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**The Impact of Reading Literary Text on Enhancing Vocabulary in
Academic Writing**

Case Study of Third Year LMD Students of English at Biskra University

Dissertation Submitted in Partial Fulfillment for the Requirement of Master's Degree in
English: Science of Language

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Dedication

In the Name of God, Most Gracious, Most Merciful

All the Pray is due to God alone, the Sustainer Of all the worlds

I dedicate this work to:

The soul of my late father and I pray to God to make him join Paradise.

*To my mother who proves me with her unconditioned love and I ask my God to
protect her.*

To my brothers Mohamed, Ahmed, and Zoheir.

To my sisters Samiha, Sabah, Yamina, Djamila and Soad.

To my grandfather Belkacem and grandmother Fatma.

To my cousin Hadjer.

To madam Djebirat Nacira.

To my brothers in law Ismail and Rachid.

To my uncles and all my family.

To my friends Nabil, Abdelhak, Azeddine, Amin, Abdenour, Abderaouf,

Hassen, Hossain, Tarek, Fodil, Ibrahim and all my friends.

To the special scouts of Salam group, Lioua.

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Abstract

Vocabulary is an important element in academic writing. Most English students suffer from the limitation of vocabulary during writing an academic prose. The research aims to investigate the impact of reading literary texts on enhancing students' knowledge of vocabulary to develop their academic writing. The study hypothesizes that selective reading of literary texts has a positive impact on enhancing students' vocabulary in writing. For this purpose, a descriptive methode was used to check out the hypothesis. Then, two data gathering tools were used which are a students' questionnaire administered to sixty (60) LMD students of English, also the teachers' semi structured interview with seven (07) teachers of English of literature and written expression at the Division of English at Mohamed Kheider University of Biskra. The results show that students of English at Biskra University suffer from listening as the most difficult skill and the limitation of vocabulary during writing academic prose. As a result, intuitive implementation of literary texts in English classes and extensive reading of these texts are recommended to improve EFL learners' writing level.

List of Abbreviations

E.F.L: English as a Foreign Language

F.L: Foreign Language

I.C.T: Information and Communication Tools

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Introduction

The EFL learners are required to master their writing skill especially in academic writing. Traditionally speaking, the teaching of the grammar rules, morphology, and phonology through systematic instruction was the main tool of teaching writing. The exclusive focus on linguistic knowledge has been proven to be insufficient; the teachers have to provide the students with the appropriate reading materials (especially literary texts) to help them increase their reading ability or by asking them to "read more" inside and outside the classroom in order to develop their academic writing by enriching the learner knowledge of vocabulary. Nation (1996) claimed that reading has been seen as a major source of vocabulary growth. This strategy of using reading take place in the classroom and it is known as intensive reading. Because of the lack of exposure to the target language in intensive reading, the instructors use the strategy of extensive reading. Therefore, Woodinsky and Nation (1998) argued that one useful strategy to tackle this problem is to expose the language learners to extensive reading and it is called sometimes the book flood approach, whereby reading is done consistently over a certain span of time.

Researchers affirm that reading namely reading literature plays a major role in the improvement of the academic writing skill in term of vocabulary. Paran (2006) stated that many educators have acknowledged the academic, intellectual, cultural, and linguistic benefits of the study of literature. Therefore, the latter affirms that literature is useful to improve both the literary and the linguistic competence (the knowledge of vocabulary) of such learners. Elliot (1990) and Widowson (1995) believed that literature and language teaching should be linked and made mutually supportive and reinforcing. In addition to that, Krashen (1989) said that literary texts, it is argued, help students build up lexical knowledge because they make for more comprehensible input. That is to say, literary texts as suitable reading material enhance

language learners' knowledge of vocabulary because it creates a link between the meaning of words and the real context where the word is used.

Readers are different in their objectives of reading and their methods and techniques of reading. In addition, texts that EFL learners read have different forms (short story, novel, and novella) and content in terms of vocabulary, sentences and paragraphs which make their effects on the improvement of the learners' writing different from one another. The relationship between reading and writing are well known as: those who read well write well. Eisterhold (1990) came up with three possible hypotheses for the reading -writing relationship. These hypotheses are directionality, directionality, and non-directionality. Flower (1990) considered read-to-write a tool that includes different activities that enhance writing instruction. The "reading input hypothesis" Krashen (1982) which is directly related to his "comprehensive input" hypothesis posits that extensive self-directed pleasure reading in the target language influences writing proficiency and improves writing style.

The differences between the students' abilities in writing necessitate an investigation on the reasons of this phenomenon in language learning and to clarify the ambiguity why the learners have some difficulties to write an academic prose.

1. Statement of the Problem

EFL learners of English as a foreign language at Biskra University face many obstacles when they write an academic prose. Due to the limited need of writing in English outside the classroom, EFL learners consider the writing skill as somehow useless skill. The teachers give the remedy of "read more" in order to extend the instructional time in English. However, the learners' mistakes that appear when they write do not belong to how much they read, but to what they read. The reading material that the learners should be exposed to what Krashen (1998) referred to as comprehensible input or $i+1$: language which contains linguistic

items that are slightly beyond the learner's present linguistic competence. Moreover, the literary texts used in the instruction should be related to the context where the target language will be used. Consequently, our study aims to explore the effects of reading literary text on the academic writing skill.

2. Aims of the Study

The study aims to identify the impact of reading literary texts on the improvement of the student writing skill and especially in writing. Furthermore, it studies the process of reading literary text as receptive skill and writing academically as productive skill. Therefore, the study aims at:

- Clarifying the positive contribution of reading literary texts (especially short stories) in writing mainly at the level of paragraph writing.
- Shedding the lights on teachers' role in choosing the reliable literary documents and use them in the instructional process.
- Raising Algerian EFL learners' awareness about the strategies of reading literary texts.

3. Hypothesis

We hypothesize that:

-Selective reading of literary texts has a positive impact on improving students' level in writing.

4. Research questions

This research aims to answer the following questions:

A. Are the student aware of the characteristics and literary texts types?

B. Do students have an attitude of intensive and extensive reading? And what is their belief about the purpose of reading?

C. How students consider reading literary texts namely short stories?

D. What is the relationship between reading literature and the development of the vocabulary in writing?

5. Significance of the Study

This study intended to offer insight into the reading process especially literary texts and exclusively novels in terms of the nature of the literary texts and their component and its reliability and validity to improve vocabulary in writing. Also, removing the ambiguity of why foreign language learners are more likely to read the literary texts rather than other types. In addition, the researcher will try to focus on the impact of writing on reading as mental process.

6. Research Methodology and Data Gathering Tools

This research will be conducted using quantitative and qualitative method (mixed method). The researcher opted for the descriptive method to study the variables and whether there is a relationship between the dependent variable which is the writing skill and the independent variable which is reading literary texts (especially short stories).

6.1. Population and Sampling

This research was primarily designed for testing the impact of reading literary texts on enhancing vocabulary in academic writing. The population of this study consisted of 453 participants of third year students of English at Mohamed Kheider University of Biskra. Therefore, the researcher will administer a semi-structured questionnaire as a sample to this

study, which represents 29 percent (140 students) from the whole population. Third year students have been selected because they are expected to have an acceptable degree of linguistic competence because they have studied the module of written expression for almost three years. Thus, this amount of knowledge allows them to understand the purpose of our study which leads them to give clear and significant opinions about the subject.

In addition to the questionnaire, an interview is going to be conducted with some teachers who have a considerable experience in teaching writing and literature.

6.2. Data Collection Tools

Students' Questionnaire

The researcher decided to use a semi-structured questionnaire as a means for the research data collection. It will give a general view of the sample about the investigated problem. The data which will be gathered as a result of the learners' answers of the questionnaire will be reliable for the researcher to see how English language students at Mohamed Kheider University of Biskra consider the process of reading novels in enhancing their writing proficiency in academic domains.

Interview for Teachers

An interview is going to be held with some teachers who are experienced in ELT especially in teaching writing and literature in order to gain satisfactory information about their attitudes towards reading literary texts to help students develop their writing ability. By the semi-structured interview, teachers will be kindly invited to answer some questions concerning the use of selected literary texts in the classroom.

6.3. Data Analysis

We have chosen to deal with the data gathered manually by entering them in Microsoft Excel 2007 on Windows 7. The results are going to be presented in forms of: Diagrams, Tables, and Figures.

6.4. Limitation of the Study

This study face many limitations, which reduce the ability to describe the results due to the limited period given and the nature of the relationship between the variables which need pre-test and post-test. Yet, the researcher will use descriptive study, which will not be as satisfactory as the experimental one. The students' linguistic proficiencies are not the same and probably will give relative results.

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Introduction

Linguists emphasize on the importance of reading as a main skill that the foreign language learners should master. Reading believed to develop language skills namely writing in different ways, particularly in terms of vocabulary. This chapter is an overview of reading as a skill. It explains its core which is reading comprehension and gives some information about the factors that affect reading comprehension like reader and text variables. Furthermore, the chapter will presents a brief overview on literary texts and their features, as well as the importance of using them in EFL classes and some criteria for selecting literary texts.

1. Definition of reading

Reading is often viewed as a passive act where the reader does nothing unless decoding the text words and sentences without a mental (intellectual) effort to be mentioned. Through time, this view has changed and the reader is seen as an active participant who interact with the text by his/her pre schemas which helps in understanding without relying heavily on the text print. So, reading is stated to be not only a matter of text unit identification but also human mind processes. Voicing this clear, Huey (1968, p. 06) states that in order to analyse reading is to describe "very many of the most intricate workings of the human mind." In this regard, Goodman (1973, p. 20) believes that the reading process is not only word-by-word decoding to achieve the meaning of the passage; he affirms the necessity of the knowledge of the world used during reading to comprehend correctly the passage. This definition dictates that the reader works out the text's meaning relying on both the text's print and his/her own pre-existing knowledge. On the other hand, other linguists like Calfee and Venezky (1970) consider reading as a simple process which is defined by two factors; the overall reading ability as measured by a general reading test, which are called taps basic reading skills, and the w-o ratio- the ratio of comprehension of written materials to that of oral materials. This definition considers reading as the ability to understand these written texts which represent an oral material like conversations, speech and dialogues. So reading comprehension is an important skill that the EFL learners should master to develop their language abilities.

2. Reading comprehension

Recently, linguists change their views toward reading and start to give more attention for comprehension. Ur (1996, p. 138) states that the essence of reading is not decoding the small units of the texts and the reader who is just trying to find sound letter correspondences of the text's words without making any meaning. In fact, s/he is not reading because the core of reading is understanding. The importance of understanding while reading is also emphasized by Nuttal (1982, p. 22) when she states: "understanding is central to the process of reading", she explains, "(Understanding) must be the focus of our teaching." So, when a reader decodes a text does not mean that he understands it. Furthermore, linguists ensure focusing on comprehension while teaching reading because they consider it as the main factor to decide the success or failure of the reading act.

Reading comprehension is not only the act of understanding what is written in the text, but also the mental representation of the reader which interact with this text and should be nearer to the author intention. like Harris and Hodges (1995) mentioned, most researchers split between those who believe that the mental representation of the reader should be linked to that expected by the author, and those who see it from a more literary tendency (e.g., Lee, 2001) who believes that any internally consistent representation is a mark of comprehension. So, both of them agree on the importance of the existence of a mental representation of the text in the reader's mind whether it is linked to the expected by the author or not. Thus, reading comprehension differs from one reader to another, and it is impossible that readers reach the same understanding of the same text because readers interpret what they read according to their own pre-existing knowledge. So the interpreted meaning by the reader is relative and there is no single interpretation. Voicing this clear, Alderson and Urquhart (1984, p. 63) claim that considering understanding as constructing a given meaning for the text is misunderstanding; because there is no sole meaning for the text, but different meanings are expected.

3. Reading comprehension strategies

During the process of reading, EFL learners could use different strategies to facilitate and understand the given texts. These strategies are sometimes meant to cope with some difficulties in the text, or evaluating the understanding of the text and even to predict what is coming in the text. Moreover, many studies about the good reading

determine a number of useful comprehension strategies. Dole et al (1991) examined some strategies, which are going to be presented in brief.

It is well known that readers activate and use their background knowledge while reading, because this strategy helps readers to understand what they read through linking the text to their existing knowledge which is a critical element in determining their ability to comprehend what they read. Another strategy, which is generating and asking questions, means that readers ask themselves relevant questions that help them to integrate information, identify main ideas and summarize information from the text.

The strategy of making inferences refers to the readers' ability to evaluate or conclude from the text information. In other words, it refers to the reader's competence to read between the lines and linking the inferences in the text with their background knowledge. Predicting is another strategy which is the readers' ability to connect their existing knowledge with new information to get meaning from what they read (Gillett & Temple, 1994).

Another important strategy is summarizing. This strategy includes the reader's competence to pull together or synthesize information in the text. i. e, to be able to present the text in their own words. In addition, the strategy of visualizing, which involves the readers' ability to make mental images about the text that, helps them in understanding what they encounter during reading. Finally, the strategy of comprehension monitoring, it means the readers' ability to know if they understand what they read or not and their ability to use the appropriate strategy to improve their comprehension when it is hindered. All in all, readers can use these strategies to understand a given text and to cope with its difficulty, but there are other factors that affect their reading comprehension.

4. Factors Affecting Reading Comprehension

The readers' interpretations of texts are influenced by the presence or absence of some factors. Interestingly, these factors are divided into two categories: one is related specifically to the text; meanwhile the other is namely related to the reader.

4.1. Text Variables

The reader's understanding of a text is mutually linked to the components of the text. Although it is important, the text was a subject of research to few researches in comparison with these factors that belong to the reader. Davies (1995, p. 194) claims that the text is a coherent piece of writing exhibiting both structure and texture, even it is written by one author or collaboration of authors, it should have a clear defined boundaries making the beginning and the end of the writing. In addition, the coherence and cohesion rules should be respected in this written piece. Hence, the text can be presented in different forms like a paragraph, or an essay as it can be a prose or a verse. Interestingly, the text type depends on the ideas it expresses, even to be argumentative, expository, explanatory or narrative. Moreover, other textual factors like vocabulary, sentence structure and syntax are important to be taken into consideration while describing text's impact on reading comprehension.

4.1.1. Vocabulary

The vocabulary used in the text has a great influence on reading comprehension. Most of the FL readers try to ignore the new items when they cannot understand them. So, the lack of vocabulary hinders the reader to read in natural and spontaneous manner. In other terms, when the reader faces such problems usually tries to find definitions in dictionaries, so s/he can misunderstand the exact meaning, because one word may have different meanings according to the context. In fact, the reader may get the right meaning or s/he may be confused and puzzled more and more and that will mostly makes the process of reading boring and harder. Consequently, these difficulties in comprehending what make the reader fade away and do not read more.

In addition, when the reader's intention is to gain a general view or comprehension of the text, he tries to predict the meaning of the words he ignores from the surrounding context. Meanwhile, when the reader studies intensively the text for a full comprehension, s/he needs to know the majority of the words and very little amount of unfamiliar ones. All in all, linguistic competence is critical while comprehending. So the quantity of this knowledge is determined by the level of comprehension or the type of meaning the reader aims at.

4.1.2. Coherence and Cohesion

It is conventional that texts have to be coherent and cohesive, because these two factors have a great impact on reading comprehension. Voicing this clear, the writer should maintain these two aspects in his/her writing to make the process of reading comprehension easier to the reader. Moreover, the reader must feel the coherence; it means that the text sentences and paragraphs are well tied and connected. Trimmer (1995, p. 169) considers the coherent paragraph as a set of connected sentences which help the reader to move from one idea to another easily with no separations. So the non-coherent text makes difficulties to the reader to trace the writer's train of ideas, thought, and even the message from the text. In order to establish a connection the reader tries to read the text several times, and this result in boredom and non-fruitfulness of reading.

Davies (1995, p. 13) mentions that cohesion is critical for maintaining coherence, so the effect of the lack of cohesion on coherence is significant, and without cohesion there will not be a coherent text. Furthermore, Yun (1993, p. 13) states that cohesion in the text improves the readers' opportunity to predict meanings of the new items for them. Thus, cohesion enhances the reader's ability to understand and to go further with the intention of the writer and to predict what is next. As a result, predictions and expectations develop the reading speed and rise ambiguity about the unfamiliar words. Cohesion helps the reader to minimize her/his reliance on dictionaries and gain time and energy during reading.

4.1.3. Automaticity

Automaticity is the ability of the reader to recognize rapidly the words meaning while reading without stops, and it permits the reader to reach a fluent reading. To clarify, Hawkins (1991, p. 171) states that the more the reader is competent in decoding words, the more s/he will be able to comprehend the text easily because there would be more "freed-up" processing capacity, which means as much the reader is competent in word identification as he can focus on processing meaning instead of decoding and that gains time for him, then it leads the reader to focus more on building interpretations for the text at hand.

4.1.4. Syntax

Another source of problems of reading comprehension is sentence syntax. Sentences are simple, complex, compound or complex compound, so the wrong use of subordinating and coordinating conjunctions can confuse the reader comprehension. Also the too lengthy phrases can create some difficulties for him. In other term, a long chain of words without verb or action confuse the reader. Moreover, the syntactic problems may be caused by the types of words, and the use of complex, compound and nominal words in the sentence may complicate it to the reader. In this regard, Erikson (2003, p. 06) argues that readers who are not acquainted to the different structures of the sentences will certainly face problems in comprehending texts. Moreover, the right use of punctuation can play a major role in facilitating reading comprehension, because it tells the reader about the beginning and the end of a sentence and makes him/her comprehend the text correctly and easily.

4.1.5. Text Type

Researchers argue that text type affect the reader's comprehension. Due to the different characteristics and structures of each text type, readers can find the text easy or hard to be understood. In addition, the text type decides the choice of sentence structure and vocabulary used in it. Texts differ in their rhetorical functions which decide their components. In this view, Davies (1995, p. 83-88) claims that the rhetorical function of a text determines the type. So, he believes that the functions of a text (persuasive, descriptive, expository, etc.), do not represent either its difficulty or its component, but they indicate the authors' social goals. Moreover, texts contain a specific way of progression of the writer's thought. The readers in their part have to follow this development of ideas to confirm their success in tracing the authors' intention.

Generally speaking, there are two main categories which are narrative and expository texts. The narrative text which usually tells a tale like a short story, myth, fable, legend, fantasy and even science fiction as it reports biographies; it has an opening section, the heart of the event and a closing section. Rumelhart (1980, p. 313) considers "story grammars" which are characters, settings, themes and the conflict, sequence of events which settle the plot and a resolution of the conflict, as important factors for enhancing and improving reading comprehension.

In sum, readers have to know about the features of the expository texts. In general the other's intention is to transmit information or expose it through the expository texts which are usually concerned with science and history. Furthermore, expository (informational) texts are well known by their difficult vocabulary because its domains demand specific or technical items and that what make it difficult to understand. Thus, the readers' pre-knowledge about the text structure patterns reduces their difficulties and improve their comprehension.

All in all, recognizing the rhetorical goals and the different structures of the texts help the reader to maximize his reading comprehension and gain time and efforts during his reading. Both a narrative and expository texts have specific features and the reader need to know that, to be well prepared to read it with joy and obtain benefits from it.

4.2. Reader Variables

Researchers give their ultimate focus to the reader's variables in their works. They try to prove the influence of the readers' cognitive and affective capacities on reading comprehension, Hence, according to Wallace (1980) these factors are the readers' level of interest in the text, purpose of reading, the language proficiency, culture and his knowledge and familiarity with the text topic. Interestingly, those factors are likely to determine the comprehension level of the reader and they are going to be mentioned bellow.

4.2.1. Purpose of Reading

The reader's intention and purpose during reading can influence his/her way of reading and the level of comprehension s/he achieves, thus it is important to know that there are different purposes of reading a text. As a start, reading for pleasure where the reader is not intended to get a specific and detailed information. Here, getting a general understanding is the mean aim without seeking the details, and this technique of reading is commonly used in extensive reading when the aim of reading is fluency rather than accuracy and to get global meaning. Then, the reader may read for intensive study. In this case, to distinguish what is particular and what is general is the most difficult thing for the reader. On the other hand, criticism and evaluation may be another purpose of reading in which the reader goes beyond the text and reads between the lines to exhibit her/his

personal views about what he has read. Moreover, the reader may skim the text to see its validity for his intention as it is not and out of his subject. In contrast, the reader may scan texts like telephone directories, menus and even texts searching for a detail or specific information. Furthermore, Wallace (1980, p. 09) confirmed the necessity of having a purpose for reading. From his point of view, who starts reading without pre-established purpose and with some kind of confusion is likely to end up by being bored of the reading process; in addition, low results in comprehension are expected and even he fails totally to understand. All in all, to ensure the reader involvement and enthusiasm while reading he has to establish a clear objective like finding answers to questions, seeking for information, or simply searching for joy. So the reader cannot engage in the text without having a precise purpose.

In addition, the purpose of reading the same text may differ from time to another. Chandler (1995, p. 13) state " not static: we may return to a text and make quite different meanings with it on each occasion." So, when reading a text at first for pleasure without attention to details, the reader may be attracted by some passages which may not attract him in other reading with different purpose.

4.2.2. Interest Level in Text

Many researchers claim that the interested readers are likely to comprehend better than the incurious readers. Hence, the text which can hook the reader's attention by its choice of vocabulary, aesthetic aspects and theme is more favorable to be read and encourage the reader to keep reading it, because it attracts the reader to step forward in it with higher motivation and trying to widen his comprehension. Widdowson (1978, p. 80) claims that readers prefer those text related to their tendency and interest and they do not care about texts which do not arose their curiosity and motivation for reading. In sum, the well selections of texts that are corresponding to the reader's preferences reduce their boredom and difficulties while reading as far as developing the readers' comprehension is concerned.

4.2.3. The Reader's Language Proficiency

The reader's level of reading comprehension depends on his/her foreign language proficiency. Furthermore, Widdowson (1978) claims that the more vocabulary and cohesive devices/he knows and the mastering of sentence structures the better/he reduces the difficulties in understanding the text. Meanwhile, going directly to generating prediction and anticipating the text's meaning is not available regardless to the linguistic package or input presented on the printed page which serves as stimulus for what the reader brings to help his comprehension. If it is not, the reader cannot get the exact meaning and anticipating, as a result the reading process is hindered with the low language proficiency.

4.2.4. Culture

It is obvious that the reader uses her/his cultural background while reading to interpret the meaning and understand the text. Thus, culture is a major component which has an influence on FL readers' outcomes in reading comprehension. This concept is crucial task for reading theorists. Rivers (1968, p. 237) claims that those who read a foreign language literature are able to enrich their knowledge of its culture, and how this community treats, thinks, and behaves within social situations and communication. Also, it can be a chance to go inside the target culture to clarify the reader's picture about the cultural heritage of the foreigners. On the other hand, other linguists consider the target culture as an obstacle that hinders reading comprehension. Although the reader may have high linguistic competence, s/he may stay struggling with the poor cultural background that enables him to comprehend what s/he is reading completely. In sum, the lack of cultural background may raise a misinterpretation during FL reading comprehension.

4.2.5. Knowledge of the Topic

Familiarity and unfamiliarity with the text topic play a major role in determining the achievement of reading comprehension. Moreover, Rivers (1968) states that when the reader engages in reading without having a prior view about what s/he is going to read, s/he will not get the whole message of the text, like he may understand single words, phrases and he may comprehend sentences but the general meaning will usually stay ambiguous. Therefore, the readers keep wondering about the point discussed by the author, but almost s/he fails to make a clear sense for the text. To sum up, knowing in advance

about the topic helps the readers to achieve the meaning easily and go with the intention of the writer and as a result rise their reading comprehension.

Finally, all these variables either related to the text or to the reader are the main factors to determine the reader's ability and acceptability to understand the text correctly and interpret it in a beneficial manner. Moreover, the EFL teachers have to be aware of these variables to be able to facilitate the process of reading comprehension through the good choice of texts for use in their classes such as literary texts.

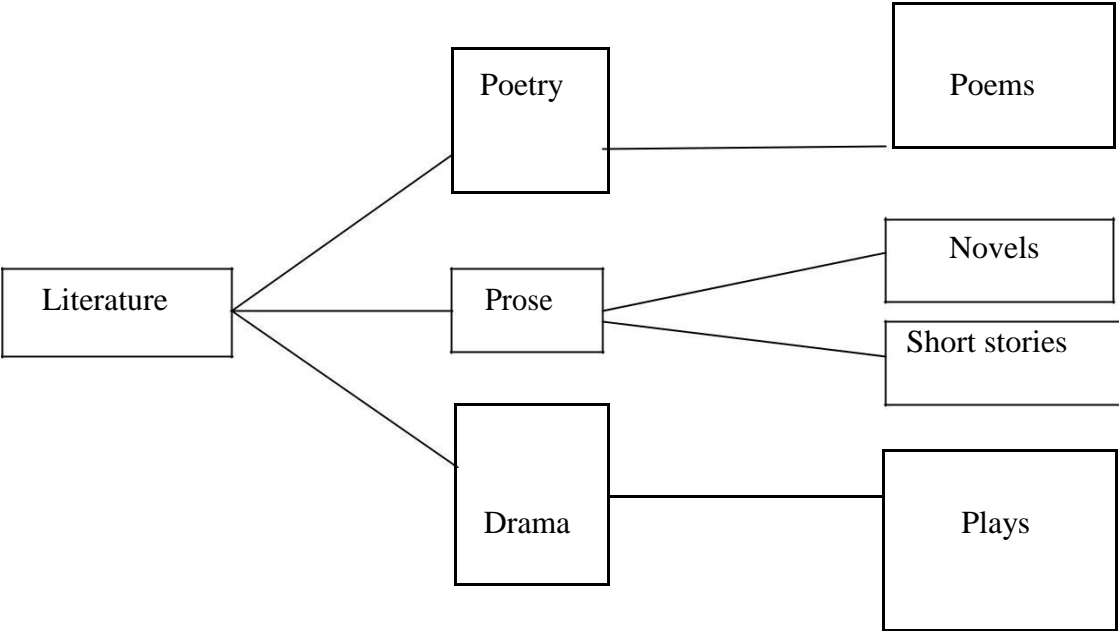
5. Vocabulary Acquisition through Extensive Reading

Most of EFL teachers believe that the instructional time given to foreign languages is not sufficient to reach good levels in the target languages. Therefore, they use extensive reading as a solution to help their students. Researchers like Zimmerman (1997) argue that foreign language learners can acquire and expand their vocabulary knowledge through reading. Moreover, Grabe and Stoller (1997, pp. 98-122) state, "extensive reading exposes learners to large quantities of material within their linguistic competence". This means that reading offers to the richness of the learner vocabulary. Furthermore, researchers assert that extensive reading is considered as an efficient pedagogical tool to develop vocabulary acquisition and reading skill at the same time. In addition, selection of texts for extensive reading is a crucial step to make. Voicing this clear, literature can be an invaluable, rich source of meaning-focused input. It is obvious that literary texts provide students with real-life, authentic samples of language. In this regard, Krashen (1989) argues that literary texts help students build up lexical knowledge because they make for input that is more comprehensible. It shows that literary texts are channel for EFL learners to interact and discover the real use of the target language. Also, this text should be selected carefully to fit the students' level and reach the aim of the instructional process. All in all, extensive reading particularly literary texts could be a rich source of vocabulary for EFL learners.

6. Definition of Literature

Linguists define literature in different manners and from different points of view. On the one hand, Moody (1971) argues that it is an umbrella term used to express in words special aspects of the human experiences. On the other hand, Lombardi (2013) considers literature as a product of creative thinking in expressing thoughts, feeling and ideas. To

sum up, there is an agreement about the determination of literature as a valid authentic material for language teaching and learning. In additions, there are three genres of literature in the diagram bellow:



Figures .01.Literary Genres. (Serir, p. 10)

1.1. Literary and Non-Literary Texts

In order to determine what literary and non-literary texts are, it is necessary to be accustomed with what is a text. According to the Oxford Advanced Learners' Dictionary (2000) a text is defined as the author original words (Honly, 2000). In addition, the 'text' term can refer to spoken language also, and it is not exclusive for the written language.

Traditionally speaking, the text is considered as mutually linked units of morpho-syntactically and semantically related utterances unified thematically as well. Then, linguists started to elaborate the notion of textuality and develop it. De Beaugrande and Dressler (1981) define it regarding to the communicative function as being expected to serve as a mean of interaction between the author and the reader.

Interestingly, in the academic domain, writing is not only a realization of the language rules, but it is also a mean of communication. De Beaugrande and Dressler (*ibid*) define it according to the communicative value of a text, which is derived from its reliance for the following standards: cohesion and coherence, acceptability, informativity, intentionality, situationality and intertextuality. It means, in order to realize its

communicative function the text should be a sequence of units, by the sentences or parts of sentences, related in some contextually appropriate ways, and not just a mere sequence of sentences linked together. In this case the reader will be able to understand and interpret the text more effectively and go deeper in its meaning and to benefit more from the process of reading.

Moreover, Gibova (2012) argues that the term non-literary texts contain different types of texts like: economic texts, official documents, publicist and scientific texts and they function to report on events and issues as well as explain, analyse, argue and persuade. In contrast, subjectivity is well presented in literary texts through the authors' personal representation of reality, in his/her aesthetic and emotional intention in conveying thoughts and emotions. So, the literary texts can be vague and confused somehow for the reader, also they give an opportunity to interpretations differently, while non-literary texts are precise, concise, and simple language although they can contain technical terms.

Furthermore, the term literariness includes the aspect that makes a given work a 'literary work'. Baldick (2008) argues that it differentiates between literary texts and the other ordinary texts. Moreover, it is characterized by the use of artistic devices such as: rhyme, rhythm and certain patterns of sound and repetition. Thus, Mukarovsky (1964) states that literary texts contain features that stand out from ordinary uses of language, such as: "foregrounding". This term means the range of stylistic effects used in literature at the phonetic (alliteration), the syntactic or the semantic level in the language writing that are not used in non-literary texts.

However, Rosenblat (as cited in Kramch, 1993, p. 124) refuse the differentiation between the texts. According to him "the same text may be read either efferently or aesthetically". Efferent reading means the capacity of readers to retrieve the exact sense of words used in the text to get specific information incurious to rhythms of the language or prose style. While aesthetic readers go beyond the surface meaning of the words to include feelings, attitudes and ideas they refer to. So according to Rosenblat (*ibid*), what makes a difference between texts is the reader's intentions and purposes from reading, more than the text components. This view supports what is mentioned before by Chandler (1995) about the impact of the purpose of reading on reading comprehension and interpretation.

6.2. Features of Literary Texts

Literary texts can give the language learners more motivation to read and write and consequently develop their vocabulary knowledge and their skills in reading and writing. Gajdusek (1988) states that literature contains two features, which are: Internal Coherence and Conscious Patterning

6.2.1 Internal Coherence

Internal coherence is the criterion that allows the literary text to enhance the development of learners reading comprehension. Because of the mutual relationship between the utterances, the reader will be able to interpret and negotiate meaning. Therefore, Mccrimmon (1967, p. 120) states that: "If the paragraph is coherent the reader moves easily from one sentence to the next without feeling that there are gaps in the thought, puzzling jumps, or points not made." So, coherence helps the reader to be more comfortable while reading a literary text. All in all, writing cannot be 'unified' and 'coherent' only if all its sentences are talking about the same point which is mentioned in its topic sentence, and when the sentences are following each other in a logical order through the use of transitional signals.

6.2.2. Conscious Patterning

As much the readers explore and discover the phrases, patterns of sounds, meaning and structures that form the literary text, as they engage in reading and start interacting with the text (reader-text interaction), hence, developing their comprehension and getting new vocabulary.

In addition, the presence of imagination and fiction is very common in literary texts. Authors may use symbols, animals, even objects as characters, and conversations to express different emotions, responses and thoughts in life situations; this will give the chance for readers to express their feelings, opinions and interpretations, hence, improving their writing skills. On the other hand, Musalat (2012) argues about the validity of literary texts as a source and an agent of knowledge that offer to learn about the language beauty and richness. So, this view supports the idea of considering literary texts as a rich source of vocabulary.

Moreover, Ibnian (2010) and Neranjani (2011) sum up the major characteristics of literary texts as follows:

A) Plot: is the correlated events that make up the story.

B) Theme: is the underlying meaning of the literary texts and the main idea or message.

C) Setting: refers to the location of the events; it is the time frame and place that help define the situation in which the work takes place.

D) Style: it can involve word choice and language usage that convey the writer's ideas in a particular way: imagery, metaphor, symbol and sound devices such as alliteration, rhyme, rhythm, and others, may be used.

All in all, maintaining these features in the literary text makes them useful and beneficial for EFL learners in order to develop their FL writing abilities in different ways and manners.

6.3. Rationale for Using Literary Texts in EFL Classroom

The implementation of literary texts in EFL classes is an ancient subject of debates among linguists. Recently, linguists revive this discussion like Lazar (1993) who argues that it is reliable to use reading literary texts as a technique to teach EFL, because the learners will engage effectively in acquiring the FL skills due to its high educational potential, motivating and interpretative qualities. Moreover, Lazar (1993, p. 18) focuses on the efficiency of using literary text; she sets the following advantages:

- It is very motivating.
- It is authentic material.
- It has general educational value.
- It is stimulus for language acquisition.
- It develops students' interpretive abilities.
- It expands students' language awareness.

So, reading can increase students' familiarity with literary texts. Consequently, their writing skill will develop. For example, reading literary text encourages personal involvement in learners, and may allow them a step forward to link their personal experiences to the presented subject matter. Furthermore, Mackey (1982) claims that it is beneficial to use literature in developing learners' linguistic knowledge on usage and use

level. Widdowson (1978) states that usage includes the awareness of linguistic rules, however, use means the application of these rules for effective communication.

Moreover, Povey (as cited in Mackey, 1982, p.529) claims that " literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax". In light of this, Tomlinson (as cited in Butler, 2006, p. 50) counted literature as a fruitful element in the language classroom because: "Poems, stories and extract from plays, novels and autobiographies can involve students as individual human beings who can gain rich exposure to authentic English"

In addition, Collie and Slater (1987) state a cumulative advantage for the previously mentioned of using literature in classroom, which is its ability to supplying to readers' language and cultural enrichment. Hence, these advantages can be reached by the use of such activities that enhance involvement, reader's response and a mutual integration between language and literature.

Furthermore, reading literary texts allows students to accommodate the cultural norms and values devastated in the language i.e. using literature creates a language context to the student to study and use English in it, moreover, they are provided with access to the values and ways of thinking of the people whose language they are studying (Lazar, 1993). Thus, the students will begin to compare and contrast their own culture to the target one and thus gather a new piece of knowledge. Consequently, the learners will build a rich package of vocabulary and meaning that allow them to develop other language skills particularly writing.

7.Criteria for Selecting Literary Texts in EFL classes

To decide either a literary text is useful for EFL class or not is not an easy task due to the different factors that could influence the language learning process. Therefore, Holden (1987) confirms the role of the teacher in enhancing the development of the learners' language skills of not only one theme of literary texts but also literature in general. However, Holden asserts that to guarantee the development of the language skills, the teacher should use a literary text which is written in a comprehensible and clear manner in terms of linguistics, meaning and style.

Moreover, Krashen's Input hypothesis (1985) believes that language acquisition will be more effective if the learner is exposed to linguistic input that is slightly beyond their actual level of competence, which he refers to as comprehensible input+1 or (i+1). Hence, Krashen (1989) imposes on the necessity of the exposure to a large amount of meaningful, interesting and relevant L2 input materials as a main factor to acquire competence in second language writing. In addition, he states that the primary means to develop learner's language skills is through reading exposure. Furthermore, the exposure to (i+1) reading allows the learners not only to increase their reading comprehension and vocabulary, but also to improve grammatical development and writing style (*ibid*). Thus, learners will benefit from these writing pieces that they are exposed to in developing their written abilities. So, they will be able to express their thoughts, ideas and feelings in a coherent manner.

The text used in the writing class should be well selected, because it remains a critical factor in the success of the instructional approach applied in that class. Thus, Lazar (1993) agrees with Krashen (1989) on the necessity of using such text that is valid and reliable with the learner's level to help him to cope with it. Furthermore, the text used has maintained three basic characteristics which are: first, reasonable length to avoid troubles in concentration. Second, the clarity and simplicity of the linguistic lexis and syntaxes used in the text. Third, the text should be linked to the real world of the learners. Meanwhile, Macrae (1991) considers the good choice of any text that enhances and invites interaction with the context of ideas; it should affirm, confirm and expand capacity to interpret and understand the context of the text.

Furthermore, in selecting a literary text, it is important to be careful about the language difficulty, because learners' comprehension of the text is related to this factor directly, as it is explained in the input hypothesis. Moreover, Lazar (1993) states three criteria for selection of a literary text for EFL class; readability, suitability of content and exploitability. From Lazar point of view, exploitability is the usefulness of the literary text in different activities to learn different language skills. As an example: reading literary text should serve different purposes the teacher aims to attain (writing, discussing the writer's point of view, the content, etc). Moreover, the selected text should compensate the

preceding and the following parts of the syllabus in terms of vocabulary, grammar, discourse, etc. (*ibid*).

Interestingly, the students' familiarity with the culture of the target language helps him to comprehend the literary text. Kramch (1985) argues that the student cannot understand literature unless s/he "understands the meanings of the culture expressed by the words of the language and unless the values and cultural experience against which the literature is written are also understood" (p. 357). So, comprehending some cultural details like social conventions and customs, social class distinction, historical background, attitudes and values, religious or political ideas may be an obstacle for EFL learners to understand the text because they are not familiar with the culture of the text they are studying. In addition, in many cases the language curriculum does not contain lessons for teaching culture, and with the lack of interaction with the native speakers of the target language, the learners find a difficulty to learn the cultural norms and conventions of the language and they still struggle with these aspects during reading. Lazar (1993) proposes a checklist that summarizes different criteria when selecting a literary text:

<p><i>Checklist for choosing a literary text:</i></p> <p><i>TYPE OF COURSE</i></p> <p><i>Level of students</i></p> <p><i>Students reasons for learning English</i></p> <p><i>Kind of English required</i></p> <p><i>Length/ intensity of course</i></p> <p><i>TYPE OF STUDENTS</i></p> <p><i>Age</i></p> <p><i>Intellectual maturity</i></p> <p><i>Emotional understanding</i></p> <p><i>Interest/ hobbies</i></p> <p><i>Cultural background</i></p> <p><i>Linguistic proficiency</i></p> <p><i>Literary background</i></p> <p><i>OTHER TEXT- RELATED FACTORS</i></p> <p><i>Availability of texts</i></p> <p><i>Length of text</i></p> <p><i>Exploitability</i></p> <p><i>Fit with syllabus</i></p>

Table 01. Checklist for Choosing Literary Texts (Lazar, 1993:47)

To sum up, in selecting a text to use in EFL classroom, teacher should take into consideration the what (the type of course they are teaching), to who (the type of student they are doing the course) and specific factors related to the text itself.

The appropriate selection of the literary text for EFL classes will enhance the students' readability and understanding of the target language. As result, they gain a new vocabulary and its different meanings. Hence, the learners will be motivated to learn the four language skills because of the benefits embedded in these literary works in its different types.

Conclusion

This chapter presented an overview on the reading skill and states factors that affect reading comprehension and some strategies of reading comprehension. In addition, it presents how extensive reading improves vocabulary acquisition. Then, it presents a brief overview on literature and its features and the criteria that it should have to use it in EFL classes. Literary texts can be used as a resource of vocabulary to improve students' abilities particularly in writing; EFL teachers have to be aware of the students' needs to help them in expressing their ideas and organize them in order to produce good piece of writing.

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Introduction

Writing is a sophisticated and difficult skill to teach, and that is why foreign language gives it more attention compared to the other three language skills. Moreover, combining literature and writing can enhance students' reading and writing competencies. The major benefit of using literary text in EFL classes is providing the learners with a rich and valid source of vocabulary. Hence, this chapter aims to give an idea about the writing skill in academic fields and highlights some uses of literary texts in EFL classes. Also, it clarifies the relationship between writing and literary texts and the improvement of vocabulary.

1. Definition of Academic Writing

Writing is commonly seen as the application of the linguistic rules stored in the students' mind in a printed copy. Meanwhile, Academic writing needs some criteria which depend on many aspects of writing which involves organization, punctuation, language use, vocabulary, accurate capitalization and paragraphing. Starkey (2004) argues that an academic piece of writing should be organized, clear and coherent with accurate language and effective word choice. So there are specific aspects that identify academic writing and they will be presented later.

2. Characteristics of Academic Writing

Academic writing is characterized by its organization, clarity, coherence, word choice and mechanics.

2.1. Organization

Academic writers have to be aware of the importance of presenting their thoughts and ideas within organized and well-structured work. The benefit of organization is to help readers to trace the writers' intent and flow of ideas, as a result, they raise their comprehension and believe what the writer saying. Moreover, Starkey (2004, p. 02) states "by following an organized method of writing, you will guide your reader from your first to last sentence", this entails that through organization the reader will be able to step forward in reading easily and understanding the written piece to see the writer's method of supporting his/her thesis.

In order to guarantee the organization of the written work, the writer could use specific techniques that precede the actual act of writing. So, the writer should have a clear

view about the chain of ideas that s/he will present before engaging in writing and to reach that goal s/he could use some prewriting techniques like free-writing and brainstorming. Creme and Lea (2008) assert that free-writing and brainstorming is effective techniques to form the learners' thoughts and help them to connect ideas that come in their minds with the assigned subject. All in all, organization helps the writers to make their writing easy and clear for the reader, and to hook them to read more and more.

2.2. Clarity

Clarity is a crucial element in academic writing that EFL learners have to be skilled at in order to make their writing easy for reading, and make sure that those who read it comprehend exactly what they mean to say. In this regard, Murray and Hughes (2008, p.86) emphasize on the necessity of clarity as the core of making writing readable and accessible. According to them, using short sentences, focusing on the points, being relevant, making every word count, and avoiding expressing more than one idea in each sentence are the main keys to achieve clarity.

Starkey (2004, pp. 09-12) claims that in order to achieve clarity the learner should consider some aspects that specify academic writing from ordinary writing. First, the writers should eliminate ambiguity; it means that they do not use confusing words and phrases that have different interpretation. Second, using powerful, precise adjectives and adverbs; it means that through the use of the right modifiers the writer will transmit his/her message to the reader in fewer and more accurate words. Finally, the writer should be concise; it means that writers should get right to the point without unnecessary spinning around, repetition or wordiness and redundancy. In sum, the writer should take into account that clarity is critical element in academic writing that allows the reader to get better understanding and convey his/her message correctly.

2.3.Coherence

In academic writing and any kind of writing, it is very important to establish coherence. This element could be critical for the success or failure of the writer in transmitting his/her ideas and thought to the reader. Kane (2000) and Creme and Lea (2008) argue that maintaining coherence in writing is the most important element to produce a good piece of writing, because it arranges and links ideas in a way that allows the reader to comprehend the text easily. Furthermore, Murray and Hughes (2008, p. 45) state that the good

writer is the one “who sticks his ideas together as links in a chain, each link connecting the one before it with the one after”. It means that coherence is that every mentioned idea in the text should fit the previous and lead to the next idea. In case that this links is missing, the reader will find a confusion and difficulty to understand and even misunderstand the message of the author.

2.4.Word Choice

It is another crucial element in writing for the writer to use the appropriate words to convey his/her ideas. According to Starkey (2004) and Kane (2000), the writer should be aware of the denotative and connotative meanings of words while choosing words in writing. The denotative meaning is the standard or literal (dictionary) meaning of the word. The writer should confirm the correctness of his/her words due to the similarities between some words in morphology and the differences in their meaning that may confuse the reader to get the right meaning of the passage. Moreover, the academic writer should be aware of the usages of words which may consider as Standard English but in fact they are not. Also, the writer should be aware of the connotative meaning which is the intended meaning in use, so writers have to confirm that their words denote exactly what they intend. Hence, connotation is linked to what the writer wants to infer or imply and going beyond the dictionary meanings.

All in all, both connotative and denotative meanings of the used word in writing should be taken into considerations by the writer to confirm the success of his/her writing. So, it is necessary for the writer to avoid using informal, slang and jargon language that may confuse or offend the reader.

2.5.Mechanics

In the academic writing the term ‘mechanics’ means the writer’s knowledge of the correct use of words in terms of morphology and syntax. According to Kane (2000), it is conventional that in writing a sentence should begin with a capital letter and ends with a punctuation mark (full-stop, question mark, period or exclamation point). These conventions are significant in producing a good piece of writing, because it is important than the originality of ideas if the writer cannot express them in accurate and clear manner.

Starkey (2004) considers mechanics as grammar, spelling, punctuation and capitalization. As a start, according to him grammar is the core of language in general. So

writing needs a rich knowledge of the speech parts, syntax of the language and its rhetorical and mastering them to write comprehensively. Thus, Capitalization and punctuation marks are important part in writing in English. According to Murray and Hughes (2008, p. 185) the correct use of these two elements allow the reader to understand the written piece, because they determine the beginning and the end of the sentences, pauses in sentences so they avoid the ambiguity and make reading comprehension easier. Finally, spelling is another important factor which has to be taken into consideration while writing. The EFL teachers consider spelling as a main aspect in evaluating students' writings because it gives credibility for the written piece.

In sum, the correct use of the mentioned elements can decide whether the writer is competent in transmitting and expressing his/her thought through writing or not and if s/he is educated and even s/he is interested in his/her writing or incurious. Also it can indicate the comprehensibility of the text for the reader.

3. Major Difficulties in writing

EFL learners find many difficulties while writing in academic domains. These difficulties have different reasons or sources and they may belong to the topic itself or the learner language level and background. Seely (1998) claims that EFL learners could face several problems in writing. He states that these difficulties belong to vocabulary, grammar, punctuation, spelling and native language interference.

3.1 Grammar

Grammar is the core element that characterizes any language and without grammar there is no language. Seely (1998) defines grammar as “a group of rules that determines how language works, and describes things in practical way. It can be classified into two: syntax and morphology” (pp. 159-160). It means that grammar is the motor of the language; it works via morphology which is the form of words and syntax which means the arrangement of these words to convey specific meaning in a form of clauses, phrases and sentences. Seely determines these problems in grammar that can decrease learners' competence in writing as follow:

The Sentence: Kennedy (2003, p. 259) considers the sentence as the group of words that includes a subject, verb and sometimes objects or complement and may be one or more adverbial, it start with capitalized letter and ends with punctuation mark like full stop, period, interrogation or exclamation mark, and it serves and coveys an idea or information. Seely (1998, p. 161) asserts that these devices that make the sentences correct and accurate are the main difficulties for learners' writing. According to him, these devices are; first, the verb which is the word that indicates an action or state. The problem with the verb is when the sentences include infinite verb, also if there is no subject-verb agreement which may cause misunderstanding of the sentence message by the reader. Second, the object which is noun, noun phrase or pronoun that determines the receiver of the action of the subject. The major problem with object while using anaphoric and cataphoric expression whether the pronoun refers to the subject or the object. Third, adverbial placement is another problem in writing. Fourth, the use of coordinating and subordinating conjunctions, the learner could misuse these conjunctions or does not use them at all and that causes misconnection between clauses and sentences and hinders the smoothness of writing. Finally, the word order which is a crucial element in writing because it conveys the sentence meaning. Some linguists refer to word order as the syntagmatic relationship between the sentence devices.

3.2. Vocabulary

Writing in any language needs a rich vocabulary and that what makes the main difficulty in the writing skill. Seely (*ibid*, pp. 185-186) defines the main difficulties that belong to vocabulary as follow: First, active vocabulary which refers to the used words in students' writing. Second, the passive vocabulary i.e. these words are not used or remembered by the learner in his/her writing although s/he can grasp and comprehend their meanings while reading. Third, vocabulary moved from being passive to active or vice versa. Fourth, vocabulary that is beginning to enter the passive vocabulary which includes these words that the learner saw before but their meaning is not clear. Finally, vocabulary that learners have never dealt before.

3.3. Spelling

The English spelling is irregular and complicated more than other languages (Seely, 1998). In English one letter may have different pronunciation. There are some words spelt the same but they have different pronunciation and even different meaning. The same spelling with different meaning is Homographs like right which could means correct or direction,

while the same pronunciation with different spelling is Homophones for example meat (flesh of animals used as a food) and meet (verb means to see someone at specific place). These aspects make English spelling a complicated element for the English learners.

3.4. Punctuation

Seely (1998) affirms that punctuation is a crucial element in writing due to its effect on reading comprehension. Punctuation helps the writer to separate a text into parts to indicate the beginning of ideas and their ends that help the reader to assimilate them correctly and build a correct understanding. Although the use of punctuation has changed over time and it differs from one person to another, comma and apostrophes are the most confused marks while writing. Seely (1998) considers the mastering of using comma as the mastering of writing because it is the mark that shows pauses and lists items or separates them. Meanwhile, apostrophe is the most misused punctuation mark in English and it is used to show possession or that one or more letters have been abandoned, this appears in contraction.

3.5. First language interference

English writing has specific identity and way of expressing. EFL learners should write using English identity rather than their own or to create a new English self-identity and be that self in order to write a good piece of writing, (Weigle, 2002, p. 37). Furthermore, the first language interference is a crucial difficulty that hinders EFL learners. Dualay et al (1982, p. 02) determine interference as the transfer of structures of the first language to the surface of the target language. It means that EFL learners use linguistic element, grammatical, phonological, lexical and orthographic rules of their first language in writing in the target language.

All in all, writing has a great importance in any language because of its impacts in academic, professional and occupational domains, which necessitates giving it more attention and more awareness of its difficulties. Also, teachers need to practice learners in writing more to develop this skill in terms of coherence and expansion of ideas.

4. The place of Vocabulary within Academic Writing

Many researchers argue that vocabulary is a critical element in academic writing. When EFL learners have reading comprehension ability they can examine the context to determine the meaning of some unfamiliar words used in that context. However, during writing process EFL learners are not expected to examine the context like decoding words

meaning and interpretation of the author ideas, but they are creating it. Moreover, Corona, Spangenberg, & Venet (1989) state “writing is dependent upon the ability to draw upon words to describe an event” (p. 18). It means that EFL learners should have automaticity when writing to recall words that they know and understanding them well enough to use them correctly.

The learners’ accurate and fluent knowledge of vocabulary has a great impact on accuracy, descriptiveness and quality of their writing. Voicing this clear, Ediger (1999) states “variety in selecting words to convey accurate meaning is necessary in speaking and writing, the outgoes of the language arts” (p. 01). This shows that vocabulary is the core of the productive skills of language which are mainly the use of language in daily, academic, professional and occupational life.

Papadopoulou (2012) claims that vocabulary is the motor of language acquisition and language development; also it is an important factor of school achievement and success. .Recently, the role of vocabulary in students’ academic writing performance is expressed in three main aspects which are; shaping teachers’ perception of writing quality, predicting students’ overall writing performance and enhancing the quality of students’ written composition. All in all, EFL learners have to be aware of the importance of vocabulary in academic writing and to do more effort to enrich and build sufficient knowledge of vocabulary.

5. Reading and writing relationship

Most linguists argue that those who read well write better. The majority of the researchers nowadays focus on the influence of sustained reading on writing. Moreover, another belief about this relationship is reading-to-write. Flower (1990) considers reading-to-write as a technique that involves many practices that improve writing instruction. This reading-writing connection was most viewed from one direction which was the influence of reading on writing. In other terms, reading is expected to affect writing more than writing affects reading. This orientation may be substantially important for EFL students who have a fewer opportunities to engage in reading activities.

Other researchers like Fitzgerald (1989) believes that the mental processes of writing and reading as critical reading and revision in writing are “highly related and draw on similar

thought processes” (p. 42). In this regard, Carson and Leki (1993, as cited in Hyland, 2003) clarify this relationship and they state that reading can be a basis for writing particularly in academic settings. So, the assumption that language is unified system and that reading and writing complement each other necessitates the combination of reading with writing. This means that EFL learners need to treat language as a unified system. Thus, it is beneficial that students apply what they read in their writing and vice versa.

Most of the language researchers agree that sustained reading results in developed writing abilities. Krashen (1982) extend this view to L2 learning in his “reading input hypothesis”, which is directly linked to his “comprehensive input” hypothesis. The “reading input hypothesis” believes that readers who read extensively with an intrinsic motivation could enhance their writing skill and improve their writing style. Meanwhile, Krashen (1982) states that the application of this hypothesis with EFL learners is difficult, due to their few opportunities to read extensively because of their natural settings. Finally, curriculums that give EFL/ESL learners opportunities for extensive reading are very few, and some courses are typically invaluable to them and that could hinder the development of their language skills and reading literary texts can be a tool to help student to substitute this missing.

6. Literary texts and writing relationship

Some researchers disagree with using literary texts in EFL writing classes, due to the students’ poor linguistic fluency and maturity. In contrast, many linguists consider that the implementation of literary texts in EFL writing classes is beneficial and provides learners with a source of authentic materials that can be used as springboard for ideas and discussions or writing and increasing students’ word power (Ur, 1996).

Since selecting the appropriate literary text for the EFL classes is a critical element for the success of the learning process, EFL teachers face some difficulties in the selection because writing has no subject matter of its own. Voicing this clear, Harmer (2004, p. 39) states “in the case of adult student, it is often hard to find writing tasks that are directly relevant to the varying needs of a class full of students from deferent backgrounds”. Some researchers suggest using literature to help EFL learners, because it contains examples of good writing, expressive ranges, linguistic diversity and so on. So, using literature in the language program could help students to develop their language proficiency and their creative thinking in expressing thoughts, feelings and ideas in different manners.

Vandrick (2003, pp. 264) states “when reading is enjoyable, pleasurable it arouses interest and sense of connection and in turn motivates students to respond in discussion and in writing”. It means that engaging EFL learners in the world of literature widen their knowledge and inspires them to write about some subjects and ideas from these texts. Moreover, while reading literary texts, learners will discover and develop the language abilities in terms of mechanics, organization, vocabulary, syntax and the authentic use of the language (*ibid*).

It is obvious that literary texts are written by authors with different cultural background. So, through exposing students to various literary texts, they will be familiar with different cultures and writing styles, as a result, this will unconsciously help these learners to develop their writing style.

Hismanoglu (2005) claims that reading literary texts can help EFL learners as model and subject matter of writing. Literary texts are used as a model when students’ writing is similar to the original work by imitating its theme, content and style. Meanwhile, they are used as a subject matter when students interpret or analyse the literary work.

7.1. Literature as a model for writing

This kind of using literary texts in EFL writing classes is mainly to imitate them in style, theme and vocabulary. According to Hismanoglu (*ibid*) there are three important kinds of writings based on literature as a model which are:

- 1) **Controlled Writing:** it consist of exercises like rewriting passages in order to practice some new grammatical rules and structures which are gained from the given text.
- 2) **Guided Writing:** these kinds of exercises improve the students’ comprehension of the literary text. In this kind, the teacher recommends his/her students to do such exercises of fill in the gaps, respond to some questions and even to rearrange sentences and put them together to sum up the model.
- 3) **Reproducing the model:** in this kind, the student is asked to paraphrase or summarize the model. Through paraphrasing the student will be able to put their touch in the way they retell the model through. However, through summarizing students improve their ability in

organizing their writing in a chronological order. Also, this kind could involve such exercises of adaptation like rewriting a dialog into prose.

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

7.2. Literature as a Subject Matter for Writing

In this kind, EFL learner deals with these literary texts as a subject for composition. Writing based on literature has two kinds:

- 1) Writing on/about Literature: in this kind learner is exposed to such traditional assignments like writing paragraphs or writing responses to some questions.
- 2) Writing out of Literature:

In this kind, literary texts are used as rich source to formulate composition, creative assignments are developed around the “story grammar” which are setting, characters and the plots (Hismanoglu, 2005, p. 59). This kind helps students to increase their writing experience by realizing their experiences into writing. Interestingly, Probst (1992) differentiates between ‘writing about literature’ and ‘writing from literature’. He considers ‘writing from literature as monitor for EFL classes activities. It means that these texts are used as a tool or source rather than an end or objective. In this regard, Butler (2002, p. 44) states:

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.

It means that using literary texts in EFL writing classes improves students’ writing competence and helps them to learn different aspects of the written language like paragraph structure. Furthermore, students will gain new vocabulary, more reading comprehension skills, communicative skills and different styles of writing. Also, using literary texts in EFL classes helps learners to express their thoughts and generate new ones.

Bachman (1990) and Canal and Swain (1980) divide language knowledge into three types:

- A) **Linguistic knowledge:** includes the knowledge of the basic syntactic rules, vocabulary and knowledge of the mechanics of writing like capitalization and punctuation.
- B) **Sociolinguistic knowledge:** it means the knowledge of the social norms and ethics of interaction between the social classes. Also, it includes the functional uses of the written language, awareness of sociolinguistic differences across languages and cultures.
- C) **Discourse knowledge:** it involves the knowledge of the paragraph organization which needs cohesion, coherence and knowledge of semantic relations across clauses, information structure, etc.

Since EFL learners are expected to write homework, report, summaries and they do their exams in a written form, they have to master writing in terms of syntactic and communicative aspects of the language. This will not be available unless they improve their linguistic, sociolinguistic and discourse competence and this could be mainly through reading literary texts.

Reading literary texts extends the exposure of the EFL learners to coherent writing, which helps them to develop their ability to arrange their thoughts and ideas in a chronological order through linked paragraphs. Also, one should remind that the lack of coherence in writing could damage the interpretation of the learner and as a result the communicative function of the text will fail to transmit the intended message to the reader (Bamberg, 1983).

Moreover, teaching writing through using literary texts could improve together “the technical skills of composition, the cultural knowledge within the linguistic form and the cultural content literature has to offer” (Mueller, 1986, p. 01). Furthermore, if selected according to specific criterion which fits carefully students’ needs and level, literary texts will engage learners’ interest and motivation in the writing course. In this regard, Krashen (1989) claims that when the text is interesting and comprehensible, it will capture the learners’ attention. Moreover, Collie and Slater (1987) states that literary texts could contain various activities that attract each student tastes and interests. Reading literary texts is an enjoyable activity; this could not be available unless students are able to read and correctly comprehend the text and grasp the important message sent by the author implicitly.

8. Benefits of Using Short Stories in the EFL Classes

Many researchers confirm that EFL learners have some difficulties with writing in terms of limitation of vocabulary, lack of organizational competence, poor grammar knowledge and lack of ideas to support their view. Researchers affirm that in order to reinforce these weaknesses EFL teachers could use literary texts in their classes because they provide rich content for EFL learners, in order to implement them in their writing. Povey (1967) states “Containing real examples of grammatical structures and vocabulary items, the literary texts raise learners’ awareness of the range of the target language and advance their competence in all language skills” (as cited in Pardede, 2011, p.16).

There are different literary genres like poetry, novels, plays and short stories. The short story is defined as a brief work of fiction that contains a one or two main characters that face a single problem or conflict (Pardede, 2011). The ‘story’ term mainly means traditional myths and legend, anecdotes, modern stories, personal story or reporting real events. Moreover, Murdoh (2002) claims that through using short stories in EFL writing classes the teacher can create a variety of writing activities. EFL teachers should be careful while choosing a short story to use it in their classes to the students’ level, needs, interest and culture to ensure that these stories will encourage students to read more and understand better.

Pathan and El-dersi (2013, p. 04) state “short stories are considered as highly useful resource material in EFL classrooms as they provide rich linguistic input, effective stimuli, for students to express themselves in other languages, and a potential source of learner motivation”. It shows that using short stories in EFL classes helps students to improve the four language skills effectively. Moreover, Elliot (1990, p.198) states “literature provides students with an incomparably rich source of authentic material”. It means that students could benefit from short stories in learning new ideas and expand their language awareness. Thus, the appropriate selection of these stories will provide the EFL learner with various features of the written language particularly vocabulary and give the students a chance to use their creativity.

Conclusion

This chapter presented an overview on academic writing characteristics and principals and tries to clarify the importance of vocabulary in academic writing, then it determines the reading-writing relationship namely with literary texts and what can they offer to the development of writing in academic domains. The researcher presented the uses of these literary texts in the EFL classroom with little focus on the benefits of short stories. The researcher conclude that using literary texts in EFL classes could be a beneficial technique in order to improves students' knowledge of vocabulary, but these benefits cannot be obtained unless EFL teachers know their students' needs, level and interest, and students should have a desire and an awareness toward the development of their language competences to become good writers.

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Introduction

This chapter is devoted to the results of both the student's questionnaire and the teachers' semi structured interview. After collecting the data which are the student's responses on the questionnaire and the teacher's points of view from the interview, an interpretation of the results is done in forms of tables and bar-graphs. The ultimate objective is to collect relevant ideas about the implementation of the literary texts in EFL classes. Furthermore, the researcher will see how the students and the teachers of Biskra University consider the use of literary texts in the EFL classes.

1. Rational of the study

The questionnaire was administrated to the third year students of English at Mohamed Kheider University of Biskra. The usefulness of the questionnaire (short time and less effort) as a research data collecting tool is the main raison behind this choice. Moreover, it is used to gather some information about the students' perspectives toward reading literary texts in the EFL classes and writing about them, and to what extent they see that they benefit from these texts and whether these texts improve their vocabulary or not. There are also some advantages for the use of the questionnaire which are: the large number of participants covered, it is systematic and easy to analyse, and the anonymity of the participants that allows them to respond honestly on the questions.

The questionnaire is subdivided into three parts. The first part is about the background of the participants where the researcher aims at collecting information about the preferences of the participants and the most difficult skill among the four language skills for the participant, this part contains two questions. The second part is about perspectives toward reading literary texts; it consists of four questions investigating the attitudes and purposes of reading, and the themes that the students read and the difficulties in reading and writing about literary text. The third part is about the perspectives toward writing; it consists of six questions that deal with the difficulties in writing for the students and what they benefit from reading literary texts namely in term of vocabulary in their writing. The last part is a space given to students to comment on the topic freely about how to use literary texts to support their writing skill.

2. Analyses of the student's questionnaire

The questionnaire was distributed to sixty students (60) of the third year LMD in the English Division at Mohamed Khider University of Biskra in 06/04/2017, during the second term of the academic year 2016/2017. Moreover, the researcher chose to use the questionnaire to find out students' points of views and perspectives toward reading literary texts and use it as a source of vocabulary in EFL classes. Interestingly, the questionnaire is used to verify the research hypothesis which states that selective reading of literary texts improve the students writing skill in terms of vocabulary. The researcher tries to make sure that the questions are clear and directed to the aims of the study.

Part one:Background information

In this part the researcher aims to get a clear idea about the participants in terms of their weaknesses and strengths and what they prefer to read from the literary texts.

Question 01:Rank the following skills from (1) to (4) according to their difficulty?

In other words: what is the most difficult language skill for you and what is the easiest one?

	N°= of participants	Percentage
Reading	6	10 %
Speaking	18	30 %
Writing	17	28.33 %
Listening	19	31.66 %
Total	60	100 %

Table .02: Students' ranking of their major language difficulty

Table 1 represents the results of the students' ranking of the language skills according to their difficulty for them. The results of the students' responses were as follow: 31.66% rank listening as the most difficult skill. 28.33% of the respondents consider writing as a difficult

skill and they find a difficulty to express their thoughts in writing. Speaking comes in the third position with 18% of responses and reading as the least skill with 10%. It means that the students find major difficulties in listening that may be linked to the lack of exposure to the native language in their daily life; while, writing takes a significant percentage due to the pressure and anxiety of the students while writing .

Question 02: what do you prefer to read from literary texts?

What literary genre do you usually read?

	N°= of participants	Percentage
Short stories	37	61.66 %
Novels	19	31.66 %
Poems	1	1.66 %
Plays	3	5 %
Total	60	100 %

Table .03:Student preferences in reading literary texts

This table shows the students' preferences in reading literary texts. The responses show that thirty seven student (61.66%) prefer to read short stories, and novels with nineteen students (31.66%). Whereas, plays and poems take very little percentage; plays with three students (5%), poems with just one element (1.66%). The previous results show that the majority of the students prefer short stories for reading and that may infer that they find it easy and enjoyable to be understood in its structure, vocabulary and plot. This results are interpreted in the following bar-graph.

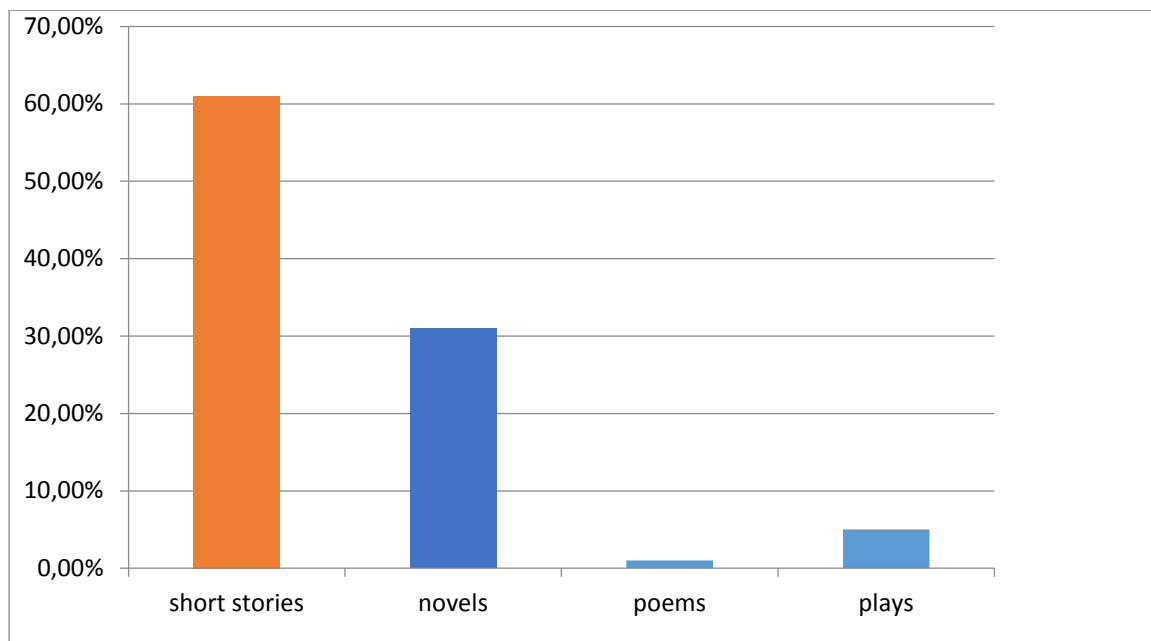


Figure.02: Students' preferences in reading literary texts

Part two: perspectives toward reading literary texts

Question 03: how often do you read literary texts?

This question aims to find out students' attitude of reading literary texts?

	N°= of participants	Percentage
Always	06	10 %
Often	06	10 %
Sometimes	20	33.33 %
Rarely	22	36.66 %
Never	6	10 %
Total	60	100%

Table .04: Students' frequency of reading literary texts

The previous results can be interpreted in the following bar-graph:

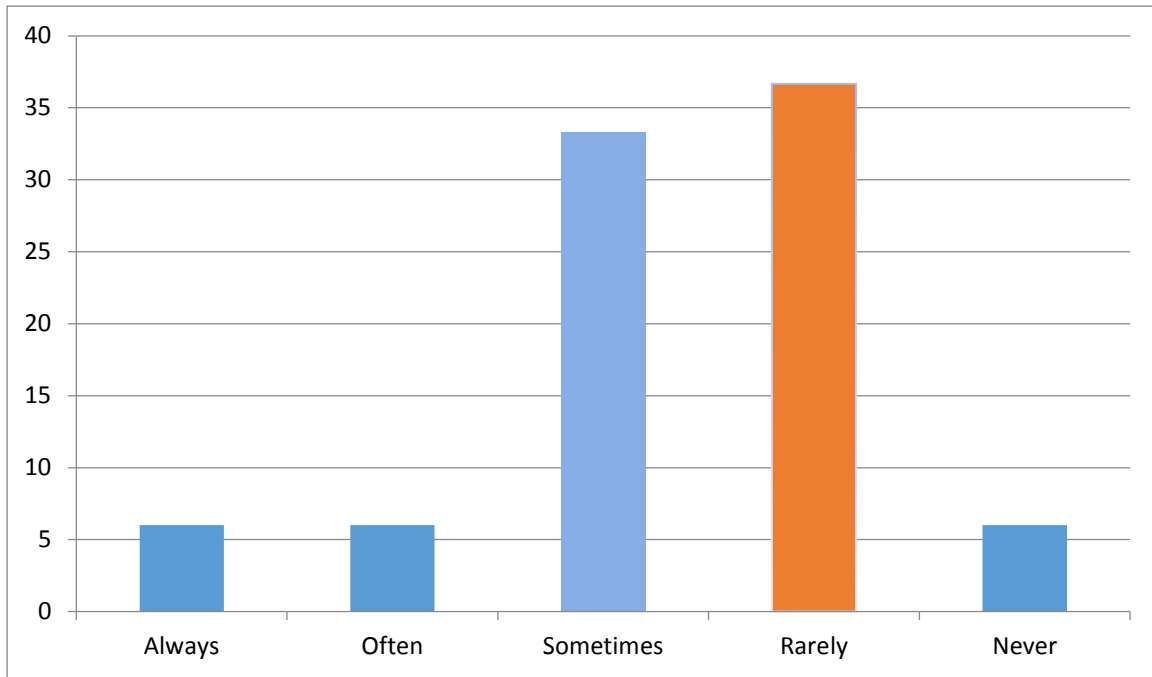


Figure .03: Student’s frequency of reading literary texts

Table 03 and the bar-graph represent the students’ frequency of reading literary texts. The results show that twenty two students (36.66%) answered that they rarely read literary texts. Then, an approximate result with the option ‘sometimes’ which is chosen by twenty students (33.33%). Then, the other options of ‘always, often, never’ took 10% for each one of them (six students for each one). Those results show that the frequency of reading literary text among the students is very low.

Question 04: What kind of literary themes do you prefer to read?

This question tries to clarify the student’s tendency in reading literature.

	N°= of participants	Percentage
Love	14	23 %
Loyalty	11	18.33 %
Betrayal	07	11.66 %
Family	20	33.33 %
Friendship	08	13.33 %
Total	60	100 %

Table .05.: The students’ preferred literary themes

Table 4 represents themes of literary texts students like to read about. The highest percentage of (33.33%) of twenty students was choosing the family as preferred theme for reading. They find it interesting, joyful and beneficial to see others' life experiences. Theme of love takes the second place with fourteen students (23%) and that may be explained by their age and emotional tendency. Meanwhile, eleven students (18.33%) revealed that they like loyalty themes to read about. Eight students (13.33%) state that they prefer to read about friendship. In the last position, the option of betrayal comes with 11.66%. These results means that the majority of the students like to read those themes related to the real life experiences such as family and love themes because they find themselves in this stories. In general, the results are approximately even between the options, that represents that students' tendency in reading varies from one to another and there is no convention about what to read. These results are represented in the following bar-graph:

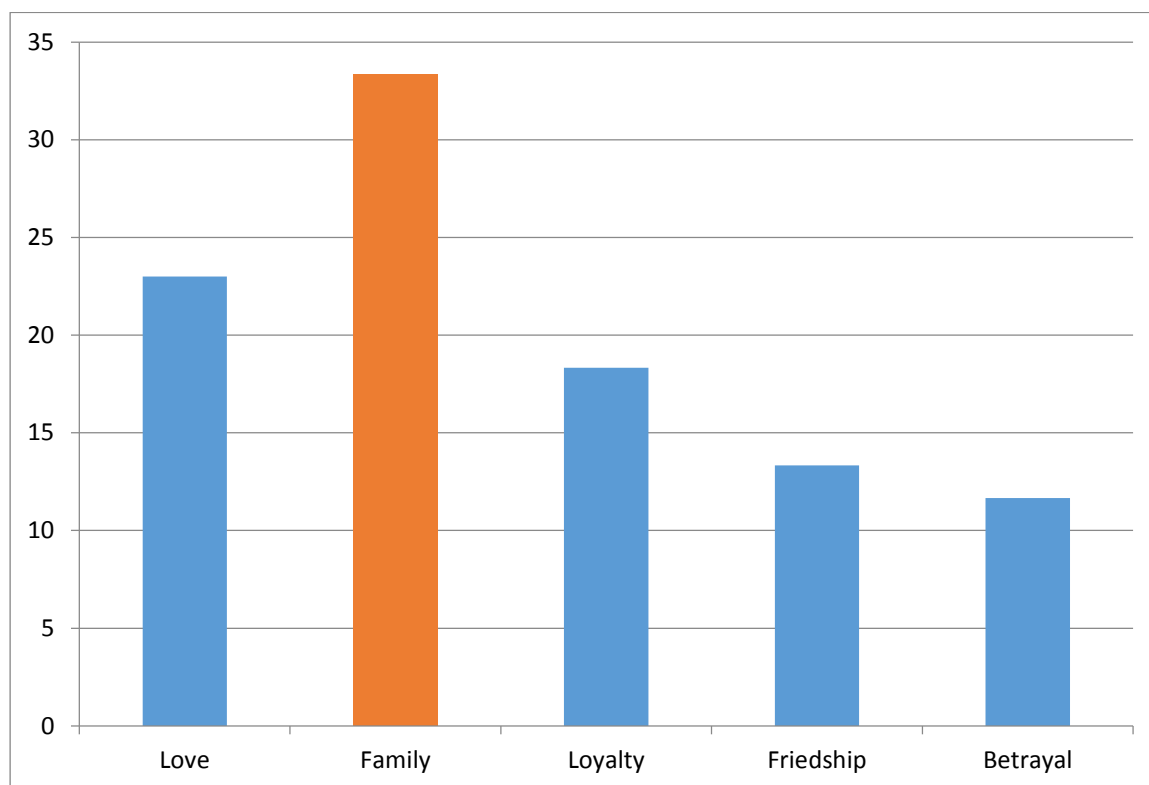


Figure .04: Literary themes that students like to read about.

Question 05: why do you read the literary texts?

This question aims to find out the students purposes of reading.

	N°= of participants	Percentage
Expand language awareness and ideas	30	50 %
Gain access to cultural background	14	23.33 %
Strengthen imagination	08	13.33 %
To meet class requirement	05	8.33 %
To pass the test	03	05 %
Total	60	100 %

Table .06: Students' purposes for reading literary texts.

This table could be represented in the bar –graph below:

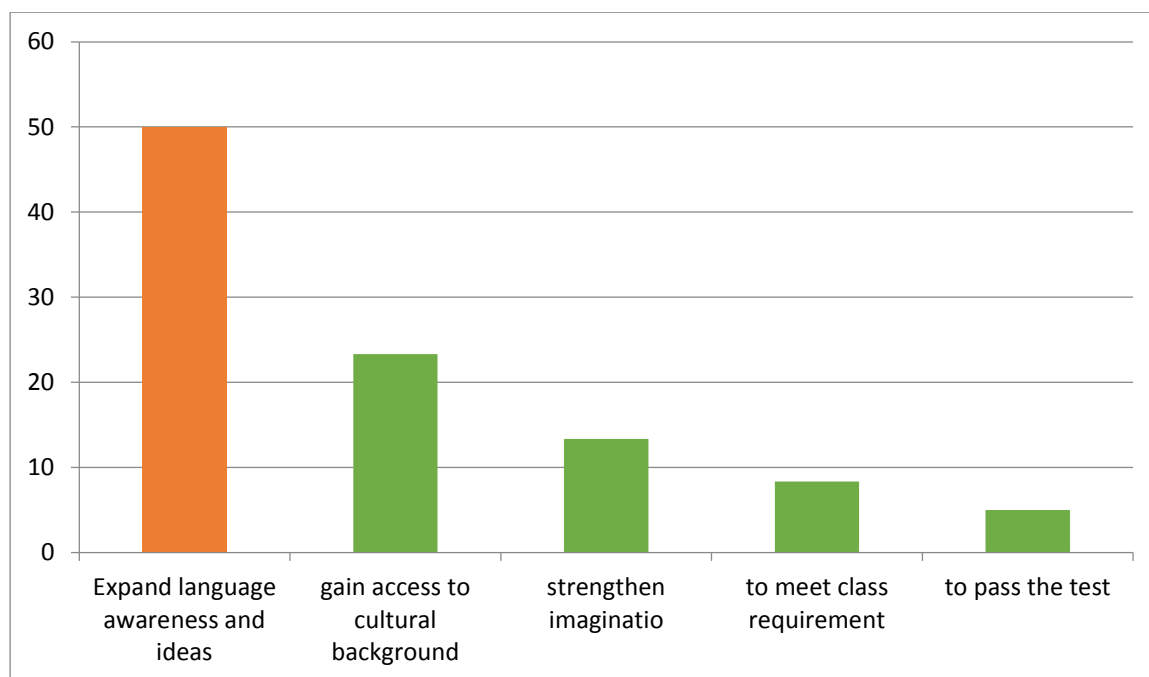


Figure .05: Students' reasons for reading literary texts.

The present table and bar graph represent the students' purposes for reading literary texts. Half of the participants, (30) students, revealed that they read literary texts to expand their language awareness and ideas. They find literature rich source of vocabulary and thoughts. Then, fourteen students (23.33%) state that they read literary texts to enrich their cultural background about the target language. For them, the literary texts are a mirror of the culture. In the third place, eight students (13.33%) revealed that they read to strengthen their imagination. Five (8.33%) students state that they read literary texts to meet class

requirement. Meanwhile, three students (5%) say that they read literary texts in order to pass their tests. The results inform that Half of the students believe that reading literary texts helps them to improve their language knowledge and the quarter of them see those texts as an opportunity to see the culture of the target language from an inside view..

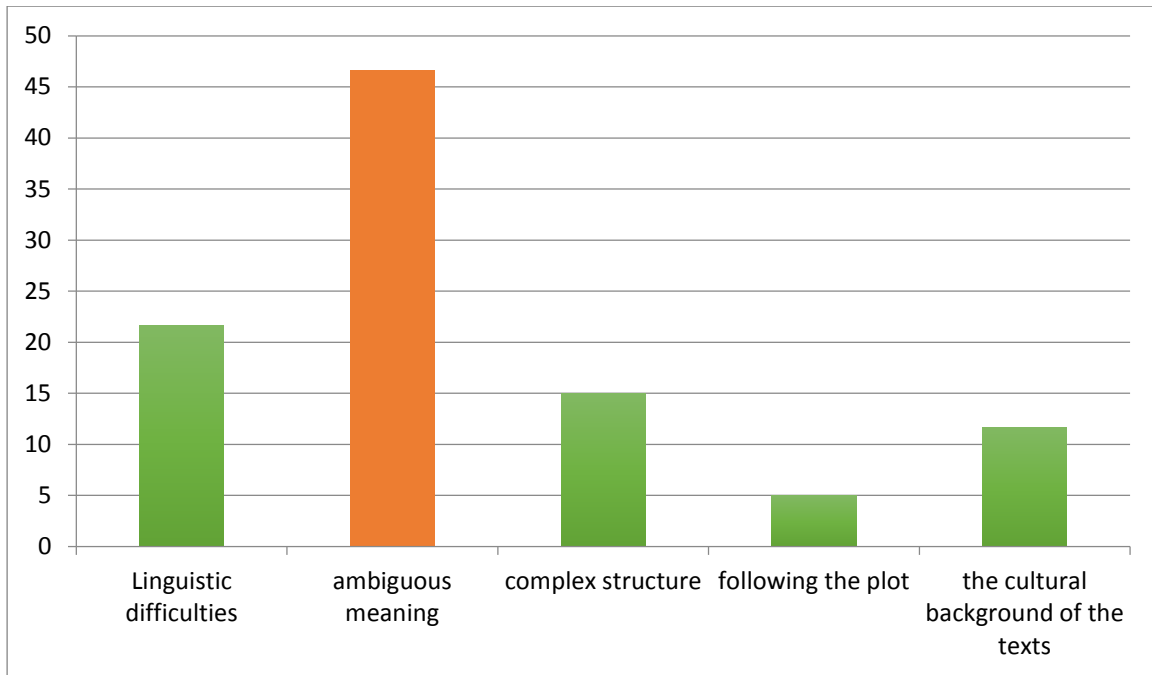
Question 06: what are the main difficulties you find when reading the literary text?

The aim of this question is to know the students' difficulty while reading literary texts.

	N°= of participants	Percentage
Linguistic difficulties	13	21.66 %
Ambiguous meaning	28	46.66 %
Complex structure	09	15 %
Following the plot	03	05 %
The cultural background of the text	07	11.66 %
Total	60	100 %

Table .07: Students' difficulties while reading literary text.

The table results are interpreted in the following bar-graph:



Figures. 06: The main difficulties for the students while reading a literary text.

Table 06 and bar-graph 05 represent the main difficulties that students encounter when reading a literary text. The majority of the students (46.66%) see that understanding the ambiguous meaning is the most difficult thing in reading literary texts. Fourteen students (23.33%) find a difficulty to understand the linguistic items in the literary texts. however; nine students (15%) reveal that the complex structure makes an obstacle for them to understand the literary text. Meanwhile, three students (5%) state that they suffer with following the plot. Whereas, seven students (11.66%) state that the cultural background of the texts is the main difficulty for them. These results show that the majority of the students are struggling to understand the ambiguous meaning of the literary texts.

Question 07: how often do you write about a literary text?

The question aims to know if the students have the habit of writing about literary texts.

	N°= of participants	Percentage
Always	00	00 %
Often	04	06.66 %
Sometimes	15	25 %
Rarely	27	45 %
Never	14	23.33 %
Total	60	100 %

Table .08: Students' frequency of writing about literary texts

The table above represents the student frequency of writing about literary texts. Twenty seven students (45%) revealed that they rarely write about literary texts that they read. Meanwhile, fifteen students (25%) state that they sometimes write about literary texts and four students (06.66%) say that they often write about literary texts. Whereas, fourteen students (23.33%) reveal that they never write about literary texts. Interestingly, no one of the students says that s/he always writes about literary texts. These results show that the frequency of writing about literary texts is very low among students and that what can explain the difficulties that they find in understanding those texts, consequently, some weaknesses appear in their writing. These results are represented in this bar-graph.

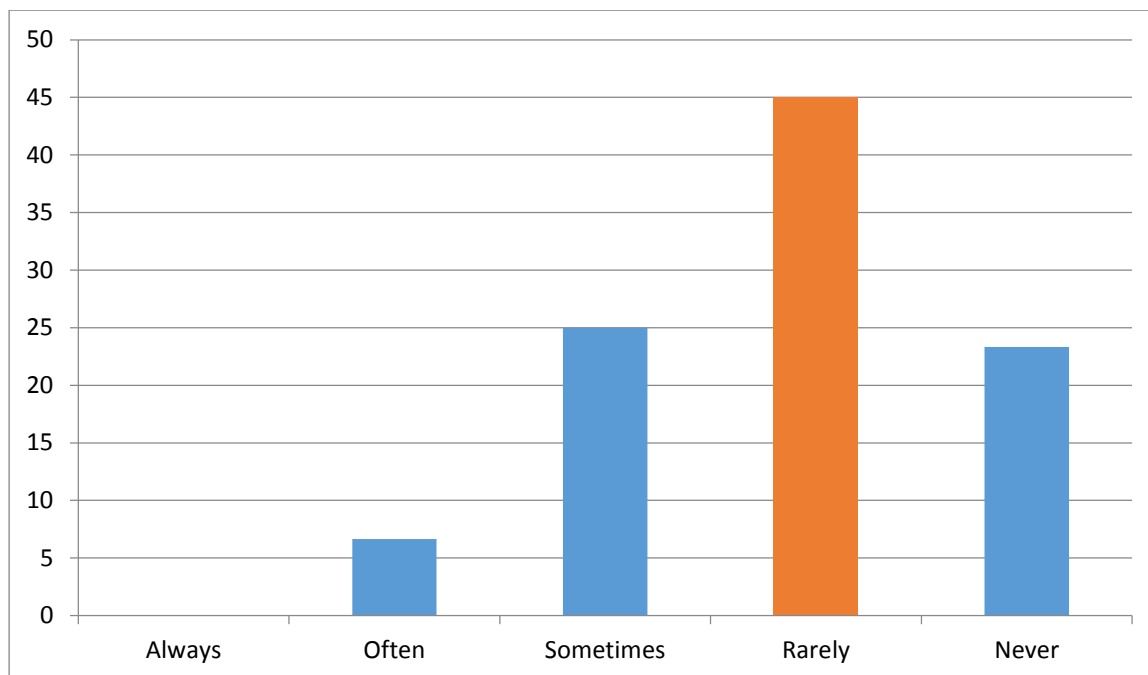


Figure. 07: Students' frequency of writing about the literary texts

Part three: perspectives toward writing

Question 08: how do you feel when writing after reading a literary?

This question aims to see if the students enjoy writing about a literary text that they read about.

	N°= of participants	Percentage
Interested	36	60 %
Bored	13	21.66 %
Incurious	11	18.33 %
Total	60	100 %

Table .09: Students interest in writing about literary texts

The table represents the students' feeling while writing about a literary text that they read before. The majority of the students (60%) state that they are interested in writing about a literary text that they read. According to them, writing about those texts gives them an opportunity to practice the new structures and vocabulary that they were exposed to in the

literary texts. Moreover, other students consider those exercises as a chance to develop their writing in terms of arranging their ideas. While thirteen students (21.66%) say that they feel bored when writing about literary texts. Those students justify their boredom by the nature of literary texts as fiction that are far from their real life. In addition, they consider those texts as time consuming and useless for their studies. Meanwhile, eleven students (18.33%) say that they are not interested at all while writing about a literary text. This category considers literary texts as a hard topic to write about and they state that they are unable to manipulate the narration of events and rewrite them in their own style. Surprisingly, 28 students (46%) do not explain their responses. The results show that the majority of the students aware of the necessity to write about literary texts although they have difficulties with understanding those texts.

Question 09: According to you, good writing is based on:

This question aims to see how students consider good writing.

	N°= of participants	Percentage
Fluent expression	01	01.66
Organized ideas	06	10
Rich vocabulary	16	26.66
Correct spelling	2	03.33
Correct grammar	3	05
All of them	32	53.33
Total	60	100%

Table .10: Student's classification of the parameters of good writing.

The table above shows the results of students' classification of the parameters of good writing. Only one student (01.66%) says that fluent expression is the basic of good writing. Two students (03.33%) choose correct spelling. Three students (5%) state that correct grammar is the main characteristic of good writing while six students (10%) reveal that the organization of ideas is what made a good writing. Whereas, sixteen students (26.66%)

respond that rich vocabulary is the important characteristic of good writing. Interestingly, over half of students (32 or 53.33) believe that good writing is a combination of all of the previous elements. It means that the students in general knows about the principals of writing but they still confused about what should they focus while writing. These results are interpreted in the following bar-graph:

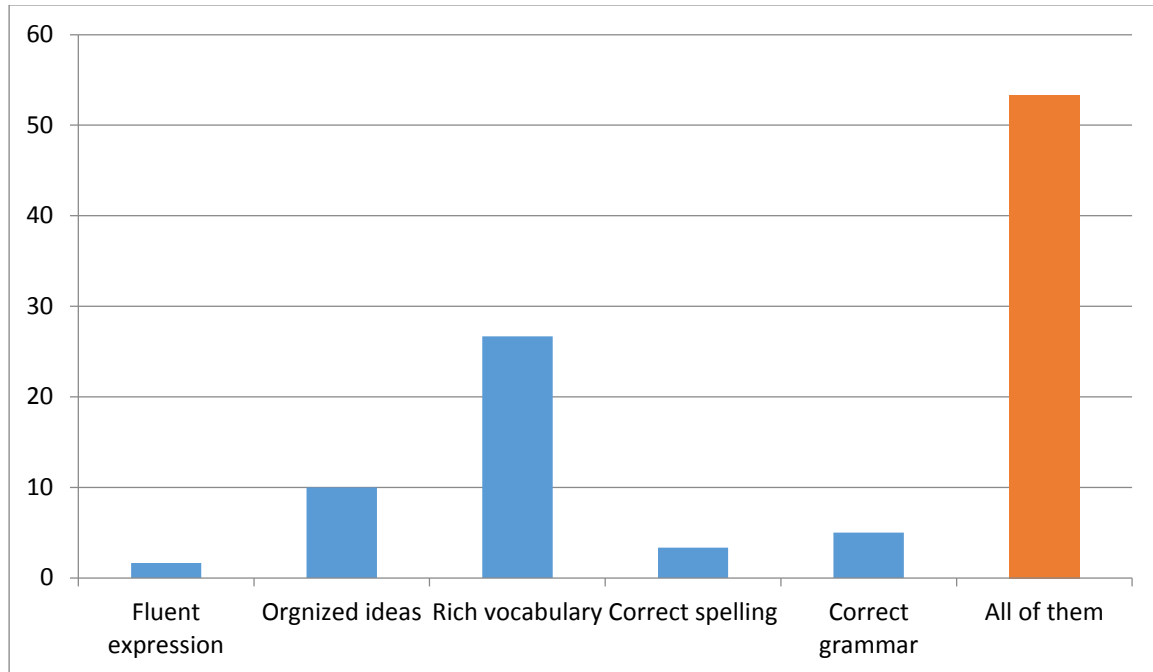


Figure .08:Participants' views about the characteristics of good writing

Question 10: what type of difficulties do you face?

This question aims to identify the students' obstacles while writing in English

	N°= of participants	Percentage
Limitation of vocabulary	26	43.33 %
Poor grammar knowledge	08	13.33 %
Arranging and developing your written work	11	18.33 %
Lack of ideas and information	15	25 %
Total	60	100 %

Table .11: Student's difficulties in writing.

The results in table 10 are represented in the following bar-graph:

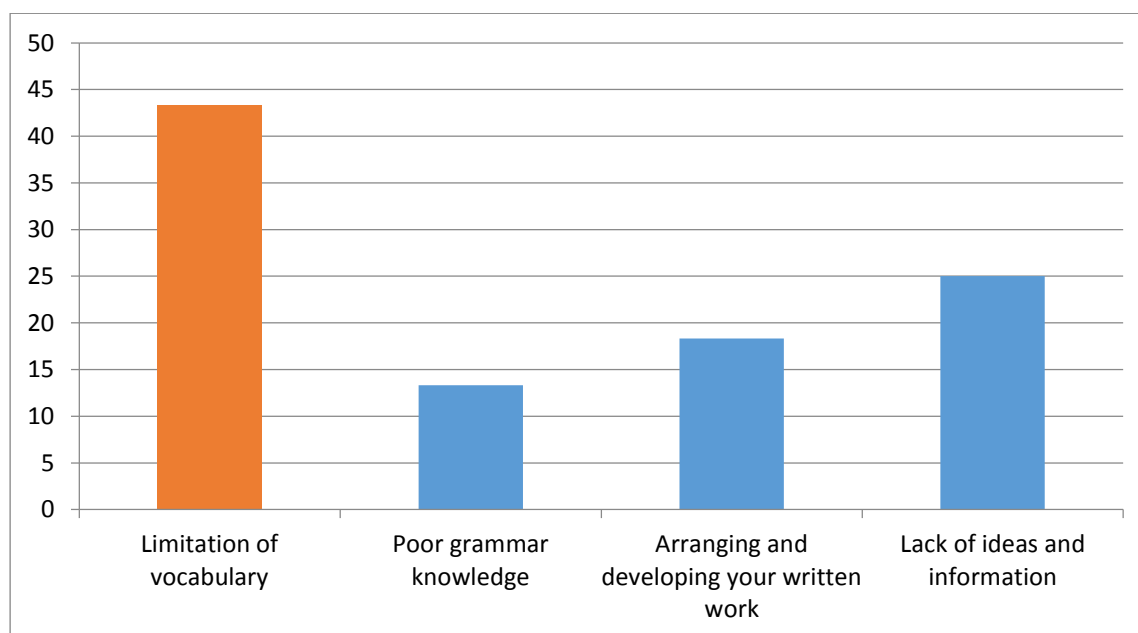


Figure.09: Students' difficulties in writing.

Table 10 and bar-graph 08 represent the participants' difficulties in writing. Twenty six students (43.33%) declare that they suffer from the limitation of vocabulary while fifteen students (25%) state that the lack of ideas and information about certain topics make an

obstacle for them while writing. Meanwhile, eleven students (18.33%) say that arranging and developing their written work is the most difficult step for them whereas eight students (13.33%) believe that the poor grammar is the most difficult element in their writing. The mentioned results show that the lacks of vocabulary have a great impact on students' writing.

Question 11:What did you benefit from writing about literary texts? It means, what are the main advantages from writing about literary texts.

	N°= of participants	Percentage
Expansion of language awareness	05	08.33 %
Development of vocabulary	31	51.66 %
Organization of ideas	03	05 %
Improvement in syntax	11	18.33 %
Gain access to cultural background	10	16.66 %
Total	60	100 %

Table .12: Students' views about the benefits of writing about literary texts

The present table represents the students' views concerning the benefits of writing about literary texts. Half of the respondents (51.66%) reveal that writing about literary texts develops their vocabulary knowledge. Also eleven students (18.33%) state that writing about literary texts helpsthem in the improvement of syntax (sentence structure and grammar) while ten students (16.66%) declare that they gain access to the cultural background of the language through writing about literary texts. Meanwhile, a few numbers of students (5 or 08.33%) state that writing about literary texts helps them in the expansion of their language awareness and three students (05%) state that writing about literary texts help them in the organization of ideas while writing. These results indicate that literary texts are a rich source of vocabulary that improves students' writing. In addition, literature is a mirror of the language culture, so students can discover the language culture from those texts.

The results in table 11 are interpreted in the following bar-graph:

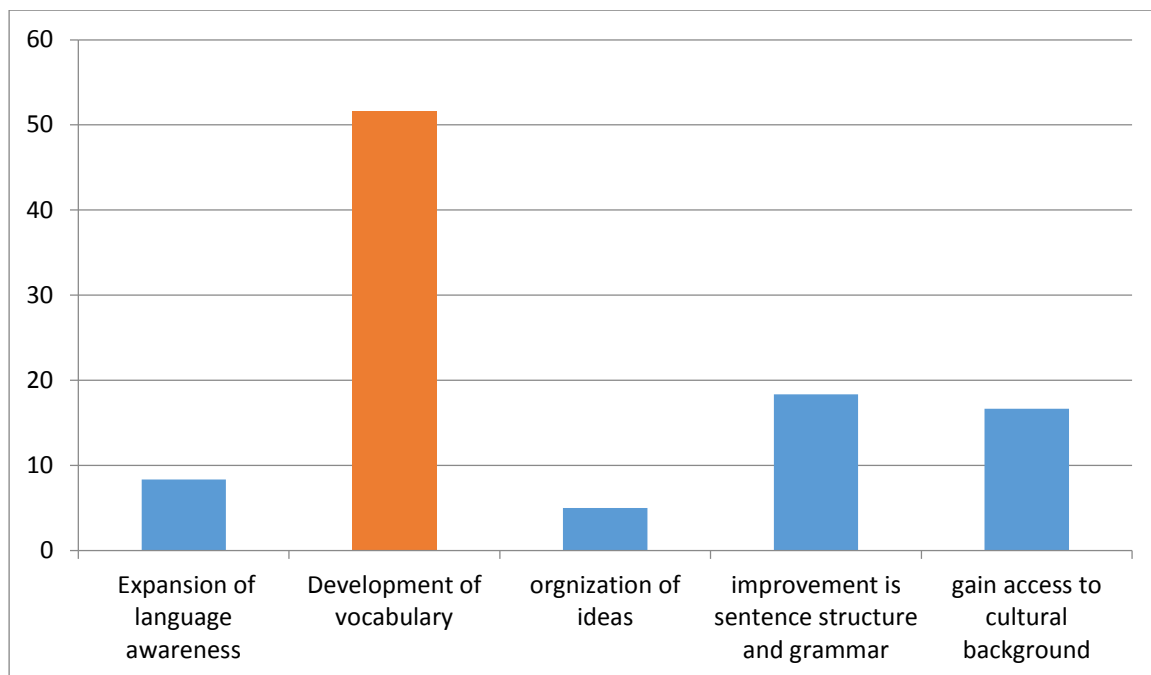


Figure .10: The students' views of the benefits of writing about literary texts.

Question 12: Reading literary texts is considered as a source of vocabulary.

This question seeks students' agreement or disagreement with the idea that literary texts are a source of vocabulary.

	N°= of participants	Percentage
Strongly agree	32	53.33 %
Agree	25	41.66 %
Null	00	00 %
Disagree	00	00 %
Strongly disagree	03	05.33 %
Total	60	100%

Table .13: Students' points of view about literary texts as a source of vocabulary.

The present table represents the students' views about literary texts as a source of vocabulary. Over half of students (53.33%) declare that they strongly agree that literary texts

are a source of vocabulary. Also twenty five students (41.66%) state that they agree about the idea. Three students (5.33%) reveal that they strongly disagree, whereas no one of the students chose the options of “null” or “disagree”. These results inform that there is approximately a general convention about the usefulness of literary texts as a source vocabulary. The results are represented in the following bar-graph:

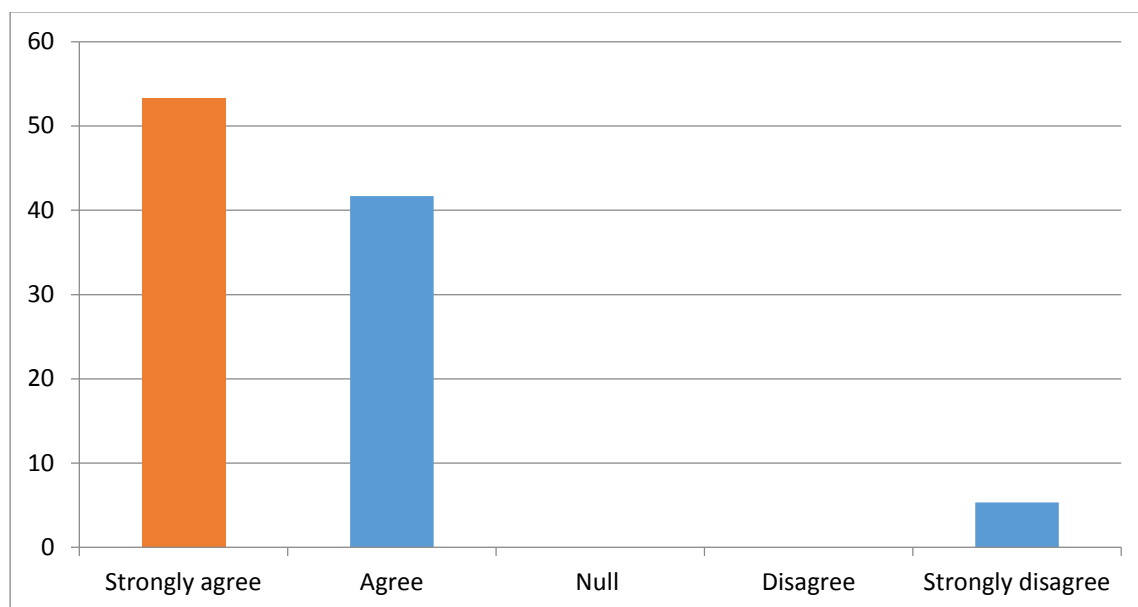


Figure .11: Students’ views about literary texts as a source of vocabulary.

Question 13. Students’ comments on literary texts used to support their writing skill.

This question aims at giving the chance to the students to express their ideas and may be suggestions about the usefulness of literary text in developing students’ vocabulary in writing. The majority of students (43 or 71.66%) did not comment on the question while seventeen students (33%) comment on the question. The responses of fourteen students affirm about the necessity of literary texts as a source of vocabulary, practices and ideas for writing. Interestingly, the notion of a good reader is a good writer is well spread among students. Meanwhile, one student suggests to varies in the selection of literary texts for reading, another one says that literary texts could give historical information that allow the reader to know the cultural background of any language. Also, there is a suggestion to practice more writing about those texts and assert that literary texts develop not only vocabulary in writing but also speaking skill, because while reading the reader imagines the situation and how to use words. All in all, the respondents agree that literary texts are useful as a source of vocabulary in EFL writing.

3. Summary of the major findings

The majority of the students say that reading is easy for them, and they have difficulties in speaking, writing and listening in the first place. Also, the majority of the students prefer to read short stories and novels (family and love themes are most preferred) although they do not read a lot. Moreover, most of the students read literary texts to expand their language awareness and ideas and to strengthen their cultural background although they find a difficulty to understand the ambiguous meaning in literary texts. Furthermore, the majority of the students feel interested while writing about a literary texts that be read. Most of the students suffer from the lack of vocabulary knowledge while writing and they agree that literary texts are a rich source of vocabulary. Meanwhile, the frequency of reading literary texts and writing about it is very poor.

4. Analyses of the teachers' semi structured interview

4.1. Structure and purpose

This semi structured interview is administered to seven teachers English in order to give their point of view about the impact of reading literary text on the development of students' writing skill namely in terms of vocabulary. Furthermore, the aim is to gain some suggestions about the implementation of literary texts in the EFL classes and how they influence the students' writing qualities. The semi structured interview contains seven questions that tackle three main points which are: teachers' considerations of using literary texts; the criterion of literary texts used in EFL classes and the use these texts effectively in language teaching. Finally, the gathered data are analyzed and interpreted qualitatively.

In addition, in order to make the data more reliable the researcher chose teachers who have a considerable experience in teaching literature and written expression. To ensure anonymity, the seven teachers are divided to two groups. The first group is 'W' for written expression teachers, and the second group is 'L' for literature teachers. The informants were respectively given the following symbols to refer to them W1; W2; W3 (for written expression teachers) and L1; L2; L3; L4 (for literature teachers). While numbers 1, 2, 3, 4 are used to refer to them.

4.2. Analysis of the results

Question 01: Do you use literary texts in your EFL classes? If yes, how do you use it?

This question aims to ensure that EFL teachers use literary texts in their classes. All teachers declared that they use literary texts in EFL classes. However, the way of using the texts differs from one teacher to another according to the purpose and the nature of the module. In general, the teachers of literature use these texts as a subject matter for teaching. Whereas, teachers of written expression use literary texts as models, in order to improve their students' abilities of summarization and paraphrasing. Interestingly, the respondent L3 stated that he uses well-chosen literary texts. So responses show that the use of literary texts in EFL classes is very important and those texts are useful for different purposes.

Question 02: According to you, which competences could be developed through reading literary texts in EFL classes?

This question investigates the teachers' beliefs about the benefits of using literary texts in EFL classes. The respondent L2 and W1 agreed that reading literary texts develop both reading and writing. The respondent W2 declared that they improve reading, speaking and writing. Whereas respondent L3 stated that they improve reading, speaking and listening. Surprisingly, respondents L1 and W3 asserted that reading literary texts improve the four language skills. It means that reading literary texts have many benefits to students' competencies especially in terms of writing.

Question 03: How can the reading and writing be interrelated in the EFL writing classes?

This question aims to clarify the relationship between reading literary texts and writing. The respondents L3, W1 and W2 agreed that reading literary texts provides students with knowledge of vocabulary and the different uses of the same words in the real communication. The teachers W3 and L1 claimed that the good reader is a good writer, whereas respondent L2 stated that reading literary texts gives the teacher the opportunity to ask their student to write. So the results show that the majority of the teachers see literary texts as a rich source of vocabulary to their students and a source of classroom practices.

Question 04: Do you think that reading literary texts gives the students an opportunity to enrich their vocabulary? And how it works?

This question aims at defining the teachers' views about literary texts as a source of vocabulary. All teachers of both literature and written expression stated that reading literary texts helps the students to improve their language vocabulary knowledge. According to them, the more students read the more new words come across. Moreover, they asserted that the variation in literary texts themes and registers used by the writers helps EFL learners to see different uses of the language items. For example, the respondent W1 asserted that while reading a literary text the student can to create a mental image where the language is used, so s/he will be able to understand the meaning of the words correctly and recognize these words later in different contexts. It means that the EFL teachers agree about the necessity of reading literary texts in enriching students' knowledge of vocabulary.

Question 05: What are the criteria for selecting literary texts for EFL classes?

In this question, the researcher aims to investigate the main characteristics should the literary texts should have to be used in the EFL classes. The respondent L1, L2, W2 and W3 agreed that to choose literary texts for EFL classes the teacher should confirm that those texts are motivating, easy and reliable to the students' level and valid for the syllabus aims. For instance, respondents W1 and L3 declared that literary texts used in EFL classes should respond to the syllabus, students' interest, needs and level. Moreover, they insist on choosing the suitable style and themes in order to assert that the vocabulary used in these texts fits the learners' levels and aims. These results show that the literary texts which are used in EFL classes should be easy, short, reliable, motivating and valid for the learning aims.

Question 06: Describe your students' production when writing about a literary text which is read.

This question aims to investigate the quality of the students' production after reading a literary text. The respondents L1, L2, W2 and W3 stated that student' productions when writing about a literary text which is read are generally acceptable. Moreover, the students' productions characterized by the use of new vocabulary acquired from these texts even they still have some difficulties in summarization. While the informant W1 stated that at the beginning they lack vocabulary, style and a lot of critical thinking. Meanwhile, the respondent L3 said that the students' productions when writing about a literary text are characterized by its formality and the respect of the main structural elements. The responses shows, that writing about a literary text that is read helps students to improve their writing in terms of vocabulary and style.

Question 07: Teachers' suggestions about the implementation of literary texts in EFL classes.

All teachers agreed on the necessity of using literary texts in EFL classes due to their components that allow the students to improve their language skills. The respondents W2 and L3 have the same idea about choosing literary texts to use them in EFL classes. They stated that the teacher should be selective and choose those literary texts that are interesting for the students and correlated to their actual level because some literary texts deviate from the norms of the academic language.

Furthermore, the informants L1, L2, W1 and W3 stated that in order to get more benefits from using literary texts in the process of language teaching, the teacher is advised to vary those texts used and to open discussion, ask some questions and prepare some projects about them. Moreover, the informants emphasized on choosing texts that are related to students' interest. Interestingly, the respondent W1 revealed that using technology to motivate students (animation, poet's voice, films related to those texts) engages the students in the session of reading literature. Another important thing that respondent L1 mentioned is to ask students to turn some stories from literary texts into role plays in order to help students in understanding more and recognize correctly the meaning of vocabulary. All in all, the teachers of both literature and written expression agreed that literary texts improve the students' knowledge of vocabulary and they are useful for different teaching aims.

5. Summary of the major findings

From the analysis of the teachers' semi structured interview, it is found that most of the teachers agree that literary texts are useful for EFL classes. Furthermore, all teachers affirm that reading literary texts primarily improves students' knowledge of vocabulary. Most of the teachers insist on varying the literary texts themes used in EFL classes and to use different methods and techniques in teaching literature, in order to improve student language competencies. Moreover, they advise using ICT in EFL classes in order to help the students to comprehend easily these literary texts. All teachers asserted that the appropriate selection of literary texts will improve learners' writing abilities in terms of vocabulary and style.

6. Discussion the of the results

The students' questionnaire and teachers' semi structured interview help the researcher to gather a significant amount of data about the implementation of literary texts in the EFL classes namely the writing classes. The aim of the researcher was to help learners in

enhancing and improving their writing abilities through using literary texts as tool for language development, namely in terms of vocabulary development.

The results obtained from the students' questionnaire prove that 3rd year LMD students of the English division at Biskra University have some difficulties with the four language skills namely listening. The environment where these students live and the cultural aspects of their society cause this difficulty in listening because the English language is rarely used outside their classrooms since French is the second language in Algeria. So the lack of exposure to English outside the classroom caused many difficulties in listening for students, as a result that make an obstacle to develop their language competencies. According to the teachers' responses, literary texts could be a source of vocabulary as far as the students declared that they have no difficulty in reading. Moreover, they suggested using technological devices like videos, movies, songs and podcast in the EFL classes which talks about these texts to help students to better understand.

Furthermore, the majority of the students are aware of the importance of a rich background of vocabulary to produce a good piece of writing. Also, they consider literary texts as rich sources of vocabulary and the majority of them stated that they feel interested while writing about a literary text, although the majority of them stated that they sometimes/ rarely read literary texts. In addition, from the results of the question 3 and 7, it is remarked that students' frequency of reading literary texts and writing about them is very low. So the researcher concludes that there is a contradiction in the students' opinions, because although they aware of their poor knowledge of vocabulary and the richness of literary texts with it, they do not read a lot. This may be explained by the lack of responsibility toward their studies and the absence of the desire to improve their language level. Furthermore, the teachers' role in motivating their students to read literary texts is not significant and may be the teachers themselves who are not prepared and trained to choose and use literary texts in their classes. In addition, the system of evaluation could be a reason for the students' neglect of reading literary texts.

The students' main purposes of reading literary texts are to expand their awareness and ideas and gain access to cultural background. The students' purposes could be linked also to the lack of exposure to native speakers and interacting with them. Because students know that language meaning is mostly defined by the socio-cultural background, they consider literary texts as source or channel of interaction with natives (authors) to learn these socio-

cultural norms to be able to understand the language correctly. Whereas, some teachers proposed that using ICT in EFL classes as another solution that could help students to improve listening, speaking, reading and writing, but they conditioned it with the good selection. So, there is an agreement among students and teachers about the benefits of reading literary texts on improving students' language abilities and vocabulary in particular.

Discovering the ambiguous meaning is the most difficult step to the students. This could be a consequence of the poor language knowledge of the students, or the cultural differences between the reader cultural background and the author culture. These differences hinder the reader to interpret some language patterns like idioms, puzzles, wisdom, collocations and others. So the learners have to read literary texts as much as they can to create a strong cultural background about the target language, in return they will have the chance to know more vocabulary and as a result they will improve their writing abilities.

The majority of the students struggle to find the exact words to express their thoughts and feelings when they write because of the limitation of their vocabulary. This problem is a result of their neglect of reading literary texts in the target language and the practice of writing about literary texts inside and outside the classroom.

From the analysis of the teachers' semi structured interview, most teachers stated that literary texts are rich sources of vocabulary, and an area where the students could develop their language competencies (reading, writing, speaking and listening). This view could be explained that teachers believe that literary texts give a chance for the reader/ author interaction. So the student will have an opportunity to see the usage of the language in social context, then analyse and interpret it correctly much better than listening to records or watching movies/ videos because it is artificial, well drifted and with correct grammar.

All teachers stated that teachers have to take into consideration the students' needs, interest and level while selecting a literary text to use it in EFL classes. This means that they have to start with short texts which contain simple language vocabulary and structures to help students in understanding messages of the author. In addition, these short texts are not time/ effort consuming. While selecting a literary text to use it in EFL classes, the teacher has to be aware of the vocabulary that s/he wants to teach and to choose the appropriate theme/ register for this purpose.

From the analysis of the teachers' suggestions about the implementation of literary texts in EFL classes. It found out that most of them insist on practicing more writing, to open discussions and prepare projects about literary texts to motivate students to read. Also, others said that teachers have to bring some videos, movies and prepare role plays about these texts. These suggestions mean that teachers believe that their students do not read outside the classroom. So it is useful to give more attention to literary texts in the curriculum. Moreover, using ICT in EFL classes allows students to create a clear image about the text that s/he reads and to understand it correctly and easily.

The students and teachers agreed on the importance of literary texts as a source of vocabulary in first place besides other language skills. Another point which they agreed on, it is the necessity of practicing more writing about literary texts to improve students' writing abilities. Meanwhile, they differ in their beliefs about how to use literary texts in EFL classes. Because students want to read just what they are interested in while teachers are careful about what is beneficial for the students' current level and the aims of language learning. It may be explained by the difference of experience between teachers of literary texts and the experience of the students.

All in all, the main findings gathered from the students' questionnaire and the teachers' semi structured interview prove and support each other. Moreover, the two data collecting tools help the researcher to describe adequately the contribution of reading literary texts on improving students' language writing abilities and vocabulary in particular.

Conclusion

In the current chapter, the researcher has attempted to present, analyse and discuss the findings of the main data gathered through different tools. First, an analysis of the data gathered from students' questionnaire was presented in form of tables and bar-graphs was discussed. Finally, data collected from teachers' semi structured interviews were presented. The results fit each other and prove the research hypothesis which states that selective reading of literary texts has a positive impact on improving students' level in writing, especially in terms of vocabulary.

7. Recommendation

Findings of the current study show that there are a number of factors that influences negatively or positively students' level in writing in English. EFL students in the Division of English at Biskra University face many challenges such as limitation of vocabulary, lack of awareness about the benefits of reading literary texts and the lack of exposure to the native language speakers that hinder them to improve their language skill. Consequently, these factors affect students' development in English writing. The researcher aims to present some recommendations in order to enhance students' development of language abilities and particularly writing through the implementation of literary texts in the language classroom.

Based on the research objectives and the findings of the discussion of the results, the researcher suggests some pedagogical recommendation that could help EFL teachers and learners alike to benefit from the implementation of literary texts in their classes.

As start, some recommendation suggested to the students, since English is a foreign language in Algeria, students should spend more efforts in improving their level. They have to feel this responsibility of developing their level in the four language skills. Furthermore, they have to be aware of their needs, weaknesses and level to be able to choose the beneficial methods to strengthen their language competences. Moreover, students of English at Biskra University have to change their view about reading literary texts and start considering them as a tool to reach language competency rather than an objective or an end to their studies. Also, they should know the benefits of reading literary texts on their language development. It is very important that students specify a time for reading for pleasure outside the classroom to expand their exposure to the native language (extensive reading).

Next, EFL teachers have to integrate ICT in language classes to improve students' acquisition of vocabulary to overcome the limitation of vocabulary in writing and speaking, as well as develop students' listening skill. Thus, they have to combine the four language skills together, because they complete each other, and should not be divided or treated in isolation. Moreover, EFL teachers have to be careful when selecting a material to their classes. They should select materials that arouse learners' motivation and interest. In order to confirm that these materials are valid, they should be relevant to students' level, needs and interest.

In order to improve students' abilities in writing, teachers have to vary themes of literary used in their classes which in return will give more ideas to write about. This variation

of literary themes offer to improve students' critical thinking through commenting on these texts and analyzing them, the student becomes able to write critically and develop their style of writing. Because of the few sessions given to reading, EFL teachers have to motivate their students to read more outside the language classroom and raise the students' awareness of the benefits of reading literary texts.

EFL teachers have to enhance their students' development of vocabulary using technology like bringing some videos, movies or records about the literary texts that they use in the class. Teachers have also to take into account that the more students comprehend the texts, the better they will recognize vocabulary used in this text, because it is very important for the EFL learners to build a rich knowledge of vocabulary to develop their language competences.

EFL teachers need to plan their lessons before starting it. They should determine their objectives and know precisely what they are going to tackle through reading specific text. A well-planned lesson will offer to reach the purpose of the teacher effectively and develop learners' skills in different ways. Finally, the effective use of literary texts in EFL classroom will help the teacher to improve the students' writing skill in terms of vocabulary and style.

EFL teachers have to provide their learners with pair and group works writing activities like discussion, summarization and paraphrasing the texts' ideas. By doing so, they will learn to generate and organize their ideas in a coherent manner and correct each other's mistakes, in the other hand the teacher should monitor it carefully to see that it is proceeding smoothly and in the right orientation.

8. Limitation of the study

It should be mentioned that the present research suffers from certain limitations like the nature of the topic necessitates an experimental study but due to the short time given the researcher chose to use a descriptive study. Also, the limited number of participants that covered only sixty students of 3rd LMD which do not represent the whole population effectively, also the results cannot be generalized because of the differences between the chosen sample level and other levels. These necessitate a further study that taking into consideration what is found in this study and reinforce this limitation.

General Conclusion

The development of students' writing abilities is a crucial step at the university level that allows students' to express and communicate their ideas and thoughts. Moreover, there is an agreement among linguists that reading and writing are mutually linked as they develop each other. Furthermore, EFL teachers should select meaningful, interesting and relevant materials to implement them in their classes to improve students' knowledge of vocabulary which will develop their writing competence.

EFL students' ability to express themselves in written pieces in a coherent and organized manner is a critical element of their success in language learning and use, in this respect, EFL teachers should provide their students' with such materials that contain coherent and organized writing to give them as a model to their students. Therefore, this good selection of these texts will overcome students' difficulties in comprehension during reading texts and identifying their meanings.

The objective of the current study is to enhance students' writing abilities in terms of vocabulary through the implementation of English literary texts in EFL classes. In addition to that, the study tries to help EFL learners explore, express and communicate their ideas into coherent and cohesive patterns, since writing is considered as a challenge for them to complete their EFL studies.

The first chapter deals with identifying reading and the concept of reading comprehension and how reading can enrich vocabulary acquisition, also it defines literature and its features. Then it states the rationale of using these texts in EFL classes. In the second chapter, the researcher defines academic writing and its characteristics with some writing difficulties. Then he clarifies the reading/writing relationship and demonstrates the implementation of literary texts in EFL classes. Moreover, the researcher states the benefits of using short stories in EFL writing classes as a model of literary texts. In the last chapter, the researcher deals with the analysis of data obtained from the students' questionnaire and the teachers' semi structured interview. Finally, the researcher suggests some pedagogic recommendation based on the obtained data.

In the current study two data gathering tools are used, which are students' questionnaire and teachers' semi structured interview to have a specific purpose and to answer precise questions. These data gathering tools are administered to 3rd year LMD students' and

EFL teachers. The use of quantitative and qualitative analysis helps the researcher to answer the research questions and draw a clear conclusion.

The obtained results from the both data collecting tools confirms the research hypothesis which states that selective reading of literary texts especially short stories has a positive impact on improving students' level in writing. Students' states that reading literary texts helps them in extending their language awareness and enriching their vocabulary knowledge and that will improve their writing with good word choices', mechanics and organization of ideas.

The results of the study recommend reading more literary texts outside their classes (extensive reading) in a selective way according to their weakness, needs and level. Moreover, EFL teacher have to help their students and provide them with relevant materials that fit their level, needs and interest to develop their language skills, also to use ICT in their classes by bringing some video, movies and records about the used text in the classroom to obtain better comprehension of the text. EFL teachers also have to ask their student to practice more writing about literary texts to develop students' writing in terms of vocabulary, coherence and cohesion to express their ideas easily.

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Appendices

Students' questionnaire:

The presented questionnaire aims to investigate the student's point of view about the effect of reading literary texts on enhancing the academic writing skill; you are kindly invited to fill in the following questionnaire. Please, circle the appropriate answer and justify it whenever it is possible:

Part one: Background information:

1) Rank the following skills from (1) to (4) according to their difficulty?

- a) Reading b) speaking c) listening d) writing

2) Regardless to its difficulty to you, what do you prefer to read most?

- A) Short stories b) novels c) poems d) plays

Others please specify:

.....
.....

Part two: perspectives toward reading literary texts.

3) How often do you read literary texts?

- a) Always b) often c) sometimes d) rarely e) never

4) What kind of literary themes do you prefer to read?

- a) Love b) loyalty c) betrayal d) friendship e) family

Others specify please:

5) Why do you read the literary text?

- a) Expand your language awareness and ideas b) gain access to cultural background
c) Strengthen your imagination e) to meet class requirement
f) Expand my ideas d) to pass the test

6) What are the main difficulties you find when reading the literary text?

- a) Linguistic difficulties b) ambiguous meaning c) complex structure
d) Following the plot e) the cultural background of the text

7) How often do write about a literary text?

- a) Always b) often c) sometimes d) rarely e) never

Part three: perspective towards writing

8) How did you feel when writing after taking a literary text to be read?

- a) Interested b) bored c) incurious

Explain please:

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9) According to you, good writing is based on:

- a) Fluent expression b) organized ideas c) rich vocabulary
d) Correct spelling e) correct grammar f) all of them

10) What type of writing difficulties do you face?

- a) Limitation of vocabulary b) poor grammar knowledge
c) Arranging and developing your written work e) lack of ideas and information

11) What did you benefit from writing about literary text?

- a) Expansion of language awareness b) development of vocabulary
c) Organisation of ideas d) improvement in sentence structure and grammar
e) Gain access to cultural background

12) Reading the literary text is considered as a rich source of vocabulary, are you?

- a) Strongly agree b) agree d) null
e) Disagree f) strongly disagree

13) Do you have other comments on the literary text you've used to support your Writing skills?

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M2 student researcher
April 2017

Thank you for your help

Teachers' semi structured interview

The presented interview aims to investigate the teacher's perception about the effect of the implementation of the literary texts in the EFL classroom to improve student's language competences. Your contribution will be important for the researcher.

1) Do you use literary text in your EFL classes? If yes, how do you use it?

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2) According to you, which competences could be developed through reading literary texts in EFL classes?

- | | | | |
|-------------|--------------------------|--------------|--------------------------|
| A) Reading | <input type="checkbox"/> | b) listening | <input type="checkbox"/> |
| c) Speaking | <input type="checkbox"/> | d) writing | <input type="checkbox"/> |

3) How can the reading and writing be interrelated in the EFL writing classes?

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4) Do you think that reading literary texts give the students an opportunity to enrich their vocabulary? And how it works?

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5) What are the criteria for selecting literary texts for EFL classes?

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6) Describe your student’s production when writing about a literary text which is read?

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7) Is there any suggestions to help the EFL teachers to implement the literary texts in their classes in order to improve students’ language skills?

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Thanks for your collaboration

M2 student researcher

April 2017

المخلص

يعتبر الثراء اللغوي من بين اهم العناصر في الكتابة الاكاديمية. اغلب طلاب اللغة الإنجليزية يعانون من محدودية الثروة اللغوية اثناء كتابة نص اكايمي. هذا البحث يهدف الى دراسة تأثير مطالعة النصوص الأدبية على اثناء الرصيد اللغوي لتطوير مهارة الكتابة الاكاديمية. فرضية البحث هي ان المطالعة الانتقائية للنصوص الأدبية لديها اثر إيجابي على اثناء الرصيد اللغوي لتطوير مهارة الكتابة الاكاديمية. استعمل الباحث المنهج الوصفي لدراسة الفرضية. تم استعمال كل من استبيان مغلق ل ستون عينة من لطلبة السنة الثالثة ل.م.د. إنجليزية و استبيان مفتوح لسبعة أساتذة الإنجليزية لمقياسي التعبير الكتابي و الأدب لشعبة الإنجليزية في جامعة محمد خيذر بسكرة. النتائج المحصل عليها أظهره أن أغلب طلبة الإنجليزية في جامعة محمد خيذر بسكرة يعتبرون مهارة الاستماع كأصعب مهارة من بين المهارات اللغوية, كما يعانون من نقص الرصيد اللغوي اثناء الكتابة الأكاديمية. نتيجة لذلك ينصح بانتقاء النصوص الأدبية المستعملة في أقسام اللغة الإنجليزية وتحفيز الطلاب على مطالعة هذه النصوص خارج الدوام الدراسي لتطوير مارة الكتابة الاكاديمية.