The Role of Literary Texts in Enhancing EFL Learners' Writing Skills

A Case Study of Second Year Students of English at Mohamed Khider University of Biskra

Dissertation Presented to the Department of Foreign Languages as Partial Fulfilment of the Requirements for the Master's Degree in Sciences of the Language

Presented by: Afaf KHIRDJA   **Supervised by:** Dr. Saliha CHELLI

Board of Examiners

Chair: Mr. Walid AOUNALI	University of Biskra
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Examiner: Ms. Lamia BENTAHAR	University of Biskra

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Department of Foreign Languages

Section of English

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"A professional writer

is an amateur

who didn't quit."

Richard Bach

Dedication

I dedicate this modest work to my

beloved parents, my brothers, my sister

and my grandparents for all their unending love

and constant support in every way possible.

A huge 'thank you' offered to them

for their patience, stimulation and understanding.

I would not have been able to get to this stage

without their blessings and encouragement.

Acknowledgments

Abstract

Literature has long been proved to be fruitful to the foreign language students' learning experience. In recent years, there has been a growing interest in implementing literary texts in foreign language (EFL) classrooms. The present study is an attempt to investigate the importance of acknowledging literary texts as a potent resource for fostering EFL students' writing skills. It seeks also to shed light on the role of literary texts in enriching vocabulary. Furthermore, it offers some insights into how students and teachers perceive the merits of the inclusion of literary genres in the EFL context. The hypothesis of the current research states that the use of literary texts in the EFL milieu improves students' writing skills in terms of vocabulary enrichment. Therefore, the present exploratory research has taken into account both students' and teachers' perceptions and views on this issue. The surveys were undertaken at Mohamed Kheider University of Biskra to obtain the maximum information on the students' and teachers' reactions and beliefs towards the use of literary texts as an eminent asset to consolidate writing and expand vocabulary. A semi-structured questionnaire was administered to a total of one hundred (100) students of English that were randomly selected to provide their views. Moreover, a semi-structured interview was conducted with four (04) teachers of English literature to identify their attitudes towards the effective role of incorporating literary works in the EFL contexts in ameliorating writing and increasing vocabulary. The results of the study indicated that both participants are aware of the benefits of the incorporation of literary texts in the EFL settings. The findings also suggested that reading literary texts can be regarded as valuable and powerful instruments to boost the students' writing level and fortify their vocabulary. Regarding the overall findings of the conducted research, it can be concluded that integrating literary texts into EFL classrooms may have an important positive effect on learners' writing development as well as vocabulary growth.

Key Words: Literature, Literary Texts, Writing Skills, EFL Learners.

List of Abbreviations

CLT: Communicative Language Teaching

FL : Foreign Language

EFL : English as a Foreign Language

ELT: English Language Teaching

ESL : English as a Second Language

Q: Question

L1: Native Language/Mother Tongue

L2 : Second Language

LMD: Licence, Master, Doctorate

R: Respondent

Rs: Respondents

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General Introduction

General Introduction

Introduction

For many years, the issue of the incorporation of literature in the foreign language education has sparked considerable controversy. However, lately, not much attention has been drawn in the EFL/ESL contexts. This field has fueled only since 1980s by a renewed interest, and has been a fruitful starting point in attracting a host of researchers and ELT professionals all over the world (Clandfield & Foord, 2006). At the present time, the role of literature as a treasured technique and source of authentic model of language use has been enjoying an outstanding place as well as popularity in the domain of ELT (Hişmanoğlu, 2005). Teaching literature in EFL/ESL classes is deemed to be powerful and a valuable instrument (Sage, 1987). Realizing this increased value, many educationalists have raised vital debates of how literature can serve as a useful complement to EFL curricula for the advantage of learners and teachers. Research has thus led to the birth of flourishing ideas, including models and strategies of using literary genres to teach and develop EFL students' language skills.

Within this course of reasoning, noting literature's contribution appears to show its weight to solidify the writing skill. This latter is regarded as an authentic and inspiring source for writing in EFL settings. In this vein, many language educators and EFL teachers advocated that literature offers ample opportunities for learners to be familiarized with the good expert models of writing as they read it. In the language pedagogy, researchers have shown interest in the area of enhancing foreign language learners' writing, and so they have pondered the strategies to better their written productions. This standing is justified where writing is promoted through using literary texts. This improvement is the prime focus of the current study. Numerous studies

addressed this issue focusing on empowering EFL students' writing skills with the use of literary works (Stern, 2001; Oster, 1989; Richards, 1990; Frank, 1995; Lazar, 1993; Muewller, 1986; Hişmanoğlu, 2005).

To shed the light on this area in the Algerian context, the present study attempts to investigate both students' and teachers' perceptions and attitudes towards using works of English literature to develop the writing skill of second year LMD students of English with special focus on Biskra University. It tends to look to this issue with earnestness by discussing the merits of literature texts to the building of vocabulary.

1. Statement of the Problem

Writing in a foreign language is a complex task mostly for all language learners. Improving the writing skill is deemed to be highly elaborate compared with the other skills. Researchers as (Richards and Renandya, 2002) revealed that "There is no doubt that writing is the most difficult skill for L2 to master" (p.303). The ability of expressing oneself in a language other than one's first language through writing with decent accuracy and coherence is a prominent performance (Celce-Murcia, 1991a, p. 233). The writing task appears to be complicated, demanding and involves a number of challenges for both native and non-native learners of English. However, it is largely thought that foreign language learners commit a great deal of errors when writing English (Tsai and Lin, 2012). Accordingly, learning to write accurately and correctly is one of the skills that EFL university students have to acquire to tackle the different writing assignments.

After having observed EFL students' writing productions at the Section of English, at Biskra University, it has become noticeable that some students find it difficult to produce

a written text. Due to this complexity, students fail to meet the features of acceptability in their writing performance. This is relative to different elements of writing which are required to be revealed such as: content, organization and connection of ideas, word choice, sentence constructions, and mechanics; i.e., they do not use the language appropriately, and in this way, they produce inadequate texts, and thus may result in lack of writing's clarity, and create a nebulous meaning for readers. This deficiency is perceived as a problematic area in this present research, for many EFL students who still struggle with elements like lexical resource in their written English. In other words, they are unable to accurately and meaningfully communicate their ideas and thoughts, nor can engage in debate, due to the limited range of vocabulary. The problem, we believe, is basically due to the fact that learners lack the motivation and the cultivation of passion to be driven towards reading widely and independently, and in such a way, they are able to perform the different writing tasks smoothly, and therefore produce coherent and acceptable texts.

Instructors have adopted many techniques and devised a variety of activities to help students to consolidate their creativity, enthusiasm, imagination as well as reading and writing abilities. If we consider reading as the interaction between readers and the text, the reader should be keen and enthusiastic to read and literature can be regarded as an ideal tool for boosting students' motivation and interest due to its authenticity of the language and meaningful context (Khatib, Rezaei and Derakhshan, 2011). That is why, linking literary texts and reading can promote students' writing achievement. Moreover, they are used as interesting, inspiring, and rich assets of vocabulary enrichment and "models of good writing, and illustrations of the grammatical rules" (Duff and Maley,

2004). They are highly viewed as a support to writers in accurately expressing themselves and communicating their thoughts. Additionally, they are believed to be illuminating and well-considered pieces which show rewarding results in sharpening students' writing levels, and in creating the best motivating, fresh and impressive atmosphere in EFL classrooms. In this respect, (Maley, 2001) asserted that literary texts seem to be a powerful tool for developing students writing levels: they provide examples of authentic language, supply lots of opportunities for the expression of thoughts and opinions, and also promoting vocabulary and developing reading skills. Literature and literary texts are of high importance in solidifying EFL writings skills and increasing vocabulary.

In short, English literature exposes the learners to genuine good models of writing which can help them to write better. Reading literary works and/or extracts from different writers offers a wealth source of vocabulary for learners. Likewise, they learn the elegant instances of authentic language, and also they learn to be good readers that will help them to be better writers.

2. Aim of the Study

Writing is one of the most crucial skills in any foreign language classroom, particularly in an academic context. The general aim behind the present research is to increase students' writing skills that help them to translate the intention to write on paper. The study aims at demonstrating that the use of literature and literary texts as a medium in the EFL classroom is useful and an academically flourishing experience in boosting students' writing abilities in terms of vocabulary enrichment. In addition to that, it aims to support EFL learners to express and communicate their thoughts to readers more

clearly and with a great confidence. Furthermore, it endeavors to make learners aware to consider the importance of reading pieces of literature that serves great merits to create confidence in them, and also sharpen their writing. Besides, it provides an insight into teachers' attitudes of the teaching of literature in language classrooms and its weight in developing writing and consolidating vocabulary.

3. Research Questions

Departing from what precedes, this research is set under the light of three research questions:

1- Does the difficulty of low performance of written production happen due to students' unfamiliarity with literary texts?

2- Is the focus on reading literary works a good strategy that helps learners overcome their weaknesses and therefore improve their writing skills?

3- How can literature be better exploited to develop writing skills in terms of vocabulary expansion?

4. Hypothesis

From the afore-mentioned research questions, one hypothesis can be drawn:

1- It is hypothesized that integrating literary texts into foreign language classrooms develops learners' writing skills in terms of vocabulary.

5. Significance of the Study

This study is significant because it investigates the role of using literary texts and/or extracts in promoting students' writing skills in terms of vocabulary development. It examines the correlation between literary texts and developing the writing abilities in EFL classes.

It is contended that this study makes the students aware of reading English literary genres as much as they can since it has a great deal in terms of different ideas, rich vocabulary, paragraph structure, and different coherent models of writing that help them improve their language proficiency level. Not only can they better their writing performance, but they can also learn to be more appreciative of literature, and foster their creativity in expressing ideas and attitudes.

Moreover, it attempts to help teachers of written expression and literature to encourage reading literary texts, and to acquire some insights on how to fortify and sharpen learners' creativity and writing ability. Also, it is expected that this study provides written expression and literature teachers with new perceptions and suggested activities to gain the maximum advantage from works of literature.

Furthermore, this study gives language teachers and syllabus designers a variety of writing approaches and strategies in writing classes to support students with the necessary materials to extend their knowledge and refine their skills in writing paragraphs, short stories, and poems. Additionally, it intends to motivate both teachers and students to intensify their efforts to enhance the status of the writing capacity.

6. Methodology

6.1. Procedures and Data Collection

To set out this research, we embraced the exploratory method. The tools that were used to collect data were a semi-structured questionnaire and a semi-structured interview. The two research instruments helped us to investigate and identify both teachers' and students' attitudes and beliefs about the influence of literary texts on the students' writing ability since the present work deals with how to use literary texts as a springboard for developing and enriching learners' level of writing in terms of the lexical resource.

6.2. Population and Sample

The present study was undertaken in the Department of Foreign Languages, Division of English, at Mohammed Kheider University of Biskra. One hundred (100) informants were randomly selected as a sample population for the present case study from second year EFL students, deemed the most suitable level for the purpose of gaining insights into the present study. Besides, the research was concerned with four (04) EFL teachers of English literature from Mohammed Kheider University of Biskra. They were chosen intentionally because they have more experience in the field of literature.

6.3 . Data Gathering Tools

To carry out the present study, two research instruments were used to test the hypothesis. A semi-structured interview was addressed to teachers to explore their attitudes and views concerning the use of literary texts, such as short stories as a promising tool in improving EFL students' writing performance, especially in terms of vocabulary gain. Moreover, dealing with this interview helped us to identify how teaching and reading literary works influence the students' writing qualities. Then, a semi-structured questionnaire was administered to second year LMD students of English, at Biskra University. Students' feedback of the questionnaire was the best way to know their views concerning the role of English literary texts in reinforcing their writing achievements as well as developing their lexical abilities.

7. Data Analysis

Results were entered into Microsoft Excel 2007 on Windows 7. Findings have been presented in figures and tables to explain to what extent teaching and reading literary texts help increase students' writing skills in terms of vocabulary.

8. Structure of the Dissertation

Regarding the general layout, the current research is divided into three chapters. The first two chapters are theoretical. They are devoted to define some key-concepts and explain the relationship between the two variables of the present research. However, the third chapter is an attempt to present the analysis and investigation of the findings gained from both teachers' interview and students' questionnaire.

The opening chapter provides an overview about the importance of English literature in the EFL context. It includes the definition of literature, its features and its comparison to non-literary texts. Then, it discusses literature place in the ELT, its teaching models as well as its criteria of selection in the EFL classrooms. Besides, it introduces literary texts as authentic texts and valuable sources for reading materials and motivation in the EFL classroom. Finally, literary competence and its benefits in literary studies are also taken into account.

Meanwhile, the second chapter is devoted to present some key-issues related to the skill of writing. It constitutes a description of writing, the nature of writing, the importance of teaching writing, the writing process, the steps of the writing process, the features that make for writing an effective product, and reading and writing connection. This chapter also tries to explore the merits of literary works in developing the writing skill and promoting vocabulary.

The concluding chapter of the proposed research discusses a rather practical part that unveils the research methodology used by this research, and the different instruments in data collection. It tends first to illustrate the aim of the research, and identify the sample and also provide the description of both research instruments. In this respect, two instruments of research were employed, a semi-structured questionnaire for students, and a semi-structured interview for the teachers of English literature. Moreover, it proceeds with the main findings and answers to the present research questions and hypothesis.

Chapter One

The Importance of Literature in the EFL Context

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The Importance of Literature in the EFL Context

Introduction

In spite of its solid arguments in language teaching and learning, the implementation of literature in the foreign language (EFL) settings has always raised the subject of hot and vigorous debates among many language educators and EFL teachers. In order to attain a better insight into the rationale of the inclusion of literature in the EFL settings, the current chapter is an attempt to introduce literature as a rewarding support in EFL language classrooms. It has to take as a starting point the inquiry: What is the definition of literature? Why is it significant in EFL classrooms? Why do we read it? This present chapter will basically be related to some key-notions linked to this area of study including features of literature, its comparison to non-literary texts, its place in ELT, its teaching models, and also what sort of literary texts language teachers should use with foreign language learners. Furthermore, it will explore the importance of reading genuine literature texts. At last, it will attempt to present the literary competence, and its major role in understanding as well as appreciating literature.

1. Literariness

To the theories of Russian Formalism, 'literariness' is the concept of both linguistic and formal standards that differentiate a literary text from non-literary text. In 1919, Roman Jakobson defined the concept as "the subject of literary science is not literature, but literariness, i.e., that which makes a given work a literary work". (Cuddon, 1992, p. 498). Additionally, it is the organization of language which through special linguistic and formal features differentiates literary texts from ordinary uses of language (Baldick, 2008). Thus, literariness is defined as being the significant criterion of a literary work that

resides in its form. It differentiates a literary piece from ordinary pieces of language. This suggests the use of certain artistic characteristics, such as rhyme, and other patterns of sound and repetition.

Another notion meant to illuminate literariness was 'defamiliarization' as suggested by Victor Slovsky. This term refers to the existence of stylistics variation that are distinguishably relatable to literary works. It is the device of art in which "what the reader notices is not the picture of reality that is being presented, but the peculiarities of writing itself." (Cuddon, 1992, p. 226). In 1964, Mukarovský another literary theorist whose aim was to clarify more the term literariness presented the concept "foregrounding". It is an essential and favored method within literary patterns whereby the author creates linguistic strategies for 'making strange' in language. It is used to capture readers' attention and to improve their vision and perception of the literary work.

1.2. Literature

Defining literature has always been a challenge; knowing precisely what literature is has shown to be pretty loose and slippery. "The quest to discover a definition 'Literature' is a road that is much travelled, though the point of arrival, if ever reached, is seldom satisfactory" (Ryan and Ryan, 2014) since most of literature definitions are not stable and they often change over time. Therefore, it is conceived that there is no real consensus on all the given definitions of the term literature. Some of them embraced by scholars and researchers are basically in accordance with their wealth of real-life situations. Hence, a large talk has been yielded on this basis as the next section will attempt to show.

1.2.1. Definition of Literature

There have been different attempts to define the concept 'literature'. In its most broad sense, literature is "like an umbrella term giving information on every business" (Moody, 1971, p. 1). He underlines the idea that literature can be viewed in every domains of life and can take every sorts of business (spoken or written). Yet, literature in its narrow sense, involves a more specific direction. (Rees, 1973) defines it as "writing which expresses and communicates thoughts, feelings and attitudes towards life." Seen from this perspective, literature cannot be produced in a creative and emotive use of language unless it has the criterion of reflecting some ideas and emotions which are considerable as being true to life.

Another endeavor to define literature was by (Eagleton, 2008) who views it as "a highly valued kind of writing" (p. 9). Some researchers mark these sort of writings as the language of the writer's expression which are presented in a variety of life issues: psychological state of mind, such as happiness and tragedy. To this end, literature offers emotional and intellectual enjoyment. Furthermore, the encyclopedic dictionary (1994), presents the clearest definition that literature holds, writing that is believed to be an art form, or any single writing thought to have an artistic or intellectual essence, especially poetry, drama and fiction**.** In this token, (Serir, 2012, p. 10) covers the major literary genres: poetry, prose and drama in the following diagram:

Figure. 1.1 Literary Genres

The above diagram shows the general literary genres which lie in: drama (could be; plays; tragedy, comedy, or tragic-comedy), prose (generally fiction, includes, fables, or non-fiction includes autobiographies, biographies, and non-fiction essays), and finally poetry (built in verse; in rhythmic and artistic lines and patterns).

Literature exposes us to different life situations; it introduces us to various time periods, places, viewpoints and culture and it sparks off our imagination. Through our literary trip with books, we enjoy the delectable short stories and novels. The aesthetic fascination and pleasure of literature appears to purify our feelings and sharpen our intellectual abilities; that is to say, literature grants us a genuine insights and knowledge. Therefore, it has earned its place as an advantageous material for a better contribution to education. In this respect, (Kramsch and Kramsch, 2000) claim that "literature has symbolic prestige, artistic and cultural meaning, entertainment and educational value." (p. 553). In his turn, (Arthur, 1968) defines literature from a teaching point of view, and he said that "literature is the use of language effectively in suitable conditions". This stresses

the fact that literary texts make "use of language"; thus, instructors in the foreign language classroom are expected to embrace the method according to their students' level, and in an adequate context of the events. Accordingly, literature becomes the key asset of teaching and learning a language.

Not only defining literature has been the key concern of many literary theorists and researchers, but also discovering its features and its comparison to non-literary texts.

1.3. Features of Literary Texts

As a vehicle for fostering students' reading and writing skills, literature has a special relevance for motivating and inspiring learners to read and write, and this can be transferred for development of their reading and writing capacities. (Gajdusek, 1988) maintains that literature carries two features: Internal coherence and conscious pattering.

1.3.1. Internal Coherence

Internal coherence makes literature a perfect medium for improving learners' communicative competence (Gajdusek, 1988). Each line is tied to other lines; that is to say, they flow into each other in a smooth continuity to create an internally coherent meaning. Literature is highly interactive demands on students (ibid); in other words, it enables them to interpret, negotiate meaning and generate abundant coherent texts when they are engaged to reading literature works.

1.3.2. Conscious Pattering

The language of literature is said to be characterized by recurring patterns of sounds, meanings and structures, and also linking life experiences (Gajdusek, 1988). By identifying and appreciating these literary patterns, the reader would interact with the text

and create 'a reader-text interaction' which is an ideal means to enhance both interactional and communicative competence (ibid). Foreign language learners considerably increase their interactional and communicative competence by being exposed to literary genres.

Studying literature makes the world a better place; literature uses an emotive and creative language to create beauty and imagination. For instance, if foreign language learners can deduce why characters acted or wrote the way they did, they will critically analyze their characteristics until they realize that they tend to delineate their vision of human practices through an appealing and beautiful use of language (Moody, 1987). Reading literature exposes learners to lengthy issues, characters and cultures, and hence enables them to enlarge their horizons. (Musalat, 2012) indicates that literary works are enjoyable and rewarding pieces of writing with the powerful and beautiful language. Furthermore, (Ibnian, 2010) identifies some leading features of literary texts:

- *Plot:* is the order in which things move and happen in a story.
- *Theme:* the underlying meaning of the literary works and the main idea that weaves the story together.
- *Characters:* the individuals that the writing is generally based upon, in a story line.
- *Setting:* refers to the time and place in which a story takes place.
- *Style:* generally it is the form the author refers to, or "how" things are expressed. It can include the different of choices fiction writers make and language usages that convey the writer's thoughts: choices of grammar, punctuation, word usage,

sentence and paragraph length and structure, tone, the use of imagery, metaphor, symbol and sound devices such as alliteration, rhyme, rhythm, assonance, consonance may be involved.

The components of fiction can be used by EFL/ESL readers to expand their fascination and comprehension of various literary works. Foreign language students ought to be aware of those different types of elements in order to better understand and interpret literary texts.

1.4. Literary and Non-Literary Texts

Literary texts are said to have importantly complex and detailed literary devices, especially metaphor and symbolism. 'Metaphor and symbolism' are significant elements that enable to express the world of the mind, i.e., thoughts and emotions, and all grounded on imagination (Gibová, 2012). The figurative language, including flashback, allusion, metaphor, alliteration, personification, and symbolism distinguishes literary from non-literary because more profound meanings are used in the text through these aspects (ibid). In contrast, non-literary works are those texts that are thin on literary devices: these texts tend to offer information, facts and/or reality. They are based on everyday texts, such as scientific texts, newspaper or magazine articles, legal texts or reports. Besides, literary texts, on the one hand, are based on vagueness of meaning, inscrutability and many interpretations, while non-literary texts, on the other hand, are characterized by precision and accurateness (ibid). Moreover, literary texts are produced to be perceived frequently or slowly and mostly appreciated by audience, whereas non-

literary texts are often written to be scanned or skimmed (ibid). Therefore, it can be said that literary texts of arts include an artistic merit and aesthetic function; the literary language is beautifully written to please readers. However, non-literary texts with informational texts have the interest of giving information and they focus on the delivered message. In short, literature not only provides the aesthetic enjoyment for students, but also develops their learning experience.

1.5. The Place of Literature in ELT

English language teaching has witnessed a sequence of historical stages, and thus involved many language instructors who attempted to implement in the classrooms the methodological standards, which are supported and improved by many linguists, critics and ELT scholars that have been aware, and so they realized the need to stimulate and foster learners' participation in different ways, including classroom exercises (Lima 2010). This took place in more positive standings and views towards learning English, particularly in EFL/ESL contexts.

Literature is one of the main resources in language teaching, and it has been a side of language syllabi for several years, appearing and disappearing of favor with regards to the new techniques and theories in teaching and learning situations (Lima 2010). (Brumfit and Carter, 1986) spotlighted the role of literature as "an ally of language". This method is quite inventive and creative since literature has been largely used as a teaching vehicle in various language teaching techniques. The aim of this section is to trace the essential developments associating with the teaching of English literature to discover and

discuss the use and practice on this basis. After that, it gives a brief account of the rationale that defends its use in language classrooms.

During the grammar translation period, the use of literature has been a major and essential issue of this method in language teaching purposes (Lima 2010). In that era, learners would translate the selected literary works from the target language to their first language (Radhika, 1991) to interpret successfully complex classical and old texts with the help of method of translation (Hall, 2005). At that time, literary works were used in foreign language teaching materials, and learners were supposed to understand and translate canonical literary texts. These texts were used as examples of good writing and "illustrations of the grammatical rules" (Duff & Maley, 1990, p. 3). Although, a strong position was given to literary texts in EFL classrooms, the primary objective of this teaching method was to concentrate on form, on learning the rules of grammar thoroughly and vocabulary as they emerged in the text rather than emphasizing on the literary content as the main objective (Lima 2010).

Later, with the rise of Structuralism and Audio-lingual approaches that lay on pronunciation, memorization and structures, literature was neglected and no longer used as an instrument to foreign language teaching by 'the functional-notional method' (Collie and Slater, 1987) because in this method much of its significance is put on communication and spoken language in language classrooms. Literature was not believed either to have a communicative function or to offer authentic sample of language use. The English used was not being taught in their language classes, for the view of learning and translating literature was considered as an 'old' and 'classical' technique (Short and

Candlin, 1986). Accordingly, there was a slight favor for imagination, creativity and literature in similar language teaching situations (cited in, Lima 2010).

From 1970 till 1980's communicative language teaching (CLT) paid much attention to language activity that emphasized on communication of real-world situations to develop learning, such as the mastery of the use of English in various contexts and different social situations (Hall, 2005). This approach was related to learners learning by doing things with language in authentic situations. Because the CLT method places a strong emphasis on authentic contexts, literary texts were regarded as 'ideal resources' in language education as they could grant the use of "authentic materials and 'real' language and communication" (ibid). However, (Liddicoat and Crozet 2000, as cited in, Ketema, 2012) denied the relationship between literature and language teaching and learning when the communicative method to language teaching was founded in the 1970's. That is to say, literature was ignored and more heavy attention was given to dialogues and conversations which were more workable and functional in the real-life practices according to CLT (cited in, Lima 2010).

Regarding heed of the past disapprovals, in the early 1980's, literature has witnessed a strong rewakening of interest among many researchers, linguists and ELT scholars like (Widdowson, 1975, Brumfit, 1985, Long and Carter, 1991). They support it as an integral part in language teaching and learning contexts after a long period of ignorance. A number of researchers argue that literature texts can be used to strengthen the skills and support language teaching. They have been revived remarkably and found their way back into the teaching of English language. In this respect, (Duff and Maley, 1990), declare

that "Literature is back, but wearing different clothing". Literature has thus occupied a significant place and is considered as a valuable teaching material.

In the late of the 1980's, things emerged on the ground to rework, and the dawn of literature has been resurrected, and so accepted as a new trend in the field of ELT, and regarded as an inspiring, reliable and genuine material for language development (Hall, 2005). Hence, literature has an outstanding place in language teaching subjects. Yet, literature still needs to carve a niche for itself in the language classroom to pave the way for language instructors to supply a variety of symbols, meanings and complex range of language, syntax and ideas (Pinker, 1994). Such perspectives would help them to suggest activities which offer the chance for their learners to discover various facets of meanings, to develop their language skills and to sharpen their creativity.

Therefore, it can be conceived that 'literature' is viewed to have a paramount role in language teaching; thus, it should occupy a place in the language syllabus because it presents a better opportunity to learners to foster and develop their language proficiency. It, likewise, enhances their creative thinking in expressing ideas and attitudes.

1.6. Rationale of Using Literature in EFL Language Teaching

A host of researchers and scholars have made a golden record to a revival to literature use as a part of language teaching and learning. For instance, Ur (1999) asserts that teaching literature in language classroom can be very productive as it presents instances of a wide range of genuine uses of the language and samples of good styles of writing. Literature is highly considered as a good genuine source in the EFL classroom. The use of literature in the EFL classes was also supported by (Collie and Slater, 1987, p.

3-6) who outline that literature introduces learners to 'valuable authentic material', improves 'personal involvement' and supports add to readers 'cultural and language enrichment' as well. These benefits can be attained if language instructors use appropriate materials through the use of exercises that develop engagement and a strong incorporation between literature and language. Similarly, (Lazar, 1993) stresses the importance of using literary texts as a vehicle to teach foreign language learners. Literature is significant for stimulating learners' language acquisition of foreign language skills (ibid). It may give a specifically suitable way of motivating and stimulating this acquisition as it offers meaningful contexts, due to its educational potential and interpretative abilities (ibid). ((Lazar, 1993) spotlighted the critical role that literature contributes in the classroom. She asserts that:

> Literature may have a wider educational function in the classroom in that it helps to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask our student to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English (p. 18)

Literature is regarded as a promising tool for developing learners' ability to express thoughts and feelings. Following this trend, (McKay, 1982) shared the same view that literature should be an integral part of language learning and teaching. To him (ibid), literature has a beneficial role in EFL classes. It can be valuable in expanding learners' linguistic knowledge both on a usage and use level. Usage includes the understanding and the knowledge of the linguistic rules, whereas the use needs producing and making use of

these rules to fulfill fluent and powerful communication. The integration of literature into the EFL classes was fundamentally confirmed because this latter is known for its significance in accelerating students' linguistic aspects.

In the same line of reasoning, (Mortimer and Doren, 1972) observe the authenticity of literary texts, and they said that learners are "exposed to language that is as genuine and undistorted as can be managed in the classroom context." The use of literary texts in language classrooms was primarily justified because literature is useful authentic medium which brings genuine examples of language. Along the same line, (Tomlinson, 1985) declares in favour of using literature as a tool in the teaching of language "language through literature". He proposes a number of merits to this technique, and he (ibid) stresses that poems, stories and extracts from plays, novels and autobiographies can expose students to authentic English, and also enable them to gain abundant opportunities to improve communication skills as a result of motivated interaction with texts. Hence, literature helps students to be motivated to share their attitudes and ideas. Likewise, literature gives learners the opportunity to identify the cultural norms and conventions used in the language in that they are provided with the ability to learn and use English in a particular language situation. Additionally, they gain the access to know ways of thinking of the people whose language they are learning (Lazar,1993). Learners will learn to compare and appreciate different cultures apart from their own cultures.

Affirming that using literature in EFL contexts is pretty worthy to students' language enrichment, instructors need to select an approach that best meets students' needs and desires. The following section tries to discuss the literature teaching approaches.

1.7. Approaches to Teaching Literature

There are various approaches suggested for the teaching of literary texts. (Carter and Long, 1991) present three approaches: (1) the cultural approach. (2) the language-based approach and (3) the personal growth approach. Yet, lately, (Savvidou, 2004) has proposed an integrated approach to literature teaching.

1.7.1 The Cultural Approach

The cultural approach is known to be the most traditional model to literature teaching, which places a heavy emphasis on areas: the history and features of literary movements, the social, political and literary contexts of a particular literary work (Carter and Long, 1991). Literature is highly regarded as a potent tool to maintain the cultural and artistic heritage (Lazar, 2000). Within it, instructors present the universality of thoughts, knowledge and cultures (Carter and Long, 1991). This approach sees itself as a source of facts and it is a teacher-centered. The integration of the cultural approach in teaching literature gives attention to boost students' cultural awareness of the target culture and improve their appreciation of the universal ideas and ideologies which are different from their own (Carter and Long, 1991).

1.7.2 Language-Based Approach

Language-based approach is based on the study of the language and literary text. It introduces learners to more "subtle and varied creative uses of language" in literary writing (Carter and Long, 1991, p. 2). This latter is used to teach vocabulary and structures. Also, it is exploited to exemplify certain linguistic patterns such as literal and

figurative language (Mckay, 1982). Teachers may utilize the text to plan different grammar and vocabulary exercises, which in turn will enhance and fortify learners' input. Another prompt for using this approach is to enrich learners' stylistic analysis of the literary texts (Carter and Long, 1991). It involves strategies and procedures, which basically deal with the study of the literary text itself, such as prediction activities, jumbled sentences, summary writing, creative writing to enrich certain linguistic abilities (ibid). Its purpose at being learner-centered as students proceed through a literary work; they learn to construct meaning, promote literary competence, and thus reading and understanding literature more smoothly (ibid).

1.7.3 The Personal Growth Approach

The personal growth approach focuses on involving learners with literature. In this context, (Carter and Long, 1991, p. 3) reveal that personal growth model assists learners "to achieve an engagement with reading of literary text (…) and helping them to grow as individuals." Stated differently, such an approach requires students personal enjoyment in reading literature. Learners are actively engaged within its theme when reading literary works. They respond to the content and issues by relating them to their personal life experiences. Its aim is more learner-centered because this model motivates them to draw on their own standings, emotions and personal experiences (ibid). This active engagement of students helps in creating a memorable as well as gripping literary experience (ibid). This approach views the great power that literature can have to make students reach pleasure from reading literature.

1.7.4 Integrated Approach

(Savvidou, 2004) suggests an approach that integrates the three models since they overlap. The integrated approach endeavors to draw attention on the fact that literature in EFL contexts can create much more interesting and absorbing atmosphere than classroom instruction that stresses the idea of acquiring the linguistic features of the text. Instead, this approach serves great merits to better students' personal growth; it promotes their cultural awareness, and also it improves their linguistic level (ibid). In addition to that, (Duff and Maley, 2004) also place a paramount emphasis on the idea of integrated approach to literature teaching. They indicate that integrating language elements and literary elements offer a good opportunity to foster students' understanding of the target language. Besides, it helps them to make their personal reaction (ibid). Likewise, it expands their knowledge of the linguistic uses (ibid).

The belief of the significance of incorporating literature in EFL curricula and its teaching models will take us to the following phase to discuss the need for criteria of literary texts' selection which meets EFL learners' language development.

1.8. Literary Texts' Selection

Teachers of literature give their best shot to promote their learners' language skills as well as to spark their imagination and appreciation to explore the usefulness of literature. Hence, the learners' reaction towards literature depends in essence upon what generally instructors ask them to get as a reading material. Accordingly, choosing appropriate and suitable materials is known to be a crucial aspect to actively involve learners in the learning process. In this regard, (Littlewood, 1986) proposes that instructors may need to

be diligent in selecting relevant literary texts or presenting useful teaching materials for their learners. In an EFL context, the selection of literary works appears to be an important ingredient in involving students with literature. (Holden, 1987) also addresses this issue and states that literary texts ought to be written in a style that is clear and comprehensible in a way that is not difficult in terms of linguistic or semantic manner. Texts' selection is of critical significance in designing a literature course in EFL classes. This point is also the perspective of (McKay, 1982) who claims that "the key to success in using literature in the ESL class seems to me to rest in the literary works that are selected." (p. 531). This entails that teachers should carefully select the right and relevant materials in order to enable the learners to comprehend and appreciate the language of literary works.

1.8.1 Criteria for Texts' Selection

   The process of literary genres' selection is important, in which many aspects come to the ground with reference to both text and the reader. To this end, this would lead us to introduce the main features for implementing particular literary texts or extracts in the foreign language classroom.

   In most cases, the language teacher should take into account the students' age, actual level, needs and interests. In this token, (Collie and Slater, 1994) believe that text selection mainly relies on "each particular group of students, their needs, their interests, cultural background and language level." (p. 06). The suitability of the literary texts or extracts chosen for the foreign language class gets a pivotal factor in the fulfillment of

EFL teaching and learning. (Lazar, 1993) suggests the use of texts that are useful and suitable to the students' level of the linguistic proficiency, literary background and cultural background. Reporting by Lazar, she regards the students' cultural background, linguistic knowledge and literary knowledge as important factors in selecting a literary text. This means that language instructors should choose literary extracts or texts that are culturally, linguistically as well as literarily recognizable and familiar to learners.

In the same manner, (MacRae, 1991) indicates that the right choice of any literary work would stimulate and encourage learners to be actively engaged to interact with the world of thoughts. Therefore, it should develop and maintain one's ability to read and visualize the literary world. In order to appreciate pieces of literature, learners need to have a sufficient knowledge of the cultural and linguistic background. In this respect, (McKay, 1982) urges teachers by stating that "a text which is difficult on either a linguistic or cultural level will have few benefits" (p. 531) Hence, instructors should consider the complexity of the language of the chosen literary material. Considering the aspect of learners' cultural background, teachers should select suitable literary extracts or texts. Because literature is expressed through language, learners cannot comprehend it unless they "understand the meanings of the culture expressed by the words of the language". (Kramch, 1985, p. 357). As EFL learners are not familiar with the target culture in the text they read, they may encounter cultural problems in the text, including values and attitudes, social class division and social conventions.

It, thus, can be said that the selection of relevant literature texts is a key factor to attain success in using literature in the EFL class. It is important for instructors to consider the complexity of the syntax and vocabulary of the chosen literary works.

Therefore, they should introduce pieces that respond to the level they are teaching to support students' understanding of the language as well as to ignite their motivation to read and learn the literary language.

Furthermore, it is essential to consider the importance of reading pieces of literature genres as the following section intends to introduce.

1.9. Using Literary Texts as an Authentic Source in EFL Reading

Reading can be defined as the ability of gaining knowledge and drawing meaning from a written or printed page, and linking it to what one already knows to build an intent from the text as a whole (Eskey, 2002). Reading literary texts can capture learners' interest, due to the meaningful and authentic source they have, as (Collie and Slater, 1987) declare that literary works truly occupy a "high authenticity" (p. 3). Hence, when it comes to read literature texts in EFL classes, a number of merits and gains can be revealed.

Jasper Fforde once said that "literature is the mirror of life". It puts a sparkle in our lives through many topics from human most tragic tales to the most delightful ones that are popular and ever-enjoyed by readers. It can be a stimulating material for foreign language learners to read in English. Reading literary genres, such as novels, short stories and plays offers the ability for learners to see the world through the eyes of bright writers, and so do understand them full-heartedly, and thus it gets a looking window into the world as others conceive it. It is an excursion that is written in pages, and thrilled by the imagination of the readers' mind as (Frye, 1964, as cited in McKay, 1982), mentions "It is clear that the end of literary teaching is not simply the admiration of literature; it's

something more like the transfer of imaginative energy from literature to the students."
(p. 129) This indicates that literature sharpens learners' imagination and thinking ability.
Moreover, reading a material that is tied to literature gives a great ticket to teach the
readers morals and encourages them to read with pride, and also motivate them to
practice good judgment. In this aspect, (Langer, 1997) points out that reading literature
can open "horizons of possibility, allowing students to question, interpret, connect, and
explore" (p. 607). Literature is an inviting context for both EFL/ESL students.

According to (Povey, 1972, p. 187, cited in McKay, 1982),"literature will increase
all language skills because literature will extend linguistic knowledge by giving evidence
of extensive and subtle vocabulary usage, and complex and exact syntax". Reading pieces
of literature enriches language use in the sense that it increases learners' vocabulary and
syntactic structures that enable them to enhance their language proficiency. Furthermore,
literature is viewed as a powerful instrument in developing and broadening cultural
knowledge (Pulverness, 2003). Literary texts enable EFL learners to understand others'
culture. For instance, reading Shakespeare's material will help foreign language learners
to know how people lived at certain period of time in England (Joycilin, 2011). On the
topic of reading, (Erkaya, 2005), affirms, "Students can gain insight into literature by
gaining entrance to a world familiar or unfamiliar to them due to the cultural aspects of
stories, and taking a voyage from the literary text to their own minds to find meanings for
ideas, leading to critical thinking." When students analyze the facts of a novel or any
literary genre, describe the characters, represent and outline the setting in foreign
language, they will become critical thinkers. Moreover, Rosenblatt (1978, as cited in
Takagaki, 2002) proposes two types of reading a literary text; *aesthetic reading*

(identifying such as plot, simile, or metaphor), and *efferent reading* (deals more with grammar, such as tenses, verbs, nouns). EFL learners need to make their reading more effective.

Recent studies reveal that literature is a fruitful asset in EFL learning (Cho, Ahn, and Krashen, 2005; Hess, 2006). Additionally, reading literature brings EFL learners a combination of interesting texts (Krashen, 2000). It enables them to have a positive attitude towards reading in foreign language, and in such a way, they will be more autonomous learners which can be beneficial for their language acquisition (Kim, 2004). In a similar context, (Dornyei, 2005), draws our attention towards using literature as a good material of reading that can support in "creating an overall positive motivational climate in the classroom." (p. 112). Integrating genuine literary texts in the foreign language atmosphere will improve learners reading motivation.

This reflection will take us to the following section where literature is viewed as a motivational material in EFL language classes.

1.10. Literature as a Motivational Material

(Lazar, 1993) observes the advantages of integrating literature in the foreign language setting. She (ibid) argues that literature has the power to motivate learners and foster their language acquisition. She points out that:

> Around the world students have fairly limited access to spoken English and written English often takes on primary importance for stimulating language acquisition. Literature may provide a particularly appropriate way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language. Within the

classroom itself, the use of literary texts its often a particularly successful way of promoting activities where students need to share their feelings and opinion, such as discussion and group work. (p. l5)

Lazar's declaration matches our Educational context. At University level, learners act passively towards the process of writing and/or reading in English, and they become interested only when there is an examination and/or assessment. Besides, they fail to acquire a sense of engagement in the learning process. Therefore, motivating texts and/or extracts may help lessen students' inattention towards reading. Literary texts are often more appealing than the texts found in ordinary language which spark learners' creativity and imagination. (Duff and Maley, 2004) view literature as a keen stimulator that has a "genuine feeling", particularly in those themes that evoke and awaken emotional response from students. The aesthetic reading of literature works increases learners' motivation (Duff and Maley, 2004). If more literature can be integrated into the EFL classroom with different tasks, it will be possible to arouse students' interest and enthusiasm to read more literature texts.

Fu (1998) contends that "students tend to form a better judgment on interpretations of a literary piece if they find it interesting to read". Since literature has an interesting language, students will increase their reading enjoyment and their interpretation. One of the reasons (Vandrick, 1997, as cited in Erkaya, 2005) for using literature with learners is that literature encourages students "to explore their feelings through experiencing those of others" (p. 1). Literature truly has an aesthetic appeal than the ordinary language included in textbooks which activates and empowers students' imagination. In a similar vein, (Khatib, Rezaei and Derakhshan, 2011) regard texts of literature as a motivating

subject. It deals with texts which are naturally attractive and delectable, which stimulate EFL learners motivation.

Literary works are served to be essential components of the world literature. ESL/EFL learners see them stimulating. When reading them, they will expand their enjoyment and fascination. (Lazar, 1993) claims that students will be familiar with complex themes, ideas and various uses of language. A great short story or novel may be specifically absorbing in the sense that it engages learners in the suspense of unfolding the theme (ibid). This engagement may be more gripping for learners than the ordinary language found in textbooks. A play may involve learners in difficult adult puzzles. A poem may have the power to afford delight and evoke different kinds of emotional responses from learners (ibid). She (ibid) believes that good selection of literature texts makes class learning more interesting, colorful, and related to real-life.

Since literature is motivating, seems to be very important method to meet with the fascinating body of literature and with the brilliant minds of different authors, particularly for reading. Thus, to fully comprehend and appreciate literature, EFL learners must be involved constantly in independent reading. They need to gain literary competence that would therefore help them along the process of understanding and interpreting literary works. This consideration would take us to the following section to discuss the literary competence.

1.11. Literary Competence

Using literary texts in an EFL classroom should not be confined only to promoting the learners' grammatical competence as Chomsky's notion, yet should also enable them to get literary competence. In this context, (Lazar, 2000) observes that: "Effective readers of a literary text possess 'literary competence', in that they have an implicit understanding of, and familiarity with, certain conventions which allow them to take the words on page of a play or other literary work and convert them into literary meaning." (p. 12). By definition, literary competence is thus concerned with the knowledge of literary dictions, which are beyond the grammatical ends. Foreign language learners will convert the words on the page into literary meanings, which in turn enable them to comprehend the literary work efficiently.

Literature is mostly loaded with figures of speech, namely metaphor, simile and hyperbole that make-up the literary material, yet make it a unique version. Therefore, instructors of literature ought to make their learners aware of such literary elements as well as literary genres because within literary reading, they will explore a specific set of characteristics which are read and comprehended in a specific manner. For example, reading a poem would introduce learners to a variety of features: alliteration, rhyme, rhythm, symbol, whereas reading a short story would expose readers to elements that go into an interesting short story: conflict, plot, setting and theme. At an early access to literary texts, instructors' role is required to enable foreign language learners to gain the essential skills to read and handle the literary texts. In other words, teachers of literature ought to familiarize their learners with the literary devices, and the literary elements of each genre in order to smooth the way for them to identify and decipher figures of

speech, which in turn will help them to be more appreciative of literature, and also will support them in better understanding and interpreting the literary jargons.

Conclusion

The present chapter has discussed the key-concepts of literature and its merits. It has first spotlighted the most common definitions of literature. Besides, it has tried to highlight its features and its comparison to non-literary texts. Furthermore, it has been devoted to trace the developments of literature in ELT as well as its significance of integration into the EFL classroom and its teaching models. The chapter has also reviewed the criteria of literary texts' selection that teachers use for FL learners. Moreover, the chapter has attempted to underline the usefulness of literature as a motivational source, and also as an authentic material in EFL reading. Lastly, it has presented the literary competence and its weight in understanding as well as appreciating the literary language.

Chapter Two

Development of Writing through Literature

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Introduction

Literature plays a key role in stimulating and inspiring students to read and write. For a better understanding of its weight, this second chapter lends itself to present literature as a powerful asset to reinforce EFL learners' writing. It will first sketch a brief account on the writing skill, including its nature, its process and its stages. Besides, it will present the importance of writing in the teaching syllabus, and also its connection to the reading skill. Then, it will try to discuss the features that are an effective foundation of a good writing. Likewise, it will discuss the significance of vocabulary gain in writing. Furthermore, it will elucidate the merits of literature in both building vocabulary and developing writing.

2.1. The Nature of Writing

Writing is an important basic means of communication that represents language through the use of a set of symbols or signs. It is a challenging task for most EFL/ESL learners because it involves certain linguistic modes and conventions of a language which are unique of all which link letters to words and words to sentences, which must be well-constructed to form a coherent whole named a 'text' (Brader, 2007). Along the same line, (Brook 1960, quoted in ElHabiri, 2013) states that "writing is much more than an orthography symbolization of speech, it is more importantly a purposeful selection and organization of expression" (p. 167). That is, it requires more organization of ideas and wording. A writer is supposed to create accurate and well-organized texts.

In EFL/ESL settings, the skill of writing is crucial and needs to gain a special interest. Learning to write coherently and fluently is thought to be "the most demanding

of the language skills" (Bowen & Marks 1994, p. 252) for all language learners whether in mother tongue, or in EFL/ESL settings. Unlike the spoken discourse which many individuals learn naturally, the ability to write correctly appears to be restricted to limited number of people (Brooks and Grundy, 1999; Nunan, 1989). This idea is overtly expressed by (White, 1981) who said that: "Writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is a crucial difference between the spoken and written forms of language." (p. 2). Unlike the spoken mode, the writing process is claimed to be a challenging task in language learning.

Academic skills are contended to be the key ingredients for academic achievement and success. Mastery of these skills is not only an essential basis for academic success, but also it is regarded as a critical component for different activities. (Briton, 1975) differentiates between three kinds of writing. **Transactional writing** which is intended to communicate, persuade or inform. Whereas the second kind of writing is **expressive writing** which focuses on the writer's feelings and experiences. The third kind of writing is the **poetic writing** which exists for its own sake to please readers, and its language is used as an art form. In the course of their educational progress, learners will use their language resources to express and share their ideas, opinions and personal experiences, to develop their language proficiency through writing. The skill of writing is hence assuming an increasing role in language learning (Weigle, 2002).

(Weigle, 2002) claims that "the ultimate goal of learning is, for most students, to participate fully in many aspects of society beyond school, and for some, to pursue careers that involve extensive writing." (p. 4). At university level, learners are provided

with better opportunities to practise and improve their level of writing effectively since this latter is not easily mastered. It requires conscious effort and much practice. As (Zinsser, 1990) explains, writing is a "craft not an art" (p. 4) because the ability to write well could never be attained without writing practices. Enabling students to produce accurate and coherent written English would be the core element of a wiring course.

EFL/ESL learners' ability to write appropriately requires a greater-in depth knowledge of important aspects of writing, such as vocabulary, grammar and stylistic of language. (Nunan, 1991) identifies some features of an effective writing which include:

- Mastering the mechanics.
- Mastering and obeying conventions of spelling and punctuation.
- Using the grammatical system to convey one's intended message.
- Organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures.
- Polishing and revising one's initial efforts.
- Selecting an appropriate style for one's audience. (p. 35)

Successful writing necessitates the betterment of communication of ideas and arrangement of information and prior knowledge. To communicate appropriately, writers must clearly state their thoughts to readers to make themselves understood. A pivotal factor related to writing is that learning to write must be communicative in its essence in the sense that it should be based on real-life need. In EFL/ESL classes, learners learn to write in the target language since they "have more realistic needs for writing in that language" (Weigle, 2002, p. 7).

Before moving to discuss the approaches to teaching writing, its process, its stages, and its connection to reading, it is worth shedding light on its weight in the teaching curriculum as the following phase attempts to reveal.

2.2. Importance of Teaching Writing

The ability to write effectively is viewed to be difficult to accomplish, either in L1 or in foreign/second language. Learning to write fluently and coherently continues to be a vigorous subject in spite of the much efforts spent and many years devoted to better this language skill. Such skill is not easily mastered (Tribble, 1996). Only few can be said to fully master this language skill. Besides its complexity, it enjoys a paramount role in the teaching instruction, particularly in EFL/ESL settings. "Writing provides an importance mean to personal self-expression" (Mc Arthur, et al., 2008, p. 1). It is richly held, due to its power. (Mc Arthur, et al., 2008) claim that "The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system." (p. 11). The source of its power resides in its capability to convey ideas, feelings and experiences. It is the role of writing to gather and transmit knowledge more widely and accurately.

The main goal of the writing curriculum is improving appropriate ranges of style effectively. Another important aim of a writing program is to support learners to correct their mistakes because this in turn helps to ensure more positive improvements of the writing performance. In this vein, (Hedge, 2005) mentions that writing is an essential medium of learning, which strengthens students' learning of new vocabulary and

syntactical structures. In addition, it allows them to remember new items of language. Writing can be seen as the image which reflects the writers' progress when they produce accurate and fluent texts. Furthermore, writing offers an opportunity for instructors for various learning styles and needs in the language classroom tasks (Byrne, 1991). So, teachers ought to encourage their learners to use their language resources in writing poems, personal essays and short stories to develop and consolidate their written English.

In short, from the afore-mentioned, the significance of writing stems from the fact that writing is the critical basis of communication. Writing is a learning aid; it fortifies learners' knowledge and learning. Likewise, it develops learners' ability to write and express their ideas, emotions and attitudes smoothly, with great details and accuracy.

2.3. Approaches to Teaching Writing

Decades ago, there has been an increasing interest towards improving the communicative competence of foreign/second language learners. This area which was the focus of attraction is the area of writing because it is the most crucial skill that learners need to improve, particularly in EFL/ESL settings. This movement of attraction has initiated towards teaching writing. Therefore, this shift has encouraged researchers to undertake more researches using different strategies and techniques to explore the nature of writing in EFL/ESL contexts. The aim is to develop students' writing level. Then, researchers' ideas and attempts led to: the process approach, the product approach, the genre approach and the creative approach.

2.3.1. The Process Approach

The process approach focuses on the process by which learners create a piece of work in that they are expected to finish their products; however, a heavy emphasis is put on the writing process. According to (Nunan, 1991), the process approach treats all writing, as it includes steps in producing a written material. Reported by Nunan, the process approach stresses the idea that no text is perfect, yet a writer can reach perfection by creating, thinking, discussing and redoing successive drafts of a product. Moreover, in this approach, learners are required to follow certain stages of pre-writing, revising and editing before completing their written products. This diagram represents the stages of the process-based approach to teaching writing.

Figure 2.1. The Process Approach

It is clearly seen that the process approach is complex for foreign/second language learners. It requires much efforts and time, yet it demonstrates the practical process that offers significance to every step during the writing process. In this regard, (Stanley,

1992), views the process approach as a creative act which needs time and positive feedback to be fulfilled. Within it, teachers tend to raise students' awareness of the complexity of the writing skill. Also, they vary classroom activities which develop students' language use; brainstorming and group discussion. Accordingly, learners will gain a better chance to promote their writing performances.

2.3.2. The Product Approach

The product approach is known to be the traditional way to teaching writing. It puts a paramount emphasis on the completed written tasks. In this respect, (Nunan, 1999), remarks that such an approach is concerned basically with the knowledge of initiating, copying and transforming models supplied by the teacher. Consequently, the focal point linked to this approach is an error-free coherent text. This approach sees itself to be a teacher-centered because teachers are considered to be active participants in the classroom. They supply the model of language and guided activities, and also they give feedback when the final product is fulfilled. (Badger and White, 2000, p. 153) identify four stages for learning to write.

Familiarization	Controlled writing	Guided writing	Free writing
To make students knowledgeable about certain grammar and vocabulary, usually through a text.	Students tend to imitate model texts, and train the skill of writing with certain freedom in order to be ready for the free writing tasks.		It is viewed as a potent technique to encourage students to write short stories, letters and essays.

Table 2.1. The Stages of Product Approach

Writing is thoroughly controlled through guided compositions which give students short texts, and ask them to fill-in gabs, complete sentences, transfer sentences and complete activities which focus learners on accomplishing accuracy and wording errors. Students will also sharpen their creativity through free writing tasks.

2.3.3 Genre Approach

In this area of teaching writing, there has been a noticeable shift towards genre theory. (Bodger and White, 2000) point out that the genre approach can be viewed as an "extension of the product approaches" (p. 155). It has similarities with the product approach in the sense that both regard writing as "predominantly linguistic" (ibid). According to them, genre approach differs from the product theory since it sees writing as it varies within a social context which is produced. Genre theorists indicate that there are a number of components of a genre, which will support the use of language selected in writing. Not only the objective of writing is the primary focus, but also "the subject the matter, the relationships between the writer and the audience, and the pattern of organization" (ibid). Thus, the role of the instructor is to offer model of resources of language to smooth the path for learners' comprehension of the context as well as the objective of writing.

2.3.4 Creative Approach

The term 'creative writing', according to (Ur, 1999), is seen as an imaginative activity, including writing short stories, plays, novels and poems. He calls attention to this type of writing, and he states that "most people feel pride in their work and want it to

be read." By the same token, (Grafield, 1996) maintains that creative writing is "a journey of self-discovery promotes effective learning" (cited in Harmer's book, p. 259). Hence, the main purpose of teaching creative writing is to foster students' involvement with writing in English. As studies have revealed that creative approach to teaching writing is a useful and stimulating vehicle in EFL/ESL contexts that "benefits the students academically, emotionally and linguistically" (Dougherty and Dougherty, 2008. p, 374).

2.4 The Writing Process

Writing is a challenging task that EFL/ESL learners may encounter. Along this vein, (McCuen-Metherell and Wrinkler, 2009) claim that "Writing is typically a hard work - even for gifted writers" (p. 3). It requires much time, lengthy stages, and more hard work and practice. In the writing process, strategies that are followed by writers differ from writers to writers, and from activity to activity. Furthermore, the process of writing appears to be not a linear, but rather a recursive. Before fulfilling a product, writers often tend to rearrange and rethink the procedures, as it is reported by (Eggenschwiler and Dotson Biggs, 2001) "The most realistic way to view writing is not as a straight line but as a back- and forward movement" (p. 135).

2.5 Writing Stages

Richard and Renandya (2002, p. 316) declare that the process of teaching writing involves four essential steps: planning, drafting, revising and editing. For each step, different learning tasks, which can be of a learning aid for particular writing qualities are

proposed. For instance, in the planning step, instructors can be of a healthy support for their learners to develop their writing in generating ideas by providing tasks, which include clustering, brainstorming as well as free writing.

- *Planning:* it is a pre-writing stage that comes at first. It helps learners to narrow or expand and identify and/or choose and arrange ideas. Its purpose is to stimulate and inspire them to write, such as using brainstorming as a learning experience of writing.

- *Drafting:* at this stage, learners will organize ideas into homogeneous and coherent structures. The aim of drafting is to enable students to write without giving attention to the accuracy of their products.

- *Revising:* students will improve and refine their piece by reviewing and reexamining the text to view how appropriately they have expressed their thoughts to readers.

- *Editing:* this stage focuses on the beautification of the work. Students will edit their grammar, punctuations, mistakes, spelling, etc.

In the same way, (Oshima and Hogue, 1997) also draw our attention to the writing steps for producing a text, and they state that:

> when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step action; it is a process that has several steps. (p. 2)

Hence, the organization of the stages cannot be disassociated since they work like a circle. Every step in the process of writing will work in line to enable students to produce a good writing.

2.6 Effective Writing

In academic settings, learning to write in English needs to follow certain features of acceptability. This is related to various criteria of writing, such as organization, vocabulary, language use, exact capitalization and punctuation. In this vein, (Starkey, 2004) indicates that a valuable piece of writing is the one that is based on five essential ingredients: organization, clarity, coherence, word choice and mechanics.

2.6.1.Organization

Organization is the key element of writing that makes the work appears in a structured body of paragraphs. It is about how to order ideas logically and clearly in a way that it is easy for readers to follow what has been expressed by writers. (Starkey, 2004) highlights the benefits of organization, and he reports that:

> By following one of the organizational methods, writers will guide
> the reader from the first to last sentence. They will be able to see
> how the various points writers make in their piece of writing work
> together and how they support their thesis. The direction and
> purpose they get from organization helps their reader to believe
> what they are saying, and to willingly follow their lead. (p. 2)

The organizational key to writing is considered as a useful plan. It is usually used through certain procedures that precedes the physical act of writing. Stated differently, writers decide about the plan of their piece before starting writing. This is relative to various pre-writing strategies which writers can use before involving in an actual act of writing, such as free-writing, brainstorming, mapping, and listing (ibid). (Chesla, 2006), sees brainstorming as the most powerful strategy for shaping ideas. It enables writers to make connection with their subject and identifying everything that comes in mind.

2.6.2. Clarity

The clarity of writing is another critical element of learning to write. It makes any work accessible, readable and clear for readers to understand the intended message writers want to express. (Starkey, 2004) mentions that clarity and the importance it plays in the text. He continues to say that "learning how to be clear and accurate writer will help make the essay readable, and will guarantee that those who read it understand exactly what the writer mean to say." (p. 11). To this end, clarity makes sentences as well as paragraphs appear to be correct and then the entire work. Yet, the absence of clarity will make vagueness and ambiguity (Carol, 1980). Besides, (Starkey, 2004, p. 12-15) suggested some guiding principles on how writers can accomplish clarity in writing, as follows:

- *Eliminate Ambiguity:* it means having two (or more) different interpretations, or meanings. It is best to avoid ambiguity, because it can lead to misunderstanding and confuse the readers.

- *Modifiers add precision:* to add clarity in writing, it is important to use modifiers, which make the meaning clear, and sounds more original.

- *Powerful, Precise Adjectives and Adverbs:* clarity in any paper also includes the use of powerful, precise adjectives and adverbs.

- *Be Concise:* conciseness in writing involves brevity and completeness. To be concise, writers must avoid wordiness, and use strongest words.

These tips are regarded as the key to writing effectiveness. As writers, it is significant not only to think about what ideas are expressed, but also how ideas are expressed. To communicate successfully, writers must consider the style and clarity of their writing as well as the reading audience.

2.6.3. Coherence

To achieve an effective writing, writers' paper must be coherent. According to (Carol, 1990), coherence is the connection between ideas, sentences and paragraphs. In addition to that, (Harmer, 2004) emphasizes the significance of coherence in writing in the sense that when the work is coherent, readers can comprehend two things: the writers' aim and the line of ideas. Following this trend, (Kane, 2000) also shares a similar view that coherence is a fruitful tool to produce a good work. Thus, coherence gets a vital role in forming a unified and smooth text flow.

2.6.4. Word Choice

A best way to develop writing is to consider choice of words. Writers should use precise language and avoid wordiness. (Starkey, 2004) argues that one of the best ways to achieve an accurate writing resides in the selection of the right words. Similarly, (Chesla, 2006) stresses the importance of word choice in writing. Reported by Chesla, writers have to choose the adequate words, and whether to convey their ideas explicitly or implicitly. In a case that they would choose to be implicitly, they need to present clues for the readers. There are some aspects the writers would consider when selecting the words. (Starkey, 2004) asserts that:

> Saying what the writer means takes more than just an understanding of the denotation, or literal meaning of a word (…). The connotation is a word's implied meaning, in which involves emotions, cultural assumption, and suggestions. Both meaning must be considered when making word choice.(p. 21)

Accordingly, to express their ideas, writers can choose the actual meaning, or the hidden meaning.

2.6.5. Mechanics

A powerful way to establish writing as skilled and vital is through mechanics. According to (Kane, 2000), "in composition mechanics refers to the appearance of words, to how they are spelled or arranged on paper. The fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics." (p. 15). Learning to write requires to consolidate the rules of "grammar, punctuation, and capitalization" (Starkey,

2004, p. 39). He declares that mechanics of writing are complex. Following this reasoning, writing is meant to be read. By identifying the intended readers, writers need to use the adequate style of writing. In this context, (Hyland, 1996) reports that:

> Successful writing has something to say. Before
> writing, we want to know why and for whom we
> are writing. This helps us making decisions about
> what to include, exclude and emphasize. It helps us
> shape our writing confidently.(p. 21)

A good writing is viewed to be a central skill for success. It is said to have a logic flow of ideas and is cohesive. It holds together well since there is a unified whole between paragraphs and sentences. Thus, to communicate effectively, writers need to formulate their ideas coherently and clearly so that readers will understand the written English.

2.7. Writing and Reading Connection

Writing and reading are two separate processes. Writing is known as 'productive skill' while the latter is known as 'receptive   skill'. However, they are intimately connected because they serve to better develop learning a language. Writing is the encoding of message. Simply put, it involves the translation of message into language. Reading refers to the interpretation, or the decoding of this message. (Reynolds et al., 2007) affirm that "without question, reading and writing go hand in hand, and for good reason they are the basic elements of proficiency." (p. 357). The two skills go hand in hand, and function in the development of language and communication of ideas.

Following the same view, (Hyland, 2003) points out that "writing, together with reading, is a central aspect of literacy" (p.53). Thus, the term literacy appears to cover both language skills reading and writing. In teaching English, empirical evidence drawn from experiments, in particular with EFL students, reveals a development in writing as a result of involving in reading. (Harris, 1993) supports the valuable correlation between reading and writing skills, which appears to be useful to instructors. He (ibid) affirms that reading and writing are communication skills; writers ought to get a response to what they produce. Likewise, readers ought to respond to what they read. Also, both skills are reciprocal (ibid). Readers cannot read if writers do not write; writers cannot write if readers do not read. In addition to that, both processes help to explore the world around us (ibid). Writers can solidify writing by reading; readers can solidify reading by writing.

Following this trend, (Eisterhold, 1991, as cited in Sadek, 2007), supports the connection between reading and writing. He (ibid) found that reading is a powerful vehicle in the writing classroom, and he (ibid) reveals that "reading in the writing classroom is understood as the appropriate input for acquisition of the writing skills because it is generally assumed that reading progress will somehow function as primary models from which writing skill can be learned or at least be inferred." (p. 202). Reading influences the amounts of language input of the students' writing. So, writing performance of EFL/ESL learners can be better developed through reading. Existing evidence relative to the development in writing reported by (Williams, 2003), who affirms that "good writers usually are good readers and good readers are good writers."

(p. 156). Hence, it is frequently recommended to read books and passages to refine and ameliorate the writing level.

   The study results cast light on the extent of the usefulness of reading makes towards developing the writing skill. Readers use writing to support them along the process of reading. Equally, as writers, reading is said to be beneficial to produce a good piece of writing. In the same line of thought, (Richards and Rennandya, 2002) emphasize the importance of reading as a central medium to consolidate knowledge as well as gain new vocabulary items. Reading supplies prior knowledge, ideas and information that sharpens learners' language resources. The most reported enhancement of writing through reading came from (Krashen, 1984), who reported important merits in four major areas: good writing style, accurate vocabulary, exact grammar and good spelling. Readers will select vocabulary and language structures while reading and make use of them in their different writing tasks. Furthermore, (Idol and Jones, 1991) underline the idea that integrating reading and writing also boosts and expands learners' reading abilities. They said that:

> One approach has been to emphasize reading instruction
> with the support of writing. This can be accomplished by
> juxtaposing writing to reading as either a pre-reading or
> post-reading activity. Likewise, one may decide to
> improve the quality of written prose by juxtaposing
> reading with writing as either a pre-writing or between-
> draft activity.(p. 50)

Accordingly, involving EFL learners in the process of reading and writing in English will result in the improvement of these two skills which are central for their academic and occupational goals.

To develop students' writing, instructors ought to encourage a curiosity about reading as well as interest of the meaning and the use of words because vocabulary building is one of the key components to produce a successful written communication. This section lends itself to a discussion about the importance of vocabulary gain in promoting writing.

2.8. The Importance of Vocabulary in Writing

Vocabulary is defined as the knowledge of words which is regarded as a basic component for language development, and also is an important element in writing. (Astika, 1993) notes that vocabulary is a vital factor that determines the writing ability. Writers have to know a set of lexical items to enrich writing. Learning to write accurately requires having an effective vocabulary, even more than does learning to read. Vocabulary will support for fluent written communication of ideas and thoughts. Students' vocabulary will have an influence on accuracy as well as writing level. (Ediger, 1999) comments that "variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts" (p. 1). So, vocabulary mastery is one of the knowledge that is crucial to learn writing. Along the same perspective, it is stated that "writing is dependent upon the ability to draw upon words to describe an event" (Corona, Spangenberger, & Venet, 1989, p. 18). This means that written communication is more powerful when adequate vocabulary is used.

Enhancement in vocabulary will result in enhanced writing performances. (Sloane, 1996) indicates that "the best source for teaching good writing is: good books" (p. 268). Thus, to become better writers, foreign language students ought to read books, poems, short stories and novels that introduce them to a wide variety of vocabulary items.

Foreign language learners will increase their reading abilities as well as their knowledge by reading English literature with an emphasis on vocabulary enrichment. The following section is an attempt to present literature as a paramount medium to sharpen and expand learners' vocabulary.

2.9. Literature and Vocabulary Building

Literature is a valuable and undeniable material because of the merits it brings. World literature offers pleasure and fascination to readers. Involving foreign language students in reading literary works helps to promote enthusiastic readers and develop achievement (Block and Mangieri, 2009). Besides, (Rosenblatt, 1995) adds that "The power of literature to offer entertainment and recreation is (…) still its prime reason for survival." (p. 175). Developing a passion of literature reading enhances students' language model.

Literature that is read and enjoyed by keen and earnest readers has gently smoothed its path to become a more valuable and treasured asset in foreign language teaching and learning contexts. In addition to that, it is seen as a useful material of vocabulary for enriching learners' repertoire. Many researchers as well as many teachers support the inclusion of literature in language teaching subjects (Huda, 2004). They believe that literary texts in language teaching contexts offer benefits for learners' vocabulary

building. For instance, (Van, 2009) remarks that literature provides a vast range of dictions. Literary works are claimed to be full of organized and good selection of vocabulary items, which can develop the vocabulary knowledge among foreign language students. In a similar vein, (Lao and Krashen's, 2000, cited in Erkaya, 2005) research at a university in Hong Kong presents the effects of reading literary texts on vocabulary enrichment. They concluded mentioning that the profound range of learned lexical items result from reading literary works. Literature is one of the central basis of teaching vocabulary. Literature is seen as a good technique to enrich learners' vocabulary. Additionally, (Dole, Sloan and Trathen, 1995) confirm that literature is one of the promising vehicles of learning vocabulary, and also it is a useful source that brings authentic input for language learning (Ghosn, 2002). It is seen that vocabulary growth can be attained by literature exposure.

Moreover, (Povey, 1972) claims that "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage." (p. 187). That is, literature can be regarded as a rewarding tool to expand FL learners' vocabulary. According to (Arthur, 1968), vocabulary knowledge can be increased through literary genres. This means that literature includes a useful range of vocabulary in short stories, dialogues and novels. When reading literature texts, certain features of language can be gained. According to (Brumfit and Carter, 1986), literary works present lots of meaningful contexts in which linguistic expressions, including lexical items are produced. Reading literature genres, such as short stories and plays introduces learners to fresh unexpected uses of language, such as vocabulary. Moreover, (Loff, 1988) introduced literature in language curriculum because literature

will accelerate linguistic knowledge by providing evidence of large vocabulary usage. Literature is known for its power to consolidate learners' linguistic level, namely vocabulary.

Furthermore, providing different writing opportunities can strengthen learners' vocabulary. "A writer-centered classroom emphasizes using written expression to communicate ideas. Writing is an important part of all areas of the curriculum" (Corona, 1998, p. 29). Experts found that foreign/second language learners have a better enrichment in their vocabulary when they are given tasks, such as writing poems, short stories, plays, or autobiographies. Literature is seen for its mastery of authentic language that can be used as a springboard for writing and solidifying students' vocabulary power (Ur, 1996). Vocabulary is required for an effective communication, and literature is said to be a treasured material to develop EFL learners' vocabulary. Literature is enjoyable to be read and grants a useful basis for vocabulary building.

As afore-mentioned, literature is an inspiring source that offers a rich context in which various lexical items are gained and more made memorable. Also, reading literary texts exposes EFL learners to different models of coherent writing. This section lends itself to introduce literature as a genuine material to strengthen writing.

2.10. The Role of Literature in the Improvement of Writing

Integrating authentic literary works into the EFL/ESL settings has long been revealed to benefit students' language development. Because literary texts "provide advanced language learners with highly motivational material of an incomparably rich nature" (Elliott, 1990, p. 191), EFL students are given good opportunities to discuss certain

fruitful subjects that appeal to them, by providing their opinions as well as their interpretation. Consequently, involving EFL learners in such activities will result in better writing achievement (Mackay, 1982). Moreover, literature enables the readers to experience an authentic language context and provides instances of different good models of writing, and also is the basis for motivating them to use it themselves in written tasks (Hill 1986). This means that literature is considered as a good stimulus that arouses the interest and inspires foreign language students by involving them on a personal and emotional level.

Besides, engaging foreign language learners in the world of literature will increase their personal intellectual growth, and also will sharpen their thinking abilities in expressing viewpoints and ideas. Because writing and reading are closely interrelated, learners will be introduced to a variety of expert writing models by reading literary works. Moreover, reading literature will stimulate them to write because of its language that touches on issues to which they can provide their opinions and interpretation from their own life experiences (Mackay, 1982). Literature is a powerful stimulator for writing. According to (Lazar, 1993), literature is regarded as a rich and motivational material that develops students' language and interpretation abilities. (Vandrick, 2003) supports a similar opinion, and he comments as follows:

> When reading is enjoyable, pleasurable it arouses interest and a sense of connection and in turn motivates students to respond in discussion and in writing. This kind of motivation is extremely important in facilitating students' investment in and progress made in improving their writing abilities. (p. 265)

Studying the world literature exposes learners to lengthy issues, events, characters, cultures, and dilemmas. To this end, literature serves a linguistic and intellectual development. Furthermore, reading literature by different writers enables learners to become knowledgeable about the abundant writing styles, and this unconsciously will better serve to enrich their own writing level (Muthusawy et al., 2010). By a similar token, (Hazal, 2006) claims that reading works of literature, including plays, novels and short stories is the core ingredient to produce a good writing. One of the major merits of literature is that it acts as an effective material to enrich EFL students' writing performances.

Similarly, (David, 2007) stresses the idea that reading literary genres, like short stories and poems is the fact that supports students in a good writing. This view is also the perspective of (O'Sullivan, 1991), who notes that literature is viewed as a valuable source to increase the students' imagination and writing level. It is through works of literature that students can meet with what (Gwin, 1990) called the "subtle elements that go into the creation of what is called good writing." (p. 10). Seen from these perspectives, literature is seen as a key vehicle for gaining access to think and to communicate knowledge, and also to enhance the relevance of the writing proficiency through an imaginative and creative way. (Frank, 1995), on the other hand, points out that literature is an eminent vehicle for successful writing. For this, Frank suggests for language teachers to make it as a useful technique for exposing their learners to all the authentic input and the expert models of writing of literary works. According to him (ibid), literature is seen as an authentic and a good resource for inspiring and motivating

students to write. Thus, teaching literary texts and writing tasks can assist learners to perform a fluent written communication.

Likewise, (Oster, 1989) affirms that literature has the power to introduce the students to different writing forms, which is the purpose behind the desire of many foreign language learners to achieve effectiveness in writing. Reading literature texts by different authors exposes the learners to genuine and reliable writing. Learners' writing is better developed when they are involved in reading works of literature. In a similar view, (Muewller, 1986), in her paper entitled "Teaching Writing through Literature" suggests the idea of the inclusion of literature as an integral part of ELT, which she believes literature will help promoting the writing skills. Accordingly, instructors ought to use works in English literature for the improvement of their learners' writing performances.

In order to stress the significance of reading genres of literature, (Hişmanoğlu, 2005) observes that literature can be a highly powerful material for writing; both as a model and as a subject matter. Literature as a model appears when learners' writing closely resemble the original work by imitating its content, theme, organization and/or style. Yet, literature as a subject matter is seen when students offer their interpretation and the analysis of the literary work.

2.10.1. Literature as a Model for Writing

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

- *Controlled Writing:* which is a model-based activity, in which students are asked to rewrite passages in an arbitrary way in order to practise specific grammatical structures. For example, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character's point of view.

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

- *Reproducing the Model:* this exercise involves writing techniques, such as *paraphrasing* (requires students' use of their own words to rephrase what they read), *summarizing* (students summarize realistic short stories, plays and novels in a chronological order), and *adaptation* of the literary work (students are required to rewrite a scene into narrative; rewrite prose fiction into a dialogue or vice versa).

Literature offers a rich variety of topics to train writing in respect of guided writing, free writing and controlled writing. These techniques raise learners' awareness of the written and spoken English (Stern, 1991, cited in Hişmanoğlu, 2005). Also, they contribute to the enhancement of their writing skills.

2.10.2. Literature as a Subject Matter for Writing

Because writing has no subject matter of its own, literature becomes the subject matter for writing. Reading literature can be used as the subject matter for composition writing by using its content. Students can make inferences, formulate their own thoughts, and examine the text more closely for evidence to support generalizations (Hişmanoğlu, 2005). This training develops EFL students' creative writing as well as critical thinking (ibid). (Spack, 1985) regards that such an activity aids them in other courses which need logical reasoning, independent learning and analysis of the text.

There are basically two categories of writing based on literature as subject matter: writing "on or about" literature, and writing "out of " literature. These two types help EFL/ESL students in better writing development (Hişmanoğlu, 2005).

Writing 'On or About' Literature

It involves the traditional tasks; writing paragraphs and essays, writing responses to various questions. Students are supposed to analyze the text, or discuss the literary devices and style. Such category of writing can happen before learners start reading the text. The instructors generally reveal its theme, and the learners write about it referring to their own life experiences. This activity inspires and stimulates them to be ready for reading and writing about it.

Writing "Out of" Literature

According to (Hişmanoğlu, 2005), writing "out of" literature means that literary works are used as "springboard for composition creative assignments developed around

plot, characters, setting, theme, and figurative language." (p. 59). Put differently, literature is seen as a powerful technique that helps students to write freely and creatively. Exercises which can be based on "writing out of literature" are **adding to the work** (students can produce an imaginary writing), **changing the work** (students can invent their own endings by comparing the author's ending to their own, or they rewrite the literary work from the point of view of another character), **drama-inspired writing** *(*students can write about characters' attitudes and feelings), or **writing a letter addressed to another character** (students can write a letter to one of the characters, in order to give him/her a personal advice about a particular situation Stern (1991). Hence, such assignments will fortify learners' writing performance, by converting their own knowledge and ideas into writing.

Further, Bulter (2002) also supports the same perspective, by mentioning that literary texts are highly invaluable vehicle that can be used to boost students' creative writing. He reports, as follows:

> Writing skills can be further developed from this base, through extension activities. For example, themes found in literary texts and the students' own narrative writing could provide the rough data for the planning and writing of an argumentative essay: here, the concrete world of the narrative has to be translated into more abstract, objective discourse. The literary texts as well as the students' own writing can then provide meaningful and motivating contexts for the study of the grammatical forms and functions.(p.44)

By reading works of literature, learners will gain knowledge of different features of the written discourse, including style, organization, and paragraph structure. Moreover,

learners will be introduced to a wide range of vocabulary, interactive communication skills, and a large variety of creative good models of writing. Also, teaching writing through literature will offer "the technical skills of composition, the cultural knowledge within the linguistic form, and the cultural content literature has to offer" (Mueller, 1986, p. 1). So, if the literary texts are carefully chosen, they will provoke EFL students' motivation and interest to study and read English literature.

In sum, it can be revealed that English literature is an ideal instrument which can be integrated into EFL/ESL settings (Mckay, 1982; Lazar, 1993; Hismangulu, 2005; Khatib, Rezaei and Derakhshan, 2011; Rahimi, 2014). According to them, it opens doors for discussion and interpretation of challenging issues and characters, which in turn contributes to the improvement of learners' writing skills. Moreover, it sets a solid ground for good language practice because literature creates its own world of immense range of lexical and syntactical items.

Conclusion

The second chapter has mainly attempted to stress the benefits of literature in enhancing EFL students' writing. This current chapter has demonstrated some key-concepts which are closely connected to the writing skill. In so doing, it was quite important to first discuss the nature of writing, the writing process and the different writing stages. Also, it has tried to characterize the elements of an effective writing. Moreover, it has presented the significance of writing in the teaching instruction as well as the reading and writing relationship. Besides, it has revealed the vocabulary gain and

its weight in writing. Ultimately, this chapter has spotlighted the central role of literary

texts in the expansion of vocabulary and the betterment of the writing performance.

Chapter Three

Analysis and Discussion of the Results

Chapter Three

Analysis and Discussion of the Results

Introduction

Teaching literature has always reaped valuable advantages in EFL contexts, and teaching literary texts to the Algerian students at the Section of English at Biskra University is a rewarding experience; it enables learners to sharpen language skills, creativity and imagination. This present chapter will give a thorough account of the research instruments and analysis of such tools employed in the current study. It will first outline the aims of the research paper, which serve to explore teachers' and students' attitudes towards the importance of literary texts in developing writing and promoting vocabulary. Then, it will try to present the participants involved and will give a brief description of both instruments in the research adopted. This will be followed by the analysis of the questionnaire administered to the students and teachers' responses to the interview. This current chapter will close with the interpretation of the results of the participants selected.

3.1 Aims of the Research

The present research aims to provide a thorough appraisal of the integration of literature into EFL classrooms. It seeks also to investigate the students' and teachers' attitudes towards using this latter as a powerful medium to develop the writing skills and enhance vocabulary. Therefore, in an impulse to offer the usefulness to this current research that is under the lenses of investigation, an exploratory research has been embraced, which is mainly provided by the use of students' semi-structured questionnaire and teachers' semi-structured interview. These two research instruments offered a solid foundation to gather the necessary information about students' and teachers' opinions and

beliefs towards using literary texts as a valuable instrument to foster the level of writing and build vocabulary.

3.2 The Participants

In this present research, one of the main stakeholders whom are highly regarded as the key ingredients in the process of teaching and learning were four (4) teachers of literature at the Section of English, at Biskra University to look into their beliefs and reactions towards the role of literary texts in honing FL learners' writing in terms of vocabulary growth. They have been intentionally chosen because they have a heavy experience in the field of English literature teaching. Moreover, the research was concerned with one hundred (100) second year LMD students at the Section of English, Biskra University. They have been randomly selected to answer the questionnaires about their attitudes and opinions towards the significance of literary texts in promoting their writing and enriching their vocabulary.

3.3 Description of Research Instruments

To conduct the present research paper, questionnaires and interviews have been opted for as investigative ways to obtain the maximum data from both teachers and learners, in order to appraise the incorporation of literary works as an eminent vehicle in EFL contexts, and to gain their views concerning the importance of reading literary texts in the enhancement of EFL learners' writing performance and the acceleration of their lexical resource as well.

The questionnaire consists of twenty-four (24) questions which were divided into five sections. It, hence, was a combination of yes and no type, multiple choices, and also

few of agreement and disagreement responses, and the rest of them were questions that required more clarification behind the answers. The last section was an attempt to provide an open question for students to add any suggestions and opinions about the merits and the contribution that works of literature bring in the development of foreign language writing.

In this current research, the questionnaire has basically been used as a data collection instrument to accomplish certain purposes:

- To identify learners' beliefs about literary texts, and how much they appreciate to read them.

- To inquire about their complexities concerning reading and writing based on literature.

- To determine how much they know about literary texts and their importance.

- To explore their views and suggestions concerning the huge role that literary works occupy in improving writing and sharpening vocabulary.

Concerning teachers' semi-structured interview, in the main, twelve (12) questions were designed into three sections. The first section was about teachers' experience with teaching literature, regarding their teaching approach as well as the aims. In the subsequent section, the focus was on the integration of literature into the EFL classrooms and the learners' responses and involvement in the literature class. Then, the final section was about the teachers' attempts and suggestions in developing EFL learners' writing and consolidating their vocabulary through using works of literature.

After shedding light on research instruments and research aims, it is significant to present a summary of the main findings of the current study, as the following section tends to show.

3.4 Analysis of the Results

3.4.1 Students' Questionnaire

Section one: *General information and students' preferences*

Question1: The students' appreciation to literature reading

The first section aims to show the view to literature reading. Accordingly, the first question is deemed to investigate the students' appreciation to the act of reading literature. A large portion of students expressed their approval of reading English literature. A total of 91% of the informants showed a good fondness for literature reading. On the other hand, 09% declared their disfavor and loath for reading literature. It is worth noting that literature gives a greater number of students appreciation and love for reading. It is positive for their language development. These results are shown in the following table and figure 3. 1:

Students	Yes	No
100	91	09
100%	*91%*	*09%*

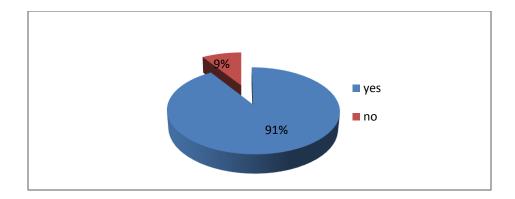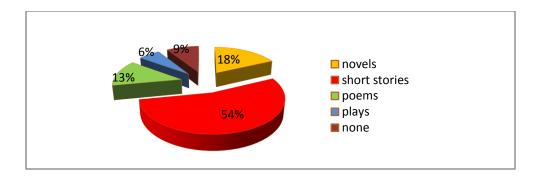**Table 3.1** Students' Appreciation to Literature Reading

Figure 3.1 Students' Appreciation to Literature Reading

Question 2: Students' preferences for reading literary texts

This question aims to elicit the informants' preferences for reading literary genres. A significant number of them which represent 54% enunciated their positive outlook for reading short stories. However, 18% of the participants asserted that they favour reading novels. Meanwhile, 13% of the learners claimed that they enjoy reading poems. Similarly, about 06% of them said that they prefer to read plays. Thus, it can be stated that as a literary genre, the short story gained a crucial attention by students than any other literary work. Notwithstanding, 09% of the students revealed their aversion for reading literary genres as displayed in what comes below:

Students	Novels	Short stories	Poems	Plays	None
100	18	54	13	06	09
100%	*18%*	*54%*	*13%*	*06%*	*09%*

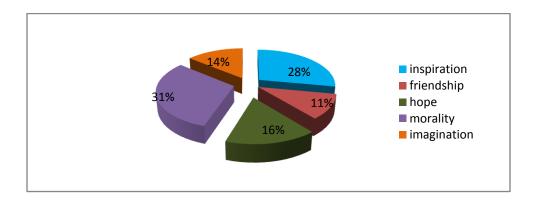**Table 3.2** Students' Preferences for Reading Literary Texts

Figure 3.2 Students' Preferences for Reading Literary Texts

Question 3: Themes of literary works students enjoy reading

The third question tends to cast light on the literary themes that students enjoy reading. It is a multiple choice question in which five (05) items are given; students are asked to tick their choice. They reacted differently to the question raised above (**Q3**). The results confirmed that the majority of the students representing 31% prefer to read about morality themes attributing to the moral lessons which they learn and can apply in their own lives. However, 28% of them opted for inspiration themes. They claimed that reading inspiring themes helps to inspire and motivate them in life. Another total of 16% of the informants affirmed that they are in favor of reading about hope themes. Confirming to them, reading such themes encourage and inspire them to be hopeful. Imagination themes came in the fourth position with 14%. According to them, reading about these types of literary themes is interesting and involves them in the imagination of different literary texts. A total of 11% of the students reported that they want to read about friendship themes stating that they care about their friends with whom they learn to communicate and share ideas. The table and the figure below would give an insight about question three (3) responses.

Students	Inspiration	Friendship	Hope	Morality	Imagination
100	28	11	16	31	14
100%	*28%*	*11%*	*16%*	*31%*	*14%*

Table 3.3 Themes of Literary Works Students Enjoy Reading

Figure 3.3 Themes of Literary Works Students Enjoy Reading

Question 4: Students' reading literary texts for learning purposes

Since reading literature has a significant number of merits, this question aims to identify if students have good habits of reading literary works for learning objectives. The results revealed that 88% of the participants said that they read literary texts for learning purposes, while 12% of them do not. This means that most of the students are aware of the importance of reading literature genres. The results could be provided as follows:

Students	Yes	No
100	88	12
100%	*88%*	*12%*

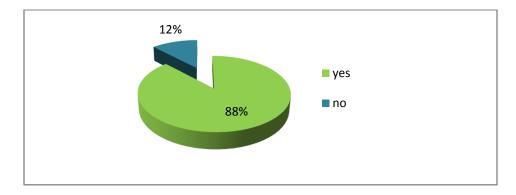**Table 3.4** Students' Reading Literary Texts for Learning Purposes

Figure 3.4 Students' Reading Literary Texts for Learning Purposes

Question 5: The settings in which students read literary texts for learning purposes.

Question five acts as a support to the preceding one **(Q4)**. There have been three listed options towards reading literary texts for educational purposes: always, sometimes or rarely when I am obliged, and the learners who answered 'yes' were required to tick their choice. The focus of this question is to view the time devoted to read literary texts for learning purposes. The results then showed that 62% of the respondents have opted for 'b' sometimes answer. However, 22% of them declared that they always read literary works for learning purposes. About 16% of the participants said that they rarely read literary texts for learning objectives. These results confirm the idea that most of learners regard literature as a helpful technique that supports them along the process of learning.

Students	Always	Sometimes	Rarely when I am obliged
100	22	64	14
100%	*22%*	*62%*	*16%*

Table 3.5 The Settings in which Students Read Literary Texts for Learning Purposes.
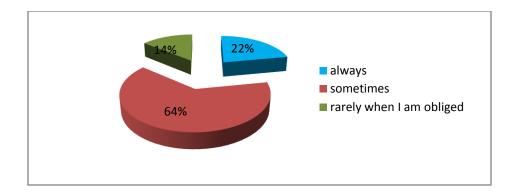
Figure 3.5 The Settings in which Students Read Literary Texts for Learning Purposes.

Section two: *Students' views and perception towards using literature to foster their writing and expand their vocabulary*

Question 6: Informants' perceptions of using literature in the EFL classrooms.

This question gives an appraising to the integration of literature into the EFL curriculum. The overwhelming majority of the students 92% agreed on the idea that the implementation of literature in the EFL classrooms is a promising medium. However, only 08% of the informants' responses have been neutral. Additionally, none of them ticked partial disagreement or total disagreement for an answer. This means that most of the students have a great deal of prior knowledge about the benefits of teaching and learning literature. The results are shown in the following table and figure 3.6:

Students	Total agreement	Partial agreement	Neutral	Partial disagreement	Total disagreement
100	54	38	08	00	00
100%	*54%*	*38%*	*8%*	*00%*	*00%*

Table 3.6 Informants' Perceptions of Using Literature in the EFL Classrooms.

Figure 3.6 Informants' Perceptions of Using Literature in the EFL Classrooms

Question 7: Students' reasons for reading literary texts

Question seven (7) offers gripping account to the essential elements that are developed via literature reading. Among all of the respondents, about 61% believed that literature would sharpen their vocabulary. Whereas, 14% of them said that reading literary texts helps to enhance grammar. Moreover, 13% of the informants stated that they read literary works to gain access to cultural background. Furthermore, 12% of them wanted to expand organization of ideas. It is apparent that the majority of learners are enthusiastic about reading literary works to develop their growing knowledge of vocabulary. This means that they are aware of the merits of literature in learning vocabulary. This may be given as follows:

Students	Enrich vocabulary	Organize ideas	Enhance grammar	Get acquainted with the foreign culture
100	61	12	14	13
100%	*61%*	*12%*	*14%*	*13%*

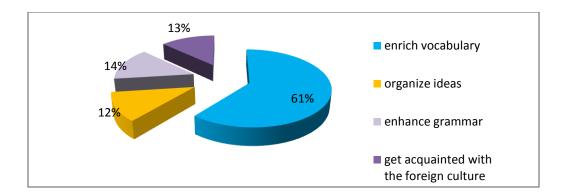**Table 3.7** Students' Reasons for Reading Literary Texts

Figure 3.7 Students' Reasons for Reading Literary Texts

Question 8: Students' engagement in text interpretation.

The rationale of this question is to reveal whether the learners are involved in the interpretations of literary works. In this context, the majority of the respondents 47% declared that their literary judgments about literary texts are sometimes offered. Reversely, a total of 30% of them said that they are rarely provided with the opportunity to express their personal response about literary works. Another group of informants 14% affirmed that they have never invited to share their personal interpretations about the works of literature. Yet, 09% of them noted that they are always asked for their personal perspectives about the literary texts that are studied. This may presented as follows:

Students	Always	Sometimes	Rarely	Never
100	09	47	30	14
100%	*09%*	*47%*	*30%*	*14%*

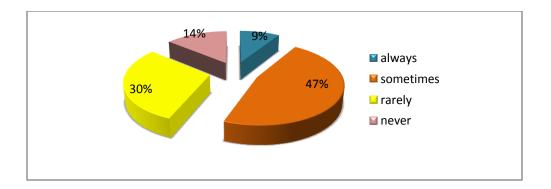**Table 3.8** Students' Engagement in Text Interpretation

Figure 3.8 Students' Engagement in Text Interpretation

Question 9: Informants' motivation to write about literature

If the study of literature may ignite learners' interest and motivation, it is then important to demonstrate whether or not second year learners have the keen passion for literature writing. In this vein, 85% of the participants showed their appreciation for literature writing stating that doing exercises with literary works is an ideal instrument, which can be used for motivation and enhancement in their writing skills. However, 15% of them expressed their disfavor and demotivation for literature writing. According to them, doing tasks with authentic literary texts is highly complicated because the language of literature is complex. The results are introduced in table and figure 3.9:

Students	Yes	No
100	85	15
100%	*85%*	*15%*

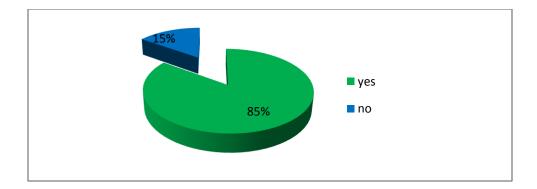**Table 3.9** Informants' Motivation to Write about Literature

Figure 3.9 Informants' Motivation to Write about Literature

Question 10: Contribution of literature to the development of students' vocabulary

With the need of the study to gather more information about the usefulness of literature in expanding vocabulary knowledge, the current question is an attempt to have an idea about students' beliefs in using literature to build their vocabulary. In this regard, the respondents, as a whole, believed that literature contributes to the development of their vocabulary. They benefit expansive vocabularies from reading literary texts. This entails that they know the contributions of literature in increasing their vocabulary. Such results are displayed in table and figure 3.10:

Students	Yes	No
100	100	00
100%	*100%*	*00%*

Table 3.10 Contribution of Literature to the Development of Students' Vocabulary
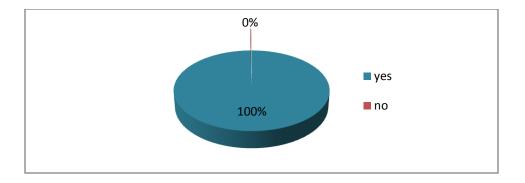
Figure 3.10 Contribution of Literature to the Development of Students' Vocabulary

Question 11: The role of literature in the enhancement of writing

Question eleven tries to put light on the writing skill that is improved via teaching literary texts. 100% of the participants agreed on the great importance of literature in promoting writing. This may lead us to offer a major role to literature which showed to be worthy and supported students in better writing achievements in terms of style, grammatical structures, vocabulary development, coherence, authenticity, organization of ideas and paragraph structure as the following table and figure may illustrate:

Students	Yes	No
100	100	00
100%	100%	00%

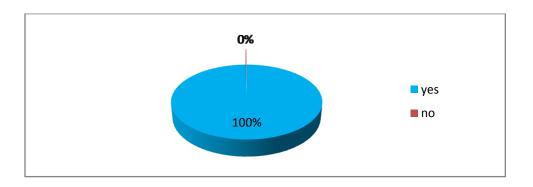**Table 3.11** The role of Literature in the Enhancement of Writing

Figure 3.11 The Role of Literature in the Enhancement of Writing

Question 12: The importance of reading literary texts in promoting vocabulary

As far as question twelve is designed, students were asked to what extent reading literature is significant to develop their vocabulary. 90% of the students agreed with the statement. While, 10% of them had no opinion about the benefits of reading literary texts. Whereas, none of them selected partial disagreement or total disagreement for a response. The results are delineated in the table and figure below:

Students	Total agreement	Partial agreement	Neutral	Partial disagreement	Total disagreement
100	49	41	10	00	00
100%	*49%*	*41%*	*10%*	*00%*	*00%*

Table 3.12 The Importance of Reading Literary Texts in Promoting Vocabulary
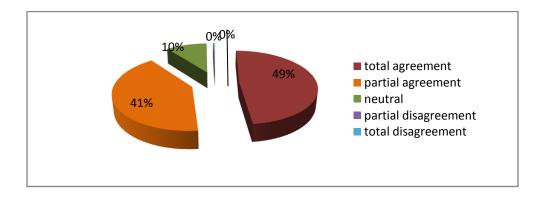

Figure 3.12 The Importance of Reading Literary Texts in Promoting Vocabulary

Question 13: The importance of reading literary texts in strengthening writing

Question thirteen tends to shed an appraising inquiry about the importance of literature in enhancing writing. 92% of them agreed on the fact that doing tasks based on

literature offers access to a good writing. Furthermore, about 08% were neutral. However, none of them ticked partial disagreement or total disagreement for an answer. The results are demonstrated in the table and figure below:

Students	Total agreement	Partial agreement	Neutral	Partial disagreement	Total disagreement
100	51	41	08	00	00
100%	*51%*	*41%*	*08%*	*00%*	*00%*

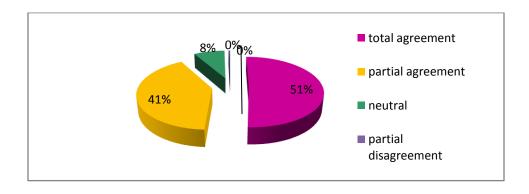**Table 3.13** The importance of Reading Literary Texts in Strengthening Writing

Figure 3.13 The importance of Reading Literary Texts in Strengthening Writing

Section three: *Literature reading and writing complexities*

<u>**Question 14:**</u> Students' difficulties in literature reading

Question fourteen (Q14) of the questionnaire is concerned with the difficulties students faced in reading literature. 28% of the informants averred that they find problems in reading beyond the text. Besides, 24% of them found complexities in interpreting the literary text. The cultural knowledge also occurs to uncover the same problem presenting 20%. Meanwhile, 14% of the students asserted that they encounter

challenges in the literary dictions. And about 08% of them said that they find difficulties

in complex grammatical structures. However, 06% of the participants signaled that there

is no hitches at all in handling the literary texts. These results are presented in table and

figure 3.14:

Students	Reading beyond the text	Complex grammatical structures	Complex vocabulary	The cultural knowledge	Interpreting the literary text	None
100	28	08	14	20	24	06
100%	*28%*	*08%*	*14%*	*20%*	*24%*	*06%*

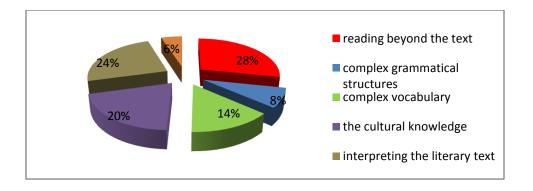**Table 3. 14** Students' Difficulties in Literature Reading

Figure 3.14 Students' Difficulties in Literature Reading

Question 15: Students' difficulty to write about literature

This question is addressed to the informants to unveil the problems that they

encountered in writing about literature. The results indicated that the insufficient range of

vocabulary that represented 45% posed challenges for them and hamper a smooth

writing. In addition, the respondents are faced with poor knowledge and ideas that

represented 23% followed then by organization problems 18%, moving to grammatical

problems ultimately 14% as the table and figure below show:

Students	Shortage of vocabulary	Lack of grammar knowledge	Organizing and knitting your written production	Poor knowledge and ideas
100	45	14	18	23
100%	*45%*	*14%*	*18%*	*23%*

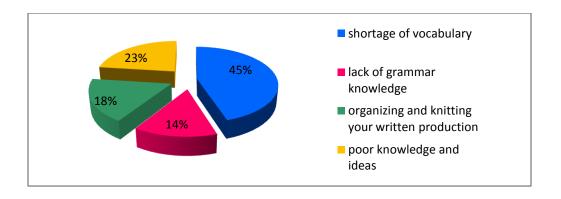**Table 3.15** Students' Difficulty to Write about Literature

Figure 3.15 Students' Difficulty to Write about Literature

Question 16: The reasons of students' literature writing problems

In this present question, students are further asked about the reasons of the problems

that may encounter in writing about literature. In this vein, 34% of the learners declared

their lack of motivation to engage in EFL writing activities. Similarly, 25% of them

stated that they have poor writing techniques. On the other hand, 22% of the informants

asserted that they have a low self-confidence in writing. Another group of participants

representing 19% revealed their lack of enjoyment in the literary genre under question.

The results are given in the following table and figure:

Students	Lack of motivation in EFL writing	Lack of writing techniques	Lack of self-confidence in wiring	Lack of interest in the literary text under question
100	34	25	22	19
100%	*34%*	*25%*	*22%*	*19%*

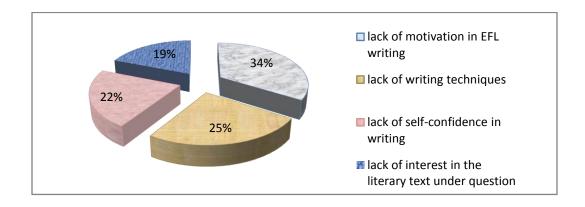**Table 3.16** The Reasons of Students' Literature Writing Problems

Figure 3.16 The Reasons of Students' Literature Writing Problems

Section four: *Students' attitudes towards reading literary texts*

Question 17: Students' views about reading literary works

The aim of this question is to collect students' opinions about reading literary works. It is a multiple choice question in which five views were given; students were asked to select the most suitable item for them. The overwhelming majority of the respondents representing 57% viewed literary texts as being exciting. This means that the learners will be excited to read literary genres. Another group of the informants 21% viewed them as

thought-provoking. Likewise, 13% of the students held another view that literary texts are difficult to be read. A total of 06% of them considered texts of literature as being boring. While, only a small portion of them that represented 03% commented that literary works are fruitless. To this end, it can be concluded by saying that the majority of the students are not bored when reading literary works. The following table and figure show the results of the survey:

Students	Exciting	Boring	Fruitless	Difficult	Thought-provoking
100	57	06	03	13	21
100%	*57%*	*06%*	*03%*	*13%*	*21%*

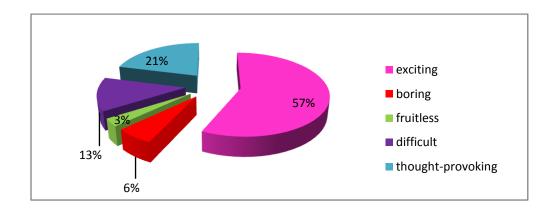**Table 3.17** Students' Views about Reading Literary Works

Figure 3.17 Students' Views about Reading Literary Works

Question 18: Students' reasons for reading literary works

Question eighteen tends to put an emphasis on the skills that are developed via reading works of literature. In this respect, a large portion of the participants (about 51%) said that they read literature to strengthen their writing skills. It can be said that these participants have much interest to read literary pieces, which is a good sign for their

writing development. A total of 20% of the learners added that they read literary texts to increase their creativity and imagination because literature reading cultivates their imagination. Notwithstanding, 14% of the informants reported that the rationale of reading literary genres in the foreign language is to sharpen the cultural awareness of the foreign culture. To them, reading literary genres enables them to get an insight into the foreign culture. Yet, the rest of them 12% offered an alternative opinion about the purpose of reading literary texts. They admitted that they read texts of literature to respond to classroom requirements, which suggests that they read works of literature only when it is compulsory. The following table and figure support these data analysis:

Students	To foster writing skills	To sharpen creative imagination	To increase cultural awareness of the target culture	To respond to classroom requirements
100	52	20	16	12
100%	*52%*	*20%*	*16%*	*12%*

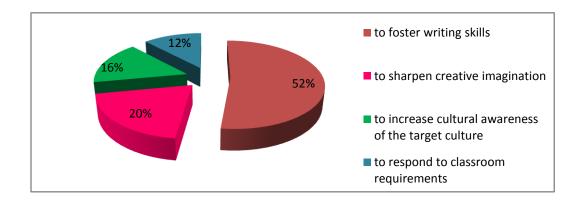**Table 3.18** Students' Reasons for Reading Literary Works

Figure 3.18 Students' Reasons for Reading Literary Works

Question 19: Informants' focus while reading literary texts

At this stage of the investigation, the participants have been queried about the criteria they focused on while reading literary texts. Many responses have been provided as far as the focus on these aspects. One group representing 41% of the students put much emphasis on the style and tone of writing. Another group of the learners that represented 20% noted that they directed their attention to the organization of ideas. However, 19% of them said that the important details in the text attracted their attention. While, 14% of the respondents asserted that they give attention to word meaning. Reversely, the rest 06% of them gave more prominence to language use. So, it can be said that most students direct their attention to the tone and style of writing that is an essential sign for their writing enhancement. The results of the informants' responses are offered below:

Students	Organization of ideas	Style and tone of writing	Language use	Word meaning	The important details in the text
100	20	41	06	14	19
100%	*20%*	*41%*	*06%*	*14%*	*19%*

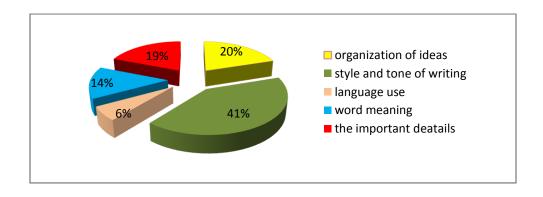Table 3.19 Informants' Focus while Reading Literary Texts

Figure 3.19 Informants' Focus while Reading Literary Texts

Question 20: Students' views on the texts

As this question is designed to identify the students' opinions on the themes of literary texts they are dealing with in the literature class, the respondents are asked to what extent the texts match their interests. In this context, a considerable number of the participants 59% found the texts interesting. Whereas, some group of students (about 29%) pointed out that the themes of literary texts to be studied can be considered "very interesting" . Yet, a few number of them (only 17%) claimed that the texts did not meet their appreciations. It is noticeable that the majority of the students are interested to study literature. The results are exhibited in table and figure 3.20:

Students	Very interesting	Interesting	Not interesting
100	29	59	17
100%	*29%*	*59%*	*17%*

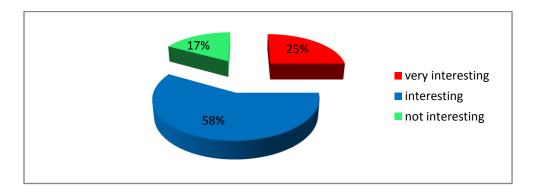**Table 3.20** Students' Views on the Texts

Figure 3.20 Students' Views on the Texts

Question 21: Informants' attitudes towards an interesting literature class

The following question is an attempt to explore the students' feelings on a good literature class. They are also asked to justify their option. In this respect, 36% of the learners preferred the literature lecture to be about reading and analyzing literary texts stating that the literary analysis is a valuable task because it helps them to gain meaningful themes. This can act as a complement for the improvement of vocabulary as well as writing development. Additionally, 25% of them wanted the literature class to be about doing tasks about literature writing. According to them, literature is always related to art appreciation, and engaging in written tasks based on literature is a good way to reveal thoughts in writing. Also, about 23% of the learners said that a useful literature lecture should be about dealing with different literary devices. Confirming to them, literary devices are the soul of literature. Dealing with literary tools helps them to have an artistic taste of a language, and most importantly sharpens their style writing. Further group of students (about 14%) suggested discussing themes for a fruitful literature lecture. They said that discussing themes enables them to express ideas orally and develops their thinking skills. While, only 02% of the participants noted that they are not enthusiastic in the literature lecture. The table and figure below provide the results of informants' attitudes towards an interesting literature class:

Students	Discussing themes	Dealing with different literary devices	Reading and analyzing literary texts	Doing tasks about literature writing	None
100	14	23	36	25	02
100%	*14%*	*23%*	*36%*	*25%*	*02%*

Table 3.21 Informants' Attitudes towards an Interesting Literature Class
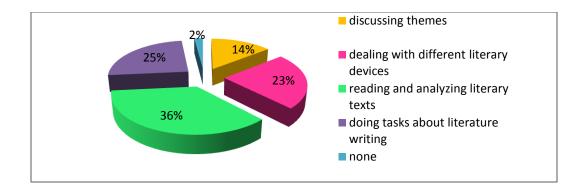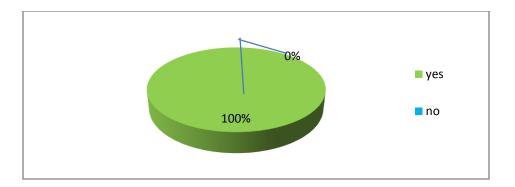
Figure 3.21 Informants' Attitudes towards an Interesting Literature Class

Question 22: The teacher's encouragement to students to promote literary extensive reading

The intent of this question is to investigate whether the students are steered by their teacher towards a good habit of literary extensive reading. In this respect, the participants, as a whole, confessed that they are given an incentive to read literary texts outside the classroom. While, none of them responded negatively to the question. This suggests the fact that the teachers know the significance of literary extensive reading; therefore, they develop and encourage an appreciation of literature reading outside the classroom. The table and figure 3.22 illustrate the results of teacher's encouragement to students to promote literary extensive reading:

Students	Yes	No
100	100	00
100%	*100%*	*00%*

Table 3.22 The Teacher's Encouragement to Students to Promote Literary Extensive Reading

Figure 3.22 The Teacher' s Encouragement to Students to Promote Literary Extensive

Reading

Question 23: The teacher's frequency of encouraging literary independent reading

This question serves as a complement to the previous one (**Q 22**); it is designed in order to view the teacher's frequency of encouraging literature reading outside the classroom. 51% of the informants reported that they are always encouraged to read literary works independently. On the other hand, 40% of them commented that they are sometimes motivated to promote attitudes towards literature reading extensively. Yet, about 09% of the learners added that the teacher rarely encouraged them to read works of literature outside the classroom. Their different answers to that question are revealed in the table and figure below:

Students	Always	Sometimes	Rarely
100	51	40	09
100%	*51%*	*40%*	*09%*

Table 3.23 The Teacher's Frequency of Encouraging Literary Independent Reading
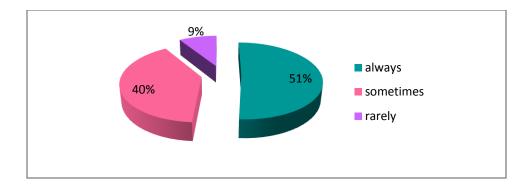
Figure 3.23 The Teacher's Frequency of Encouraging Literary Independent Reading

Section five: *Further suggestions*

Question 24: Learners' suggestions and opinions to develop the writing skill using literary works

Concerning the last question, the informants are requested to suggest some ideas about using works of literature to enhance their writing skills. Thus, different views have been given.

Suggestions and opinions
I suggest to read more literary texts to expand our vocabulary and to identify meaningful ideas about a given subject matter and write a literary essay about it.
To foster writing, I suggest writing short stories, poetry and even a short piece of a prose.
I suggest more practice about the literary devices (symbolism, metaphors and similes) because they enable us to produce a good piece of writing.
Concerning developing writing via literary texts, I suggest to write more literary analysis to develop our writing and to learn from our mistakes in various written

activities based on literary works.

Table 3.24 Learners' Suggestions and Opinions to Develop the Writing Skill Using Literary Works

3.4.2 Interpretation of Students' Responses

Literature still undoubtedly enthralls in the EFL classrooms. It offers useful authentic texts. It further provides students with a wide and immense range of vocabulary items as well as a bountiful supply of different good styles of writing. Results from the analysis of the students' questionnaire strongly support the integration of literature into the EFL context and its merits; informants' responses compromise on the literature use whose weight is fostering the writing skills attributing this in style, coherence, originality, organization of ideas, effective grammatical structures, adequate vocabulary and paragraph structure. The results of the study also showed the importance of literature in improving vocabulary knowledge. This confirm the hypothesis stated at the beginning of the present study. Expectedly, the majority of learners have shown their positive outlook for literature reading and its indispensable role that plays in increasing the lexical resource. While, a small portion of the students expressed their disfavor for literature reading, due to the difficulty of the literary jargons that will not enable them to appreciate the literary language.

As for the third section which relates to literature reading difficulties, students noted that reading beyond the text is a complex task. This latter will hinder their understanding and interpreting literary works. Therefore, the role of teachers, here, is required to evolve

the learners' comprehension as well as the analysis of the literary texts. The notion of literature writing difficulties has been also discussed in which the shortage of vocabulary posed complexities for the most of the participants. So, reading literary texts is a powerful way to enrich vocabulary. Moreover, in trying to explore the students' suggestions to improve the writing skill, different views have been obtained. Respondents have given the benefits of developing writing via literary texts, of writing short stories and poetry, and also producing literary essays. Another significant view revealed by students is the act of reading literary texts that is an ideal way to enhance the writing level. To conclude, involving students in such tasks will certainly contribute to their writing development.

3.5 Teachers' Interview

For the sake of the study reliability, it might be a valuable technique in point to add teachers' interview in addition to students' questionnaire as a continuing attempt to record greater depth of data from teachers' views and perspectives about the use of literary texts in the EFL classrooms, giving much consideration to vocabulary growth. Furthermore, it aims at identifying the merits of literary texts to promote EFL students' writing skills. The respondents are referred to as (R1), (R2), (R3) and (R4). The teachers' responses and suggestions are summarized below:

Question 1: *How long have you been teaching literature ?*

In question one, Rs are required to unveil their experience in teaching literature. Here, all the interviewees seemed to be experienced teachers of literature with nine to

thirteen years' working experience. This can be helpful to create more ways of thinking and understanding about the current study.

Question 2: *What are your main aims in teaching literature?*

Responding to this question, all the Rs agreed on the use of literature with the same aims. They admitted that teaching literature will enable the students to consolidate their English language proficiency, and to enhance their cultural understanding of the foreign culture. Also, they all noted that teaching literary texts is a useful tool of expanding students' literary appreciation, broadening their intellectual horizons and boosting their creativity and imagination. Thus, teaching literature will offer an opportunity for students to promote the process of foreign language learning, and can encourage an exchange of information about the target culture among them.

Question 3: *Which approach do you use in teaching literature? Why?*

Moreover, question three asks teachers about the model employed in the teaching of literature with the justification of its adoption. (R1) said that s/he employs the cultural approach stating that s/he tends to offer much emphasis to areas: history and cultures and characteristics of literary movements. Sharing the same point, (R2), (R3) and (R4) added that the integrative model is sometimes used because of the use of mixture approaches.

Question 4: *How would you view integrating literature into the EFL classrooms?*

Concerning the fourth question, Rs are asked about their ideas and perspectives towards the use of literature in the foreign language education. All the participants recognized the merits of integrating literature into the EFL context confirming that it is positive and enriching. It can be said that EFL teachers have a great awareness on the significance of literature inclusion in the foreign language classrooms.

Question 5: *How much do you make your learners involved in the process of reading literary texts?*

The four informants offered a positive response. They, basically, gave much importance to the activities of reading literary texts. They noted that they tried to maintain their students' attention to arouse their curiosity and to increase their involvement in such tasks. This can help students to read literary texts with more insight and imagination.

Question 6: *How can you describe your students' reaction to the selected literary texts? In other words, are they found to be motivated to study literature?*

The four respondents mentioned that some of their students show their enjoyment and interest to appreciate literature. Whereas, others exhibit their carelessness about it. (R2) expressed her/his point of view clearly stating that some students are found to be enthusiastic about reading literary texts with a realistic style, while others enjoy reading

the modernist literature. In short, it can be revealed that literature is an art form. Not everybody enjoys this sheer form of appreciation.

Question 7: *In teaching literary texts reading and analysis, do you give importance to the writing skill? In other words, is the development of writing one of your focal purposes?*

The participants' response to question seven showed the importance of writing in the teaching of literary texts reading and analysis. They added that they place special emphasis on the writing skill since their students are evaluated according to their ability to write. Writing is, thus, important for producing literary analysis essays. It cannot be ignored.

Question 8: *To what extent do you involve your students in the process of writing based on literature?*

When responding to question eight, (R1) and (R2) avowed that they constantly assign their students to write reports, literary interpretations and analyses essays. A further answer added by (R3) who said that s/he asks his/her students to produce critical essays in the literature class. However, another respondent, (R4) believes that all the classroom discussions are done orally, and only in tests and research works s/he assigns his/her students to do written tasks related to the reading of literary texts because literature is taught in a lecture.

Question 9: *What about literature and its weight in the foreign language classroom? Do you think that literature is a valuable material to expand EFL learners' vocabulary? If yes, how?*

All the respondents were in agreement of the significance of literature in the growth of students' vocabulary. (R1) held his/her perspective, noting that the expansion of vocabulary is gained through reading literary texts confirming that "literature is the fountain of lexis". The rest of the respondents believed that involving their students in the writing tasks related to the reading of literary works can also strengthen their learners' vocabulary. Literature is therefore an essential ingredient for vocabulary building.

Question 10: *Do you believe that reading literature is a potent technique that supports enhancing FL learners' writing ability to write in English? In other words, do you think that familiarizing learners with literature offers background for good writing? If yes, how?*

In response to this question, all the teachers agreed that literature can be an effective source for EFL writing. They all offered a weight to reading literary texts when developing the writing skill. A further (R3) mentioned that literature is a perfect instrument for good writing stating that reading works of literature and/or extracts introduces his/her learners to a variety of good coherent writing models, and therefore enables them to be good writers. This may lead us to say that the writing skill is better improved via reading literary works.

Question 11: *Do you think that it is a good strategy to refer to activities based on literature to teach and promote the writing skill? If yes, how?*

As a support to the preceding query, teachers are further asked about the tasks that they use to enhance their students' writing in the literature lecture. Writing is used in different tasks in the literature course. The four Rs showed a common response that referring to activities related to the reading of literary texts is the best way to solidify their students' writing level. Teachers reported that they adopt various activities based on works of literature. In this respect, (R1) said that s/he supports his/her students' writing through tasks, such as summarizing, analyzing a character and imagining an alternative ending of a given literary work. A further response was given by (R2) who declared that s/he can assign a variety of writing tasks based on literature: writing argumentative essays, description essays, critical essays, interpretation of literary texts, paraphrasing poems, and also re-writing the poetry into prose. In relation to the same view, (R3) and (R4) said that they constantly assign their learners to write comments on short stories, to answer reading comprehension questions of a given literary work, to write a short piece of a prose and to re-write a short story in their own words using their own style. Therefore, strategies such as writing literary papers, summarizing and writing short stories are all valuable ways for learning to write.

Question 12: *At last, do you have any further suggestions to sharpen students' foreign language writing based on works of literature?*

Moreover, when interviewing teachers in the last query, different ideas and opinions are welcomed concerning the possible strategies that can be employed to build the students' writing skill via using literary texts. The four respondents agreed on the fact that reading literary texts helps students learn to write. Besides, they emphasized the practical tasks, including writing literary interpretation and analysis essays when teaching literature because this latter is viewed to be a practical intellectual discipline. They claimed that involving students in such activities will promote learning a language and will ensure more writing enrichment.

3.5.1 Interpretation of Teachers' Responses

The data obtained from the teachers' interview showed that teachers held positive attitudes towards the idea of the implementation of literature in the EFL classrooms. The four informants noted that literature is of prominent significance in foreign language (EFL) contexts; all of them focus on teaching linguistic, cultural and literary features. Reinforcing the students' vocabulary via literary texts was another crucial concern in the interview. Results revealed that the teachers are aware of the importance in maintaining a good boost of reading literary works to build students' vocabulary.

Furthermore, in attempting to explore teachers' perspectives and opinions towards the use of literature as a powerful material for increasing writing, they all confirmed the idea that literature is an excellent tool to empower writing in the EFL milieu. This could be accomplished through familiarizing learners with various literary texts that offer background for an effective writing. The findings also indicated that introducing students

to many literary works and/or extracts will contribute to the appreciation of literature as well as to the improvement of writing. The last question offers further suggestions and views for possible ways that enable the students to refine their writing level via literary texts. All the teachers welcomed the idea that literary texts can consolidate writing. They put a stress on reading pieces of authentic literature and their benefits in developing writing.

Conclusion

This chapter has offered the data obtained via both students' questionnaire and teachers' interview. It has first illustrated the aims of the study, the participants selected and the research instruments. Besides, an analysis and discussion of the main results via both research tools have been discussed. Therefore, on the basis of the main findings gained from the students' and teachers' perspectives, it seems worthy to shed some light on the importance of literary texts in EFL classrooms. In this regard, both teachers and learners confirmed the use of literary texts as the good remedy to arouse quite noteworthy enhancements in strengthening students' writing. Another important finding from teachers' and students' opinions was that teaching literary texts to second year learners is shown to be a fertile area for vocabulary development. From these results, it can be proved that if students get a suitable reading material from literary works, their writing will be promoted and their vocabulary will be increased.

General Conclusion and Recommendations

1. General Conclusion

Writing in a foreign language is a challenging task. Learning to write correctly and coherently is something that EFL learners (at university level) still unable to manage. They fail to acquire full mastery of EFL writing activities. The present research has investigated the writing skill and explored the importance of literary texts as an integral part in the field of EFL teaching and learning. The study has also discussed the merits of acknowledging literary texts as one of the effective mediums for enriching EFL students' writing and promoting vocabulary. Furthermore, foreign language (FL) students' motivation and appreciation of literature through reading literary texts or extracts have been shown.

When shedding light on the improvement of writing of second year LMD students of English at Biskra University through using literary texts, different insightful information from both teachers and students have been recorded. The obtained results fully supported the hypothesis and indicated positive contributions to the enrichment of writing and development of vocabulary. The study results revealed that the learners strongly believe that reading literary texts is a one of the promising tools for learning to be good writers. Besides, they confirmed that literary texts help them to be more motivated in the learning process when they find them stimulating. The study also showed that EFL teachers have an important influence on the use of literary texts as an eminent resource in solidifying the writing skill and accelerating vocabulary. Another result was gained which required the integration of literary texts into the EFL classrooms. Instructors claimed that teaching and reading literary texts sharpen students' power of reading, imagination and creativity.

As a support to the preceding point, because the use of literary texts in the EFL atmosphere has yielded good results, particularly in consolidating EFL students' writing and increasing vocabulary, we hope then EFL teachers and learners view the usefulness involved in using this latter in the EFL context. We also hope that teachers will encourage students foster attitudes towards reading works of literature effectively and independently. Besides, we hope that EFL teachers will develop a spirit of enjoyment and enthusiasm of learning by making the writing activities more appealing. Moreover, teaching/learning of writing calls for a variety of genres of literature in different writing tasks in the EFL classroom for students to reach good writing. If it is so, this will create an enjoyable and favorable learning environment, yet will bring fruitful results.

Finally, we hope that this current research may bring to light the central role that literary texts play in increasing vocabulary and enhancing the writing skill of second year students at the Section of English at Biskra University, and provided some recommendations and suggestions that teachers may follow to better the students' writing level. Besides, we hope that further research is needed to be undertaken to consolidate the teaching of writing at the university level from the findings of the current study.

To conclude, in order to develop the ability to write through literary texts, designing experiments would be the most appropriate method to reach more variable and valid conclusions. However, due to time constraints, we opted for the exploratory research as the best way to gain insights about the topic. Nevertheless, the findings obtained from the present study may provide the research with a useful look about increasing the writing skill.

2. Recommendations

In this present study, there is a call for the importance of using literature and literary texts in the EFL classrooms. The benefits of teaching and reading literary works have been emphasized previously in this research. Thus, raising students' and teachers' attention to the merits of the use of literary texts in the foreign language context is of paramount significance. Another implication arising from this research is that literary texts can certainly play a key role in strengthening the writing skill. Therefore, instructors of English in general and writing in particular are recommended to teach writing through literature because teaching and reading literary texts will offer unique opportunities for foreign language learners to become good and professional writers.

Moreover, it would be beneficial to create ways that could be more valuable to achieve effective writing. Offering students the necessary and important classes in teaching writing through the use of a variety of genres of literature is highly recommended in this respect. It should be also useful to enable learners to practice more writing literary analysis papers. Another powerful way to enhance writing through using literary works is to assign them to write their own short story, and also rewrite a novel and/or short story, referring to their own life experience or using their imagination power to develop it. Such activities would better students' writing skills and expand their vocabulary.

Research on increasing motivation through literary texts seems also worth undertaking. Foreign language students are known to be unmotivated in the language classroom. Hence, the role of teachers in the EFL classroom is required to cultivate

motivation towards language learning. They should draw their students' attention to the activities which ignite and awaken their interest, and instill a sense of appreciation for studying English literature in general and writing creative essays in particular through the use of different literary works. They should, likewise, make use of the tasks related to the reading of literary texts that seem to be very productive. Furthermore, creating favorable attitudes towards literary extensive reading is also a vital issue of investigation.

Another area that is worth investigating is encouraging close reading through literature. Teaching literary texts requires students to analyze, make connections and think critically. It should be important to involve students in group and pair tasks to read and discuss about the ideas expressed in the literary work, and also give their own interpretations about the text. Such tasks help develop students' critical thinking and analytical skills, and most importantly serve to foster their writing skills (Hişmanoğlu, 2005). Thus, an emphasis on the inclusion of literature in the foreign language classrooms can lead us to acknowledge its rich benefits.

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Appendices

Appendix 1

Students' Questionnaire

Dear students,

This questionnaire is intended to collect data for a Master Thesis. The aim of this study is to investigate **_the significance of using literary texts in promoting EFL students' writing skills_**. You are therefore kindly invited to answer the following questions. The information offered will be kept confidential and will be used only for the intended aim of the study.

<div align="right">Afaf KHIRDJA</div>

Please respond to the questions by ticking (√) the corresponding item, and give a full statement when necessary.

<u>Section one:</u> _General information and students' preferences_

1. Do you appreciate reading English literature (Short stories, novels, poems, etc.)?

a) Yes [ ]   b) No [ ]

2. If yes, which type of literary texts do you prefer to read?

a) Novels [ ]   b) Short stories [ ]   c) Poems [ ]   d) Plays [ ]   e) None [ ]

3. Which themes in literary works do you enjoy reading?

a) Inspiration [ ]   b) Friendship [ ]   c) Hope [ ]   d) Morality [ ]   e) Imagination [ ]

4. Have you ever read literary texts for learning purposes?

a) Yes [ ]   b) No [ ]

5. How often? (For those who answer Yes)

A) Always [ ]　　　　　　b) Sometimes [ ]　　　　　　c) Rarely when I am obliged
[ ]

Section two: *Students' views and perception towards using literature to foster their writing and expand their vocabulary*

6. Do you think that using literature in the EFL classes is a valuable technique?

a) Total agreement [ ]　　　b) Partial agreement [ ]　　　c) Neutral　　　d) Partial
disagreement

e) Total disagreement [ ]

7. Reading a literary material helps you:

a) Enrich vocabulary [ ]　　　b) Organize ideas [ ]　　c) Enhance grammar [ ]　　d) Get
acquainted with the foreign culture [ ]

8. How often are you invited to provide your own reaction and your personal interpretation of the literary work?

a) Always [ ]　　　b) Sometimes [ ]　　　c) Rarely [ ]　　　d) Never [ ]

9. Do you feel yourself motivated to write about literature?

a) Yes　　　　　　　　　　b) No

Why?………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………

10. Do you believe that literature contributes to the expansion of your vocabulary knowledge?

a) Yes [ ]　　　　　　　　　　b) No [ ]

If yes, how?

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………

………………………………

11. Do you consider literature as a useful source to promote your writing performance?

a) Yes [ ]   b) No [ ]

- **If yes, how?**

....

....

....

....

12. Do you think that reading literary texts introduces you to a profound range of vocabulary items?

a) Total agreement [ ]   b) Partial agreement [ ]   c) Neutral   d) Partial disagreement

e) Total disagreement

13. Do you believe that doing activities based on literature offer you access to a better writing achievement?

a) Total agreement [ ]   b) Partial agreement [ ]   c) Neutral   d) Partial disagreement

e) Total disagreement

Section three: *Literature reading and writing complexities*

14. What limitations do you encounter confronted directly with the reading of literary works?

a) Reading beyond the text [ ]   b) Complex structure [ ]   c) Complex dictions [ ]

d) The cultural knowledge [ ]   e) Interpreting the literary text [ ]   f) None [ ]   g) All [ ]

15. When writing about literature, what difficulties do you encounter?

 a) Shortage of vocabulary [ ]   b) Lack of grammar knowledge [ ]   c) Organizing and

knitting your written production [ ]   d) Poor knowledge and ideas [ ]   f) None [ ]

 g) All [ ]

16. In your opinion, what are the reasons of those problems?

a) Lack of motivation in EFL writing [ ]   b) Lack of writing techniques [ ]

c) Lack of self-confidence in writing [ ]   d) Lack of interest in the literary text under

question [ ]   e) All of them [ ]

Please,

explain…………………………………………………………………………………

………..………………………………………………………………………………………

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Section four: *Students' attitudes towards reading literary texts*

17. According to you, reading literary works is

a) Exciting [ ]   b) Boring [ ]   c) Fruitless [ ]   d) Difficult [ ]   e) Thought-provoking [ ]   f) No opinion[ ]

18. Why do you read works of literature?

a) To foster writing skills [ ]   b) To sharpen creative imagination [ ]   c) To increase cultural awareness of the target culture [ ]   d) To respond to classroom requirements [ ]

19. When reading a literary genre, on which aspect do you focus most:

a) Organization of ideas [ ]   c) Style and tone of writing [ ]   d) Language use [ ]

e) Word meaning [ ]   e) The important details in the text [ ]

20. How would you view the themes of literary texts you are dealing with?

a) Very interesting [ ]   b) Interesting [ ]   c) Not interesting [ ]

21. What is your idea of an interesting literature class?

a) Discussing themes [ ]   b) Dealing with different literary devices [ ]   c) Reading and analyzing literary texts [ ]   d) Doing tasks about literature writing [ ]   e) None [ ]

why?……………………………………………………………………………………
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………………………………

22. Does your teacher encourage you to read literary texts outside the classroom?

a) Yes [ ]   b) No [ ]

23. How often?

a) Always [ ]   b) Sometimes   c) Rarely [ ]   d) Never [ ]

Section five: *Further suggestions*

24. Do you have some suggestions about using works of literature to develop the writing skill?
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I extremely appreciate your time and collaboration ☺

Appendix 2
Teachers' Interview

Dear teacher,

We are currently undertaking a research on ***"the role of literary texts in enhancing EFL learners' writing skills".*** You are therefore kindly requested to answer the questions. The responses given will remain confidential and will be used only for the present research.

Thank you for your time and contribution.

Q1- How long have you been teaching literature?

Q2- What are your main aims in teaching literature?

Q3- Which approach do you use in teaching literature? Why?

Q4- How would you view integrating literature into the EFL classrooms?

Q5- How much do you make your learners involved in the process of reading literary texts?

Q6- How can you describe your students' reaction to the selected literary texts? In other words, are they found to be motivated to study literature?

Q7- In teaching literary texts reading and analysis, do you give importance to the writing skill? In other words, is the development of writing one of your focal purposes?

Q8- To what extent do you involve your students in the process of writing based on literature?

Q9- What about literature and its weight in the foreign language classroom? Do you think that literature is a valuable material to expand EFL learners' vocabulary? If yes, how?

Q10- Do you believe that reading literature is a potent technique that supports enhancing FL learners' writing ability to write in English? In other words, do you think that familiarizing learners with literature offers background for good writing? If yes, how?

Q11- Do you think that it is a good strategy to refer to activities based on literature to teach and promote the writing skill? If yes, how?

Q12- At last, do you have any further suggestions to sharpen students' foreign language writing based on works of literature?

الملخص

تهدف الدراسة إلى إبراز أهمية النصوص الأدبية كمورد ثري لتعزيز مهارات الكتابة لدى طلاب المتخصصين في اللغة الانجليزية كلغة أجنبية، كما تسعى إلى تسليط الضوء على دور النصوص الأدبية في تطوير المفردات وعلاوة على ذلك، فإنها تقدم بعض الأفكار للطلبة والأساتذة لإدراج النصوص الأدبية في أقسام اللغة الانجليزية كلغة أجنبية. وأوضحت الفرضية أن إدراج النصوص الأدبية في أقسام اللغة الانجليزية كلغة أجنبية يطور مهارات الكتابة للطلبة من حيث إثراء المفردات. ولمعالجة هدا الموضوع, قمنا بتوزيع استبيان على طلبة الثانية ليسانس بفرع اللغة الانجليزية بجامعة بسكرة ، كما آجرينا مقابلات شفوية مع عدد من أساتذة الأدب الانجليزي. بعد تحليل البيانات والنتائج المتحصل عليها, استطعنا إثبات فرضية الدراسة. وفي الأخير, تنتهي هده الورقة بوضع الاقتراحات البيداغوجية لإبراز حلول مناسبة ومساعدة والتي من شانها تطوير الكفاءة الكتابية لطلبة اللغة الانجليزية كلغة أجنبية في المستقبل.

كلمات البحث: الأدب الانجليزي، النصوص الأدبية، مهارات الكتابة، المتعلمين، اللغة الإنجليزية كلغة أجنبية