations from multiple teachers or classrooms. This would enable a more thorough comprehension of the impact of literature circles on learner autonomy and critical thinking in diverse educational environments.

Another constraint concerns the quantity of participants engaged in the research, encompassing both educators and learners. The sample size may not be large enough to

make generalizations that are applicable to a wide range of contexts or populations. It is important to acknowledge the primary constraint regarding the sample of teachers under consideration. The interview was administered to a total of six teachers; however, only three have provided a response. Increasing the number of participants, especially in diverse settings or with differing levels of expertise, has the potential to strengthen the study's validity and reliability, yielding a deeper understanding of the phenomena being examined. In addition, broadening the range of participants to encompass teachers and students from various institutions or regions could provide valuable comparative perspectives on the effectiveness of literature circles in fostering learner autonomy and critical thinking in diverse educational settings.

## **5.9. Conclusion**

This chapter focused on addressing the research questions and validating the hypothesis by employing both qualitative and quantitative analysis and interpretations of the primary research instruments. The purpose of this study is to examine how literature circles can enhance learners' independence and analytical thinking. The study's findings have been carefully integrated into the theoretical framework and broader literature, offering valuable insights into how collaborative reading and discussion affect students' cognitive development. This study in order to offer insights into the complex relationship between learner autonomy, critical thinking, and literature circles in the educational context. The pedagogical suggestions provided in this chapter offer practical recommendations, focusing on areas of interest that arise from the findings of the current study and indicating potential directions for further research and improvement. This chapter provides a comprehensive foundation for advancing research in literature education and fostering a deeper understanding of the dynamic relationship between collaborative learning strategies and cognitive skill development.



## **General Conclusion**

The rapid growth of modern life in a variety of fields had a considerable impact on education. Today's students are expected to embrace lifelong learning, necessitating a paradigm change toward the development of higher-order thinking abilities like autonomy and critical thinking. However, the development of these skills is dependent not just on educational practices, but also on the willingness and adaptability of educators and learners. The emphasis on lifelong learning in contemporary education emphasizes the importance of students developing not only content knowledge but also critical thinking skills, information analysis, and problem solving abilities. The researcher undertook a diligent effort to properly study the manifestations of autonomy and critical thinking within the context of literary courses. This thesis entailed a thorough examination of how these critical cognitive skills are integrated into the curriculum and pedagogical practices of literature instruction. The study sought to discover how literature courses contribute to the development of autonomy (self-directed learning and decision-making) and critical thinking (analytical reasoning and evaluative judgment).

Developing these higher-order thinking skills requires a joint effort that includes educators who create meaningful learning experiences and students who actively participate in the learning process. Teachers play a vital role in creating an environment that fosters autonomy and critical thinking by employing instructional approaches that encourage inquiry, reflection, and problem solving. Hence, the current research aimed to evaluate the efficacy of literature circles strategy in fostering these skills in the Algerian University. The researcher's discussion also covered numerous influencing variables that lead to the development of autonomy and critical thinking skills in literary courses. These elements included the inherent nature of literary texts, which frequently prompt serious study, critical analysis, and interpretation. Furthermore, the study looked at various teaching methodologies used in literature education, ranging from standard lecturing to more interactive methods like literature circles. Furthermore, the researcher investigated students' views about various instructional tactics, taking into account how motivation,

engagement, and openness to critical inquiry influence the development of higher-order thinking skills in the context of literature studies.

Despite the positive findings, an analysis of the data collection tools used in this study revealed several impediments to the development of autonomy and critical thinking skills among a small yet important cohort of students. These impediments constitute significant obstacles that require greater exploration and attention in the context of developing higher-order thinking skills in educational environments. Among the factors identified as hindrances to the development of autonomy and critical thinking skills, several key aspects emerge. Firstly, a small number of students show lack of interest in the subject matter contributes significantly to the challenge. Additionally, the implementation of literature circles, particularly with short texts such as poems, presents practical difficulties that impede effective skill development. The absence of structured role sheets and assessment tools may further complicates the process for students with less reading skills, limiting opportunities for students to engage meaningfully in critical thinking activities.

Inspite of the discrepancy a compelling and unexpected discovery arises - the undeniable influence of reading groups on students' abilities. Our data indicate that, even when not utilized with utmost precision, these groups make an important contribution to the improvement of students' skills. This perceptive observation adds a level of complexity to our initial inquiry regarding precise utilization. Our study recognizes the current misalignment but emphasizes the unquestionable beneficial impact of reading groups in in the department of English at Chlef University. This necessitated a well-rounded analysis that acknowledges the requirement for improvement in their performance while also acknowledging the obvious advantages they offer to the enhancement of students' skills. Hence, our research not only provides a response to the inquiry regarding utilization but also stimulates a reassessment of the diverse influence of literature circles in education in educational environments.

The research findings also highlighted the effectiveness of using technology, primarily PowerPoint presentations, into the presentation and debate of literary texts. Using

various literature circles, participants were able to mutually assist and improve their grasp of the assigned literary content, particularly poetry. The use of PowerPoint presentations in literature circles facilitated a clearer and more extensive investigation of the text, encouraging active participation and creating a collaborative learning environment suited to deeper literary analysis and discussion.

While critical thinking has received great attention across disciplines and has been studied from numerous perspectives, there is still a significant vacuum in understanding its promotion within the context of teaching literature in Algerian universities. Algeria's distinct cultural and educational setting needs a thorough research into the tactics, obstacles, and consequences related with developing critical thinking abilities, particularly in the field of literary education. Such research efforts are critical for clarifying effective instructional approaches customized to Algeria's higher education system, ultimately contributing to the improvement of students' analytical and interpretative capacities in literary studies. This opens up opportunities for future research to delve deeper into how critical thinking and autonomy can be encouraged in literature classrooms and beyond, fostering a broader dialogue on its role in shaping lifelong, reflective learners.

## References

- Alexander, R. (2003). *Talk for Learning: The First Year*. North Yorkshire County Council.  
<http://robinaalexander.org.uk/wp-content/uploads/2019/12/North-Yorks-report-03.pdf>.
- Almasi, J. F. (1995). The Nature of Fourth Graders' Sociocognitive Conflicts in Peer-Led and Teacher-Led Discussions of Literature. *Reading Research Quarterly*, 30(3), 314-351. <https://doi.org/10.2307/747620>.
- Al-Saadi, H. M. (2011). From Spoon Feeding to Self-Feeding: Helping Learners Take Control of their Own Learning. *Arab World English Journal*, 2(3), 95-114.
- Alwood, C. S. (2000). *Exploring the Role of the Teacher in Student-Led Literature Circles*. <https://eric.ed.gov/?id=ED442748>.
- Appleby, D. (2006). Defining, Teaching, and Assessing Critical Thinking in Introductory Psychology. In D. S. Dunn & S. L. Chew (Eds.), *Best practices for teaching introductory psychology* (pp. 57–69). Mahwah, NJ: Lawrence Erlbaum Associates.
- Asenahabi, B. M. (2019). Basics of Research Design: A Guide to Selecting Appropriate Research Design. *International Journal of Contemporary Applied Researches*, 6(5), 76-89.
- Atkinson, D. (1997). A Critical Approach to Critical Thinking in TESOL. *TESOL Quarterly*, 31(1), 71-94.
- Avci, N. (2019). Literature Circles in EFL Classroom: A Review. En A. Dönger & H. Yildiz (Eds.), *Academic Studies in Educational Sciences* (pp. 138-165). Cetinje, Montenegro: Ivpe.
- Azizi, M., & Kralik, R. (2020). Incorporating Mindfulness into EFL Literature Courses to Foster Critical Reading Ability. *Education and Self Development*, 15(4), 21-31.
- Barkley, E. F., Major, C. H., & Cross, K. P. (2014). *Collaborative Learning Techniques: A Handbook for College Faculty*. John Wiley & Sons.

- Baume, D. (1992). *Developing Learner Autonomy*, SEDA Paper 84. Staff and Educational Development Association: Birmingham UK.
- Bean, J. C., & Melzer, D. (2021). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. John Wiley & Sons.
- Bedel, O. (2016). Collaborative Learning through Literature Circles in EFL. *European Journal of Language and Literature Studies*, 2(3), 96-99. <https://doi.org/10.26417/ejls.v6i1>
- Beeghly, D. G. (2005). It's about Time: Using Electronic Literature Discussion Groups with Adult Learners. *Journal of Adolescent & Adult Literacy*, 49(1), 12–21. <https://doi.org/10.1598/jaal.49.1.2>.
- Belal, Y. and Ouahmiche, G. (2021). Literature in the Algerian EFL Bachelor of Arts Degree: Reading Literature. *Arab World English Journal*, 12(2), 330-347. <https://doi.org/10.24093/awej/vol12no2.23>
- Benesch, S. (1993). Critical Thinking: A Learning Process for Democracy. *TESOL Quarterly*, 27(3), 545. <https://doi.org/10.2307/3587485>
- Benesch, S. (1999). Thinking critically, thinking dialogically. *TESOL Quarterly*, 33(3), 573. <https://doi.org/10.2307/3587682>.
- Benson, P. (1996). Concepts of Autonomy in Language Learning. R. Pemberton, E. Li, W. Or, & H. Pierson. *Taking control. Autonomy in Language Learning*, 27-34.
- Benson, P. (2011). What's New in Autonomy. *The Language Teacher*, 35(4), 15-18.
- Benson, P. (2013). *Teaching and Researching: Autonomy in Language Learning* (2nd Edition). <https://doi.org/10.4324/9781315833767>
- Benson, P., & Voller, P. (2014). *Autonomy and Independence in Language Learning*. Routledge.

- Berg, B. L. (2006). Qualitative Research: Methods in the Social Sciences [Dataset]. In PsycEXTRA Dataset. <https://doi.org/10.1037/e668352010-001>
- Best, J. W., & Kahn, J. V. (2016). *Research in Education*. Pearson Education India.
- Blum, H. T., Lipsett, L. R., & Yocom, D. J. (2002). Literature Circles: A Tool for Self-Determination in one Middle School Inclusive Classroom. *Remedial and Special Education, 23*(2), 99-108.
- Bobkina, J., & Stefanova, S. (2016). Literature and Critical Literacy Pedagogy in the EFL Classroom: Towards a Model of Teaching Critical Thinking Skills. *Studies in Second Language Learning and Teaching, 6*(4), 677.
- Boor, H. (2015). Modified Literature Circles as an Effective Comprehension Strategy: A Focus on Diverse Learners. [https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1351&context=education\\_ED\\_masters](https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1351&context=education_ED_masters)
- Bousbai, A. (2016). A Communicative View to Teaching English Literature at the Algerian University. *Al Athar, 25*(15), 121-127
- Bowen, C. (2005). Transactional Literature Circles and the Reading Comprehension of At-Risk English Learners in the Mainstream Classroom.
- Bowers-Campbell, J. (2011). Take it out of Class: Exploring Virtual Literature Circles. *Journal of Adolescent & Adult Literacy, 54*(8), 557–567. <https://doi.org/10.1598/jaal.54.8.1>
- Brabham, E. G., & Villaume, S. K. (2000). Continuing Conversations about Literature Circles. *The Reading Teacher, 54*(3), 278-280.
- Brigas, C.J. (2019). Modeling and Simulation in an Educational context: Teaching and Learning Sciences. *Research in Social Sciences and Technology, 4*(2), 1-12.

- Broom, C. (2015). Empowering Students: Pedagogy that Benefits Educators and Learners. *Citizenship, Social and Economics Education*, 14(2), 79–86. <https://doi.org/10.1177/2047173415597142>.
- Brown, H. (2009). Literature Circles for Critical Thinking in Global Issues Classes. *The Language Teacher*, 33(10), 16-17.
- Brown, K. L. (2003). From Teacher-Centered to Learner-Centered Curriculum: Improving Learning in Diverse Classrooms. *Education*, 124(1), 49-54.
- Brownlie, F. (2019). *Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles*. Portage & Main Press.
- Buck, David. (2021, July). The Problem with Assessing Groups [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/the-problem-with-assessing-groups> .
- Burns, A., & Hadfield, J. (Eds.). (2013). *Research and Resources in Language Teaching*. Pearson Education Limited.
- Cadorath, J., & Harris, S. (1998). Unplanned Classroom Language and Teacher Training. *ELT Journal*, 52(3), 188–196. <https://doi.org/10.1093/elt/52.3.188>
- Cameron, S., Murray, M., Hull, K. L., & Cameron, J. (2012). Engaging Fluent Readers Using *Literature Circles*. *Literacy Learning: The Middle Years*, 20(1), i–viii. <https://search.informit.org/doi/10.3316/informit.902166497337752>.
- Carter, R. (2007). Literature and Language Teaching 1986–2006: A Review. *International Journal of Applied Linguistics*, 17(1), 3-13.
- Carter, R., & Long, M. N. (1991). *Teaching Literature*. Longman Publishing Group.
- Chen, S., Chang, H., & Pai, H. (2017). Caring Behaviours Directly and Indirectly Affect Nursing Students' Critical Thinking. *Scandinavian Journal of Caring Sciences*, 32(1), 197-203. <https://doi.org/10.1111/scs.12447>.
- Chia-Hui, L. (2004). Literature circles. *Teacher Librarian*, 31(3), 23.

- Chisholm, J. and Cook, M. (2021). Examining Readers' Critical Literature Circle Discussions of Looking for Alaska. *Journal of Adolescent & Adult Literacy*, 65(2), 119-128. <https://doi.org/10.1002/jaal.1169>.
- Choy, S., Yim, J., & Sedhu, D. (2019). Pre-service Teachers' Reflection on Reflective Practices: A Malaysian Perspective. *Universal Journal of Educational Research*, 7(12A), 18-26. <https://doi.org/10.13189/ujer.2019.071903>.
- Christman, J. (2018). Autonomy in Moral and Political Philosophy. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Spring 2018 ed.). Metaphysics Research Lab, Stanford University.
- Certo, J., Moxley, K., Reffitt, K., & Miller, J. A. (2010). I learned how to talk about a book: Children's Perceptions of Literature circles across grade and ability levels. *Literacy Research and Instruction*, 49(3), 243-263. <https://doi.org/10.1080/19388070902947352>.
- Çimen, L. K. (2016). A Study on the Prediction of the Teaching Profession Attitudes by Communication Skills and Professional Motivation. *Journal of education and training studies*, 4(11), 21-38.
- Clarke, L. W., & Holwadel, J. (2007). Help! What is Wrong with these Literature Circles and how can we Fix them?. *The Reading Teacher*, 61(1), 20-29.
- Coccia, L. (2015). Literature Circles and their Improvement of Comprehension. *Education Masters*.
- Coles-Ritchie, M. (2013). Reading and Analyzing Ethnographies through Literature Circles: A Praxis Model for Encouraging Multicultural Educators. *International Journal of Multicultural Education*, 15(1). <https://doi.org/10.18251/ijme.v15i1.616>.
- Collie, J., & Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge University Press.



- Connell, J. (1996). Assessing the Influence of Dewey's Epistemology on Rosenblatt's Reader Response Theory. *Educational Theory*, 46(4), 395-413.
- Costa, A. L. (1985). *Developing Minds: A Resource Book for Teaching Thinking*. Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.
- Cotterall, S. (1995). Readiness for Autonomy: Investigating Learner Beliefs. *System*, 23(2), 195-205.
- Coulson, M., Torrance, S., & Nunn, S. (2007). Fostering Reflective Thinking with the Learning Achievement Self-Evaluation Record (laser). *Psychology Learning & Teaching*, 6(1), 12-19. <https://doi.org/10.2304/plat.2007.6.1.12> .
- Crawford, A. (2005). Teaching and learning strategies for the thinking classroom. IDEA.
- Creswell, J. W. (2009). *Research Design. Quantitative and Qualitative and Mixed methods Approaches*. (3<sup>rd</sup> Ed). Sage.
- Creswell, J. W., & Clark, V. L. P. (2011). *Designing and Conducting Mixed Methods Research*. SAGE. p.89.
- DaLie, S. O. (2001). Students Becoming Real Readers: Literature Circles in High School English Classes. *Teaching reading in high school English classes*, 84-100.
- Dalton-Puffer, C. (2006). Questions in CLIL classrooms: Strategic questioning to encourage speaking. In A. Martinez-Flor & E. Usó (Eds.), *Current trends in the development of the four skills within a communicative framework* (pp. 187–213). Berlin: Mouton de Gruyter.
- Dam, L. (1995). *Learner Autonomy [3]: From Theory to Classroom Practice; Leni Dam*. Authentik Language Learning Resources.
- Dam, L. (2003). Developing Learner Autonomy: The Teacher's Responsibility. *Learner Autonomy in the Foreign Language Classroom: Teacher, Learner, Curriculum and Assessment*, 126-150.

- Dam, L., Eriksson, R., Little, D., Miliander, J., & Trebbi, T. (1990, August). Towards a Definition of Autonomy. In *Third Nordic workshop on developing autonomous learning in the FL classroom* (pp. 102-103). Bergen: University of Bergen.
- Daniels, H. (1994). *Literature circles*. York, Maine: Stenhouse Publishing Company.
- Daniels, H. (2002). *Literature circles: Voice and Choice in Book Clubs and Reading Groups*. Stenhouse Publishers.
- Daniels, H. (2006). What's the Next Big Thing with Literature Circles. *Voices from the Middle*, 13(4), 10-15.
- Daniels, H. (2023b). *Literature circles: Voice and Choice in Book Clubs & Reading Groups*. Taylor & Francis.
- Daniels, H., & Steineke, N. (2004). *Mini-Lessons for Literature Circles*. Heinemann Educational Books.
- Davidson, B. W. (1995). Critical Thinking Education Faces the Challenge of Japan. *Inquiry*, 14(3), 41–53. <https://doi.org/10.5840/inquiryctnews199514310>
- Dawson, T. L. (2008). Metacognition and Learning in Adulthood. Prepared in Response to Tasking from ODNI/CHCO/IC Leadership Development Office, Developmental Testing Service, LLC.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227–268.
- Demény, P. (2012). Developing Written Text Production Competence Using the Reader-Response Method. *Acta didactica napocensia*, 5(3), 53-60.
- Dewey, J. (1997). *Experience and Education* (1st Touchstone ed.). New York: Touchstone.
- Di Biase, R. (2018). Moving Beyond the Teacher-Centred/Learner-Centred Dichotomy: Implementing a Structured Model of Active Learning in the Maldives. *Compare: A Journal of Comparative and International Education*, 1–19. <https://doi.org/10.1080/03057925.2018.1435261>

- Dickinson, L. (1995). Autonomy and Motivation – A Literature Review. *System*, 23(2), 165-174.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Oxford: Oxford University Press.
- Dugan, J. R. (1997). Transactional Literature Discussions: Engaging Students in the Appreciation and Understanding of Literature. *The Reading Teacher*, 51(2), 86–96. [https://eric.ed.gov/?q=Giftedness+in+Children%27s+Literature&pr=on&ff1=sou+Reading+Teacher&ff2=subDiscussion+\(Teaching+Technique\)&id=EJ556787](https://eric.ed.gov/?q=Giftedness+in+Children%27s+Literature&pr=on&ff1=sou+Reading+Teacher&ff2=subDiscussion+(Teaching+Technique)&id=EJ556787)
- Duran, D. (2017). Learning-by-Teaching. Evidence and Implications as a Pedagogical Mechanism. *Innovations in Education and Teaching International*, 54(5), 476-484. <https://doi.org/10.1080/14703297.2016.1156011>
- Duron, R., Limbach, B., & Waugh, W. (2006). Critical thinking Framework for any Discipline. *International Journal of Teaching and Learning in Higher Education*, 17(2), 160–166.
- Dwyer, C. P. (2017). *Critical Thinking: Conceptual Perspectives and Practical Guidelines*. Cambridge University Press.
- Ennis, R. H. (1987). A Taxonomy of Critical Thinking Dispositions and Abilities. In J. B. Baron & R. J. Sternberg (Eds.), *Teaching Thinking Skills: Theory and Practice* (pp. 9–26). W H Freeman/Times Books/ Henry Holt & Co.
- Ennis, R. H. (2018). Critical Thinking across the Curriculum: A Vision. *Topoi*, 37(1), 165–184. <https://doi.org/10.1007/s11245-016-9401-4>
- El-Esery, A. (2023). Implementing Virtual Literature Circles for Developing English Learners’ Vocabulary Acquisition and Reading Comprehension. *International Journal of English Language and Literature Studies*, 12(2), 74-85. <https://doi.org/10.55493/5019.v12i2.4723>.
- Elder, L., & Paul, R. (2020). *Critical thinking: Tools for Taking Charge of your Learning and your Life*. Foundation for Critical Thinking.

- Elhess, M., & Egbert, J. (2015). Literature Circles as Support for Language Development. *English Teaching Forum*, 53(3), 13–21. <https://files.eric.ed.gov/fulltext/EJ1077926.pdf>
- Ennis, R. H. (1991). Critical Thinking. *Teaching Philosophy*, 14(1), 5–24. <https://doi.org/10.5840/teachphil19911412>
- Ennis, R. H. (2018). Critical Thinking across the Curriculum: A Vision. *Topoi*, 37, 165–184.
- Esch, E. (1996). *Promoting Learner Autonomy: Criteria for the selection of appropriate methods. Taking control: Autonomy in Language Learning*, 3548.
- Espinosa-Cevallos, L. F., Cortez-Martínez, B. S., & Soto, S. T. (2022). Literature Circles in EFL Classrooms: The Impact on College Students in the Amazon Region from the Students' Perspective. *MEXTESOL Journal*, 46(3), n3.
- Ewens, W. (1986, August 1). Teaching Using Discussion. *Journal of Management Education*, 10(3), 77–80. <https://doi.org/10.1177/105256298601000309>
- Fahim, M., & Hajimaghsood, A. (2014). The Relationship between Motivation and Critical Thinking Ability of Iranian EFL Learners. *International Journal of Language Learning and Applied Linguistics World Volume 5 (2)*, 605-619.
- Fairclough, N. (2014). *Critical Language Awareness*. In Routledge eBooks. <https://doi.org/10.4324/9781315845661>.
- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving Integration in Mixed Methods Designs—Principles and Practices. *Health Services Research*, 48(6pt2), 2134-2156.
- Flecha, R. (2014). *Sharing Words: Adult Learning through Dialogue*. Barcelona: Paidós.
- Flook, L., Smalley, S. L., Kitil, M. J., Galla, B. M., Kaiser-Greenland, S., Locke, J., ... Kasari, C. (2010). Effects of Mindful Awareness Practices on Executive Functions in Elementary School Children. *Journal of Applied School Psychology*, 26, 70-95.

- Fox, M., & Wilkinson, L. (1997). No Longer Travellers in a Strange Country. *Journal of Children's Literature*, 23(1), 6-15.
- Fredricks, L. (2012). The Benefits and Challenges of Culturally Responsive EFL Critical Literature Circles. *Journal of Adolescent & Adult Literacy*, 55(6), 494-504. <https://doi.org/10.1002/jaal.00059>
- Furr, M. (2004). Literature Circles for the EFL Classroom. In Proceedings of the 2003 TESOL Arabia Conference. Dubai, United Arab Emirates: TESOL Arabia.
- Gadsby, H., & Cronin, S. (2012). To what Extent can Reflective Journaling Help Beginning Teachers Develop Masters Level Writing Skills? *Reflective Practice*, 13(1), 1–12.
- Gambrell, L. B., & Almasi, J. F. (1996). *Lively discussions! Fostering Engaged Reading*. Newark, Del. : International Reading Association.
- Garcia, T., & Pintrich, P. R. (1992). *Critical Thinking and Its Relationship to Motivation, Learning Strategies, and Classroom Experience*.
- Gardner, D., (1996). Self-assessment for self-access learners. *TESOL Journal* 5, 18-23.
- Garner, K. (2017). Literature Circles for Poetry Reading. Study.com. <https://study.com/academy/lesson/literature-circles-for-poetry-reading.html>
- Ghanizadeh, A. and Mirzaee, S. (2012). EFL Learners' self-regulation, critical thinking and language achievement. *International Journal of Linguistics*, 4(3). <https://doi.org/10.5296/ijl.v4i3.1979>
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.
- Glaser, E. M. (1942). An Experiment in Development of Critical Thinking. *Teachers College Record*, 43(5), 1-18. <https://doi.org/10.1177/016146814204300507>
- Goetz, E. T., Sadoski, M., Olivarez Jr, A., Calero-Breckheimer, A., Garner, P., & Fatemi, Z. (1992). The structure of emotional response in reading a literary text: Quantitative and qualitative analyses. *Reading Research Quarterly*, 361-372.

- Grenfell, M. J., & Harris, V. (2017). *Language Learner Strategies: Contexts, Issues and Applications in Second Language Learning and Teaching*. Bloomsbury Publishing.
- Gilles, C. (1989). Reading, Writing, and Talking: Using Literature Study Groups. *English Journal*, 78(1), 38. <https://doi.org/10.2307/817986>.
- Hadi, K. (2018). Investigating Learner Autonomy among EFL Students and Teachers: Readiness and Concept Perception (Doctoral dissertation). *University of Telemcen*, Algeria.
- Hall, G. (2005). *Literature in Language Education*. Springer.
- Hall, G. (2015). Recent Developments in Uses of Literature in Language Teaching. *Literature and Language Learning in the EFL Classroom*, 13-25.
- Halpern, D. (1998). Teaching Critical Thinking for Transfer Across Domains: Disposition, Skills, Structure Training, and Metacognitive Monitoring. *American Psychologist*, 53(4), 449-455. <https://doi.org/10.1037/0003-066x.53.4.449>.
- Halpern, D. F. (2014). *Critical Thinking across the Curriculum: A Brief Edition of Thought & Knowledge*. Routledge.
- Han, K. (2021). Fostering Students' Autonomy and Engagement in EFL Classroom through Proximal Classroom Factors: Autonomy-Supportive Behaviors and Student-Teacher Relationships. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.767079>
- Han, L. (2014). Teacher's Role in Developing Learner Autonomy: A Literature Review. *International Journal of English Language Teaching*, 1(2), 21-27.
- Han, L. (2022). A Study on Developing Learner Autonomy through the Reading Circle Method. *English Language Teaching*, 15(7), 149-157.
- Hancock, M. R. (1993). Exploring and Extending Personal Response through Literature Journals. *The Reading Teacher*, 46(6), 466-474.

- Heesen, R., Bright, L. K., & Zucker, A. (2016, December 30). Vindicating Methodological Triangulation. *Synthese*, 196(8), 3067–3081. <https://doi.org/10.1007/s11229-016-1294-7>
- Herrera, L. J. P., & Kidwell, T. (2018). Literature Circles 2.0: Updating a Classic Strategy for the 21st Century. *Multicultural Education*, 25(2), 17–21. <http://files.eric.ed.gov/fulltext/EJ1181553.pdf>
- Hayes, W. H. (1990). *Critical Thinking through Literature: A Dialogue Teaching Model*. University of Massachusetts Boston.
- Highered. (2010). Critical Thinking Reading. Chapter available online at <http://www.mcgrawhill.com/critical/thinking/reading/chapter.doc> (Current as of December 2012).
- Hişmanoğlu, M. (2005). Teaching English through Literature. *Journal of Language and Linguistic Studies*, 1(1), 53–66. <https://doi.org/10.17263/jlls.38648>
- Holec, H. (1981). *Autonomy and Foreign Language Learning*.
- Hsu, J. (2004). Reading without Teachers: Literature Circles in an EFL Classroom. *A paper presented at the Cross-Strait Conference on English Education* (2004). <http://files.eric.ed.gov/fulltext/ED492558.pdf>.
- Humphrey, J., & Preddy L. B. (2008). Keys to Successfully Sustaining an SSR Program. *The Reading Teacher*. 26(6), 30-62. From EBSCO Host database.
- Imamyartha, D., Wahjuningsih, E., Puspa, A., Fitriyah, S., Hudori, R., Andayani, R., ... & Wijaputra, B. (2021). Employing Blended Literature Circles to Foster Activating Academic Emotions of Struggling Readers. *Indonesian Research Journal in Education*, 5(1), 293-310. <https://doi.org/10.22437/irje.v5i1.9855>.
- Irawati, D. (2016). Effectiveness of Literature Circles on Students' Reading Comprehension. *IJOTL-TL: Indonesian Journal of Language Teaching and Linguistics*, 1(3), 179-192.

- Iwasaki, N., & Kumagai, Y. (2008). Promoting Critical Reading in an Advanced-Level Japanese Course: Theory and Practice through Reflection and Dialogues. *Japanese Language and Literature*, 42(1), 123-156.
- Jewell, T., & Pratt, D. (1999). Literature Discussions in the Primary grades: Children's Thoughtful Discourse about Books and what Teachers can do to make it Happen. *The Reading Teacher*, 52(8), 842-850.
- Jocius, R., & Shealy, S. (2018). Critical Book Clubs: Reimagining Literature Reading and Response. *The Reading Teacher*, 71(6), 691-702.
- Johnson, T. E., Archibald, T. N., & Tenenbaum, G. (2010). Individual and Team Annotation Effects on Students' Reading Comprehension, Critical Thinking, and Meta-Cognitive skills. *Computers in Human Behavior*, 26(6), 1496-1507.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *The New Circles of Learning: Cooperation in the Classroom and School*. ASCD.
- Johnson, D. W., & Johnson, R. T. (2009). An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning. *Educational Researcher*, 38(5), 365-379.
- Johnson, A. P. (2021). *Designing Meaning-Based Interventions for Struggling Readers*. Guilford Publications.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1(2), 112-133. DOI: 10.1177/15586898062982240.
- Joshi, K. R., & Poudel, G. P. (2019). Role of ICTs in Promoting Learner Independence and Motivation in English Language Classes. *Interdisciplinary Research in Education*, 4(1), 67-76.
- Karatay, H. (2017). The Effect of Literature Circles on Text Analysis and Reading Desire. *International Journal of Higher Education*, 6(5), 65. <https://doi.org/10.5430/ijhe.v6n5p65>.



- Kasari, C. (2010). Effects of Mindful Awareness Practices on Executive Functions in Elementary School Children. *Journal of Applied School Psychology, 26*, 70-95.
- Kassem, M. A. M. (2022, June 23). Developing English Majors' Comprehension of Literary Texts and Online Self-Regulated Language Learning Skills via Literature Circles 2.0. *Education Research International*.  
<https://doi.org/10.1155/2022/3371288>
- Kelly, P. R., Farnan, N., & Richardson, J. J. (1996). Reader Response: A Way to Help Children with Learning Difficulties Think about Literature. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 12*(2), 137-148.
- Kerlinger, F. N. (1986). *Foundations of Behavioral Research* (3rd ed.). Fort Worth, TX: Holt, Rinehart and Winston.
- Ketch, A. (2005). Conversation: The Comprehension Connection. *The Reading Teacher, 59*(1), 8-13. <https://doi.org/10.1598/rt.59.1.2>.
- Kim, M. (2004, June). Literature Discussions in Adult L2 Learning. *Language and Education, 18*(2), 145–166. <https://doi.org/10.1080/09500780408666872>.
- King, C. (2001). "I like group reading because we can share ideas: The role of talk within the literature circle". *Reading, 35*(1), 32-36.
- Khoshgoftar, Z. and Barkhordari-Sharifabad, M. (2023). Medical Students' Reflective Capacity and its Role in their Critical Thinking Disposition. *BMC Medical Education, 23*(1). <https://doi.org/10.1186/s12909-023-04163-x>
- Klages, C., Pate, S., & Conforti Jr, P. A. (2007). Virtual Literature Circles. *Curriculum & Teaching Dialogue, 9*.
- Koskinen, P. S., & O'Flahavan, J. F. (1995). Teacher Role Options in Peer Discussions about Literature. *The Reading Teacher, 48*(4), 354-356.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.

- Kramsch, C. and O. Kramsch. 2000. The Avatars of Literature in Language Study. *Modern Language Journal*, 84(4), 553–573. <https://doi.org/10.1111/0026-7902.00087>
- Ku, Y. L. K. (2009). Assessing Students' Critical Thinking Performance: Urging for Measurements Using Multi-Response Format. *Thinking Skills and Creativity*, 4, 70-76. <https://doi.org/10.1016/j.tsc.2009.02.001>.
- Kuhn, D., & Dean, D. A. (2004). Metacognition: A Bridge Between Cognitive Psychology and Educational Practice. *Theory Into Practice, Digital/Theory Into Practice*, 43(4), 268–273. [https://doi.org/10.1207/s15430421tip4304\\_4](https://doi.org/10.1207/s15430421tip4304_4)
- Kumaravadivelu, B. (2003). *Beyond Methods: Macro Strategies for Language Teaching*. Yale University Press.
- Kurfiss, J. G. (1988) Critical Thinking: Theory, Research, Practice, and Possibilities. “ASHE-ERIC Higher Education Report No.2” Washington D.C.: Association for the Study of Higher Education. Retrieved December 7, 2013 from <http://files.eric.ed.gov/fulltext/ED304041.pdf>.
- Langer, J. A., & Close, E. (2001). *Improving Literary Understanding through Classroom Conversation*. Office of Educational Research and Improvement (ED), Washington, DC. <http://files.eric.ed.gov/fulltext/ED462680.pdf>
- Lasa-Álvarez, B. (2023). Designing a Digital Portfolio as an Instrument to Address Literary Texts in the EFL Classroom. *Glottodidactica*, 50(2), 65-83.
- Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge University Press.
- Le, Q. X. (2013). Fostering Learner Autonomy in Language Learning in Tertiary Education: an intervention study of university students in Hochiminh City, Vietnam (Doctoral dissertation, University of Nottingham).
- Leal, D. J. (1993). The Power of Literary Peer-Group Discussions: How Children Collaboratively Negotiate Meaning. *The Reading Teacher*, 47(2), 114-120.

- Leite, L. (2001). Contributos para uma utilização mais fundamentada do trabalho laboratorial no ensino das Ciências. In M. G. H. V. Caetano, *Cadernos Didáticos de Ciências* (Vols. *Cadernos Didáticos de Ciências*, volume 1, pp. 77-96). Lisboa: Ministério de Educação. Departamento do Ensino Secundário (DES).
- Levine, S. and Horton, W. (2015). Helping high school students read like experts: affective evaluation, salience, and literary interpretation. *Cognition and Instruction*, 33(2), 125-153. <https://doi.org/10.1080/07370008.2015.1029609> .
- Levy, R. (2019). Literature Circles: Access to Texts. *Open Words: Access to English Studies*, 12(1), 88-109.
- Lewis, C. (2020). Emotion, Critical Response, and the Transformation of Signs: The Fundamentals of Language Arts. *Language Arts*, 97(4), 274-278.
- Little, D. (2000). Learner Autonomy and Human Interdependence: Some Theoretical and Practical Consequences of a Social-Interactive View of Cognition, Learning and Language. In B. Sinclair, I. McGrath & T. Lamb (Eds.), *Learner Autonomy, Teacher Autonomy: Future Directions* (pp. 15-23). Essex: Pearson Education Limited.
- Little, D. (1991). Learner Autonomy. *Dublin*, 86(11), 15-22.
- Little, D. (2020). Plurilingualism, Learner Autonomy and Constructive Alignment: A Vision for University Language Centres in the 21st Century. *Language Learning in Higher Education*, 10(2), 271-286.
- Little, D. (2020b). Learner Autonomy: A Working Definition. In *Navigating Foreign Language Learner Autonomy*. (pp. 23-34). Hong Kong: Candlin & Mynard ePublishing
- Little, D. (2022). Language Learner Autonomy: Rethinking Language Teaching. *Language Teaching*, 55(1), 64–73. Doi:10.1017/S0261444820000488.
- Little, D., Dam, L., & Legenhausen, L. (2017). Language Learner Autonomy: what, why and how. *Second Language Acquisition*, 4(1), 1-21.

- Littlewood, W. (1996). "Autonomy": An Anatomy and a Framework. *System*, 24(4), 427-435.
- Lloyd, M., & Maguire, S. (2002). The Possibility Horizon. *Journal of Change Management*, 3(2), 149-157.
- MacDonald, S. (2016). Theory and Practice of CLASSROOM OBSERVATION. In *2016-2017 CFDE Dean's Teaching Fellow*. Center for Faculty Development and Excellence. Emory University.
- Maley, A. (2001). Literature in the Language Classroom. In R. Carter & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 180–185). chapter, Cambridge: Cambridge University Press.
- Maloch, B. (2004). On the Road to Literature Discussion Groups: Teacher Scaffolding during Preparatory Experiences. *Reading Research and Instruction*, 44(2), 1–20. <https://doi.org/10.1080/19388070409558424>.
- Maloch, B., Green, J., Tuyay, S., Dixon, C., & Floriani, A. (2004). One Teacher's Journey: Transitioning into Literature Discussion Groups. *Language Arts*, 81(4), 312.
- Mamyartha, D., Wahjuningsih, E., Puspa, A., Mitasari, M., Fitriyah, S. M., Hudori, R. F. A., ... & Wijaputra, B. A. (2021). Employing Blended Literature Circles to Foster Activating Academic Emotions of Struggling Readers. *Indonesian Research Journal in Education/ IRJE/*, 5(1), 293-310. <https://doi.org/10.22437/irje.v5i1.9855>
- Mantoro, T., Andryani, A., & Dewanti, R. (2017). Promoting Autonomous Learning Using ICT in School Setting—Constructivist Perspectives. *Advanced Science Letters*, 23(2), 699-703.
- Many, J. E. (1990). The Effect of Reader Stance on Students' Personal Understanding of Literature. In *National Reading Conference Yearbook*. National Reading Conference.

- Marhaeni, A. I. N. (2016). Rosenblatt's transactional theory and its implementation in the teaching of integrated reading. *Jurnal Ilmu Pendidikan*, 5(4), 113986. <https://doi.org/10.17977/jip.v5i4.1052>.
- Marin, M. and Pava, L. (2017). Conceptions of Critical Thinking from University EFL Teachers. *English Language Teaching*, 10(7), 78. <https://doi.org/10.5539/elt.v10n7p78>
- Mart, C. (2019). Reader-Response Theory and Literature Discussions: A Springboard for Exploring Literary Texts. *The New Educational Review*, 56(2), 78-87. <https://doi.org/10.15804/tner.19.56.2.06>.
- Mary Nerissa T Castro, M. S. T. (2021). Literature Circle: A Strategy in Improving Critical Thinking Skills. *International Journal of English Language Studies*, 3(2), 65-85. <https://doi.org/10.32996/ijels.2021.3.2.9>
- Matthews, R., & Lally, J. (2010). *The Thinking Teacher's Toolkit: Critical Thinking, Thinking Skills and Global Perspectives*. A&C Black.
- McElvain, C. (2010). Transactional Literature Circles and the Reading Comprehension of English Learners in the Mainstream Classroom. *Journal of Research in Reading*, 33(2), 178-205. <https://doi.org/10.1111/j.1467-9817.2009.01403.x>
- McKay, S. (1982). Literature in the ESL Classroom. *Tesol Quarterly*, 16(4), 529-536.
- McMillan, J. H., & Hearn, J. (2008). Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement. *Educational Horizons*, 87(1), 40-49.
- McPeck, J. E. (1990). Critical Thinking and Subject Specificity: A Reply to Ennis. *Educational Researcher*, 19(4), 10-12.
- Miele, D. B., & Wigfield, A. (2014). Quantitative and Qualitative Relations Between Motivation and Critical-Analytic Thinking. *Educational Psychology Review*, 26(4), 519-541. <https://doi.org/10.1007/s10648-014-9282-2>.

- Miller, K. I., & Monge, P. R. (1986). Participation, Satisfaction, and Productivity: A Meta-Analytic Review. *Academy of Management Journal*, 29(4), 727-753
- Mills, H. (2010). *The Theories Informing Literature Circle Implementation* (Doctoral dissertation, Western Oregon University).
- Moecharam, N. Y., & KartikaSari, D. N. (2014). Let's Talk and Tolerate: Strengthening Students Cultural Awareness through Literature Circles. *Indonesian Journal of Applied Linguistics*, 3(2), 117-127.
- Moon, J. (2008). *Critical Thinking: An Exploration of Theory and Practice*. London: Routledge
- Moore, E. (2015). Planning for the planning [blog post]. Retrieved from Two Writing Teachers at <https://twowritingteachers.org/2015/05/11/planning-for-june-planning>.
- Moustafa, A., Ben-Zvi-Assaraf, O., & Eshach, H. (2013). Do Junior High School Students Perceive their Learning Environment as Constructivist? *Journal of Science Education and Technology*, 22, 418-431.
- Mulnix, J. W. (2012). Thinking Critically about Critical Thinking. *Educational Philosophy and Theory*, 44(5), 464-479.
- Najeeb, S. S. (2013). Learner Autonomy in Language Learning. *Procedia-Social and Behavioral Sciences*, 70, 1238-1242.
- Napoli, M., Krech, P. R., & Holley, L. C. (2005). Mindfulness Training for Elementary School Students: The Attention Academy. *Journal of applied school psychology*, 21(1), 99-125.
- Nguyen, T. C. L. (2009). Learner Autonomy and EFL Learning at the Tertiary Level in Vietnam (Doctoral dissertation, Open Access Te Herenga Waka-Victoria University of Wellington).

- Nguyen, T. (2022). Critical thinking: What it Means in a Vietnamese Tertiary EFL Context. English as a Foreign Language. *International Journal*, 26(3), 4-22. <https://doi.org/10.56498/3292632022>.
- Nilsen, A. P., & Donelson, K. L. (2001). *Literature for Today's Young Adults*. New York: Longman.
- Noe, K. L. S., & Johnson, N. J. (1999). *Getting Started with Literature Circles*. The Bill Harp Professional Teachers Library Series. Christopher-Gordon Publishers, Inc., 1502 Providence Highway, Suite 12, Norwood, MA 02062.
- Noll, E. (1994). Social Issues and Literature Circles with Adolescents. *Journal of Reading*, 38(2), 88-93.
- Nosratinia, M., & Zaker, A. (2013). Autonomous Learning and Critical Thinking: Inspecting the Association among EFL Learners. In First National Conference on Teaching English, Literature, and Translation, Shiraz University, Shiraz, Iran. Retrieved from [http://www.civilica.com/Paper-TELT01-TELT01\\_226.html](http://www.civilica.com/Paper-TELT01-TELT01_226.html).
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Nunan, D. (1997). Designing and Adapting Materials to Encourage Learner Autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and Independence in Language Learning* (pp. 192-203). London: Longman.
- O'malley, J. M., & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge university press.
- Oxford, R. L. (2003). *Toward a more Systematic Model of L2 Learner Autonomy*. In Palgrave Macmillan UK eBooks (pp. 75-91). [https://doi.org/10.1057/9780230504684\\_5](https://doi.org/10.1057/9780230504684_5)
- Paesani, K. (2011). Research in Language-Literature Instruction: Meeting the Call for Change?. *Annual Review of Applied Linguistics*, 31, 161-181. <https://doi.org/10.1017/s0267190511000043>.

- Pai, H., Eng, C., & Ko, H. (2013). Effect of Caring Behavior on Disposition toward Critical Thinking of Nursing Students. *Journal of Professional Nursing, 29*(6), 423-429. <https://doi.org/10.1016/j.profnurs.2012.05.006>.
- Palfreyman, D. M. (2020). The Discourse of Holec's Autonomy and Foreign Language Learning. In *Autonomy in Language Education* (pp. 13-30). Routledge.
- Panyasi, S. (2015). Teaching English Literature to English as a Second Language Learners (Doctoral dissertation, University of Technology, Sydney).
- Paul, R., & Elder, L. (2002). Critical Thinking: Teaching Students how to Study and Learn (part I). *Journal of Developmental Education, 26*(1), 36.
- Paul, R., & Elder, L. (2008). Critical Thinking: Strategies for Improving Student Learning, Part II. *Journal of Developmental Education, 32*(2), 34-35.
- Paul, R., & Elder, L. (2019). *The Miniature Guide to Critical Thinking Concepts and Tools* (Ed). Rowman & Littlefield.
- Phillipson, N., & Wegerif, R. (2019). The Thinking Together Approach to Dialogic Teaching. In *Deeper Learning, Dialogic Learning, and Critical Thinking* (pp. 32-47). Routledge.
- Pinard, L. (2014). "Experimenting with English": Scaffolding Autonomy". Reflections of an English Language Teacher.
- Pitman, M. (1997, April 29). Literature Circles. In <https://files.eric.ed.gov/fulltext/ED416503>. [eric.ed.gov](https://eric.ed.gov) .
- Ponton, M. K., & Rhea, N. E. (2006). Autonomous Learning from a Social Cognitive Perspective. *New Horizons in Adult Education and Human Resource Development, 20*(2), 38-49.
- Probst, R. E. (1988). ERIC/RCS: Transactional Theory in the Teaching of Literature. *Journal of Reading, 31*(4), 378-381.



- Probst, R. E. (1994, March). Reader-Response Theory and the English Curriculum. *The English Journal*, 83(3), 37. <https://doi.org/10.2307/820925>
- Rahdar, A., Pourghaz, A., & Marziyeh, A. (2018). The Impact of Teaching Philosophy for Children on Critical Openness and Reflective Skepticism in Developing Critical Thinking and Self-Efficacy. *International Journal of Instruction*, 11(3), 539-556. <https://doi.org/10.12973/iji.2018.11337a>
- Rahman, A. (2017). Building Autonomous Learners in English as a Foreign Language (EFL) Classroom. In International Conference on Education in Muslim Society (ICEMS 2017) (pp. 231-234). Atlantis Press.
- Raphael, T. E., & McMahon, S. I. (1994). Book Club: An Alternative Framework for reading instruction. *The Reading Teacher*, 48(2), 102–116. <https://doi.org/10.1598/rt.48.2.1>
- Reams, P., & Twale, D. (2008). The Promise of Mixed Methods: Discovering Conflicting Realities in the Data. *International Journal of Research & Method in Education*, 31(2), 133-142.
- Renwick, M. (2017). *Digital Portfolios in the Classroom: Showcasing and Assessing Student Work*. ASCD.
- Richards, K. (2003). *Qualitative Inquiry in TESOL*. New York: Palgrave Macmillan.
- Rinekso, A. B., & Kurniawan, E. (2020, July 1). Fostering Language Learner Autonomy through the Involvement of ICT: Teachers' Perception. *ELTR Journal*, 4(2), 103–116. <https://doi.org/10.37147/eltr.v4i2.66>
- Rivas, S. F., Saiz, C., & Ossa, C. (2022). Metacognitive Strategies and Development of Critical Thinking in Higher Education. *Frontiers in Psychology*, 13, 913219. <https://doi.org/10.3389/fpsyg.2022.913219>.
- Rock, D., & Grant, H. (2016). Why diverse teams are smarter. Harvard Business Review. <https://hbr.org/2016/11/why-diverse-teams-are-smarter>.

- Rosenblatt, L.M. (1983). *Literature as Exploration* (4th ed.). New York: Modern Language Associati
- Rosenblatt, L. M. (1988). *Writing and Reading: The Transactional Theory* (No. 416). University of Illinois at Urbana-Champaign.
- Samarasinghe, T. M. (2017). Developing Critical Thinking in EFL Learners within the Perspectives of CHAT: the Case of Oman (Doctoral dissertation, University of Sheffield).
- Sanacore, J. (2013). “Slow Down, You Move Too Fast”: Literature Circles as Reflective Practice. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 86(3), 116-120. DOI: 10.1080/00098655.2013.773270
- Scharle, A. and Szabo, A. (2000). *Learner Autonomy: A Guide to Developing Learner Responsibility*, Cambridge:Cambridge University Press.
- Schraw, G., Kauffman, D. F., & Lehman, S. (2006). *Self-Regulated Learning*. The Encyclopedia of Cognitive Science, 1063-1073.
- Scott, J. E. (1994). Literature Circles in the middle School Classroom: Developing Reading, Responding, and Responsibility. *Middle School Journal*, 26(2), 37-41.
- Scharff, L. & Draeger, J. (2014). “What do we mean when we say “Improve with Metacognition”?” (Part One) Retrieved from <https://www.improvewithmetacognition.com/what-do-mean-when-we-say-improve-with-metacognition/>
- Schulz-Hardt, S., & Brodbeck, F. C. (2012). Group Performance and Leadership. M. Hewstone, M./W. Stroebe/K. Jonas, K.(eds.), *An Introduction to Social Psychology*, Glasgow, 415-448.
- Sharma, M., Bhasin, M., & Rajkumar, A. (2022). Critical Thinking Skills Teaching Language through Literature. *World Journal of English Language*, 12(3), 1-3.

- Shelton-Strong, S. J. (2012). Literature Circles in ELT. *ELT Journal*, 66(2), 214-223.  
<https://doi.org/10.1093/elt/ccr049>
- Short, K., Kaufman, G., Kaser, S., Kahn, L. H., & Crawford, K. M. (1999). "Teacher-Watching": Examining Teacher Talk in Literature Circles. *Language Arts*, 76(5), 377-385.
- Siegel, D. J. (2007). Reflections on the Mindful Brain. *The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being*, 17(3), 166-168.
- Sinclair, M. A. (1975). Questionnaire Design. *Applied Ergonomics*, 6(2), 73-80.
- Sloan, G. (2002). Reader Response in Perspective. *Journal of Children's Literature*, 28(1), 22-31.
- Smith, R. (2008). Learner Autonomy. *ELT Journal*, 62(4), 395-397.
- Smith, R. C. (2003). Pedagogy for Autonomy as (becoming-) Appropriate Methodology. In D. Palfreyman & R. C. Smith (Eds.), *Learner Autonomy Cross Cultures: Language Education Perspectives* (pp. 129-146). New York: Palgrave Macmillan.  
[https://doi.org/10.1057/9780230504684\\_8](https://doi.org/10.1057/9780230504684_8).
- Stake, R. E. (2005). Qualitative Case Studies. In: N. K. Denzin and Y. S. Lincoln (eds.). *The SAGE Handbook of Qualitative Research* (3rd ed.). Thousand Oaks, CA: Sage, pp. 443–466.
- Stambouli, M. and Sarnou, H. (2023). Developing the Intercultural Competence of Algerian University Students through Virtual Intercultural Exchanges. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4348335>
- Stickler, U., & Lewis, T. (2008). Collaborative Language Learning Strategies in an Email Tandem Exchange. *Language Learning Strategies in Independent Settings*, 33, 237.
- Subhash . & Madhavi Sharma & Menka Bhasin & Avinash Rajkumar, 2022. "Critical Thinking Skills Teaching Language through Literature," *World Journal of English Language*, Sciedu Press, vol. 12(3), pages 1-3, April.

- Summer, T. (2010). *Key Concept: Learner Autonomy*. Author & Attribution.
- Sunduq, A. (2021). Compatibility of Literature with Communicative Methodology in EFL Classroom. *Damascus University Journal for Arts and Humanities*, 37 (3).
- Sungur, S., & Güngören, S. (2009). The Role of Classroom Environment Perceptions in Self-Regulated Learning and Science Achievement. *Elementary Education Online*, 8(3).
- Sutrisno, D., Rukmini, D., Bharati, D. A. L., & Fitriati, S. W. (2020). Engaging Literature Circle to Teaching Critical Reading in the EFL University Student. In International Conference on Science and Education and Technology (ISET 2019) (pp. 752-756). Atlantis Press.
- Taylor, M. C. (2005). Interviewing. *Qualitative Research in Health Care*, 39-55.
- Tedick, D. J., & Lyster, R. (2019). *Scaffolding Language Development in Immersion and Dual Language Classrooms*. Routledge.
- Tobin, M. T. (2012). Digital Storytelling: Reinventing Literature Circles. *Voices from the Middle*, 20(2), 35.
- Trebbi, T. (2006). Is freedom a Prerequisite for Autonomy? Classroom Innovation and Language Teacher Education. In T. E. Lamb & H. Reinders (Eds.), *Learner and teacher autonomy: Concepts, Realities and Responses*. Amsterdam: John Benjamins.
- Triplett, C. F., & Buchanan, A. (2005). Book talk: Continuing to Rouse Minds and Hearts to Life. *Reading Horizons: A Journal of Literacy and Language Arts*, 46(2), 2. [https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1135&context=reading\\_horizons](https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1135&context=reading_horizons).
- Turk, J. K. (2023). Literature Circles Promote Accountability and Student Engagement with Assigned Reading in a Soil Science Class. *Natural Sciences Education*, 52(1), <https://doi.org/10.1002/nse2.20103>

- Usuki, M. (2007). *Autonomy in Language Learning: Japanese Students' Exploratory Analysis*. Nagoya: Sankeisha.
- Vandenberg, D. (2009). Thinking about Education. *Educational Philosophy and Theory*, 41(7), 784-787.
- Vandrick, S. (2003). Literature in the Teaching of Second Language Composition. In B. Kroll (Ed.), *Exploring the Dynamics of Second Language Writing*. (pp. 263-284). Cambridge: Cambridge University Press.
- Van Keulen, B. J. (2011). Effects of Literature Circles on Comprehension and Engagement. Southwest Minnesota State University.
- Venegas, E. (2019). "We Listened to Each Other": Socioemotional Growth in Literature Circles. *The Reading Teacher*, 73(2), 149-159. <https://doi.org/10.1002/trtr.1822>.
- Vijayarajoo, A. R., & Samuel, M. (2013). Exploring Teacher Roles in Teacher Literature Circles. *English Teacher*, 42(1).
- Vygotsky, L.S. (1986). *Thought and Language*. Cambridge, MS: The Massachusetts Institute of Technology.
- Vygotsky, L. S. (2012). *Thought and Language Revised and Expanded Edition*. MIT Press.
- Wallace, C. (1992). Critical Literacy Awareness in the EFL Classroom. *Critical Language Awareness*, 59-92.
- Walmsley, S. A., & Walp, T. P. (1990). Integrating Literature and Composing into the Language Arts Curriculum: Philosophy and Practice. *The Elementary School Journal*, 90(3), 251-274.
- Wang, H. (2014). 'Learner Autonomy Based On Constructivism Learning Theory'. World Academy of Science, Engineering and Technology, Open Science Index 89, *International Journal of Cognitive and Language Sciences*, 8(5), 1552 - 1554.
- Wells, G. (2001). *Action, Talk, and Text: Learning and Teaching Through Inquiry*. New York: Teachers College, Columbia University. 231 pages. ISBN 0-8077-4014-4

- Wenden, A., & Rubin, J. (1987). *Learner Strategies in Language Learning*. New Jersey: Prentice Hall.
- Weyand, L., Goff, B. & Newell, G. (2018). The Social Construction of Warranting Evidence in Two Classrooms. *Journal of Literacy Research*, 50(1), 97-122. <https://doi.org/10.1177/1086296X17751173>
- Wienczek, J., & O'Flahavan, J. F. (1994, November 1). From Teacher-Led to Peer Discussions about Literature: Suggestions for Making the Shift. *Language Arts*, 71(7), 488–498. <https://doi.org/10.58680/la199425227>
- Wilfong, L. (2009). Textmasters: Bringing Literature Circles to Textbook Reading across the Curriculum. *Journal of Adolescent & Adult Literacy*, 53(2), 164-171. <https://doi.org/10.1598/jaal.53.2.7>
- White, C. (2003). *Language Learning in Distance Education*. Cambridge: Cambridge University Press.
- Whittaker, C. R. (2012). Integrating Literature Circles into a Cotaught Inclusive Classroom. *Intervention in School and Clinic*, 47(4), 214-223. <https://doi.org/10.1177/1053451211424601>
- Willingham, D. T. (2017). *The Reading Mind: A Cognitive Approach to Understanding how the Mind Reads*. John Wiley & Sons.
- Wilson, K., & Devereux, L. (2014). Scaffolding Theory: High Challenge, High Support in Academic Language and Learning (ALL) contexts. *Journal of Academic Language and Learning*, 8(3), A91-A100.
- Yamin, B. M. (2015). Literature Circles in ELF Literature Classroom Settings. *Didactics*, 197-3.
- Yang, A. (2002, January). Science Fiction in the EFL Class. *Language, Culture and Curriculum*, 15(1), 50–60. <https://doi.org/10.1080/07908310208666632>.

- Yang, N. D. (1998). Exploring a New Role for Teachers: Promoting Learner Autonomy. *System*, 26, 127-135.
- Yin, R. K. (2003). Designing Case Studies. *Qualitative Research Methods*, 5(14), 359-386.
- Yeasmin, N., Azad, M. A. K., & Ferdoush, J. (2011). Teaching Language through Literature: Designing Appropriate Classroom Activities. *ASA University Review*, 5(2), 283-297.
- Zhao, J. (2019). The Effects of Literature Circles on Chinese Foreign Language Immersion Students' Literacy Skills (Doctoral dissertation, The University of Utah).
- Zhang, Y. (2010). Cooperative Language Learning and Foreign Language Learning and Teaching. *Journal of Language Teaching and Research*, 1(1), 81-8.
- Zuckerman, G. (2003). The Learning Activity in the First Years of Schooling. Vygotsky's Educational Theory in Cultural Context, 177-199.
- Zwiers, J., & Crawford, M. (2011). *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings*. <http://ci.nii.ac.jp/ncid/BB1109233X> .

# Appendices



## Appendix A

### Classroom Observation Checklists

#### 1. Assessing Literature Teaching in the Classroom

	Element being observed	Yes	No	Some what	Interpretation
<b>Method of teaching</b>	*Lerner-centered method				
<b>Approaches of reading</b>	*The use of personal growth approach				
<b>Text selection</b>	*Are the chosen literary texts diverse and representative of various genres *Do the selected texts align with the student's interests and developmental levels? *Does the teacher allow them to choose from a variety of texts?				
<b>Engagement techniques</b>	*Does the teacher use engaging activities to spark interest in the literary text? *Does the teacher employ strategies that connect the literature to students' lives and experiences?				
<b>Questioning strategies</b>	*Are the questions asked by the teacher open-ended and simulate critical thinking? *Does the teacher ask questions that promote discussion and analysis?				
<b>Discussions facilitation</b>	*Does the teacher create a supportive and inclusive environment for classroom discussions?				

	*Is their evidence of student-led discussions or peer-to-peer interactions? *Do all students have opportunities to contribute?				
<b>Literary analysis</b>	*Are students encouraged to explore symbolism, figurative language and other literary devices? *Does the teacher facilitate discussions?				
<b>Assessment method</b>	*Do assessment align with the learning objectives to encourage critical thinking? *Are discussions and activities designed to promote students responsibility of learning?				

**2. Critical thinking in action: classroom observation checklist for literature circles.**

	<b>Elements being observed</b>	<b>Yes</b>	<b>No</b>	<b>Some What</b>	<b>Interpretation</b>
<b>Students</b>					
<b>Questioning</b>	*Are students asking questions? *Do students ask clarifying questions to deepen their understanding?  *Are students eager to explore different perspectives?				
<b>Analysis of information</b>	*Are students able to break down complex				

	<p>information into smaller components?</p> <p>*Do students identify patterns, assumptions, relationships in the literary text presented?</p> <p>*Are they able to make conclusions?</p>				
<b>Problem-solving</b>	<p>*Are students engaged in solving problems that require critical thinking skills?</p> <p>*Are students able to adjust their roles when faced with challenges?</p>				
<b>Reflection and metacognition</b>	<p>*Do students reflect on their own thinking processes and learning experiences?</p> <p>*Do students adjust their strategies based on reflection and self-assessment?</p>				
<b>Creativity</b>	<p>*Are students able to generate unique and creative solutions to problems?</p> <p>*Are students encouraged to think beyond conventional boundaries?</p>				
<b>Classroom discussion</b>	<p>*Do classroom discussions encourage</p>				

	critical thinking through open-ended questions?  *Are students actively participating in discussions and expressing diverse viewpoints?				
<b>Collaboration</b>	*Do students collaborate effectively, considering different viewpoints and ideas?  *Are group activities structured to promote critical thinking and problem-solving?  *Do students learn from each other through collaborative efforts?				
<b>Teacher</b>					
	*Is the teacher facilitating discussions that prompt deeper thinking?  *Does the teacher assign students' roles?				

**3. A classroom observation checklist for autonomy in literature circles classroom**

	<b>Elements being observed</b>	<b>Yes</b>	<b>No</b>	<b>Some what</b>	<b>Interpretation</b>
<b>Literature Circles formation</b>	*Are literature circles formed properly?  *Are students given autonomy in				

	choosing their groups?				
<b>Role assignments</b>	<p>*Do students assume different roles within their literature circles?</p> <p>*Are role rotated among students, allowing for varied responsibilities?</p> <p>*Do students take responsibility for fulfilling their roles and tasks?</p>				
<b>Discussions</b>	<p>*Do students actively participate in literature circles discussions?</p> <p>*Is their evidence of collaborative and meaningful conversations among students?</p>				
<b>Text selection</b>	*Are students provided with choices in selecting the literature for their circles?				
<b>Preparation and planning</b>	<p>*Do students independently plan and prepare for literature circles meeting?</p> <p>*Are goals and responsibilities allocated among members autonomously?</p>				

<b>Self –reflection</b>	<p>*Are there opportunities for students to reflect on their individual contribution to literature circles?</p> <p>*Do students engage in self-assessment of their understanding and participation?</p>				
<b>Teacher facilitation</b>	<p>*Is the teacher’s role primarily that of a facilitator during literature group discussions?</p> <p>*Does the teacher provide support when needed while allowing students to lead discussions?</p>				
<b>Feedback and peer evaluation</b>	<p>*Do students provide feedback to their peers?</p> <p>*Is there evidence of peer evaluation, encouraging students to assess the quality of group discussions?</p>				
<b>Integration of technology</b>	<p>*Is technology integrated to enhance learner autonomy within literature circles?</p>				
<b>Connection to real world</b>	<p>*Is there emphasis connection to real word connections?</p> <p>*Are students encouraged to</p>				

	explore the relevance of literature to their lives?				
--	--	--	--	--	--

## Appendix B

### Students' Questionnaire

Dear participant, this study aims to assess the effectiveness of literary circles and cooperation on students' learner autonomy and critical thinking. You are required to read the statements and questions and select the best appropriate choice for yourself.

1. Age:
2. Gender: Female      Male

#### Part 1

	<b>I strongly agree</b>	<b>I agree</b>	<b>I'm not sure</b>	<b>I disagree</b>	<b>I strongly disagree</b>
Literature is a difficult module to master.					
While I am reading literature, my emotions lead me to have a comfortable perspective on life.					
I continue to think about the characters and raise questions after reading a novel, a tale, or any literary work that I loved.					
Reading a literary work with people is easier than reading alone.					
Literature is a useful resource for discussion and idea sharing.					
Participating in reading groups has influenced my ability to question and engage in debates.					

#### Part 2

1. Which types of literary works have you read in your literature class this year?
  - a. Novels
  - b. stories
  - c. poems



2. **Do you have the freedom to choose what you read?**  
a. Yes  b. no
3. **Does your instructor provide you with a range of stories, poetry, and novels from which to choose?**  
a. Yes  b. no
4. **Have you ever worked in a group while reading a literary work?**  
a. Yes  b. no
5. **Do you actively seek out opportunities to participate in class activities like pair or group discussions?**  
a. Yes  b. no
6. **How many people do you often work with in groups?**  
Two persons  three persons  four persons  five persons
7. **After reading a literary work, what type of discussion do you generally have?**  
a. Group discussion  b. whole class discussion  c. both
8. **Do you enjoy how in-class discussions are conducted?**  
a. Yes  b. no
9. **How would you characterize the amount of engagement in a group discussion?**  
a. Actively  b. very actively  c. inactively  d. very inactively
10. **Did you have any meetings planned before the group presentation?**  
a. Yes  b. no
11. **What characteristics did your group display when reading a piece of writing?**  
a. Split the work fairly  b. collaborate willingly  c. others   
**if others please mention them**  
.....
12. **Are you assigned roles for the group work? i.e., connector, director, summarizer..**  
a. Yes  b. no
13. **Do you believe playing such a role will improve your participation overall and personally in the group?**  
a. Yes  b. no

### Part 3

1. **Do group presentations aid in learning improvement?**  
a. Yes  b. no
2. **Please describe how much you learned from your group discussion.**

- a. Little  b. quite  c. a lot
3. **Group discussion helped me :**
- a. Understand the reading assignments  b. explore the depth of my thinking   
c. control my own learning  d. all of the choices
4. **Does your instructor demonstrate how to read a literary piece aloud in a group before group work?**
- a. Yes  b.no
5. **Do you believe that having this experience helped you develop your ability of thinking?**
- a. Yes  b.no
6. **Did this learning experience provide you a chance to put your critical thinking abilities to use?**
- a. Yes  b. no
7. **Do you agree with the following?**  
“Working in small Literature Circle groups made it simpler for me to follow along with the text than reading with the entire class.”
- a. Yes  b.no
8. **Are you able to identify your own strengths and weaknesses in literary discussion groups?**
- a. Yes  b.no
9. **Do you practice your reading role lessons before the groups meet?**
- a. Yes  b.no
10. **Do you retain a record of what you learn and study? For example, do you take notes?**
- a. Yes  b.no
11. **When having a learning problem :**
- a. try to solve it yourself  b. ask groups members for help  c. turn to teacher
12. **Did this method of learning inspire you to read independently and without direction?**
- a. Yes  b.no
- If yes, please tell how?

**Note:** Literature circles are small groups of students gather together to discuss a piece of literature in depth, the discussion is guided by students’ responses to what they have read.

## Appendix C

### Semi-Structured Teachers' Interview

This interview is a component of a doctoral research project aimed at collecting data on the improvement of critical thinking and autonomy among English as a Foreign Language (EFL) students through the use of literature circles as a collaborative strategy. I would greatly appreciate it if you could allocate some of your time to respond to this interview.

1. What is your experience in teaching literature?

.....  
.....

2. Do you usually set reading groups?

.....  
.....

3. How long have you been implementing reading groups, and what inspired you to integrate them into your teaching?

.....  
.....

4. Do you provide students with a selection of texts from which they are free to select? According to you, what are the advantages of doing this?

.....  
.....

5. What are the steps involved in establishing reading circles (literature circles) in the classroom, and what factors are taken into account during the formation process?

.....  
.....

6. What strategies do you employ to foster substantive discussions among the members of the literature circles?

.....  
.....

7. What strategies can be implemented to promote critical thinking among students during these discussions?

.....  
.....  
8. How are the critical thinking abilities of the students evaluated in the context of literature circles?

.....  
.....  
9. How would you characterize the degree of autonomy exhibited by your students in literature groups?

.....  
.....  
10. How do you facilitate students' ability to assume responsibility for their learning within the literature circle framework?

.....  
.....  
11. Could you provide instances of how you foster autonomy and cultivate independent thinking while engaging in the reading process?

.....  
.....  
12. Have you encountered any obstacles when incorporating reading circles into your curriculum, and if so, how have you resolved them?

.....  
.....  
13. How do you evaluate the efficacy of reading circles in fostering critical thinking and autonomy?

.....  
.....  
14. Have you engaged in any professional development activities related to this teaching approach?

## **Appendix D**

### **Initial Investigation Students' Interview**

1. Do you use group work as a part of your literature learning? If yes, could you describe how it is typically structured?
2. How often do you engage in group work activities related to literature studies? Is it a regular part of your coursework or occasional?
3. What types of literature texts do you usually read or analyze in these group work settings?( e.g., novels, poems, short stories, plays)
4. Have you encountered any difficulties or challenges while working in groups on literature assignments? If yes, could you share some examples?
5. Overall, do you enjoy and find group work beneficial for your understanding of literature? What aspects do you like or dislike about work in this context?

## Appendix E

### Suggested Assessment Sheets

Manitoba Education and Training. Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-88.

#### BLM OLE.4#9: Student Self-Assessment for Responding to Literature\*

Name \_\_\_\_\_ Date \_\_\_\_\_

Title Discussed \_\_\_\_\_ Author \_\_\_\_\_

Use the rating scale below to describe your experience in your Literature Study group. Write any comments that will help clarify your rating.

**Rating Scale** High \_\_\_\_\_ Low  
 5    4    3    2    1

Response to Literature	Rating					Comments
	5	4	3	2	1	
• I was willing to express my interpretations of the literature.						
• I listened to and respected the comments and questions of others.						
• I used the comments of others to extend my understanding of the literature.						
• I asked questions and reviewed the selection to try to understand it better.						
• I cooperated with my peers to prepare a group interpretation of the selection.						
• I enjoyed the experience of responding with the group.						

### BLM OLE.4#11: Group Work Assessment\*

Name \_\_\_\_\_ Date \_\_\_\_\_

Group Members \_\_\_\_\_  
\_\_\_\_\_

Think about how your group performed. Read each of the following points and rate your cooperative group work by marking or colouring in the appropriate box.

Cooperative Group Work	Rating			
	Always	Sometimes	Rarely	Never
• We listened to each other's opinions and ideas.				
• We contributed our ideas and opinions.				
• We discussed our viewpoints and feelings.				
• We paraphrased each other's viewpoints and feelings.				
• We disagreed politely.				
• We were able to reach consensus.				
• We used our time effectively.				

What did you or members of your group do to create group harmony?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Appendix F

## SPSS Analysis Results

### Part 1

```
NPAR TESTS  
  /CHISQUARE=Choices  
  /EXPECTED=EQUAL  
  /MISSING ANALYSIS.
```

### NPar Tests

Literature is a difficult module to master.

	Observed N	Expected N	Residual
I strongly agree	17	14.0	3.0
I agree	22	14.0	8.0
I'm not sure	13	14.0	-1.0
I disagree	16	14.0	2.0
I strongly disagree	2	14.0	-12.0
Total	70		

### Test Statistics

	Literature is a difficult module to master.
Chi-Square	15.857 <sup>a</sup>
df	4
Asymp. Sig.	.003

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

```
NPAR TESTS  
  /CHISQUARE=Choices  
  /EXPECTED=EQUAL  
  /MISSING ANALYSIS.
```

### NPar Tests



**While I am reading literature, my emotions lead me to have a comfortable perspective on life.**

	Observed N	Expected N	Residual
I strongly agree	16	14.0	2.0
I agree	28	14.0	14.0
I'm not sure	18	14.0	4.0
I disagree	6	14.0	-8.0
I strongly disagree	2	14.0	-12.0
Total	70		

**Test Statistics**

	While I am reading literature, my emotions lead me to have a comfortable perspective on life.
Chi-Square	30.286 <sup>a</sup>
df	4
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

NPAR TESTS  
 /CHISQUARE=Choices  
 /EXPECTED=EQUAL  
 /MISSING ANALYSIS.

**NPar Tests**

**I continue to think about the characters and raise questions after reading a novel, a tale, or any literary work that I loved.**

	Observed N	Expected N	Residual
I strongly agree	23	14.0	9.0
I agree	38	14.0	24.0
I'm not sure	5	14.0	-9.0
I disagree	2	14.0	-12.0

I strongly disagree	2	14.0	-12.0
Total	70		

### Test Statistics

	I continue to think about the characters and raise questions after reading a novel, a tale, or any literary work that I loved.
Chi-Square	73.286 <sup>a</sup>
df	4
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

### NPAR TESTS

```
/CHISQUARE=Choices
/EXPECTED=EQUAL
/MISSING ANALYSIS.
```

### NPar Tests

Reading a literary work with people is easier than reading alone.

	Observed N	Expected N	Residual
I strongly agree	22	14.0	8.0
I agree	17	14.0	3.0
I'm not sure	12	14.0	-2.0
I disagree	12	14.0	-2.0
I strongly disagree	7	14.0	-7.0
Total	70		

### Test Statistics

	Reading a literary work with people is easier than reading alone.
Chi-Square	9.286 <sup>a</sup>
df	4
Asymp. Sig.	.054

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

NPAR TESTS  
 /CHISQUARE=Choices  
 /EXPECTED=EQUAL  
 /MISSING ANALYSIS.

## NPar Tests

**Literature is a useful resource for discussion and idea sharing.**

	Observed N	Expected N	Residual
I strongly agree	22	14.0	8.0
I agree	30	14.0	16.0
I'm not sure	11	14.0	-3.0
I disagree	5	14.0	-9.0
I strongly disagree	2	14.0	-12.0
Total	70		

### Test Statistics

	Literature is a useful resource for discussion and idea sharing.
Chi-Square	39.571 <sup>a</sup>
df	4
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

NPART TESTS  
 /CHISQUARE=Choices  
 /EXPECTED=EQUAL  
 /MISSING ANALYSIS.

## NPART Tests

**Participating in reading groups has influenced my ability to question and engage in debates.**

	Observed N	Expected N	Residual
I strongly agree	18	14.0	4.0
I agree	36	14.0	22.0
I'm not sure	9	14.0	-5.0
I disagree	5	14.0	-9.0
I strongly disagree	2	14.0	-12.0
Total	70		

### Test Statistics

	Participating in reading groups has influenced my ability to question and engage in debates.
Chi-Square	53.571 <sup>a</sup>
df	4
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

## Part 2

NPAR TESTS

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS.

**NPar Tests**

**Which types of literary works have you read in your literature class this year?**

	Observed N	Expected N	Residual
Novels	35	33.3	1.7
stories	8	33.3	-25.3
poems	57	33.3	23.7
Total	100		

**Test Statistics**

	Which types of literary works have you read in your literature class this year?
Chi-Square	36.140 <sup>a</sup>
df	2
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3.

NPAR TESTS

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS.

**NPar Tests**

**Do you have the freedom to choose what you read?**

	Observed N	Expected N	Residual
yes	20	35.0	-15.0
no	50	35.0	15.0
Total	70		

**Test Statistics**

	Do you have the freedom to choose what you read?
Chi-Square	12.857 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

**NPAR TESTS**

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS.

**NPar Tests**

**Does your instructor provide you with a range of stories, poetry, and novels from which to choose?**

	Observed N	Expected N	Residual
--	------------	------------	----------

yes	20	38.5	-18.5
no	57	38.5	18.5
Total	77		

### Test Statistics

	Does your instructor provide you with a range of stories, poetry, and novels from which to choose?
Chi-Square	17.779 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 38.5.

### NPAR TESTS

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS.

### NPar Tests

**Have you ever worked in a group while reading a literary work?**

	Observed N	Expected N	Residual
yes	55	35.0	20.0
no	15	35.0	-20.0

Total	70		
-------	----	--	--

**Test Statistics**

	Have you ever worked in a group while reading a literary work?
Chi-Square	22.857 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

**NPAR TESTS**

/CHISQUARE=Choices  
 /EXPECTED=EQUAL  
 /MISSING ANALYSIS.

**NPar Tests**

**Do you actively seek out opportunities to participate in class activities like pair or group discussions?**

	Observed N	Expected N	Residual
yes	54	35.0	19.0
no	16	35.0	-19.0
Total	70		

**Test Statistics**



	Do you actively seek out opportunities to participate in class activities like pair or group discussions?
Chi-Square	20.629 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

#### NPAR TESTS

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS.

#### NPar Tests

##### How many people do you often work with in groups?

	Observed N	Expected N	Residual
Two persons	23	17.5	5.5
three persons	21	17.5	3.5
four persons	19	17.5	1.5
five persons	7	17.5	-10.5
Total	70		

#### Test Statistics

	How many people do you often work with in groups?
Chi-Square	8.857 <sup>a</sup>
df	3
Asymp. Sig.	.031

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.5.

#### NPAR TESTS

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS.

#### NPar Tests

**After reading a literary work, what type of discussion do you generally have?**

	Observed N	Expected N	Residual
Group discussion	23	23.3	-.3
whole class discussion	17	23.3	-6.3
c.both	30	23.3	6.7
Total	70		

#### Test Statistics

	After reading a literary work, what type of discussion do you generally have?
--	---

Chi-Square	3.629 <sup>a</sup>
df	2
Asymp. Sig.	.163

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 23.3.

#### NPAR TESTS

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS.

#### NPar Tests

**Do you enjoy how in-class discussions are conducted?**

	Observed N	Expected N	Residual
yes	63	35.0	28.0
no	7	35.0	-28.0
Total	70		

#### Test Statistics

	Do you enjoy how in-class discussions are conducted?
Chi-Square	44.800 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

**NPAR TESTS**

/CHISQUARE=Choices (1,4)

/EXPECTED=EQUAL

/MISSING ANALYSIS.

**NPar Tests**

**Frequencies**

How would you characterize the amount of engagement in a group discussion?				
	Category	Observed N	Expected N	Residual
1	Actively	44	17.5	26.5
2	very actively	19	17.5	1.5
3	inactively	7	17.5	-10.5
4		0	17.5	-17.5
Total		70		

**Test Statistics**

How would you characterize the amount of engagement in a group discussion?	
Chi-Square	64.057 <sup>a</sup>
df	3
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.5.

**NPAR TESTS**

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS.

**NPar Tests**

**Did you have any meetings planned before the group presentation?**

	Observed N	Expected N	Residual
yes	55	35.0	20.0
no	15	35.0	-20.0
Total	70		

**Test Statistics**

	Did you have any meetings planned before the group presentation?
Chi-Square	22.857 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

**NPAR TESTS**

/CHISQUARE=Choices (1,3)

/EXPECTED=EQUAL

/MISSING ANALYSIS.

### NPar Tests

#### Frequencies

What characteristics did your group display when reading a piece of writing?		Observed N	Expected N	Residual
1	Split the work fairly	28	24.7	3.3
2	collaborate willingly	46	24.7	21.3
3		0	24.7	-24.7
Total		74		

#### Test Statistics

What characteristics did your group display when reading a piece of writing?	
Chi-Square	43.568 <sup>a</sup>
df	2
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.7.

#### NPAR TESTS

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS.

### NPar Tests

**Are you assigned roles for the group work? i.e., connector, director, summarizer..?**

	Observed N	Expected N	Residual
yes	52	35.0	17.0
no	18	35.0	-17.0
Total	70		

### Test Statistics

	Are you assigned roles for the group work? i.e., connector, director, summarizer..?
Chi-Square	16.514 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

### NPAR TESTS

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS

### NPar Tests

**Do you believe playing such a role will improve your participation overall and personally in the group?**

	Observed N	Expected N	Residual
yes	63	35.0	28.0
no	7	35.0	-28.0
Total	70		

**Test Statistics**

	Do you believe playing such a role will improve your participation overall and personally in the group?
Chi-Square	44.800 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

**Part 3**

```

NPAR TESTS
  /CHISQUARE=Choices
  /EXPECTED=EQUAL
  /MISSING ANALYSIS.

```

**NPar Tests**

**Do group presentations aid in learning improvement?**

	Observed N	Expected N	Residual
yes	64	35.0	29.0
no	6	35.0	-29.0
Total	70		



**Test Statistics**

	Do group presentations aid in learning improvement?
Chi-Square	48.057 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

NPART TESTS  
 /CHISQUARE=Choices  
 /EXPECTED=EQUAL  
 /MISSING ANALYSIS.

**NPar Tests  
 Frequencies**

Please describe how much you learned from your group discussion.

	Observed N	Expected N	Residual
Little	12	23.3	-11.3
quite	25	23.3	1.7
a lot	33	23.3	9.7
Total	70		

**Test Statistics**

	Please describe how much you learned from your group discussion.
Chi-Square	9.629 <sup>a</sup>
df	2
Asymp. Sig.	.008

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 23.3.

NPAR TESTS  
 /CHISQUARE=Choices  
 /EXPECTED=EQUAL  
 /MISSING ANALYSIS.

### NPar Tests

**Group discussion helped me**

	Observed N	Expected N	Residual
Understand the reading assignments	18	19.3	-1.3
explore the depth of my thinking	12	19.3	-7.3
control my own learning	14	19.3	-5.3
all of the choices	33	19.3	13.8
Total	77		

**Test Statistics**

	Group discussion helped me
Chi-Square	14.065 <sup>a</sup>
df	3
Asymp. Sig.	.003

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 19.3.

NPAR TESTS  
 /CHISQUARE=Choices  
 /EXPECTED=EQUAL  
 /MISSING ANALYSIS.

### NPar Tests

**Does your instructor demonstrate how to read a literary piece aloud in a group before group work?**

	Observed N	Expected N	Residual
--	------------	------------	----------

yes	56	35.0	21.0
no	14	35.0	-21.0
Total	70		

**Test Statistics**

	Does your instructor demonstrate how to read a literary piece aloud in a group before group work?
Chi-Square	25.200 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

NPAR TESTS  
 /CHISQUARE=Choices  
 /EXPECTED=EQUAL  
 /MISSING ANALYSIS.

**NPar Tests**

**Do you believe that having this experience helped you develop your ability of thinking?**

	Observed N	Expected N	Residual
yes	61	35.0	26.0
no	9	35.0	-26.0
Total	70		

**Test Statistics**

	Do you believe that having this experience helped you develop your ability of thinking?
Chi-Square	38.629 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

NPAR TESTS  
 /CHISQUARE=Choices  
 /EXPECTED=EQUAL  
 /MISSING ANALYSIS

### NPar Tests

**Did this learning experience provide you a chance to put your critical thinking abilities to use?**

	Observed N	Expected N	Residual
yes	59	35.0	24.0
no	11	35.0	-24.0
Total	70		

### Test Statistics

	Did this learning experience provide you a chance to put your critical thinking abilities to use?
Chi-Square	32.914 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

```

NPAR TESTS
  /CHISQUARE=Choices
  /EXPECTED=EQUAL
  /MISSING ANALYSIS.

```

### NPar Tests

**Do you agree with the following? “Working in small Literature Circle groups made it simpler for me to follow along with the text than reading with the entire class.”**

	Observed N	Expected N	Residual
yes	56	35.0	21.0
no	14	35.0	-21.0
Total	70		

### Test Statistics

	Do you agree with the following? “Working in small Literature Circle groups made it simpler for me to follow along with the text than reading with the entire class.”
Chi-Square	25.200 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

```

NPAR TESTS
  /CHISQUARE=Choices

```

/EXPECTED=EQUAL  
 /MISSING ANALYSIS.

### NPar Tests

Are you able to identify your own strengths and weaknesses in literary discussion groups?

	Observed N	Expected N	Residual
yes	54	35.0	19.0
no	16	35.0	-19.0
Total	70		

#### Test Statistics

	Are you able to identify your own strengths and weaknesses in literary discussion groups?
Chi-Square	20.629 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

#### NPAR TESTS

/CHISQUARE=Choices  
 /EXPECTED=EQUAL  
 /MISSING ANALYSIS.

### NPar Tests

Do you practice your reading role lessons before the groups meet?

	Observed N	Expected N	Residual
yes	60	35.0	25.0
no	10	35.0	-25.0
Total	70		

#### Test Statistics

	Do you practice your reading role lessons before the groups meet?
Chi-Square	35.714 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

NPAR TESTS

/CHISQUARE=Choices

/EXPECTED=EQUAL

/MISSING ANALYSIS.

### NPar Tests

**Do you retain a record of what you learn and study?**

**For example, do you take notes?**

	Observed N	Expected N	Residual
yes	57	35.0	22.0
no	13	35.0	-22.0
Total	70		

### Test Statistics

	Do you retain a record of what you learn and study? For example, do you take notes?
Chi-Square	27.657 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

NPAR TESTS

```

/CHISQUARE=Choices
/EXPECTED=EQUAL
/MISSING ANALYSIS.

```

## NPar Tests

When having a learning problem :

	Observed N	Expected N	Residual
try to solve it yourself	57	35.0	22.0
ask groups members for help	13	35.0	-22.0
Total	70		

### Test Statistics

	When having a learning problem :
Chi-Square	27.657 <sup>a</sup>
df	1
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

NPAR TESTS

```

/CHISQUARE=Choices
/EXPECTED=EQUAL
/MISSING ANALYSIS.

```

## NPar Tests

Did this method of learning inspire you to read independently and without direction?

	Observed N	Expected N	Residual
yes	46	35.0	11.0
no	24	35.0	-11.0
Total	70		

### Test Statistics



	1. Did this method of learning inspire you to read independently and without direction?
Chi-Square	6.914 <sup>a</sup>
df	1
Asymp. Sig.	.009

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.

## Résumé

Les tendances récentes en matière d'éducation mettent l'accent sur le développement des compétences supérieures des étudiants afin de favoriser l'apprentissage tout au long de la vie dans une variété de domaines, y compris dans les contextes EFL. Dans le domaine de l'enseignement de la littérature, des transformations significatives ont eu lieu pour s'aligner sur l'évolution des méthodologies d'enseignement. Ce changement est d'autant plus prononcé que la littérature a démontré son efficacité dans l'acquisition de compétences essentielles telles que la pensée critique. Par conséquent, de nombreuses études ont démontré l'efficacité des cercles de littérature en tant que technique de collaboration pour améliorer la compréhension de la littérature par les élèves. Il est donc essentiel d'évaluer l'efficacité de cette méthode dans la création d'un environnement d'apprentissage autonome pour les apprenants d'anglais langue étrangère et dans l'amélioration de leurs compétences en matière de pensée critique. Sur cette base, la présente thèse part du principe que les tactiques de collaboration ont un énorme potentiel pour améliorer l'expérience éducative. Cependant, l'utilité de ces tactiques dans les universités algériennes, comme l'Université de Chlef, reste un sujet ouvert. Par conséquent, cette recherche se concentre sur l'examen de la pertinence et de l'efficacité des cercles de littérature dans la promotion de l'autonomie et de la pensée critique dans les classes d'anglais langue étrangère. Pour évaluer l'efficacité des cercles de littérature, une approche exploratoire séquentielle à méthode mixte a été employée, avec trois instruments de recherche. Une observation en classe, qui a eu lieu dans le département d'anglais de l'université de Chlef. Dans le même contexte, un questionnaire a été administré à soixante-dix étudiants de troisième année. Pour mieux comprendre les pratiques d'enseignement de la littérature, des entretiens semi-structurés ont été menés avec des enseignants du même département. Les résultats montrent que l'enseignement de la littérature dans le département d'anglais de l'université de Chlef est plus susceptible d'être centré sur l'apprenant. Ils montrent également que les cercles littéraires sont utilisés. Les résultats montrent également que, bien que la pensée critique ne semble pas être une composante, elle est présente dans l'enseignement de la littérature par le biais de discussions de groupe. De plus, les participants font preuve d'un haut niveau d'autonomie en déléguant leurs discussions à l'aide de dispositifs technologiques. À la suite

de ces résultats, le chercheur suggère d'accroître l'utilisation de la technologie dans les CL afin de répondre aux besoins des apprenants du 21<sup>e</sup> siècle.

***Mots-Clés :*** Cercles de littérature, auto-direction, autonomie, pensée critique, contexte EFL, apprentissage collaboratif

## المخلص

تركز الاتجاهات التعليمية الحديثة على تطوير المهارات العليا للطلاب من أجل تعزيز المتعلمين مدى الحياة في مختلف المجالات، بما في ذلك تعليم اللغة الإنجليزية كلغة أجنبية. في مجال تعليم الأدب، حدثت تحولات كبيرة لتنماشى مع منهجيات التدريس المتطورة. ويبرز هذا التحول بشكل خاص في الوقت الذي أثبت فيه الأدب فعاليته في تعزيز المهارات الأساسية مثل التفكير النقدي. وبالتالي، أثبتت العديد من الدراسات فعالية الحلقات الأدبية كأسلوب تعاوني لتحسين فهم الطلاب للأدب. وبالتالي، أصبح من الضروري تقييم فعالية هذه الطريقة في خلق بيئة تعليمية مستقلة لمتعلمي اللغة الإنجليزية كلغة أجنبية وتحسين مهارات التفكير النقدي لديهم. وبناءً على ذلك، تفترض الأطروحة الحالية أن التكتيكات التعاونية تنطوي على إمكانات هائلة لتحسين التجربة التعليمية. ومع ذلك، تبقى فائدة مثل هذه التكتيكات في الجامعات الجزائرية، جامعة الشلف انموذجاً موضوعاً مفتوحاً. لذلك، يركز هذا البحث على دراسة مدى أهمية وفعالية الحلقات الأدبية في تعزيز الاستقلالية والتفكير النقدي في صفوف اللغة الإنجليزية كلغة أجنبية. لتقييم فاعلية الحلقات الأدبية، تم استخدام منهج استكشافي متسلسل متعدد الاساليب، حيث تم استخدام ثلاث أدوات بحثية. الملاحظة الصفية التي جرت في قسم اللغة الإنجليزية في جامعة الشلف. وفي نفس القسم، تم إجراء استبيان على سبعين طالباً من السنة الثالثة. لاكتساب فهم أعمق لممارسات تدريس الأدب، ومقابلات شبه منظمة مع المعلمين في نفس القسم. تُظهر النتائج أن تدريس الأدب في قسم اللغة الإنجليزية في جامعة الشلف يميل إلى المنهج المتحور حول المتعلم. كما توضح أيضاً أن استخدام الحلقات الأدبية موجود. كما تُظهر النتائج أيضاً أنه على الرغم من أن التفكير النقدي لا يبدو أنه أحد مكونات التفكير، إلا أنه موجود في تدريس الأدب من خلال المناقشات الجماعية. علاوة على ذلك، يُظهر المشاركون مستوى عالٍ من الاستقلالية من خلال تفويض مناقشاتهم باستخدام الأجهزة التكنولوجية. بعد هذه النتائج، يقترح الباحث زيادة استخدام التكنولوجيا في الحلقات الأدبية لتلبية احتياجات متعلمي القرن الحادي والعشرين.

**الكلمات الرئيسية:** دوائر الأدب، التوجيه الذاتي، الاستقلالية، التفكير النقدي، الانجليزية كلغة أجنبية، التعلم التعاوني