

*People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
AmmarThelidji University, Laghouat
Faculty of Letters and Languages
Department of English*



An Investigation into Understanding Postcolonial Theory Using Textual Reader- Response Strategies.

**The Case of Master One Students of English and Teachers at Ammar
Thelidji University.**

**A Dissertation Submitted to the Department of English in Partial
Fulfilment of the Requirements for Master Degree in Civilization and
Literature**

Presented by:

Mr. Ibrahim Khaled ZENATI.

supervised by:

Mrs. Wafa NOUIOUA.

Board of Examiners:

- Mrs. Souhila KORISHI, University of Laghouat, Chairwoman.
- Mrs. Wafa NOUIOUA, University of Laghouat, Supervisor.
- Mrs. Djihed Affaf SELT, University of Laghouat, Examiner.

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Dedication

To my parents whom I adore very much

To my adorable aunt whom I cherish so much

To my brother and sister

To my grandparents

To all my friends whom I knew, especially during the academic journey

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I would like to pay my special regards to my supervisor Mrs. Wafa NOUIOUA, who has my eternal respect and gratitude, and for the efforts she has made to make this piece of writing as elegant as possible. Further, working under your supervision was really an honor.

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To all my teachers, thank you for guiding me through the path of knowledge.

Abstract

The present dissertation aimed to investigate the role of teaching the modern African novel in enhancing master one LMD students' understanding of postcolonial theory. Besides, this work shed light on the textual reader-response strategies (TRRS) and verified their effectiveness in teaching modern African literature in the department of English at Ammar Thelidji University of Laghouat. It was a descriptive study, which was based on a descriptive method, in which a questionnaire was directed to 20 students and 05 teachers was used. In this respect, both quantitative and qualitative approaches were used to evaluate the efficacy of (TRRS) in promoting the understanding of postcolonial theory. This research was divided into three chapters: the first chapter clarified the relationship between postcolonial theory and modern African literature. It provided the reader with a definition of postcolonial theory and modern African literature, and then it elaborated the connection between them. The second chapter dealt with reader-response theory and its strategies. The third chapter involved the analysis and the interpretations of the study's questionnaire for both teachers and students. Therefore, the research findings indicated that the use of (TRRS) in teaching modern African novel is an effective method in fostering the students' understanding of postcolonial theory. Hence, it is required to be used to teach postcolonial theory in African literature class.

Keywords: The Modern African Novel, Reader-Response Theory, Textual Reader-Response Strategies (TRRS), Postcolonial Theory, Modern African Literature, LMD Students, Ammar Thelidji University.

Résumé

L'objectif de cette thèse vise à élucider l'intérêt de l'enseignement du roman Africain moderne dans l'amélioration de la compréhension de la théorie postcoloniale par les étudiants du M1 LMD. Le présent travail met en lumière les stratégies de réponses textuelles de lecture (SRTL) et vérifie leur efficacité dans l'enseignement de la littérature Africaine moderne au département d'Anglais à l'université d'Ammar Thelidji à Laghouat. Il s'agit d'une étude descriptive basée sur une méthode descriptive dans laquelle un questionnaire impliquant à 20 étudiants et 05 enseignants a été utilisé. De plus, les approches quantitative et qualitative sont utilisées pour la même finalité. La recherche est divisée en trois chapitres : le premier chapitre clarifie la relation entre la théorie postcoloniale et la littérature Africain moderne avec des généralités sur de la théorie postcoloniale et la littérature Africain moderne. Le deuxième chapitre traite la théorie de la réponse de lecture et ses stratégies. Le troisième chapitre est concerné à l'analyse et les interprétations des questionnaires. Comme déduction, les résultats indiquent que l'utilisation de (SRTL) dans l'enseignement du roman Africain moderne est une méthode efficace pour favoriser la compréhension des étudiants de la théorie postcoloniale en classe de la littérature Africaine.

Mots-clés : Le roman Africain moderne, Les stratégies de réponse textuelles de la lecture, la théorie postcoloniale, la compréhension des étudiants, Les étudiants de system LMD, L'université d'Ammar Thelidji.

الملخص

الهدف من هذه الأطروحة تمثل في تحري دور تدريس الرواية الإفريقية الحديثة في تعزيز مفهوم نظرية ما بعد الاستعمار لدى طلاب السنة الأولى ماستر. إلى جانب ذلك سلط هذا العمل الضوء على إستراتيجيات القارئ النصية وثبت فعاليتها في تدريس الأدب الإفريقي الحديث في قسم اللغة الانجليزية بجامعة عمار ثلجي بالأغواط. اعتمدت هذه الدراسة على المنهج الوصفي من خلال الاستبيان الذي استهدف 20 طالبا و05 من أساتذتهم. من جهة أخرى تم استخدام المنهج الكمي و النوعي لتقييم فعالية هذه الإستراتيجيات في تعزيز مفهوم نظرية ما بعد الاستعمار. انقسم هذا البحث إلى ثلاثة فصول. الفصل الأول تمحور حول العلاقة بين نظرية ما بعد الاستعمار والرواية الإفريقية الحديثة كما يشرح العلاقة بينهما. أما الفصل الثاني فيتطرق إلى نظرية استجابة القارئ النصية وإستراتيجياتها. كما يتضمن الفصل الثالث والأخير التحليل والتفسيرات بخصوص الاستبيان ومن جهة اشارت النتائج إلى إن استخدام إستراتيجيات القارئ النصية في تدريس الرواية الإفريقية الحديثة هي طريقة فعالة لتعزيز مفهوم نظرية ما بعد الاستعمار.

الكلمات المفتاحية: الروايات الإفريقية الحديثة، إستراتيجيات استجابة القراءة النصية، نظرية ما بعد الاستعمار، فهم

الطلاب. طلبة نظام LMD، جامعة عمار ثلجي بالأغواط.

List of Abbreviations

TRSS: Textual Reader-Response Strategies.

LMD: License, Master, Doctorate.

UATL: University of Ammar Thelidji Laghouat.

EFL: English as Foreign Languages.

SRTL : Les Stratégies de Réponse Textuelle de la Lecture.

List of Tables

Table01: Years of Teaching English.....	49
Table02: The Percentage of ReadingNovels.....	51
Table03: The Percentage of ReadingAfricanNovels.....	52
Table 04: Approaches Used in Literature Session.....	54
Table 05: The Percentage of Students ‘Responses.....	55
Table 06: Students’Reading.....	59
Table 07: Novels Reading	59
Table 08: Modern African Novels Reading Instruction	60
Table09: The Students Understanding of Postcolonial Theory.....	61

List of Figures

Figure 01: Teachers Gender.....	49
Figure02: StudentsLevelinEnglish.....	50
Figure 03: Preferred Literary Genres for Students.....	50
Figure04: Tackled Modern African Novels.....	51
Figure05: Students' Understandings Passages.....	52
Figure 06: Postcolonial Theory	53
Figure07: Percentage of Literary Response Writing.....	53
Figure08: Students' Gender.....	54
Figure 09: Years of Studying English.....	56
Figure 10: The Average of Students.....	57
Figure 11: Preferred Literary Genre.....	57
Figure 12: Modern African Novels.....	58
Figure 13: Modern African Novel in Literature Session.....	58
Figure 14: Modern African Novels Understanding.....	59
Figure 15: The Students Understandings of Postcolonial Theory.....	60
Figure 16: Approached Used in Literature Session.....	61
Figure 17: The Students Literary Responses.....	62

Table of Content

Dedication	I
Acknowledgments	II
Abstract	III
Résumé	IV
المخلص.....	V
List of Abbreviations.....	VI
List of Tables.....	VII
List of Figures.....	VIII
General Introduction.....	02
Chapter One: Postcolonial Theory and the Modern African Novel	
I.1. Introduction.....	07
I.2. Defining Colonialism.....	07
I.3. Colonialism in Africa	08
I.3.1. The Historical Background of Colonialism in Africa.....	08
I.4. The Effects of Colonialism in Africa.....	09
I.4.1. The Social Effects of Colonialism in Africa.....	10
I.4.2. The Economic Effects of Colonialism in Africa.....	10
I.4.3. The Religious Effects of Colonialism in Africa.....	11
I.5. Postcolonial Theory	11
I.5.1. Defining Postcolonial Theory	11
I.5.2. The Major pillars of Postcolonial Theory.....	12
I.5.2.1. Edward Said, Orientalism and the Self/the Other.....	12
I.5.2.2. Frantz Fanon and the National Bourgeoisie.....	13
I.5.2.3. Homi Bhabha, Hybridism and the Theory of Hybridity	14
I.5.2.4. Gayatri Spivak, the Subaltern and the Theory of Subalternity.....	15
I.6. Postcolonial Literature	16

I.6.1. The Literature of the Colonizer.....	18
I.6.2. The Literature of the Colonized	18
I.6.3. Characteristics of the Modern African Novel	19
I.6.4. The Relationship between the Modern African Novel and Postcolonial Theory.....	19
I.7. Conclusion.....	20

Chapter Two: Theoretical Development in Teaching the Modern African Novel Using Textual Reader-Response Strategies.

II.1. Introduction	22
II.2. Language.....	22
II.2.1. English Language.....	23
II.2.2. The Rise of English Language in the International Arena	24
II.3. Language Teaching.....	26
II.3.1. Defining Language Teaching	27
II.3.2. Teaching English Language in Algeria	28
II.4. Teaching Literature.....	29
II.4.1. Defining Literature.....	30
II.4.2. Literary Genre and Sub Genre.....	30
II.4.3. What is a Novel?	32
II.5. Teaching novels.....	32
II.5.1. Teaching Novels at University.....	33
II.5.2. Teaching Novels at Algerian Universities.....	34
II.6. Reader-Response Theories	35
II.6.2. Reader- Response Theories.....	37
II.6.3. Textual Theories.....	37
II.6.4. Social Theories	38
II.6.5. Experiential Theories.....	38
II.7. Teaching Literature through Textual Reader-Response Strategies.....	38

II.7.1. Textual Reader Response Strategies.....	39
II.7.2 Affective Responses.....	39
II.7.3. Associative Responses.....	39
II.7.4. Reflective Responses.....	40
II.7.5. Interpretive Responses	40
II.7.6. Inferential Responses.....	41
II.8. Conclusion.....	41

Chapter Three: Data Presentation and Analysis.

III. 1. Introduction	44
III.2. Variables of the Research.....	44
III.2.1. The Independent Variable.....	44
III.2.2. The Dependent Variable.....	45
III.3. Plan of the Study.....	45
III.3.1. Sample of the Study.....	46
III.3.2. Tools of the Study.....	46
III.3.3. Steps of the Study.....	46
III.4. Analysis and Interpretation of Data.....	47
III.4.1. Section One: Background Information.....	47
III.4.2. Section Two: Teaching Modern African Novels.....	54
III.4.3. Section Three: Teaching the Concepts of Postcolonial Theory.....	54
III.5. Analysis of the Student’s Questionnaire.....	62
III.5.1. Section One: Background Information.....	62
III.5.2. Section Two: Modern African Novels.....	62
III.5.3. Section Three: The Students’ Understanding of Postcolonial Theory.....	62
III.6. Interpretation of the Teachers’ and the Students’ Questionnaire.....	62
III.6.1. Interpretation of the Teachers’ Questionnaire Results.....	63
III.6.2. Interpretation of the Students’ Questionnaire Results.....	63

III.7. Conclusion.....	64
General Conclusion.....	66
Bibliography.....	70
Appendices.....	79
Appendix '01' Students 'Questionnair.....	80
Appendix '02' Teachers' Questionnaire.....	84
Student's Task: Applying Textual reader-response strategies in some passage of the Modern African Novel.....	88

General Introduction

General Introduction

Background of the Study

Teaching is regarded as an essential process to deliver knowledge. Hence, it requires methods and theories to be accomplished successfully. Similarly, the field of education includes various types of knowledge. For instance, literature is an important subject to teach, especially at universities. Further, university teachers of literature tackle different literary concepts which are related to specific variations of literature. In view of this, modern African literature is regarded as one of the most prominent literatures which are tackled at universities such as the Algerian university.

To enhance the understanding of literary theories and concepts, certain approaches and strategies should be applied. Likewise, university students of literature in general prefer effective strategies to improve their literary understanding. For instance, the textual reader-response strategies which are derived from the theory of reader-response are one of the strategies that are used to foster the students' comprehension of literary texts in particular.

The Aim of the Study

This dissertation is basically concerned with exploring the function of textual reader-response strategies in elaborating the postcolonial theory. The research will deal with Master one LMD students of English at Ammar Thelidji University of Laghouat and it will tend to verify whether textual-reader response strategies are effective in enhancing the students' comprehension of the modern African novel.

Statement of the Problem

In general, Algerian universities rely most of the time on the traditional teaching method which is 'teacher centred education'¹.The latter does not function successfully, especially in

¹In teaching centered education, the students put all of their focus on the teacher.

literature classroom where students are required to deal directly with the literary texts for better understanding. In addition, literary theory such as, postcolonial theory, is a difficult domain to be understood and demands practice through literary texts. Here lies the importance of searching for the suitable literary texts and textual strategies.

Research Questions

This study is meant to answer a set of questions in order to guide the investigation. These questions are as follows:

- 1- Do teachers of Master one in the department of English use textual reader-responses strategies to teach?
- 2- Are textual reader-response strategies effective in teaching novels, especially the modern African novel?
- 3- Does the implementation of (TRRS) in teaching the modern African novel ameliorate the comprehension of postcolonial theory for students?

Research Hypothesis

In order to answer the research questions, the following hypothesis are made to accomplish the objective of the study.

- 1- Many Master one teacher in the department of English use (TRRS) to teach modern African literature because (TRRS) are part of student-centered education which is highly encouraged in LMD system.
- 2- Reader-Response strategies are effective in teaching modern African novel, for they enable the student to interact directly with the text and to interpret and relate meanings.

- 3- The implementation of (TRRS) in teaching modern African novel enhances the comprehension of postcolonial theory for students since modern African literature deals with Africa before and during colonialism.

Review of Literature

In fact, a number of scholars and academic researchers tackle the implementation of textual reader-responses strategies in teaching literature. First, (Spirovska, 2019) asserts that the implementation of reader-response theory is highly beneficial, especially in literature courses. Hence, it promotes the participation of students and their responsiveness concerning literary texts. Besides, the students' awareness increased thanks to this theory since the literary texts are related to the beliefs, values and lives of students. Likewise, (Mart, 2019) claims that the relationship between the text and the reader is based on the strategies of reader-response theory. Moreover, these strategies attempt to put emphasis on different roles that students ought to adopt when the process of reading is engaged. He also argues that reader-response theory enables the students to act a part as the text for making an interpretation.

Additionally, (Duarte, 2015) in her article entitled "Applying the Reader-Response Theory to Literary Texts in EFL-Pre-Service Teachers' Initial Education" claims that textual reader-response strategies make literature reading more meaningful and vital for students. Further, she adds that textual reader-response strategies make the students personally involved in the reading process since their life's experiences are brought to literary texts. Moreover, textual reader-response strategies enable the students to go beyond the literal levels of reading. Continuously, (Trisnawati, 2009) concludes that the role of students is to make interpretations through the use of textual reader-response strategies. Besides, he asserts that reader-response theory places the students as active readers who have the ability to shape meanings of particular literary works. Accordingly, in this situation, teaching literature is not only based on the understanding of teachers, but also on the interaction of students with the literary text.

Significance of the Study

The research aims at searching for suitable literary texts and strategies to teach postcolonial theory. To achieve this end, the research, directed to both teachers and students, put under examination the use of textual reader-response strategies in teaching the modern African novel and to inspect its role in fostering the understanding of postcolonial theory.

Research Methodology

To conduct this research, the quantitative and qualitative methods will be opted for collecting data. In the quantitative method, the researcher will use statistics to generalize findings. Whereas in the qualitative research, the researcher will provide with explicit rendering found in the participants. Further, students and teachers' questionnaires will be used. They will be addressed to Master one LMD students of English at Ammar Thelidji university of Laghouat and five (05) teachers of literature at the same university. The sample of the study will deal with twenty (20) students. To conclude, the tables and figures will be drawn to facilitate the discussion process and to obtain final results.

Organization of the Study

This dissertation will be composed of three chapters, plus the general introduction and general conclusion. Regarding this, the general introduction will involve the presentation of the topic, plus the review of literature. Then, it will state the aim of the study, and it will tackle the research questions and hypothesis, the design of the research and finally the structure of the dissertation. The first chapter will tackle postcolonial theory and modern African novel. Moreover, it will review some definitions and concepts. Next, it will explore the features of postcolonial literature. The second chapter will deal with the theoretical development in teaching modern African novels using textual reader-response strategies (TRRS). It will shed light on the advent of the implementation of these strategies. Finally, the third chapter will be dedicated to the presentation and discussion of the findings concerning the use of textual reader-response strategies (TRRS). The general conclusion will synthesize

the whole work. It will attempt to answer the research questions and to either confirm or reject the supposed assumptions.

Chapter One:

Postcolonial Theory and Modern African

Novel

I.1.Introduction

Literature is known as an art of writing. It is a collection of written and oral forms. Literature, therefore, involves different written genres whether poetry or prose to have artistic or intellectual values. This literary production takes its inspiration from the experiences of life to emerge as an art form. Further, literature tends to reflect the social, the economic circumstances of society. In this context, most of literary works help to engage reality through the use of fiction. Furthermore, the diversity of areas and regions in the world creates a sort of variation in cultures, customs and beliefs. Hence, it is asserted that “literature may be classified according to a variety of systems, including language, national origin, historical period, genre, and subject matter” (Rexroth, 2019). In the light of what has been said so far, modern African fiction is considered as one of the most prominent literatures which are taking place in the field of modern literature.

Subsequently, this chapter aims at establishing a relationship between postcolonial theory and the modern African novel. First, it explores the historical background of colonialism in Africa and its different effects including the social, the economic and the religious. Then, it clarifies the postcolonial theory and the contribution of its major founding fathers. Second, it demonstrates postcolonial literature with its sub-divisions including the literature of the colonizer and the colonized. Thereafter, this chapter sheds the light on the modern African novel and its characteristics. Finally, it proves the relationship between postcolonial theory and the modern African novel.

I.2. Defining Colonialism

According to *Cambridge Online Dictionary*(2020), colonialism is the “control by one country over another and its economy, or support for such control”.The latter happens when a country conquers another one, subjugating its citizens often while imposing its own tongue and cultural standers upon its individuals. In the twentieth century, many African

countries had been occupied by Europeans such as Nigeria. It should be also noted that colonialism is connected to imperialism which is the system or spirits of using power to govern another state or population (Blakemore, 2019).

In effect, the ultimate goal of colonialism is the exploitation that takes different forms whether economic or social. Further, colonialism is coupled with certain policies. These policies attempt to create a nation that is connected in a way to their cultural perspectives. Hence, colonialism resulted in several social dilemmas in different nations such as racism, inequality of gender. For instance, Africa is one of the continents which have experienced a long period of colonization in its territories whether south or north, east, and west as well.

I.3. Colonialism in Africa

Several factors contributed to the European colonization in Africa. Chief among them was the emergence of the industrial revolution. It led to a rapid change in the socio-economic and technology of European nations. Likewise, the industrial revolution led to an outgrowth in production. The industry knew rapid progress in agriculture. It became increasingly hard for the agriculture to satisfy the demand for raw materials required in the industries (Ocheni,2012).

I.3.1 The Historical Background of Colonialism in Africa

From the very beginning, colonialism knew two major waves during Europe's age of discovery in the fifteenth century. At that time, most of European countries, such as Britain, Spain and France started to colonize lands across south and north of America. The first wave was conducted under the claim of God, Gold and finally Glory for European attempted to attain a huge number of colonies and to invest its resources. Moreover, the missionaries believe that it is their role to extend Christianity in the entire world to achieve their sacred

mission of saving humanity from darkness. The colonial ideology, besides, affirmed that the existence of any nation is related to the contribution of the white people as it is quoted below:

“‘colonialism’ apparently refers to the late 19th-century European scrambles for Africa and Asia—in popular imagery, plantation colonies where members of a white ruling class dressed in white linen lounge on the edge of a cricket field, sipping cocktails served up by dark-skinned natives”. (Shoemaker,2015)

On the other hand, the nineteenth century witnessed the second wave of colonial extension. The latter centered the African continent under what is known as ‘The Scramble for Africa’ in which the continent was divided into different areas. The change resulted in cultural groups with extensive ethnic tensions in the continent. Additionally, the period in which these two waves took place was considered as modern colonialism. However, the real roots of colonialism date back to ancient civilizations which extended their borders in different areas in the world since 15th century.

I.4.The Effects of Colonialism in Africa

The main impact of colonization in Africa was to transform African lands into European colonies. Hence, colonialism brought western teaching and also westward civilization to the seaside of Africa. These effects created different African nation, for the colonized Africa seemed to be European rather than African in terms of identity and lifestyle. Further, The European coming to Africa made massive changes that covered different domains. Slavery was the major issue caused by European colonialism and regarded as one of the major effects of colonialism. In addition, colonialism embraced slavery and racism according to several reasons, for Europe needed workers without payments as a means of discrimination.

In the context of colonialism and its impact on Africa, Joshua Dwayne Settles (1996) in his article entitled ‘The Impact of Colonialism on African Economic Development’ writes that:

«The African economy is significantly changed by the Atlantic slave trade through the process of imperialism and the economic policies that accompanied colonization.» (15). That is to say, colonialism tends to exploit physical, human and economic resources of different areas. Consequently, European forces achieved that aim through the encouragement of developing a material-based trading structure. Also, they constructed a trade network that connected the whole economic production of every area in Africa to the colonizing nation state. Hence, the natural development of the African economic system was suppressed by the development of colonialism and the partition of Africa by the European colonial powers.

I.4.1. The Social Effects of Colonialism in Africa

It is argued that colonialism also disrupted the way of living of local communities and the development of the local societies. In other words, colonialism brought western styles of life; hence, western instructions to the boards of Africa. It was a negative contribution to African development since it made the African societies struggle in terms of social traditions. This argument appears to be right when African history is tackled. In short, the social impact of colonialism in Africa was marked by the dominance of European culture and attitudes in the African society.

I.4.2. The Economic Effects of Colonialism in Africa

The resources of the continent were exploited by the colonial forces. They relied on the production of primary products and cash crops instead of agriculture. As a result, Africa's integration into the international capitalist economy resulted in unequal economic transaction. Hence, the latter should be taken into consideration to understand the actual economic and political condition of African states (Bayeh, 2015, p. 91).

I.4.3. The Religious Effects of Colonialism in Africa

In the article entitled ‘How Christianity Was Used to Exploit Africans’, (Chiwanza, 2017) writes that: “some of the missionaries worked hand in hand with the colonial administrators in advancing the subjugation of Africans, whether knowingly or unknowingly». Christianity was brought by missionaries whose role was to negotiate conventions and treaties that would put the Africans under subjugation. Further, the Bible went along with the gun. The major objective was to calm the Africans so that they would become passive and obedient while the Europeans have the total freedom to control and to impose laws. This is not to signify that Christianity was decried. As a matter of reality, it became one of the most embraced religions in the continent that affected African thinking.

I.5. Postcolonial Theory

I.5.1. Defining Postcolonial Theory

It is asserted that “Postcolonialism is the academic study of the cultural legacy of colonialism and imperialism, focusing on the human consequences of the control and exploitation of colonized people and their lands”(Postcolonialism, 2019).

That is to say, postcolonialism is an examination of critical theory of literature, history, culture, and discourse of European colonizer. It, therefore, focuses largely on social, economic and psychological circumstances which are left by the colonizer’s settlement. The broad term ‘postcolonialism’ may refer either to an institution of government or to an ideology or global view underlying that system. Generally, postcolonialism represents an ideological response to the colonialist belief, rather than clearly describes or reports a. Thus, the term postcolonial study is preferred in this context. A broad variety of approaches are encompassed by postcolonialism, and theoreticians may not always accept a common set of

definitions consistently. Further, it may seek through anthropological study to have a better comprehension of colonial reality from the point of view of colonized people.

I.5.2. The Major Pillars of Postcolonial Theory

There are a number of interesting thinkers and writers who contribute to the foundation of postcolonial theory. Among these, there are prominent ones whose texts involve certain notions such as *Orientalism* (1979) of Edward Said and *National Bourgeoisie* of Franz Fanon and other founding fathers that are going to be tackled below.

I.5.2.1. Edward Said, Orientalism and the Self/the Other

Edward Said (1935-2003) is regarded as one of the most known founding fathers of postcolonial theory. Said's theory of 'Orientalism' is chiefly based on what he considers as the wrong depiction of the Orient or the East. This depiction, therefore, was made by novelists, philosophers, political theorists, poets, economists, and colonial administrators starting from Napoleon's colonization of Egypt in 1798.

Firstly, *Orientalism* (1978) is a book written by Edward. W. Said. In this book, Said develops the idea of "Orientalism" to define the historical representations of the west about the east or the societies and individuals who occupy areas of Asia, North of Africa, and the Middle East. Said confirms that:

“Orientalism is a Western style for Orientalizing the orient, i.e. How from knowledge of the orient particularly from nineteenth century the orient is defined by a set of recurring images and clichés and how afterwards this knowledge of the orient is put into practice by colonialism and imperialism” (Moosavinia, 2011).

Orientalism, besides, is related to the depiction of the self or the Occident and the other or the Orient in which the self is fortunate and has superior hand to define and to reconstruct the passive, silent and weak other. According to Said, this geographical dash formed between the

orient and the occident is arbitrary and numerous. Orientalists like Burton, Lane and Lyall contributed to the creation of this discourse which concerns the orient /or misrepresenting the orient.

I.5.2.2. Frantz Fanon and the National Bourgeoisie

Frantz Fanon, in full Frantz Omar Fanon (1925-1961) is known as an Indian psychoanalyst and social thinker. His critiques affected the coming generations of philosophers and activists. He, besides, is an early critic of the postcolonial governments which fail to achieve freedom from colonial influences and to establish a national consciousness among the newly liberated population. According to Fanon, the rise of corruption, ethnic division, racism, and economic dependence on former colonial states results from the “mediocrity” of Africa’s elite leadership class (Peterson, 2019).

Concerning the concept of the National Bourgeoisie, Fanon in his book *The Wretched on the Earth* (1963) writes that:

“The national middle class who takes over power at the end of the colonial regime is an underdeveloped middle class. It has practically no economic power, and in any case it is in no way commensurate with the bourgeoisie of the mother country which it hopes to replace”. (Fanon, 1963, p.149)

That is to say, (Fanon 1963) wants to clarify that the national middle class is effortlessly persuaded that is advantageously able to replace the middle-class division of the original country. Yet, the same sovereignty will give rise within its ranks to catastrophic reactions. Moreover, they seek the capital, and the genre of practices in which they are engaged: business, agriculture, and the liberal professions. Thus, financiers and industrial poles do not go to exist in this middle-class society.

Therefore, the national bourgeoisie of underdeveloped nations is not engaged in manufacturing, or in innovation, nor building, or labor. The national bourgeoisies’

psychology is that of the businessman, not that of a skipper of industry. It is only true that the rapacity of the settlers and the apparatus of embargoes set up by colonialism have barely left them any other choice (Fanon, 1963, p.150).

I.5.2.3. Homi Bhabha, Hybridism and the Theory of Hybridity

Homi K Bhabha (1949) is an Indian English intellectual and critical theorist. He is a professor of the Humanities in Anne F. Rothenberg at Harvard University. Homi Bhabha is regarded as an essential figure in contemporary postcolonial studies. He evolves a considerable number of neologisms and key concepts such as hybridity, mimicry, and ambivalence. According to Bhabha's theory, these terms report the ways in which colonized individual resist the force of the colonizer (Hallward, 2001).

The term hybridity is widely employed in postcolonial theory. It refers to the new transcultural forms which are created by colonization within the contact area. Likewise, hybridization takes shape of several forms: racial, ethnic and linguistic as it is argued in the quote: “As used in horticulture, the term refers to the cross-breeding of two species by grafting or cross-pollination to form a third, ‘hybrid’ species” (Mambrol, 2016).

Antony Easthope (1998), on the other hand, in his article entitled ‘Homi Bhabha, Hybridity and Identity, or Derrida Versus Lacan’ writes that: “Hybridity can have at least three meanings - In terms of biology, ethnicity and culture”. In another words, hybridity in its biological meaning indicates the result of two different corps which automatically will become a new corp. In ethnicity, the coupling of two different ethnic groups and cultures as well. That is to say, the hybrid person carries a transcultural form. Indeed, Bhabha evolves the concept of hybridity from Mikhail Bakhtin, who utilizes it for discriminating texts with single voice from those with a double voice.

Additionally, there is a supposed opposition between hybridity and the non-hybridic. According to Bhabha, the non-hybridic has two linked characteristics. One is a devotion to "unitary" or "originary" identification, identity as "presence," and identity represented by the supposedly transcendental ego. Then, Bhabha trusts this cartesian idea of subjectivity at the very center of a western, Eurocentric interpretation of culture, and fundamental support for it. He, therefore, avoids the risk of essentialism by claiming that it is the enemy that claims essence, unity and singleness of identification (Easthope, 1998, p. 146).

I.5.2.4. Gayatri Spivak, the Subaltern and the Theory of Subalternity

Gayatri Chakravorty Spivak (1942) is an Indian scholar, theorist, feminist and a University Professor at Columbia University. She is among the founding members of the establishment's "Institute for Comparative Literature and Society". She is regarded as one of the most influential postcolonial intellectuals. Besides, Spivak gains fame for her essay "*Can the Subaltern Speak?*" and for her translation of introduction to Jacques Derrida's *De la Grammatologie*. She also translated such works of Mahasweta Devi as *Imaginary Maps* and *Breast Stories* into English and with separate critical appreciation on the texts and Devi's life and writing style in general.

During the late of the twentieth century, criticism, postcolonial theory and subaltern studies gained strength as a consequence to globalization, more specifically in the Third World nations. Subaltern studies emerged from Marxism and Poststructuralism to become part of postcolonial criticism taking into consideration that postcolonial criticism is taken as an offshoot of postmodernism.

For Nasrullah Mambrol (2016), "Subaltern" means "of inferior rank, is a term adopted by Antonio Gramsci by Antonio to refer to those working-class people to those working-class people in Soviet Union who are subject to the hegemony of the ruling classes». In other

words, subaltern classes include the lower classes which are represented by peasants, ordinary workers and other social classes. This class are enslaved by the hegemonic force.

Spivak's view about the subaltern cannot speak is frequently taken out of context to indicate that subaltern women do not have any political agency. Such a reading absolutely contradicts the very situated theoretical structure that is established by Spivak in "*Can the Subaltern Speak?*" Spivak would not certainly want to deny the social office and lived existent of disempowered subaltern women. The pivotal point, however, is that these disempowered women receive their political and discursive identities within historical systems of political and economic representation (Mambrol, 2016).

I.6. Postcolonial Literature

Undoubtedly, postcolonial literature is a set of narratives that have been affected by the process of colonialism to the current day. Postcolonial literature, hence, addresses the issues and results of decolonization of certain nations, particularly questions that are related to cultural and political independence of subjugated people. This definition may be given whenever the question is about the definition of postcolonial literature. It is a frequent definition for those who are familiar with postcolonial studies. This categorization involves works which have an association with the subjugating powers of imperialism and colonial extension. Briefly, postcolonial texts have arisen essentially since the end of the Second World War from areas of the globe undergoing decolonization. Works among such areas in the twentieth and twenty first centuries, like the Indian subcontinent, Nigeria, South Africa, and countless parts of the Caribbean, for instance, might be known as postcolonial (Golden, 2015).

To strengthen the idea above, theorists and many contributors to postcolonial studies clarify the definition of postcolonial literature to make it more conceivable, such as the following:

Post-colonial literature often involves writings that deal with issues of de-colonization or the political and cultural independence of people formerly subjugated to colonial rule. It is also a literary critique to texts that carry racist or colonial undertones. Postcolonial literature, finally in its most recent form, also attempts to critique the contemporary postcolonial discourse that has been shaped by recent times. It attempts to re-read this very emergence of postcolonialism and its literary expression itself. (Online Encyclopedia)

Correspondingly, postcolonial literature took place in the late of 1970's and early 1980's. The writers of 1980's as well are considered as postcolonial novelists whose literary texts are hugely influenced by the subjugation of colonial forces. Indeed, the emergence of postcolonial literature started in the late of the twentieth century by numerous writers who felt that they were in need to write back to the colonizer for correcting the image which was depicted through the European eyes. By the same token, postcolonial writers started tackling specific elements to focus on such as colonizer appropriation of language, for writers write narratives using the colonizer language. They also consider their writing as a vehicle to transmit the identity and national interest of society.

Postcolonial writings are characterized by several elements that are related to the concept of colonialism. It is found that postcolonial literature depicts the sufferance of several nations and cultures which carried to suffer from the impact of colonialism. Certain postcolonial literature themes involve the re-assertion of the identity of the indigenous heritage, and giving an adequate depiction of the individuals. Further, a large number of postcolonial writers also utilize hybrid dialects to echo the intertwining of foreign languages (western and non-western ones).

For instance, Chinua Achebe's *Things Fall Apart* (1989) is a representation of postcolonial African literature. Through the novel, the author provides with real images of the

Igbo society, located in Nigeria nowadays that was conquered by the British. Therefore, Chinua Achebe provides with a critical view of European domination through the events and characters marked in the novel, more specifically, the events that deal with cultural issues and the identity which have been disfigured by the colonial power.

I.6.1. The Literature of the Colonizer

Elleke Boehner (2005) in the article entitled ‘Colonial And Postcolonial Literature’ argues that :“Literature is a way reflects the social and historical moments, it was written by and for colonizing Europeans about non- European lands dominated by them...colonialist literature was informed by theories concerning the superiority of European culture and rightness of empire”.(Boehmer, 2005, p.3).The colonial discourse is the narratives written by colonizers about their colonies. Throughout the colonizer’s novel, the colonized individuals are collectivized as a group of non-western or Blacks who are represented with their race or ethnic belonging. “Furthermore, it is only the non-westerners that are presented with their ethnicity”. (Karagic, 2013, p. 9). Besides, the native characters are referred to as “blacks “instead of their real names. The latter proves that the colonized people are de-individualized by the colonizer’s writings. Therefore, this representation does not involve only men, but women also.

I.6.2. The Literature of the Colonized

The narratives of the colonized tend to respond or to reinterpret colonial texts and also to reject what colonial literature claims. In this respect, it is argued that: “This literature is a reaction to colonization” (Keenan,2020). Likewise, Chinua Achebe’s *Things Fall Apart* (1958) is an adequate illustration of the colonized literature. The novel discusses the life of the protagonist whose way of life was damaged and irrevocably threatened by the colonizer and Christian missionaries. This narrative center the way colonialism works on the society and the individual and how they internalize colonial system.

I.6.3. Characteristics of Modern African Novels

Since most of African nations became independent, literacy increased in the period between 1950s and 1960s. The African novel extended dramatically in quantity and in recognition among countless African works that appear in western academic syllabus and on "best of" registers assembled at the end of the twentieth century. African authors at that period wrote both in Western languages (notably English, French, and Portuguese) and in traditional African languages such as Hausa.

Ali A. Mazrui (1966) mentions seven conflicts as themes which characterize the modern African novel. The clash between Africa's past and present, between tradition and modernity, the indigenous and the foreign, individualism and community, socialism and capitalism, and between development and self-reliance. Among these themes, other themes took place in this period including social problems such as corruption, the economic inequalities in newly independent countries, and the rights and roles of women. Female writings, therefore, are now far better represented in published African literature than they were prior to independence. The latter means that the presence of female writing is one of the features of modern African novel.

I.6.4. The Relationship Between the Modern African Novel and Postcolonial Theory

Without a shadow of doubt, there is a relationship between modern African literature and postcolonial theory. Babatunde Adigun in his article entitled 'Postcolonial Theory and African Literature' writes that: "Modern African literature responds to colonial and postcolonial issues; it can be seen as a subset of postcolonial theory. Its prolificacy makes it a paragon of postcolonial literature." (Adigun, 2019). For Babatunde Adigun, postcolonial theory is not more often well designed for the analysis of African texts that frequently serve

as vehicles of African antiquity and culture. Further, several African texts are responses to the African political milieu, such as the center and the self.

On the other hand, postcolonial theory is a critical discourse to colonialism. In consequence, there exist two views concerning the postcolonial theory. The positive view is that the theory is regarded as the compound of narratives and poetics on colonial experiences in modern time. However, the negative view sees that the language of the theory is kept impenetrable. It also involves the provenance of the theory as the hegemonic west. Consequently, it is caught up within the theory of imperialism.

I.7. Conclusion

Postcolonial theory examines the superiority that the colonizer practices on his colonial subjects. Likewise, postcolonial theory knows a contribution by several critiques and thinkers who discuss specific notions that are tackled by postcolonial writers. Accordingly, the historical period of colonialism and independence are determined by postcolonial literature. In other words, the majority of postcolonial writers cover postcolonial literature in their literary productions. Besides, postcolonial literature is used for the sake of denoting only narratives written in English, or commonwealth literature. Thus, the modern African novel emerges as a mirror to the life during and after the colonial period. It depicts the clash of identity and tradition versus modernity.

On the other hand, the evolution of the African literature moves from different periods and witnesses new change such as the presence of the female writing. This newness gives the opportunity to African fiction to start as a modern one which is connected much more to postcolonial theory. Last but not least, modern African literature is a pure example of postcolonial literature. It tackles the postcolonial concepts which are mentioned and discussed above.

Chapter Two:

Theoretical Development in Teaching the

Modern African Novel Using Textual

Reader-Response Strategies

II.1. Introduction

It is known that teaching is regarded as taking in charge the responsibility of delivering knowledge under a comfortable atmosphere. The nature of knowledge differs from one field to another such as sciences, history and humanities. Accordingly, every single field requires certain strategies to be taught to facilitate the understanding of the given knowledge.

Language, as a result, is an entry to have more backgrounds in certain domains. It also used for communication and expression. Further, language may be native or foreign, such as the case of English language in Algeria. In this context, English language took place in the educative curriculum starting from middle school to the last year in high school. It becomes very interesting for those who decide to be students of English. They enjoy being familiar with literary texts written in English to develop their comprehension capability due to a successful strategy given by teachers.

The purpose of this chapter is first to know about the language and its rise as an English one in international arena. Then, it clarifies language teaching and teaching literature, especially in Algeria context. Furthermore, this chapter presents an overview about teaching novels using reader-response theories and their strategies. Likewise, it deals with the implementation of textual reader-response strategies in teaching the modern African novel and its importance in enhancing the comprehension of postcolonial theory.

II.2. Language

Language is known as a means of communication; it is a mixture of sounds giving countless meanings. For Chomsky (1957), language “is a set of (finite or infinite) of sentences, each finite in length, and constructed out of a finite set of elements.

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

The latter considers sentences as the basis of a language. Sentences may be limited or unlimited in number, and are made up of only limited components. He adds that:

In contemporary terms, the internal language (I-language) of an individual consists, at the very least, of a generative process that yields an infinite array of structured expressions, each interpreted at two interfaces, the sensory-motor interface (sound, sign, or some other sensory modality) for externalization and the conceptual-intentional interface for thought and planning of action(Chomsky, 2011, p. 265).

Chomsky in his view argues that language is composed of a generative process that enables to produce countless expressions to be interpreted according to two major interfaces.

According to Sapir, language is a solely human and non-instinctive system of transmitting ideas, emotions, and desires by means of an apparatus of voluntarily constructed sounds. Thus, the interpretation of Sapir indicates that language is mainly concerned only with humans. Besides, it constitutes an organization of sounds produced by them for communication (Azizul, 2018).

In fact, language is all about communication and exchanging meanings by human beings. Humans are characterized by a generative process which allows having sensory modality such as sings and images, and another interface. The latter concerns actions and thought. Further, language encompasses an arbitrary system, vocal sounds, human beings, communication, and collectivity.

II.2.1. English Language

English language knows several evolutions through history to emerge as today's English which is spoken by hundreds of people in the entire world. It is regarded as the first international language due to its charm and facility of learning. English language among other

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

languages has evolved over more than 140 decades. The most premature forms of English are batch of West Germanic (Ingvaeonic) dialects. These dialects are brought to Great Britain by Anglo-Saxon settlers in the fifth century. They are collectively called Old English. Thus, Middle English has started in the late of 1100's with the Norman defeat of England. The latter is regarded as a period when English has been influenced by French. However, early modern English has taken place in the late of the fifteenth century with the introduction of the printing press to London.

Richard Nordquist in his article entitled 'English Language: History, Definition and Examples' writes that "The English language is the primary language of several countries... and many of its former colonies, and the United States, and the second language in a number of multilingual countries, including India, Singapore, and the Philippines" (Nordquist, 2020). Indeed, because of the numerous English invasions in many lands, English becomes a primary language. Moreover, it is learned around the world by children in school as a foreign language. It often becomes a common language between people of different nationalities in different uses such as business, media and education.

II.2.2. The Rise of English Language in The International Arena

It is clearly noticeable that English language has appeared as the most widely used. In fact, it is the most dominant one in several domains such as international business, technology, sciences and academia. Some researchers claim that the rise of English is due to political backgrounds. In this context, Peter W. Roux asserts that "although the political interest in language policy is nothing new, recent years have seen the increasing convergence of global markets, placing demands on the languages required in the insuring trade between countries" (Roux, 2014, p.45). Roux demonstrates that trade and business relationships between countries help English language to spread and to be acquired by too many business

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

institutions. At last, what is important is the preeminence of the English language which has been fixed via economic and political force.

Therefore, it is confirmed that English language is one of the most influential languages to learn and teach. Its influence is due to its diversity, its usage in cultural exchanges, and its shortage of an obvious cultural basis. Yet at the same time, it is the most gratifying to instruct since it is a language with great geographical and cultural reach. Therefore, English language enables people to engage in cultural exchanges and to have a good level of mastery.

The growth of interconnectivity and globalization over the world leads to the appearance of communication between millions of people around the world. In this respect, Parupalli Srinivas Rao in his article entitled 'The Role of English' as a Global Language' asserts that "as English is a lingua franca, most of the native and non-native speakers of English are using English as their mode of communication in their business matters or business organizations." (SrinivaRao, 2019, p.66). For him, English language has appeared as the fastest increasing one in the modern globe as it occupies many domains. It occupies the position of the trade language through connection of the four directions (East, West, South and North).

Hence, English language extended all over the globe into nearly all the sectors such as: science, engineering, technology, and commerce. Unquestionably, English language occupies a special spot as it is the one which is very largely used and so strongly established as a universal language.

Likewise, Crystal David in his book *English as a Global Language* assumes that "Why a language becomes a global language has little to do with the number of people who speak it."(Crystal, 2003, p.7). Again, David Crystal claims that this huge usage of English is because of economic and cultural relationships between countries, for he adds that "There is the closest of links between language dominance and economic, technological, and cultural

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

power, too, and this relationship will become increasingly clear as the history of English is told” (Crystal,2003, p.7).

Crystal stresses that the increasing significance of English is not due to the language structure itself. English, Crystal points out “is not extremely attainable to speakers of different languages” (Crystal, 2003, p.7). The latter means that English language has eccentric spelling and pronunciation patterns as another factor that makes English a global language.

At last, it is confirmed that English language is a global language. This is because the interconnectivity and modernity, considering the huge number of English speakers in different areas in the world. Moreover, some other factors contribute to the rise of English, such as social Medias and daily life expressions, especially the people who speak English

II.3. Language Teaching

Generally speaking, acquiring certain rules and principles requires a very manageable process. Regarding this, it is argued that “In principle, instruction in any language, under any conditions, formal or informal; in practice, as the term is commonly used among language teachers and applied linguists, instruction in a second or foreign language within a system of education” (Language Teaching, 2020). Besides, language is about communication which has developed recently. It represents a subject in which a lot of researches are being made by several university purpose of discovering approaches, methods and strategies. Moreover, language teaching requires scientific approaches because generally language teaching is about teaching a foreign language to learners who are not native.

Teaching concerns the one who takes in charge the responsibility of delivering knowledge. Regarding this, (Havighurst, 2018) defines teaching as “Teaching, the profession of those who give instruction, especially in an elementary or a secondary school or in a

university.” Further, teaching is the most essential in the sector of education. In the recent 1900’s, it was published that there were about thirty million teachers over the world.

Like other different processes, teaching is essentially a process, involving designing, performance, rating and revision. Planning and teaching a class are the responsibility to most teachers. Teaching, therefore, involves rating the students’ level and redrafting lessons. Moreover, the teacher is able to create an environment of reciprocal certitude and respect by depending on students for response. That is to say, learners can be a valuable resource for checking the efficacy of the class pedagogy (if it is workable).

II.3.1. Defining Language Teaching

There are a lot of language teaching definitions. In *Vocabulary.Com* online dictionary, it is found that language teaching is “teaching people to speak and to understand a foreign language” (“Language teaching,” 2020). However, linguistically speaking, language teaching is the procedure and exercise of teaching whether a second or foreign language. In other words, it is fundamentally a branch of applied linguistics, but can be an interdisciplinary specialty. There are four chief learning categorizations for language teaching which are: communicative competencies, proficiencies, cross-cultural experiences, and multiple literacies.

According to *Encyclopedya.Com*, language teaching is principally, teaching any language, under any situations, formal or informal. Moreover, teaching in a second or foreign language within an apparatus of education like the institutionalized instruction of French in Britain and English in France. More specifically, the instruction of a mother tongue, domicile language may be referred to as L1teaching (where L1 means first language, whereas, the teaching of one or more other languages as L2 teaching (where L2 means second language).

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

Undoubtedly, language teaching is followed by a process through which the teaching action can be so easy and enjoyable. This process is almost a combination of approaches, methods, techniques and strategies. On the other hand, language teaching requires a paradigm to be done. (James, 2012, p. 09) writes that “A paradigm consists of the following components: ontology, epistemology, methodology, and, methods. Each component is explained, and then the relationships between them are explored.” In another words, every paradigm is based on its own ontological and epistemological expectations. Regarding that, all expectations are conjecture; the philosophical foundation of each paradigm cannot be experimentally proved or disproven. Thus, different paradigms constitutionally hold diverging ontological and epistemological visions.

II.3.2. Teaching English in Algeria

Generally, English language in Algeria takes place in middle school till the last year in high school. What matters is how this process is being done in the Algerian schools. (Said, 2016) in his magazine article entitled ‘Teaching English as Foreign Language in Algeria’ believes that:

As the potential of teaching this foreign language in a more positive environment in Algeria is available, this work attempts to conduct a brief exploration of the teaching of English as a foreign language (EFL) in the Algerian context. It also, attempts to shed the light, and in depth on the syllabus and the objectives suggested by the Algerian authorities (June 1999) for both Middle and Secondary school education.

For Slimani Said, English has gained a great importance since it is regarded as a global language. However, in Algeria, English is taught as a second foreign language. Exploring teaching English from different perspectives to develop it in the Algerian context is an objective to give English language more interest than French.

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

In 2001, the ministry of education witnessed an educational reform. Hence, several modifications were made to enhance the position of teaching English. Meanwhile, English is still regarded as the second foreign language in the Algerian educational system after French language. English, therefore, has received substantial recognition within the educational reform. Thus, English language covers seven years of learning and acquiring.

After that, the nature of teaching English language in Algeria and its objectives should be discussed, especially in the secondary school. At that stage, students become more aware about the curriculum. Thus, the instruction of English at the Algerian secondary classes is not only covered with general objectives of instructing. Yet, also universal, human and public ethics and principles are promoted. Students, besides, are supposed to learn the way of speaking about their country and its cultural heritages using English language. They are also supposed to be familiar with English, universal, and human values that are fundamental elements of modern age.

II.4. Teaching Literature

From the very beginning, literature was regarded as a subject of study in several countries and universities. However, until recent days, it is not given that much emphasis among EFL classes. The late of the twentieth century marked some interest concerning teaching literature in EFL class. Consequently, the importance of literary materials in the classroom is very important for several reasons, considering literature as a very essential subject in the students' program.

Likewise, teaching literature is characterized by certain features, for "Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom" (Clandfield, 2020). There are countless benefits of teaching literature. The latter

makes individuals more intellectual due to the variety of literary texts that deal with morals and values.

II.4.1. Defining Literature

The definition of literature differs from one's own understanding to another. In this context, it is argued that literature is "a body of written works. The name has traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution" (Rexroth, 2019). The writer defines literature as a set of written forms, especially those which are imaginative. These texts are featured by specific features which make it different from other writings. Moreover, the writer believes that a literary text contains aesthetic elements that make literature gain a unique characterization.

Additionally, in an article entitled 'What Literature Can Teach Us', the writer asserts that "Simply put, literature represents the culture and tradition of a language or a people" (Lombardi, 2020). This is true when analyzing a literary text. It will be found that the given narrative does represent a nation customs and cultural heritage among language and life style.

II.4.2. Literary Genre and Subgenre

A literary genre is a classification or categorization of a literary construction. Genres can be followed by literary technique, tone, content. There are four known literary genres taught in universities as an introduction to literature.

Starting with prose, there are three genres that have their own characteristics such as fiction genre. This genre contains imaginative elements. For Fiction subgenres, there are certain ones that have to do with imagination. Science fiction as an example is based on the impact of science, either actual or imagined. It is set in the future or on other planets like

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

aliens, robots, or futuristic technology. Besides, there is another genre which is called non-fiction genre that deals with reality and true evidence. It is also characterized by its own subgenres like essays, autobiographies, speech and narrative. In other words, all what is real is concerned with non-fiction literature.

Undoubtedly, Drama is also regarded as a literary genre. It is therefore characterized by performance, specifically verbal performance such as theater, radio and television. Drama, as the other literary genres involves certain genres like plays which are divided in acts and scenes with actors, sets, and costumes plus comedy and tragedy. For example, William Shakespeare's *Hamlet* (1603) is the best example of the dramatic genre under a tragic subgenre.

On the other hand, in literature, there is another different genre. Regarding this, "Poetry, literature that evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound, and rhythm"(Nemerov,2019).Indeed, poetry has very specific features that make it dissimilar with prose. It is written in verse and arranged carefully by figurative language and similar rhythm which makes the poem sounds rhythmic. Poetry is subdivided into the genres of lyric which includes all the shorter forms of poetry such as song, ode, ballad, elegy, and sonnet. Dramatic poetry might include comedy, tragedy, melodrama, and mixtures like tragicomedy.

II.4.3. What is a Novel?

The term novel has several definitions. According to *Oxford Learner's Dictionary* (2020), the term novel is "a story long enough to fill a complete book, in which the characters and events are usually imaginary". The definition means that a novel is a long story that takes a size of book in which a specific characterization is found such as characters, plot and setting. In other words, a novel is a created prose narrative of significant length and a specific

complication which deals insightfully with human incidents and episodes. Further, the novel is arranged throughout a coupled sequence of experiences including a group of individuals in a certain setting.

II.5. Teaching Novels

It is argued that “teaching literature never must be reduced to either-or propositions. Instead, provide students with breadth *and* depth, options *and* new opportunities, as well as individualized instruction *and* equal access” (Ward, 2017).

The writer sheds light on the importance of teaching novels. He argues that teaching novels gives more opportunities to students. Further, novels tend to educate the individuals and to enable them to have solid background about the stories. Besides, novels are not that long stories, only but they aim to provide with a moral or message at the end of the narrative. Moreover, the historical background of the novel is taken into consideration, for each literary production is emerged in relation to specific circumstances. Literary movements, besides, have an essential role in teaching novel, for every novel belongs to certain literary movement. Accordingly, teaching novels is done through extracting the characterization of each movement.

Consequently, teaching novels requires techniques and strategies to enhance the understanding of the aspects of the novels. However, methods and techniques of teaching literature are taking place in the university curriculum since teaching novels is considered as a very essential deal.

II.5.1. Teaching Novels at University

As mentioned before, teaching novels becomes so important, for it provides the students with intellectuality. Hence, the way of teaching these narratives should be effective and

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

useful. In this context, (NabeelSirag , A AFarah, 2018, p. 47) deem that “ using literature is extremely beneficial in the language class room for many reasons such as authenticity, motivation, cultural enrichment, language improvement and personal involvement.” Thus, the University of Hebron is attempting to teach the novel as a means to enhance the language by personal involvement and interaction between the literary text (novel) and the reader.

Accordingly, teaching novels at universities knows some approaches and methods to be followed in the classroom discussion. The most known one is the Intensive approach. In this respect, M. Davies (2006, p. 20) claims “it consists of longer than usual classes held during a conventional timetable schedule.” Through this approach, intensive modes of delivery are employed with few contact hours, which means that the literary course is so accelerated (intensive). In addition to the Extensive approach which focuses on both wide reading and reading for pleasure. For instance, the study of a novel is divided into couple of days, in the first session, the teacher provides background about the author and his school. The next day students read and analyze the major themes and symbols of the novel. Finally, students deal with activities in which they are asked to write literary responses. The extensive approach is applied by the majority of universities.

II.5.2. Teaching Novels at Algerian Universities

Generally, novels are taught at universities, particularly at Algerian university. They are regarded as a mirror to life since it represents a wide space of imagination and fancy. Novels, therefore, are connected to certain events being impacted by social, economic, and historical movements. Based on what have been seen at the Algerian university, novels are selected according to the curriculum of literature. Likewise, novels are taught by tackling different aspects such as literary movements and literary theory.

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

Teaching novels at Algerian universities knows certain chronological steps to study novels in an organized way. Regarding this, the novel should be first introduced according to the author and his school of thought, mentioning the era of events. Besides, teaching novels includes theories which are already tackled in the class discussion. Then, the novel should be approached from founding fathers of these theories. To illustrate that, *George Orwell's 1984* (1949) is a utopian novel in which the writer used an immense imagination to create that sort of suspense and continuity in reading. The latter contains an important theory of Michel Foucault *Power/Knowledge* in which he claims that power and knowledge are inter-related. Students in this case are asked to approach the novel from Foucault's perspective according to the events marked in the plot of the novel.

At last, teaching novels at universities of Algeria is followed by two main approaches according to the procedures of studying a novel. Firstly, there is the Information-Based approach "Information-Based Approach was the most favored by teachers in this study as it ensures students acquire enough knowledge and information on the literary text studied and expanded their understanding on the subject matter." (Lebar et al,2012, p.40). Via this approach, the instructor elicits information from students about the text and explains the content of the text (novel) to the class. Next, Reader-Response approach comes as the second most used approach in teaching novel. According to (Fauziah, 2016, p.154) "The teacher succeeded to encourage learners to make use of certain interpretation." Consequently, this approach is about encouraging students to relate and interpret the themes of the given novel.

II.6. Reader-Response Theories

The main evidence of reader-response theory is that readers, as much as the text, play an active role in a reading experience (Rosenblatt, 1994). Terms and expressions in the text represent images in readers' minds and in return, readers bring their experiences since

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

individuals' experiences are various. It is completely sure that there will be dissimilar interpretation in the same text.

Reader-Response theories are used in teaching literature at university classes. For that evidence, a study has been made concerning the use of that theory and its efficacy to enhance the comprehension of literary works. According (Garzón, Castaneda Pena, 2015, p. 194), the responses of students reflect their personal experiences and circumstances in relation to the text ideas and their reading process. This process is part of the classification of reflective responses.

According to the type of reflection opted by the students, there are two subcategories that represent personal beliefs and literature in addition to reading process. Furthermore, the two researchers claim that these responses represent the student ventures to explicate the meanings of the story relying on the plot. Further, in interpretive responses, the students' activity is to make statements related to their points of views of actions in the stories to back them up with quotations from the reading action. In short, interpretive response deals with the student's own interpretation for what is explicit in the text.

Again, with the subcategories of reader-response, the second one is the inferential responses. It aims to view not only the content; however, multiple layers of meanings in the stories. Additionally, students in this theory try to locate and elucidate symbolism and allegory. Statement of theme and meaning as an example are included in inferential responses. In short, inferential responses deal with the students understanding of meaning of the story (explicit meaning).

II.6.1. Textual Theories

It is very essential to tackle textual theories as one of the effective theories in teaching literature. In the recent days, textual theory relies much more on the texts as it is connected

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

with it. According to (Fürsich, 2018) in his essay *Textual Analysis and Communication*, he affirms that:

Textual analysis is a type of qualitative analysis that focuses on the underlying ideological and cultural assumptions of a text. In contrast to systematic quantitative content analysis, textual analysis reaches beyond manifest content to understand the prevailing ideologies of a particular historical and cultural moment that make a specific coverage possible. (Fürsich, 2018).

That is to say, any written text is able to be interpreted in different ways. The chance of numerous meanings within a text is called “polysemy”. Not finding one “true” interpretation is not the aim of textual theory, but to explicate the variation of possible senses written in the text. Besides, researchers who apply textual analysis follow not a sole established approach, but use a variation of analysis models, such as ideological, genre, narrative, rhetorical, gender, or discourse analysis. Furthermore, the name “textual analysis” could also be comprehended as a collaborative term for a variety of qualitative, interpretive, and critical content analysis techniques of popular culture artifacts.

The method of the textual theory is just as cultural studies itself, grounded on an eclectic combination of disciplines like anthropology, literary studies, rhetorical criticism, and cultural sociology. The latter are the criteria that distinguish textual analysis from other forms of qualitative content analysis in the sociological tradition. Moreover, the textual analysis follows an inductive, interpretive approach by discovering patterns in the data which lead to “readings” mentioned in the back and forth between observation and contextual analysis. The method is based in a constructionist structure. Textual analysts believe that media content does not clearly reflect reality; instead, media, popular culture, and society are mutually constituted.

II.6.2. Social Theories

Generally speaking, the term social theories may indicate analytical frameworks or paradigms used to examine social phenomena. However, in the article ‘Social Theories of Education in Britain’, the writer points out “a social theory of education is held to be concerned with hypothesizing a “fit” between a model of society and a model of educational system”. (Hoyle, 1970, p.7). The latter means that using social theory in education, especially in teaching literature enables the students to analyze and explain social actions and social meanings.

Therefore, the social theory in relation to education directs to reinforce and develop theoretically informed educational research. Besides, the social theory is the usage of theoretical frameworks to explicate and analyze social behavior and actions, social sense and large-scale social apparatus. The field is interdisciplinary in which ideas are drawn from a range of contributing disciplines, but specifically from politics, philosophy and sociology. The objective of social theory, therefore, is to develop concepts and ontologies that can provide social research with conceptual and methodological tools for analytical and interpretational work.

II.6.3. Experiential Theories

The term experiential theory as the name supposes, requires learning from experience. The theory was firstly proposed by psychologist David Kolb who was influenced by the work of other theorists like John Dewey, Jean Piaget. Regarding this view, (Cherry, 2019) in his essay entitled ‘The Experiential Learning Theory of David Kolb’ argues that according to Kolbe, this category of learning is able to be known as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience."

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

Experiential learning theory varies from cognitive and behavioral theories. Cognitive theories focus on the role of mental processes unlike behavioral theories ignores the possible part of subjective experience in the learning process. Additionally, Kolbe describes two ways to grasp experience in the experiential model which are concrete experience and abstract conceptualization. These two are also followed by reflective observation and active experimentation as ways of transforming experience. Concrete experience provides information that serves as a basis for reflection. Starting from these reflections, students assimilate information and form abstract concepts. Furthermore, Kolb's own research suggests a correlation that exists between students learning styles and their selected majors. However, learning styles may not be the same over time. For instance, it is argued that adults over the age of 65 tend to become more observant and reflective while learning. Also, other critics suggest that the theory is too narrowly focused and restrictive (Cherry, 2019).

II.7. Teaching Literature through Textual Reader-Response Theories

Firstly discussed, presenting a close reading to a text trains the student to dive deeply in the way a text functions and to discover some meanings from the given text. Regarding that vision, the student's interpretation is in the first place directed by the narrative. Textual reader-response approaches therefore reveal to the fact that the text influences the manner of the readers in reconstructing meanings. Thus, both reader and text interrelate in the procedure of formulating a meaning of the text. Regarding a literary text as a musical piece, as a listener, students are moved by the music. However, they have to make an association between the music and some experience. Another argument is that a text is like an unfinished sculpt so the reader has to bring the completed form to the work. At last, textual reader-response represents a very workable approach due to the considerable features. These features enable the students to instruct with the literary texts and use their own interpretations for various meanings to not only stick on one meaning.

II.7.1. Textual Reader-Response Theories

Textual reader-response strategies focus on the import of the reader's part in the construction of meaning. (Spirovska,2019, p.22) asserts that "It views the reading process as a transaction between the reader and the text in which the reader, with his past experiences, beliefs, expectations and assumptions, interacts with the perspectives in the text, and meaning is determined as the result of this transaction". In fact, the readers effectively create their own meaning from texts to express their responses and comprehensions individually. When students respond, they are motivated to reflect on what they bring to the text as readers. As a result, experiences, knowledge, emotions, and concerns are included.

II.7.2. Affective Responses

"Affective responses are defined as general psychological state of an individual, including but not limited to emotions and mood, within a given situation" (Haile, 2014). According to its basic context, affective response is used to express or describe subjective experience of individuals. Students can rate the affective response to exercise through choosing a number from a range of numerical categorizations displayed on an affect scale. These scales designed for the purpose of measuring affective responses like the Feeling Scale, covering verbal descriptors placed in juxtaposition to numerical categories representing the range of affective responsiveness from the most negative feelings to the most positive feelings regarding the exercise situation.

II.7.3. Associative Responses

Associative response, therefore, is a learning concept which states that ideas and experiences are reinforced by each other and can be mentally connected to one another. This means that brains in general were not designed for the purpose of recalling information in

isolation; instead, students group information together into one associative memory. That is why it is hard to recall just one eyebrow without seeing the whole face. So Associative learning is considered as a powerful classroom management and teaching means which has many uses in the classroom. It also can be employed to assist student's connection with information more profoundly and recall that information with considerable accuracy.

II.7.4. Reflective Responses

It is argued that «The worthiness of exposing student teachers to a reflective teaching intervention lies in the fact that student teachers can expand their insights into reflective teaching and assume a more reflective attitude in their teaching practicum process”. (Insuasty, Castillo, 2010, p. 103). In fact, reflective responses require to be formed a systematic professional development procedure. The latter enables both teachers and students to be involved in a wide scale of analysis exploration, observation and evaluation experiences. Besides, they add “Student teachers need to be empowered to become reflective professionals who reflect continuously on experience and devise new patterns of action aimed at improving student learning and achievement”. Regarding this view, reflective responses are opted to empower the teachers and their learners to have the capability of reflection on experiences to promote the understanding of any given subject.

II.7.5. Interpretive Responses

In the article entitled ‘Applying the Reader-Response Theory to Literary Texts in EFL-Pre-Service Teachers’ Initial Education,’ (Garzón, Castaneda Pena, 2015, p. 194)write that “ In other words, interpretive responses deal with students’ attempts to make meaning of the stories based on what was explicitly stated in the text”. Indeed, those responses represent the students’ attempt to interpret the meaning of the given texts relying on the actions of it to be grouped in what is called interpretive response. Consequently, students are supposed to make

statements which are considered as their points of view of actions and events in the stories to back them up with examples and quotation from reading. In short, interpretive responses are mainly about the students' interpretation, for these responses enable them to have the ability to interpret different meanings.

II.7.6. Inferential Responses

This sort of responses enables the student to see not the content only, but numerous layers of meaning in the text. In this context, it is argued that "Inferential comprehension is the ability to process written information and understand the underlying meaning of the text". ("Inferential comprehension," 2020). Therefore, these responses attempt to make the student able to combine ideas, interpret and evaluate, and draw conclusions. Accordingly, from its name, inferential responses have to do with the attempt of the student to deduce meaning of the narrative or the text relying on what was implicit.

II.8. Conclusion

Teaching literature requires certain theories and strategies. Starting from this point, theories of learning and teaching are various, for literature needs effective theories and strategies as well, especially in EFL classes. Therefore, in this chapter, new interesting information have been discussed such as teaching literature, specifically modern African literature which is the main focus in the chapter. The situation of teaching literature in Algerian universities is taken into consideration to discover how it is going with literary texts. Consequently, novels are the targeted subject in order to see how they are taught. Hence, there should be specific theories to teach novels.

As a result, reader-response theories are used in teaching novels. They represent very effective theories, because they tend to enhance the understanding of several literary concepts.

Chapter Two: Theoretical Development in Teaching the Modern African Novel using Textual Reader-Response Strategies.

However, the main emphasis is the implementation of textual –reader response strategies in teaching modern African novels. Besides, after searching about these strategies, it is argued that textual reader-responses strategies are very effective, for they enable the students to have several capacities concerning the understanding of literary concepts. Thus, the implementation of Textual Reader-Responses strategies is so essential since they help in understanding concepts and literary theories such as concepts of modern African novels.

Chapter Three:

Data Presentation and Analysis.

III. 1. Introduction

This chapter aims at presenting the methodology of the study and the findings ‘interpretations. In particular, it aims at discussing the results of teachers and students’ questionnaire concerned with the use of textual reader-response strategies in teaching the modern African novel. Besides, this chapter enables the reader to have an idea about the teaching situation in literature sessions, in Algerian university, in particular English Department at Ammar Thelidji University of Laghouat. Further, the chapter provides the practical part of this study. The current chapter is divided into two parts. The first part provides the variables of the research, the plan of the research, the samples of the research, the tools of the research, the steps of the research and, and finally data analysis whereas the second part provides the interpretation of data collection, and the results of the study.

III.2. Variables of the Research

This research has two different variables in which one variable affects the other one. Briefly, the independent variable in this research is the use of (TRRS) in teaching the modern African novel. On the other hand, the dependent variable is the students’ understanding of postcolonial theory.

III.2.1. The Independent Variable

What should be known is that an independent variable is the cause or the input, in other words, the independent variable either makes a change in the research or it is auto-changeable. Regarding this, the independent variable in this research is the use of textual reader-response strategies in teaching modern African novel. What can be remarkable also is that teaching the modern African novel is also limited by the usage of textual reader-response strategies.

III.2.2. The Dependent Variable

However, the dependent variable is the effect being measured or tested in any experiment. In the given research, the dependent variable is the comprehension of Master one LMD students of postcolonial theory. This dependent variable is connected to the independent variable which is the understanding of postcolonial theory by Master one students, that is to say, the dependent variable here centers the effect of the use of textual reader responses in teaching modern African novel.

III.3. Plan of the Study

The objective of this study is to assess the integration of (TRRS) in teaching the modern African novel theory to see whether it helps understanding postcolonial theory in Master one African literature class.

Certainly, what is opted in this research as a methodology is the mixed methods approach. The latter combines qualitative and quantitative research instruments for analysis and data collection as well. Molina-Arizon asserts that: “the overall purpose and central premise of mixed methods is that the use of qualitative and quantitative approaches in combination provides a better understanding of research problem.” (Molina-Arizon,2016, p.37).

As the writer states above, data collection requires multiple procedures to be used. As a result, the qualitative data are collected through the students’ comments which ought to be analyzed and interpreted throughout qualitative analysis. While quantitative data are collected through questions of questionnaire. The latter seeks for statistical analysis that will be represented using tables and figures in a statistical method.

Further, the research is carried out at Ammar Thelidji university of Laghouat and it relies on the quantitative approach for analysis and data collection as well. The quantitative data are collected through questionnaire; the latter seeks for statistical analysis that will be represented

using tables and figures in percentage. It should also be highlighted that students were asked to answer a task of 05 responses (Affective, Associative, Reflective, Interpretive, and Inferential) before filling the questionnaire. This task will familiarize students with reader-response approach and subsequently textual reader-response strategies. Also, it will help them to answer the questionnaire appropriately. In addition, it will check the extent of their understanding of some postcolonial concepts (hybridism, mimicry, national bourgeoisie) via using textual-reader response strategies in some modern African novels (*Things Fall Apart*, *Devil on the Cross*, *Nervous Conditions*).

III.3.1. Sample of the Study

The given research is conducted in the department of English at the University of Ammar Thelidji at Laghouat in the academic year (2019-2020). The first year LMD Master Students and their teachers are the targeted ones under the investigation. Likewise, the total number of Master one students is one hundred and seventy (170), divided into three groups. Consequently, a sample of twenty (20) students is chosen randomly because it is hard to deal with the whole number of students. The percentage of this sample represents 11.76% from the total number of students. Besides, the number of teachers selected, who experienced teaching African literature, especially modern African literature, is (05) and they represent a percentage of 25%.

III.3.2. Tools of the Study

There are many tools which can be used in conducting a research or in investigating a phenomenon. Regarding this, questionnaires are most opted tools. They have several advantages, for a considerable amount of information will be collected from certain number of people in a short period of time in an effective way. Therefore, questionnaires are chosen in this research to collect needed data from students and teachers.

III.3.3. Steps of the Study

Without a shadow of doubt, this study requires a set of steps to be accomplished. Hence, the study process should be managed and organized as well. After having the topic upon which the study is done, the methodology of the research as well is designed. What is required after that is the collection of data through the questionnaire (students and teachers) as a quantitative approach. Then, these data need to be analyzed and interpreted using tables, diagrams and figure to facilitate the discussion process. At the end, the findings ought to be reported by discussing the final results.

III.4. Analysis and Interpretation of Data

In this section entitled “Analysis and Interpretation of Data”, the results of teachers’ and students’ questionnaire are analyzed. Further, the obtained findings reached in this study will help to determine whether textual reader-response strategies are effective in teaching the modern African novel. In addition, it helps the researcher to know if the incorporation of these strategies promotes the understanding of postcolonial theory.

III.4.1. Analysis of the Teachers ‘Questionnaire

As a tool of research, the teachers’ questionnaire verifies the effectiveness of the use of (TRRS) in teaching modern African novels in order to enhance the students’ understanding of postcolonial theory. Therefore, experiences, attitudes and points of views of teachers are taken into consideration to elaborate the case study.

Further, the teachers’ questionnaire concerns five (05) teachers in the department of English at UATL. It is made of three sections. The first one tackles the background information of teachers, such as, age, gender, held degree and actual university. Besides, the second section involves teaching the modern African novel. It contains eight questions which

deal with the teachers' experiences and attitudes in teaching modern African fiction. Lastly, the third section tackles teaching concepts of postcolonial theory. The latter is composed of six questions that concern the students' understanding of postcolonial theory, approaches of teaching and the implementation of (TRRS) in literature courses.

Section One: Background Information

Question 01: Indicate your gender

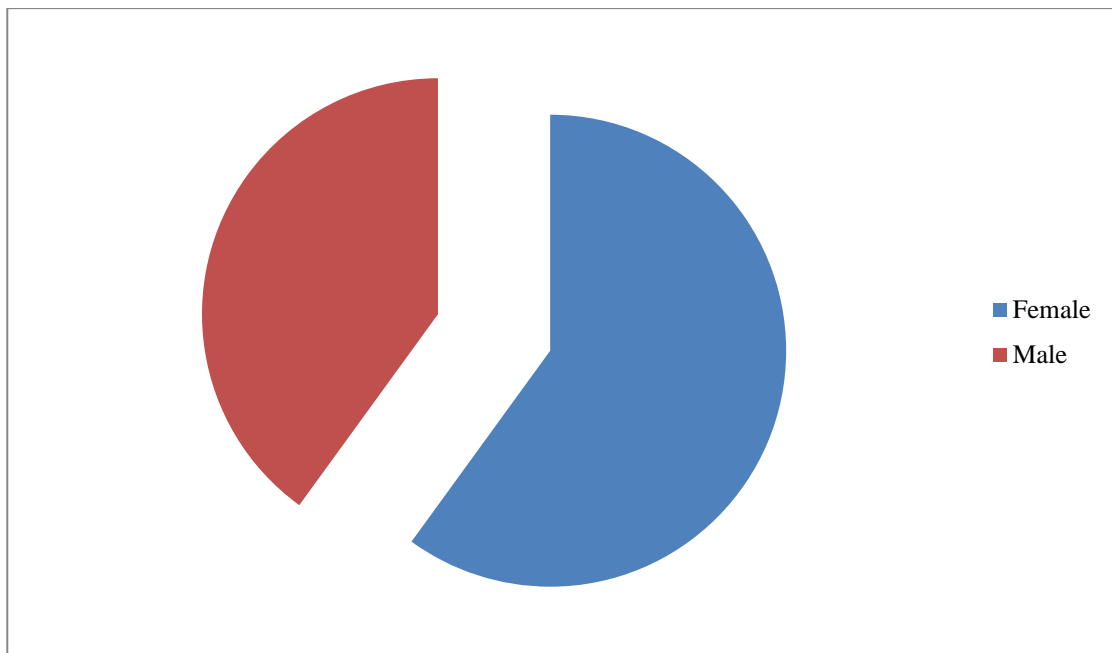


Figure 01: Gender

In English department at Ammar Thelidji of Laghouat, the majority of teachers (04 teachers) in the sample are female teachers with a percentage of 80% while the male teachers represent 20%, which means there is only (01) male teacher in the sample.

Section Two: Teaching Modern African Novels

Question 01: How long have you been teaching English?

07 Years	05 Years	03 Years
One Teacher (01)	One Teacher (01)	Three Teachers (03)
Percentage : 20%	Percentage : 20%	Percentage : 60%

Table 01: Years of Teaching English

There is one teacher (20%) who has been teaching English for 07 years with a percentage and one teacher (20%) who have been teaching English for 05 years and three teachers (60%) who have been teaching English for 03 years.

Question 02: How would you consider your students level in English?

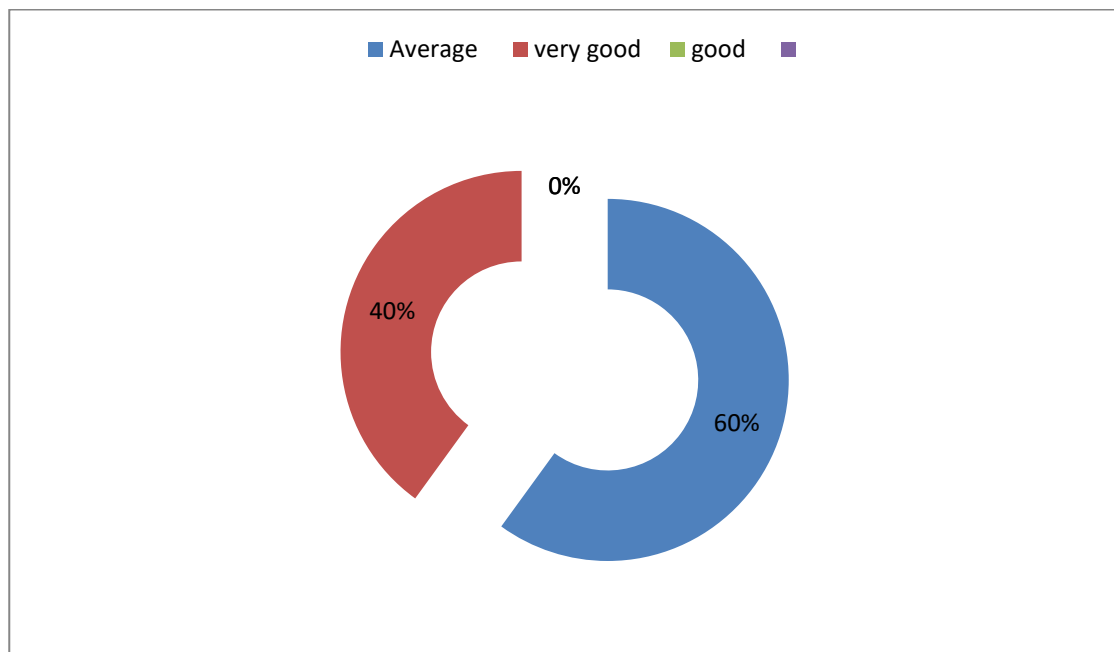


Figure 02: Students' Level in English

(02) Teachers (40%) said that the student's level is good and (03) teachers (60%) said that the student's level is average

Question 03: What is the most preferable literary genre for your students?

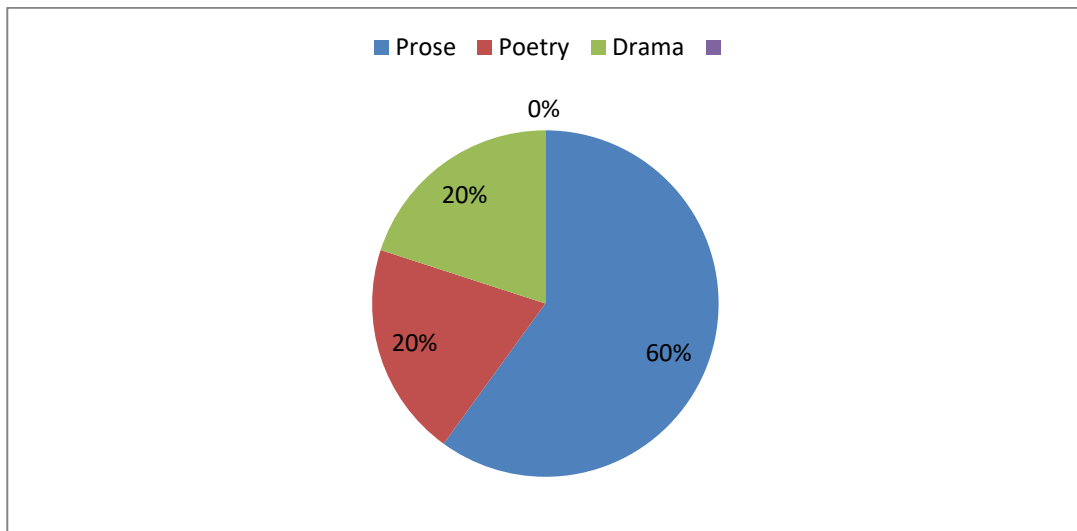


Figure 03: Preferred Literary Genres for Students.

Three (03) teachers 60% answered that students prefer prose genre. However, one (01) teacher (20%) said that students prefer poetry. Another teacher (20%) answered that students prefer drama genre.

Question 04: Do your students enjoy reading novels?

Yes	No
60%	40%

Table 02: The Percentage of Reading Novels.

Two teachers (40%) said that students enjoy reading novels. Three (03) teachers (60%) said students do not enjoy reading novels.

Question 04: How many modern African novels have you dealt with in literature session?

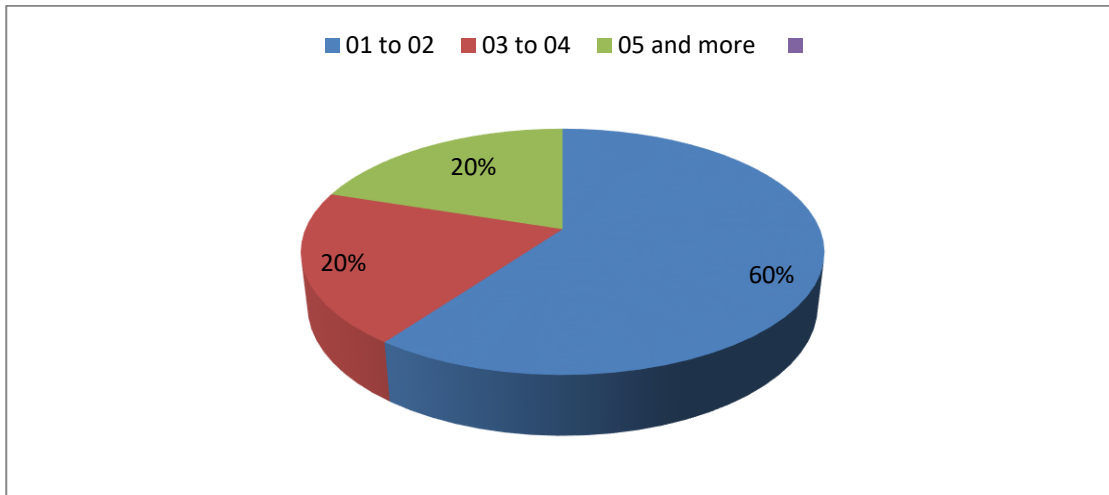


Figure 04: Number of Modern African Novels Being Tackled

In African literature class, three (03) teachers 60% deal with one to two novels in literature session. One (01) teacher (20%) deals with three to four novels the other teacher (20%) deals with more than five novels

Question 05: Do your students understand passages from novels directly without your explanation?

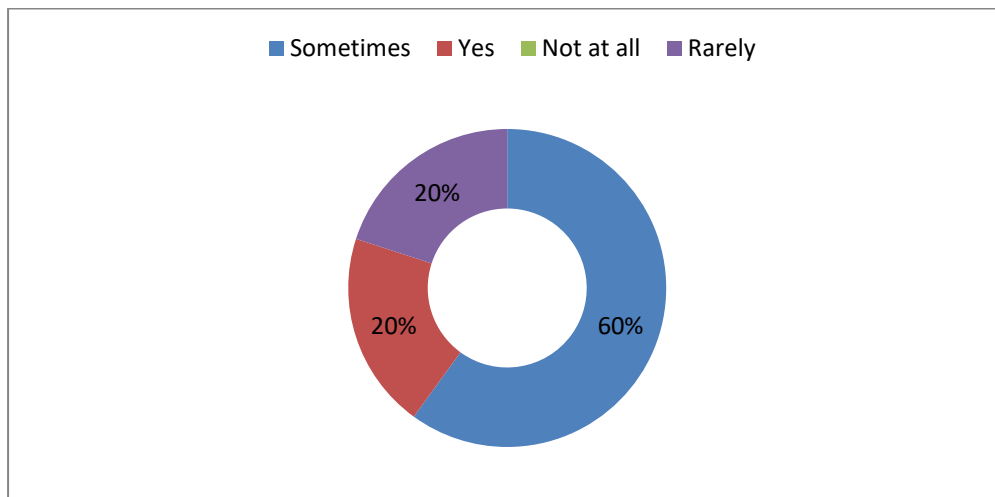


Figure 05: Students' understandings of Passages

01 teacher (20%) said that students understand the passages directly from the novel without his explanation 03 teachers (60%) said that students sometimes understand the passages

without their explanation 01 teacher (40%) said that students rarely understand the passages without his explanation.

Question 06: How often do you instruct your students to read African fiction?

Once a Week	Twice a week	Rarely	Never
Percentage :80%	Percentage :20%	Percentage :00%	Percentage : 00%
04Teachers	01Teachers	00	00

Table 03: The Percentage of Reading African Novels.

Four (04) teachers instruct their students once a week to read African fiction. However, 20% of teachers (01 teacher) instruct students twice a week.

Section Three: Teaching Postcolonial Theory Concepts

Question 01: Have you tackled postcolonial theory in your African literature class?

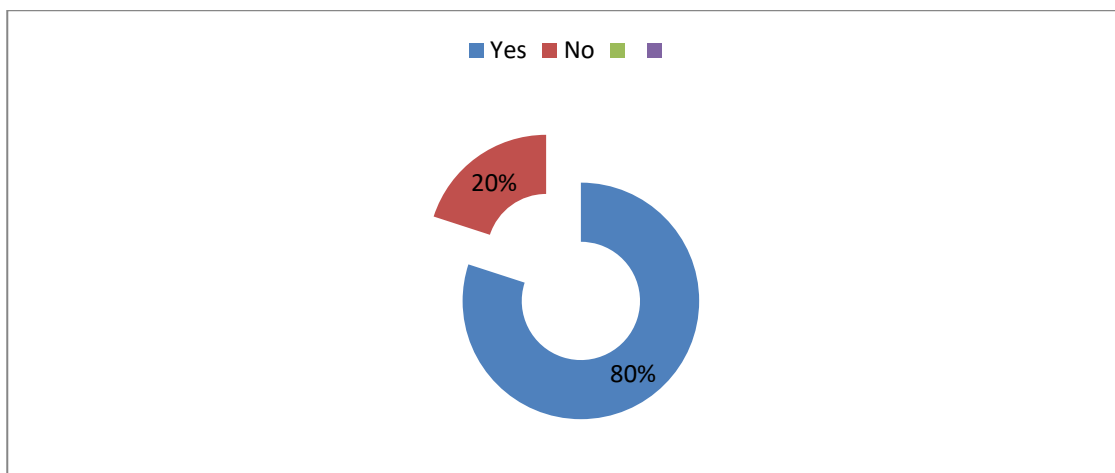


Figure 06: Postcolonial Theory

In African literature class, four (04) Teachers (80%) tackle the postcolonial theory while only (01) of teacher (20%) do not tackle the postcolonial theory.

Question 02: Do you think that the understanding of postcolonial theory is difficult for your students? Justify?

Four (04) teachers (80%) said that the understanding of postcolonial theory is not difficult with. However, one (01) teacher said that the understanding is difficult, that is to say (20%). Further, they added that postcolonial theory is difficult for students because they did not come across literary theory and criticism in their academic track.

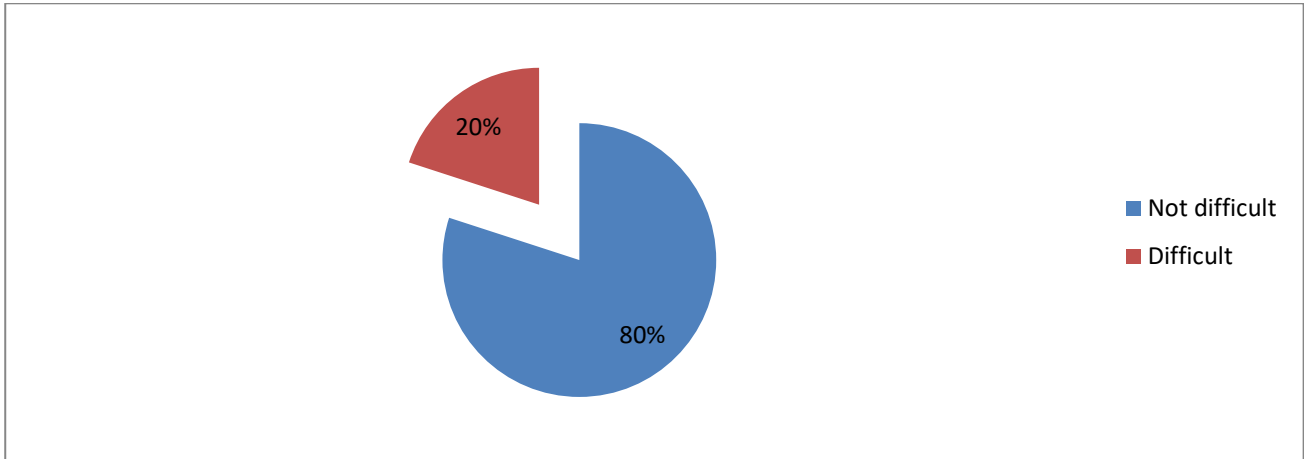


Figure 07: The Difficulty of Postcolonial Theory.

Question 03: What is the approach used in your literature sessions? Why?

Teacher Centered Approach	Student Learner Approache
Percentage : 60% 03 Teachers	Percentage : 40% 02 Teachers

Table 04: Approached Used in Literature Session

60 % of teachers (03 teachers) use teacher-centered approach in literature classes while the rest 40 % (02 teachers) use student-centered approach.

Question 04: How do you rate their literary responses writings? Justify?

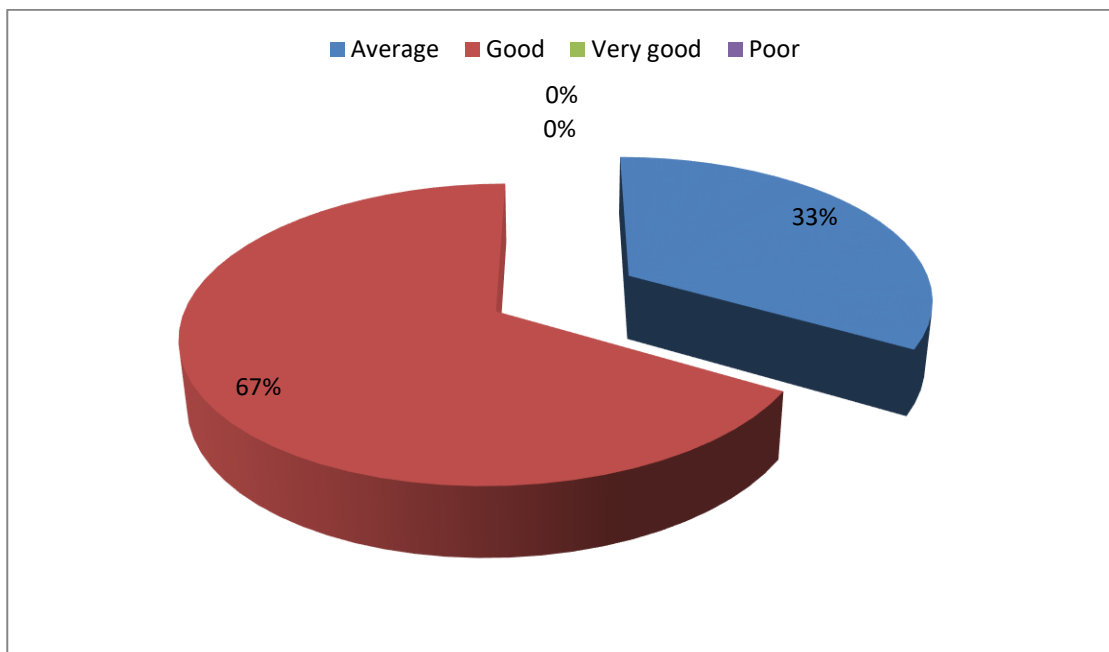


Figure 08: Percentage of Literary Responses Writings

03 teachers claim that the students’ responses writings are average (60%). However, 01 teacher (20%) claims that the students’ responses writings are good

Question 05: Which of the following responses you ask your students to write? Why?

Affective Responses	Reflective Responses	Associative Responses	Interpretive Responses	Inferential Responses
Percentage :20%	Percentage :40%	Percentage :20%	Percentage : 20%	Percentage : 00%
01 teacher	02 teachers	01 teacher	01 teacher	00 teacher

Table05: The Percentage of the Students’ Responses

As it is noticed, 40% of teachers (02 teachers) ask their students to write reflective responses. The percentage 20% represents (01) teacher who asks for Affective, associative and interpretive responses. However, none of teachers ask for inferential responses.

Question 06: As a teacher and according to your experience, do you think that the implementation of textual-reader strategies in modern African Novels is an effective tool in understanding postcolonial theoretical concepts? Why?

All teachers agree that (TRRS) are effective in teaching modern African novels. They claim that these strategies have an important role in ameliorating their students' understanding of postcolonial theory concepts. Besides, they add that (TRRS) strategies enable the students to interact with the novel. The latter means that students interpret and reflect different meanings.

III.4.2. Analysis of the Students' Questionnaire

As it is mentioned before, the questionnaire is used as an instrument in this study. It is considered as a research technique to collect quantitative data. Besides, the students' questionnaire is used for collecting different data and to determine various attitudes and facts connected to the issue of investigation. The main objective from the students' questionnaire is to report their situations in the sessions of African literature. Also, the students' questionnaire is meant to investigate the implementation of (TRRS) strategies by teachers of African literature.

Moreover, the students' questionnaire is made up of three sections. The first one contains a question as background information. The second section involves the student understanding of modern African literature; it contains nine questions which deal with their interests and position towards the modern African novel. The last section involves the students understanding of postcolonial theory. The latter is composed of seven questions which tackle the use of (TRRS) as a contribution to the understanding of postcolonial theory. Taking into consideration their opinions concerning (TRRS) in which the aim of the study is to show that these strategies are effective to clarify the postcolonial theory.

Through the questionnaire tool, the participants have provided accurate data. These data are presented through figures and charts to give clear views to readers. Consequently, the findings are divided into three sections as such:

Section One: *Background Information*

Question 01: Indicate your gender

20 persons

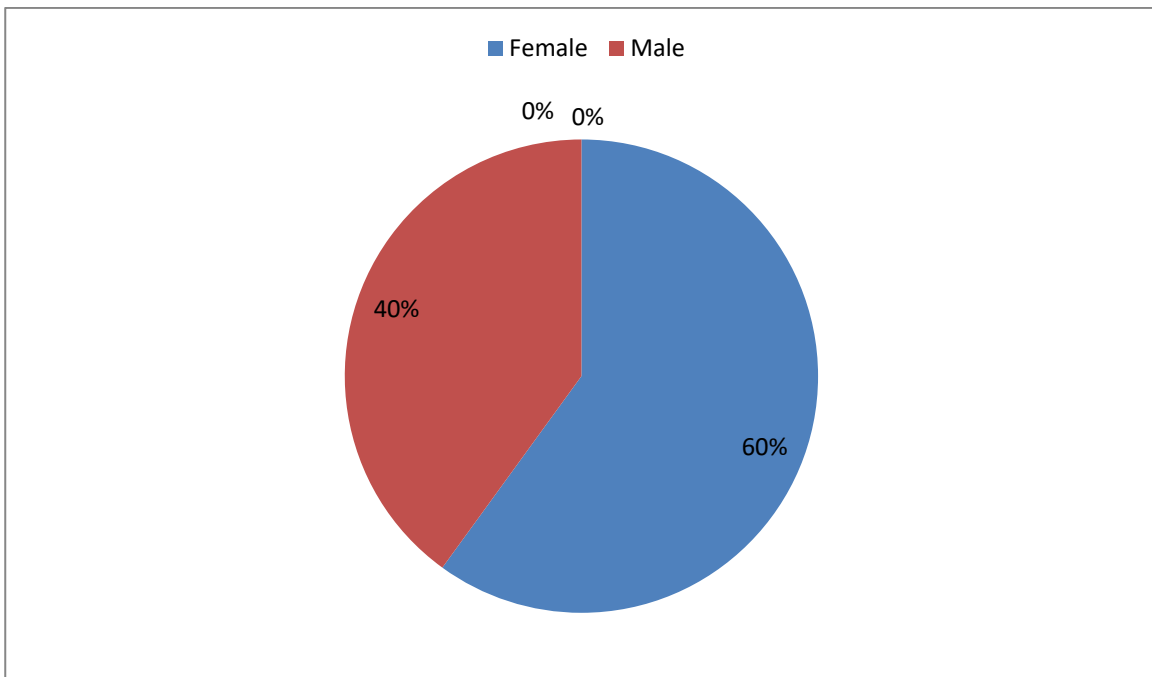


Figure 09: Students' Gender

12 Females ranked first in their collaboration with a percentage of 60%. However, 40% of males participated (08 students).

Section Two: *Modern African Novel*

Question 01: How long have you been studying English?

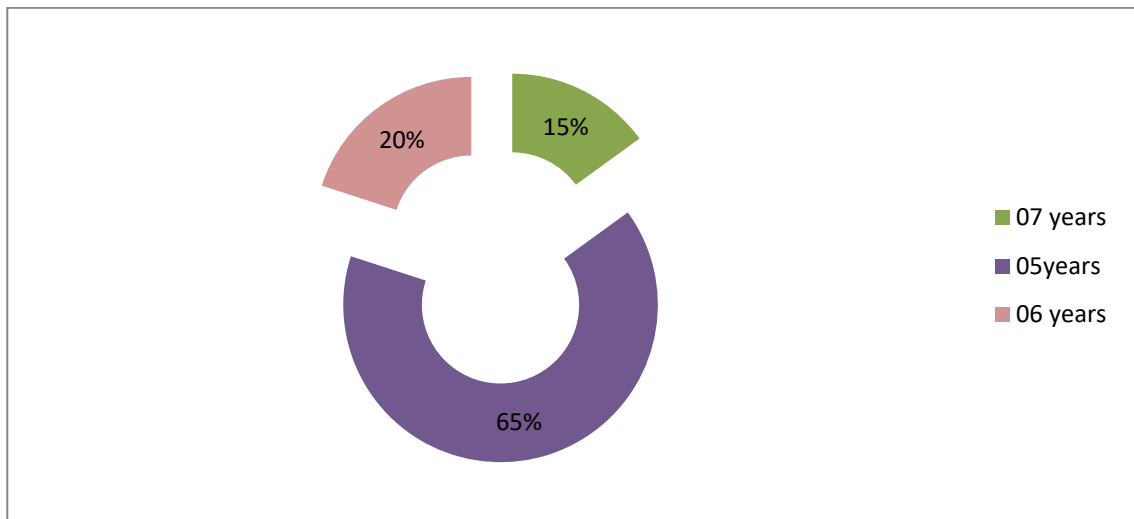


Figure 10: The Years of Studying English

(13) Students have been studying English for 05 years (65%) and (04) students have been studying English (20%) for 06 years and (03) students (15%) have been English for 07 years.

Question 02: How would you consider your level in English?

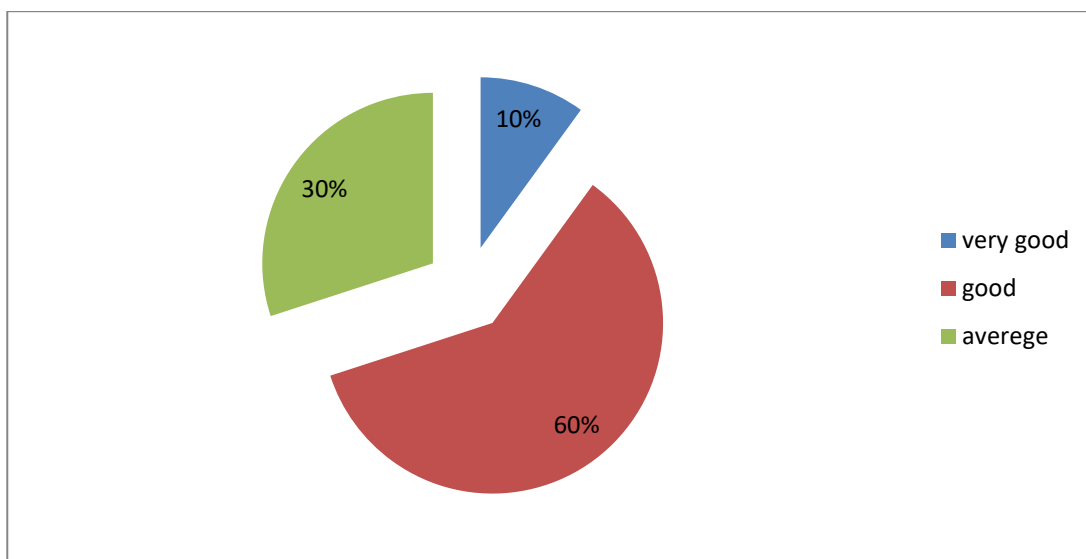


Figure 11: The Average of Students.

Twelve (12) students (60%) consider their level in English as good while (06) students (30%) consider their level in English as average (02) students (10%) consider their English as very good.

Question 03: What is your most favorite literary genre?

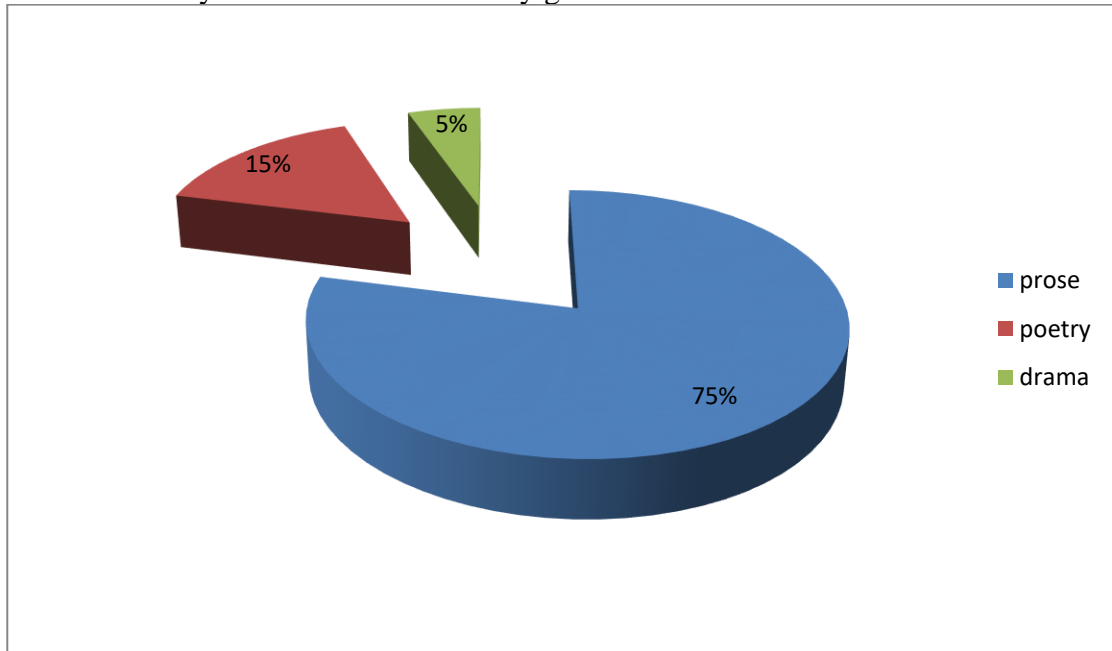


Figure 12: Preferred Literary Genre.

75% of students (15) prefer novels while one student prefers drama 05% and 03 students 15% prefer poetry.

Question 04: Do you find reading novels interesting?

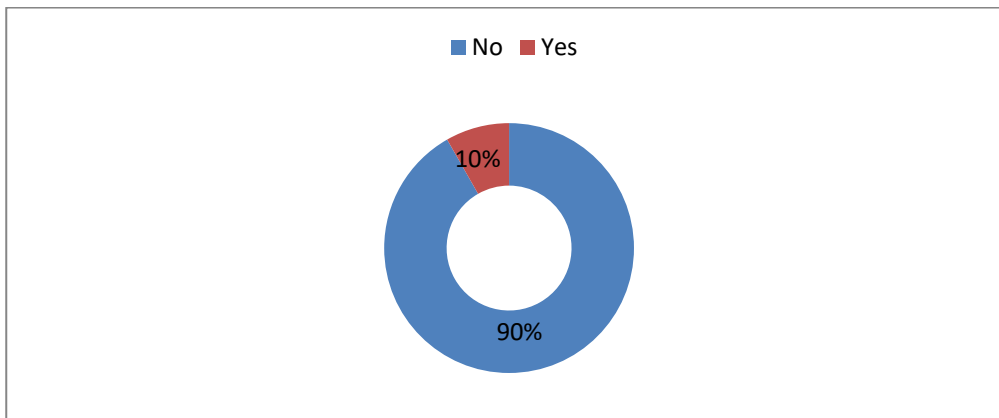


Figure 13: Modern African Novels.

(90%) of students (18 students) said reading novels is interesting while (02) students (10%) said no

Question 05: Do you like to read modern African novels?

Yes	No
10 students	10 students
Percentage : 50%	Percentage: 50%

Table 06 : Students’ Reading.

Ten (10) students (50%) like to read modern African novel whereas the rest (10) students do not like to read modern African novels.

Question 06: Have you come across the Modern African Novel in literature session?

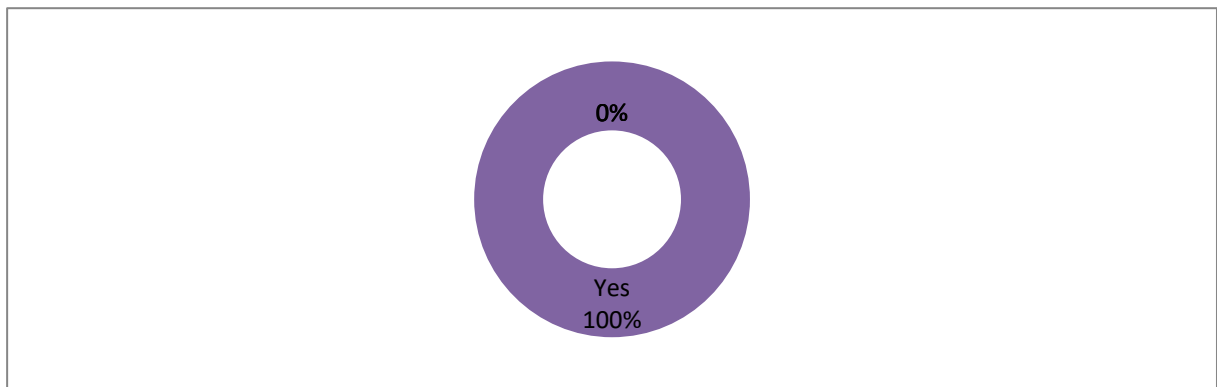


Figure 14: Modern African Novels in Literature Session.

Apparently, all students (20) have come across African novels in literature session with a percentage of 100%.

Question 07: How often are you encouraged to read novels?

Frequently	Sometimes	Rarely	Never
75%	15%	00%	00%

Table 07: Reading Novels.

85% of students (17) are encouraged to read modern African novels frequently and (03) students (15%) are sometimes encouraged to read.

Question 08: How often does your teacher instruct you to read novels at home?

Rarely	Sometimes	Frequently	Never
02 students	09 students	09 students	None
Percentage : 10%	Percentage : 45%	Percentage : 45%	Percentage : 00%

Table 08: Modern African Novels Reading Instruction.

Nine (09) students said that they are instructed to read novels frequently with a percentage of (45%) whereas (09) students said sometimes with a percentage of (45%). The rest (02) students said that they are rarely instructed with a percentage of (10%).

Question 09: Do you understand passages extracted from novels directly from the first reading?

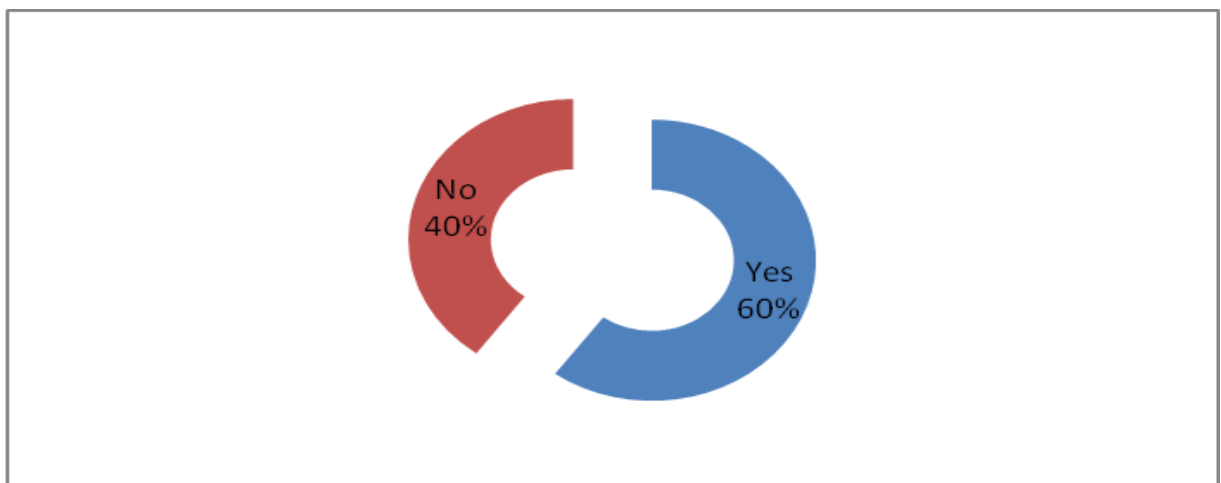


Figure 15: Modern African Novels Understandings.

60% of the students (14) answered with yes and the rest 40% answered with no.

Section Three: *The Students’ Understanding of Postcolonial Theory*

Question 01: Have you come across postcolonial theory in your literature class?

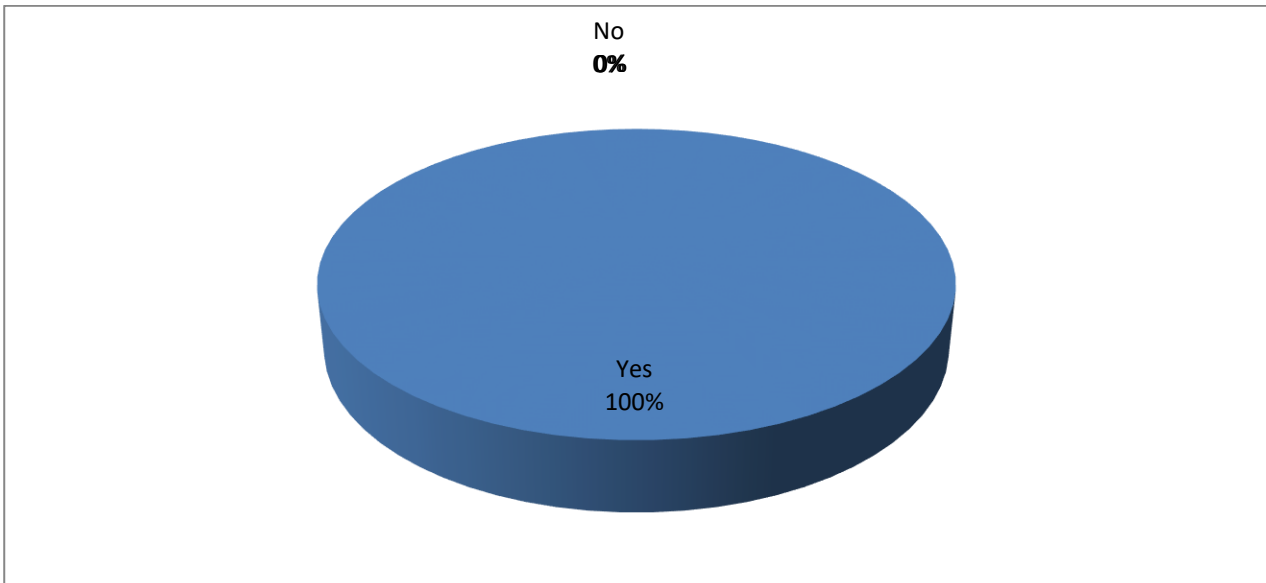


Figure 16: The Students Understandings of Postcolonial Theory.

The whole number of students (20) has come across postcolonial theory with a percentage of 100%.

Question 02: Do you find postcolonial theoretical concepts difficult to be understood?

Yes	No
45%	65%
09 students	13 students

Table 09: The Students Understandings Difficulties of Postcolonial Theory.

(65%) of students (13) do not find a difficulty to understand the concepts of postcolonial theory. (45%) of students (09) do not understand the concepts of postcolonial theory.

Question 03: What is the most used approach by your literature teachers in class?

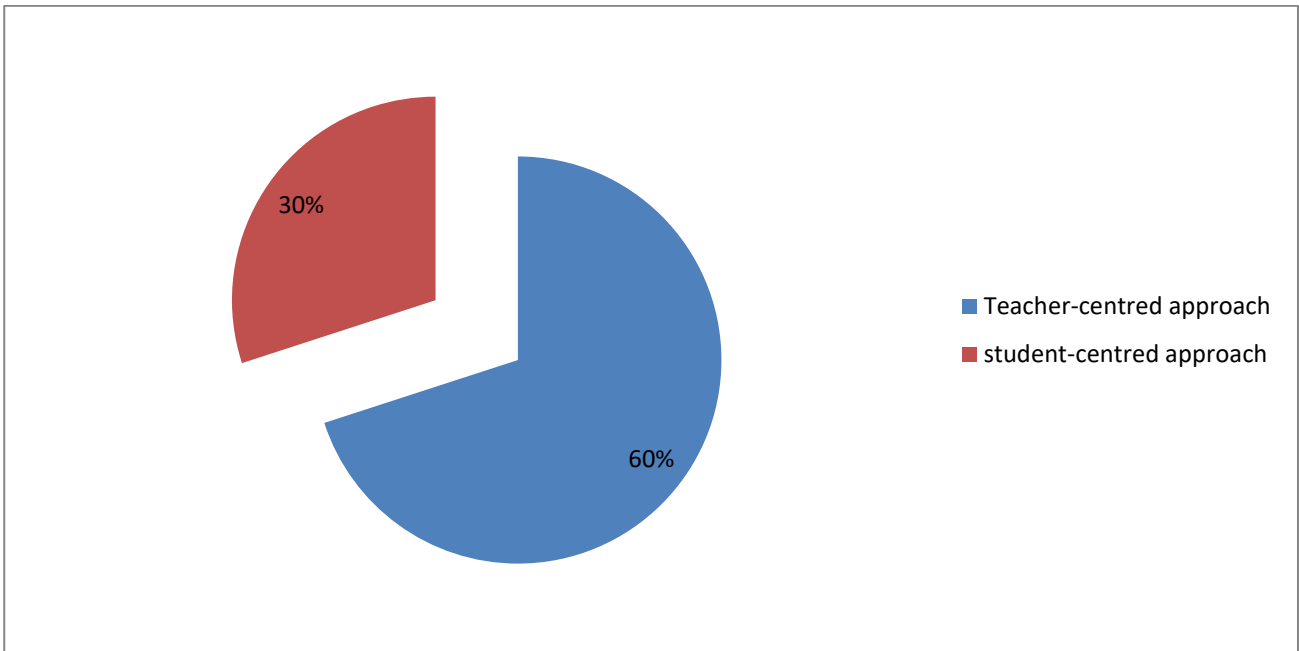


Figure 17: Approaches Used in Literature Session.

(70%) of the students (14) answered that the approach used by the teachers of literature is teacher-centered approach. The rest (30%) (06 students) claim that teachers of literature use Student-centered approach.

Question 04: How often your teachers ask you to write literary responses at home?

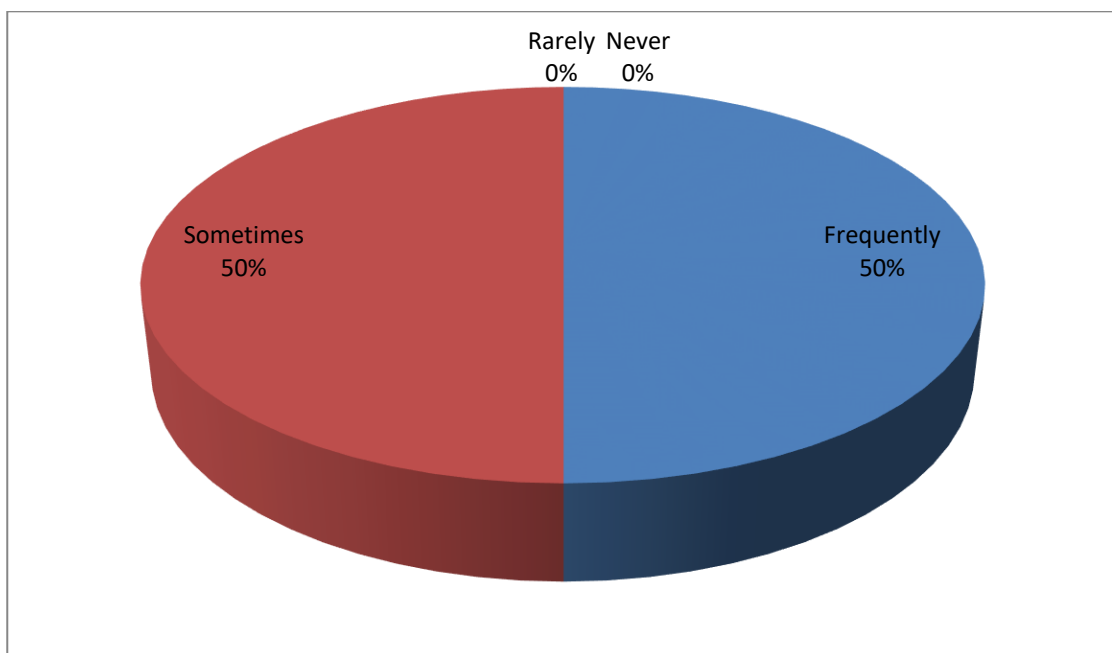


Figure 18: The Students Literary Responses.

Ten (10) of the students (50%) answered that teachers instruct them to write literary responses frequently. The other (10) students (50%) said sometimes.

Question 05: Do you think that the implementation of textual-reader strategies in modern African Novels is an effective tool in understanding postcolonial theoretical concepts?

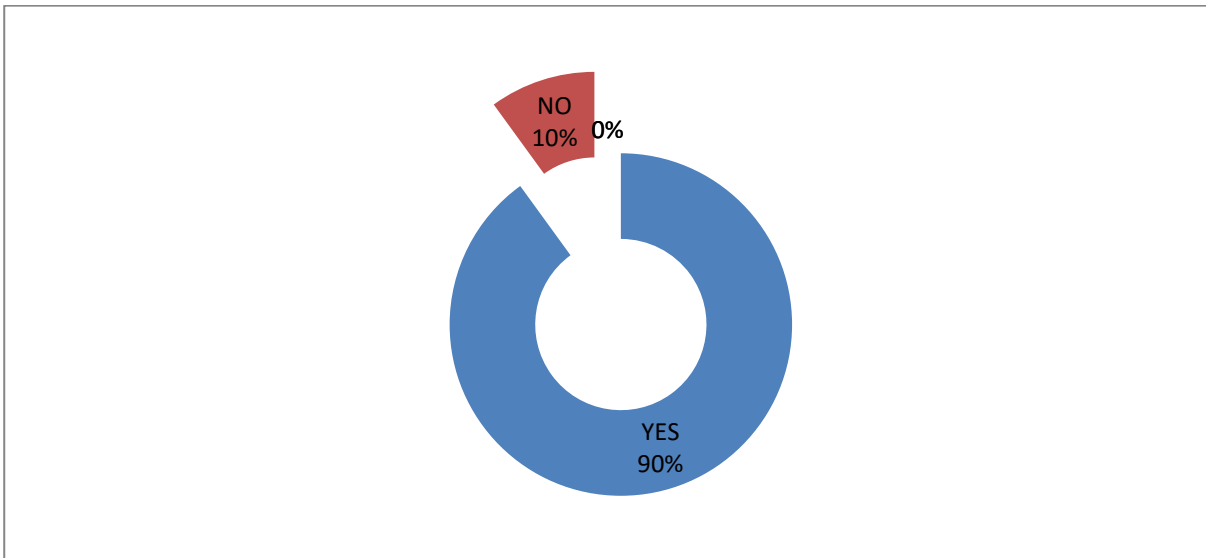


Figure 19: The Effectiveness of TRSS.

(90%) of students (19) said yes while (10%) said no.

III.5. Analysis of the Teachers and Students Questionnaires Results

III.5.1. Interpretation of the Students' Questionnaire Results

According to the students' questionnaire, the majority of students prefer the prose genre. It means that students like and enjoy reading novels. Moreover, all Master one LMD students have come across modern African novels. Hence, they are asked if they find difficulties with modern African novels. As a result, the majority answered with no. The latter means that they do not have difficulties in understanding modern African fiction. At last, most of the students of Master one does understand modern African fiction based on their answers in the questionnaire.

On the other hand, all of Master one students argue that they have dealt with postcolonial theory and concepts. They also claim that they do not find difficulties with the understanding

of postcolonial concepts. Besides, the students claim that thanks to the teacher and the approaches s/he uses, the comprehension of the postcolonial theory becomes easy. Consequently, they are asked to write literary responses as a feedback to assess their understanding.

As it is shown in the questionnaire results of students, all the students have answered in a proper way without any ambiguity. They have reported their situations in the literature classes. Likewise, the students have provided with accurate answers concerning their understandings of modern African novels and postcolonial concepts. Furthermore, they have added some comments and suggestions concerning the teaching situations in the department of English. Therefore, the majority of students (15 students) claim that they do understand modern African novels thanks to the teachers' strategies. In addition, students see that they do not find difficulties that make them straggling in the understanding of postcolonial theory.

III.5.2. Interpretation of Teachers' Questionnaire Results

Similarly, teachers of modern African literature consider their students as good in the mastery of English language. Further, they instruct them to read modern African novels and to write literary responses. Furthermore, teachers in the department of English apply the reader-response theory in the teaching process. According to teachers, the majority of them (04 teachers) rely on the Teacher-Centered Approach where the teacher plays the main role. Teachers, besides, see that their students' responses are between average and good, for the majorities understand passages from texts. Moreover, teachers ask their learners to write reflective responses. The latter means that most of the teachers use (TRRS) strategies to enhance the literary understandings of their students.

According to the results above, the question rises on the surface is do(TRRS) strategies really promote the students' comprehension? Indeed, the majority of teachers apply the reader

response theory. The latter enables their students to reflect their personal experiences and circumstances in relation to the text. For that reason, most of teachers ask for reflective responses. On the other hand, instructors see that the implementation of (TRRS) strategies have a very important role in promoting the students' understanding of literary concepts such as postcolonial theory. In fact, (TRRS) are very affective since they enhance the participation of the students concerning literary works.

Therefore, (50%) of students prefer to write both Reflective and Interpretive responses, because they give them space to interpret different meanings in the text. As a result, the majority of students (90%) see that the implementation of (TRRS) in teaching modern African novels is an effective strategy. They consider these strategies as the most useful to enhance their comprehension of postcolonial concepts. Thus, both teachers and their students believe in the effectiveness of (TRRS). The latter strategies make the students as active readers who have the capability to shape meanings of different literary works as it is argued in the second chapter.

III.6. Conclusion

The discussion of the results confirms that the majority of Master one students find that (TRRS) are very affective. Teachers as well do use (TRRS) as a contribution to enhance the understanding of postcolonial theory. Moreover, the teachers' questionnaire proves that most of the teachers are aware of the importance of the implementation of (TRRS) in teaching modern African novels. Likewise, it is argued that teachers ask for reflective responses as a strategy which is derived from the reader-response theory. At the end, the results confirm the hypothesis mentioned in the general introduction. Further, the implementation of (TRSS) helps the teacher to make an interaction with his students in the literature session.

General Conclusion

General Conclusion

Generally speaking, humans are created with the ability to learn and adapt to their surroundings. Hence, they tend to improve and develop their understanding abilities to become more intellectual in different domains. Students are taught how to be parts in society and how to contribute to their learning process. Besides, students are supposed to have an overview about the world and its areas, including customs, language and arts. Regarding this view, literature is one of the arts that students should tackle. It represents a variety of traditions and historical background among literary theories. Thus, literature in general should be taught through effective approaches and strategies to improve the understandings of students. Likewise, language is taken into consideration, for it plays an important role in making the students interact with literary texts.

Therefore, this study has investigated the role of teaching modern African novels using Textual Reader-Response strategies to promote the student understanding of postcolonial theory. Further, master one LMD students in the department of English at UATL represent the case study. The main objective of this study is to show the effectiveness of (TRSS) in teaching modern African novels in the department of English. Furthermore, the study has attempted to prove that both teachers and students find that (TRSS) do enhance the comprehension of postcolonial concepts. The latter is confirmed through the analysis of the questionnaires.

Firstly, the research started with the postcolonial theory and modern African novels. In this context, a number of ideas have been discussed such as colonialism in Africa, postcolonial theory, and the relationship between modern African novel and postcolonial theory. Soon after, the research has tackled the theoretical development in teaching modern African novels using (TRRS) strategies. In that chapter, a considerable number of items and strategies have been tackled. For example, teaching literature in the Algerian universities represents one of

the most tackled concepts. Besides, teaching novels, especially modern African novels has been discussed to sum up with the implementation of (TRRS) in teaching modern African novels and its importance to promote the understanding of postcolonial theory.

What remains is the objective of answering the research questions to either confirm or reject the proposed hypothesis which are advanced in the general introduction. Consequently, to analyze the data, qualitative and quantitative tools have been opted. In fact, one research instrument has been used to collect the needed data. Moreover, two questionnaires have been administered to twenty (20) students of master one and five (05) of their teachers. Students have been selected randomly, however, for teachers only the ones who teach African literature.

After the presentation and analysis of the two questionnaires, the discussion of the results has provided with the required answers. Results have shown that the majority of teachers prefer the implementation of (TRRS) rather than other strategies, especially in teaching modern African novels. Students see that the Reader-Response theory is very effective when dealing with modern African novels. The latter means that (TRRS) are opted in teaching literature in the department of English at UATL. Furthermore, students have claimed that thanks to (TRRS) they become able to understand and interpret the concepts of postcolonial theory. Thus, it is proved that the implementation of these strategies in teaching modern African novels really enhances the understandings of postcolonial theory. Therefore, (TRRS) provide the students with the ability to reflect and interpret meanings in the novel. The latter contributes to their process of comprehension to become critical. For that reason, (TRRS) are preferable for teachers to clarify the postcolonial theory through modern African novels.

Finally, the analysis and interpretations of data have confirmed the suggested hypothesis stated in the general introduction. In other words, the role of teaching modern African novels using (TRSS) is very effective, useful and workable. As a result, they promote the

understandings of postcolonial theory. In short, teaching literature in general does not tend to provide students with new vocabulary and items. However, it aims to make the students more intellectual with the ability to think critically by different interpretations of meanings. Also, it opens the doors for several opportunities in the future, especially in the field of literary criticism.

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Appendices

Appendix'01'

Teachers' Questionnaire.

Dear teachers,

The given questionnaire is a tool for a master dissertation which investigates teaching modern African novels using of Textual-Reader Response strategies in to promote the students' understandings of postcolonial theory. Hence, your experience, opinion and attitudes are relied on to elaborate a case study for obtaining needed results. Your help is highly appreciated. So, please put a tick next to the answer which corresponds the appropriate answer or fill in the space when required. Thank you in advance.

Section one: Background **information.**

Question 01: Indicate your gender: **a/**male **b/** female.

Section Two: Teaching Modern African Novels.

Question 01: How long have you been teaching English?

I have been teaching English for.....

Question 02: How would you consider your students level in English?

a/ good **b/** average **c/**poor **d/** very good.

Question 03: What is the most preferable literary genre for your students?

a/ prose **b/** poetry **c/**drama.

Question 04: Do your students enjoy reading novels?

A/Yesb/No

a/ teacher centered approach

b/student centered approach.

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Question 04: How do you rate their literary responses writings? justify?

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Question 05: which of the following responses you ask your students to write? Why?

a/ affective responses b/reflective responses c/associative responses d/ interpretive responses e/ inferential responses.

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Question 06: As a teacher and by your own experience, do you thing that the implementation of textual-reader strategies in modern African Novels is an effective tool in understanding Postcolonial Theoretical concepts? Why?

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.....

Question 07: It is so helpful to add a comment or a suggestion concerning the promotion of the students' understanding of postcolonial theory using affective strategies.

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.....

Appendix '02'

Students' Questionnaire.

Dear Students,

This questionnaire aims at collecting information about the implementation of Textual Reader-Response strategies to promote the students' understanding of postcolonial theory. You are kindly invited to answer the questions and provide with best insights about the research study. Thank you for your collaboration.

Section One: Background Information

Gender: a-Male b-Female

Section Two: The Student's Understanding of Modern African Novels

Question: 01

How long have you been Studying English?

I have been studying English for Year (s).

Question: 02

How would you consider your level in English?

Very good good Average Poor

Question: 03

What is your most favorite Literary Genre?

Prose (novels) Poetry (poems) Drama (plays)

Question04:

Do you find reading novels interesting?

Yes No

Question 05:

Do you like to read Modern African Novels?

Yes No

Question 06:

Have you come across some Modern African Novels In literature Sessions?

Question 07:

How often you are encouraged to read novels?

Frequently Sometimes Rarely Never

Question 08:

How often does your teacher instruct you to read novels at Home?

Frequently Sometimes Rarely Never

Question 09:

Do you understand passages extracted from novels directly from the first reading?

Yes No

Section Three: The Student's Understanding of Postcolonial Theory

Question 01:

Have you come across postcolonial theory in your literature class?

Yes

No

Question 02:

Do you find postcolonial theoretical concepts such as hybridism or subalternity difficult to be understood?

Yes

No

Question 03:

What is the most used approach by your literature teachers in class?

Teacher-centered approach Student-centered approach

Question 04:

How often your teachers ask you to write literary responses at home?

Frequently Sometimes Rarely Never

Question 05:

What is the most type of responses that your literature teachers ask you to write?

Affective response Reflective response Associative response

Interpretive response inferential response

Question 05:

Do you think that the implementation of textual-reader strategies in modern African Novels is an effective tool in understanding Postcolonial Theoretical concepts?

Why

Question 06:

What do you like as a comment or suggestion?

Student's Task: Applying Textual reader-response strategies in some passage of Modern African Novels

You are asked to write five reader-response tasks (*Affective, Associative, Reflective, Interpretive, and Inferential*).

NB: Answer each question in a paragraph of 10 lines

1-Affective response:

Write a response that expresses your feelings, emotions or any positive or negative effect towards Chinua Achebe's *Things Fall Apart*.

2-Associative response:

Compose a response in which you identify personal memories, personal experiences, a literary background, or characters in other literary works that are similar to Ngũgĩ's *Devil on the Cross*.

3-Reflective Response:

In light of you what you have seen in the lecture of postcolonial theory, reflect on the following quotation (make use of the postcolonial theory concept: **the national bourgeoisie**):

"There is nothing as terrible as people who have swallowed foreign customs whole without even chewing them, for such people become mere parrots" (*Devil on the Cross* 247)

4-Interpretive response:

In light of you what you have seen in the lecture of postcolonial theory, *interpret* the following quotation (make use of the postcolonial theory concept: **mimicry**):

"She went on like this for quite a while, going on about how you couldn't expect the ancestors to stomach so much Englishness. She didn't mention Nhamo, but I was beginning to follow her trend of thought. I knew she was thinking of him and I could see she considered him a victim too: ~~the~~the problem is the Englishness, so you just be careful!'"... Be careful, she had said, and I thought about Nyasha and Chido and Nhamo, who had all succumbed, and of my own creeping feelings of doom. Was I being careful enough? I wondered. For I was beginning to have a suspicion, no more than a seed of a suspicion, that I had been too eager to leave the homestead and embrace the "Englishness" of the Mission; and after that the more concentrated "Englishness" of Sacred Heart.... But term time was fast approaching and the thought of returning to Sacred Heart filled me with pleasure. The books, the games, the films, the debates - all these things were things that I wanted." (*Nervous Conditions*, p.203)

5- Inferential response

In light of what you have seen in the lecture of postcolonial theory, *infer* what does this quotation suggests (make use of postcolonial theory concept: **hybridism**):

"It would be a marvelous opportunity, she said sarcastically, to forget. To forget who you were, what you were and why you were that. The process, she said, was called assimilation, and that was what was intended for the precocious few who might prove a nuisance if left to themselves" (Nervous Conditions178).