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Enhancing EFL Students Writing Skills through Literature

Second Year Students as a Case Study

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Dedication

I am extremely proud and blessed to dedicate my work to my dear parents, my mother for her love, pieces of advices and prayers which gave me strength to accomplish this research, and my father for his trust and support.

My thanks and appreciation to my big brother, KAMEL and my unique sister, YASMINE without forgetting the youngest of the bunch, ILYESS. This research is dedicated to them with love.

I dedicate this research work to all whom I know, and to all the members of my family especially, my beloved aunts.

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Abstract

This study delves into the use of literature as an effective tool for improving the writing skills of EFL (English as a Foreign Language) students. The research adopts a mixed-methods approach, incorporating both quantitative and qualitative data collection methods. By administering questionnaires to second-year EFL students in the English department and conducting interviews with experienced teachers from the same department, the study examines students' attitudes towards integrating literature into their writing instruction and gathers insights from educators on the efficacy of this approach. The findings reveal a strong positive correlation between the incorporation of literature and enhanced writing proficiency among EFL students. Students reported increased engagement, vocabulary enrichment, and improved grasp of language structures when literature was integrated into their writing lessons. Teachers emphasized the importance of selecting relevant literary texts and employing innovative teaching strategies.

In conclusion, this research underscores the promising role of literature in advancing EFL students' writing abilities. It offers valuable insights for teachers seeking innovative methods to empower EFL learners during their learning process.

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List of Abbreviations

EFL	English as a Foreign Language
ESP	English for Specific Purposes
L1	First Language
L2	SecondLanguage

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General Introduction

Language serves as a means of expression and communication also as a translator of a community's culture. Therefore, employing a foreign language in various contexts is one of the main objectives of teaching and learning through expressing ideas and thoughts. Nowadays, writing is still the primary medium of communication. As a result, one of the skills that language students need to develop is the ability to write effectively. Students learning English as a foreign language (EFL) are expected to respond to different writing assignments and be able to use the language to explore and express their ideas in a simple way.

Furthermore, involving EFL students in the reading and writing processes will result in the development of these two skills. Additionally, reading literary texts will expose students to a variety of ideas, vocabulary, grammar, paragraph structures, and writing styles that will help them advance their language proficiency level and foster their creative thinking when expressing their thoughts and opinions.

A further benefit of assigning learners to explore the literary language is that it encourages them to think and familiarize themselves with the language's norms. Since reading and writing are two skills that are regarded to "mirror each other," students may also benefit from using the reading passages as a motivation for their compositions. Therefore, choosing suitable literary texts will enable students to interact with a variety of writing styles. Reading literary works will also stimulate their creativity and provide them with ideas for writing.

However, the majority of EFL teachers claim that their students are unable to identify various writing styles because they have no interest in reading in English. Additionally, they find that their learners struggle with a certain forms and content levels, which prevents them from being able to share their thoughts in a way that is relevant, correct and clear.

This research seeks to explore the effectiveness on integrating literary texts into EFL curricula as a means to engage students in authentic and meaningful language use, also it aims to assess the impact of literature writing tasks on students' creativity through expressing themselves fluently.

Therefore, the researcher will try to investigate the following research questions:

- 1- To what extent could literature improve the learner's writing skills?
- 2- What are the most effective strategies for enhancing EFL students' writing skills through literature?

The above mentioned research questions lead to formulate the following hypotheses:

- 1- Students might explore literary texts, and therefore, be able to write appropriate extended essays.
- 2- Integrating literature activities and exercises into the EFL curriculum will improve the students' writing skills.

General Introduction

The use of multiple methods for collecting data serves as a means to confirm the accuracy of the present study, and to form substantial evidence.

The current study includes three chapters. The first chapter discusses some key-concepts used in the work; it highlights the reading and the writing relationship, as well as the impact of using literary texts in the writing classroom. On the other hand, the second chapter deals with introducing the research methodology and design. The first part of the chapter describes the research method and the target population. Meanwhile, the second part focuses on the processes and instruments employed in the study as well as the data collection process.

The last chapter is based on the analysis of the data gathered from the research instruments (questionnaires and interviews). Additionally to the discussion and interpretation of the results. Moreover, providing some recommendations and suggestions based on the collected data.

The current research has a few limitations worth mentioning. Firstly, the study's findings are limited because most students showed little interest in responding to the questionnaire, leading to a small participant group. Additionally, the research does not delve into the subject within its specific context, partly because not all interviewed teachers were specialized in literature, potentially affecting the depth of the study's insights.

1.1 Introduction

The students reading and writing skills can significantly improve when literature and writing are integrated. The main benefit of incorporating literary texts in a composition class is that it provides invaluable sources to improve the learners writing skills. Hence, the first part of this chapter aims to provide readers with an overview about writing techniques and strategies as well as the different uses of literary texts in EFL contexts.

1.2 Definition of Writing

Aside from listening, speaking, and reading, writing is one of the four language abilities that are taught in language classes. The act of turning thought into written language is known as writing (Tiwari, 2005, p. 120). In other terms, writing is the act of putting thoughts, feelings, or ideas into words and putting them on paper. Students must have a sufficient amount of thoughts, organize them effectively, and express them in a suitable manner when writing. Writing, according to Nunan(2003, p. 88), is the mental labor of creating ideas, considering how to express them, and organizing them into sentences and paragraphs that are understandable to a reader.

Writing is regarded as an active process that combines higher-order self-regulated thought processes with lower-order transcription skills like planning, sequencing, and topic expression (Berninger at al, 2002). It is necessary for the writer to convey the writing's substance in a strong composition while taking the readers' comprehension of the writing into account.

In addition, writing is the act of communicating by using written language as a medium or instrument, according to Suparno and Yunus (2008, p. 1). There are at least four components to written communication: the author acting as the message-bearer, the writing's message or substance, the writing as a medium or channel, and the readers acting as the message's recipients. It serves as a means of interpersonal contact.

Writing is a creative activity by its nature. Written products frequently come from thinking, drafting, and revising processes that call for specific skills that not every person naturally acquires (Brown, 2003, p. 335). Since writing is a comprehensive skill that supports vocabulary, grammar, thinking, planning, editing, revising, and other elements, it has long been recognized as a critically important skill in the teaching and learning of English as a foreign language (EFL). Due to their interdependence, reading, speaking, and listening abilities can all be improved through writing (Saed and Al-Omari in Yunus, and Chien2014, p. 88).

Based on the explanation provided above, it can be concluded that writing is the process of coming up with ideas, considering how to express them, and organizing them into sentences and paragraphs with the intention of indirectly communicating with other people. Students are given the opportunity to express their thoughts through language in writing.

1.3 The Importance of writing

Writing is an important skill that students need to master because it enables them to think critically and thoroughly in order to create quality writing. Writing is an essential part of education, a means of support, and a foundational skill in our culture. Students who study writing will gain information on how to write well, how to express ideas, and how to communicate their thoughts in writing with others. Learning writing holds significant importance, as emphasized by Harmer (2004: 31–33) It allows students the luxury of time for thoughtful expression, unlike the time constraints of spoken conversation. This extended reflection time enables students to carefully choose the right words to convey their ideas and offers a chance to review grammar. Additionally, writing promotes precision in language use as students navigate the challenges that arise during the writing process. It serves as a valuable tool for reinforcing language skills, with a particular emphasis on grammar. Furthermore, writing serves as an effective warm-up for various tasks, encouraging idea generation before students are tasked with constructing sentences. It also integrates seamlessly into larger activities, such as role-playing or language practice, where students create brief dialogues to enact. It extends to questionnaire-style exercises that require students to formulate questions for their peers. Lastly, writing plays a crucial role in assisting with various tasks, particularly those related to speaking and listening, equipping students to excel in a range of language-related assignments.

As a conclusion to the explanation above, the writing skill is crucial to be learned. The act of writing allows someone to express verbally his thoughts, emotions and ideas, in addition to solving and improving other language-learning abilities.

1.4 The Nature of writing

Nunan (2003:88) asserts that writing requires both physical and mental effort. Writing production is, the physical act of transferring thoughts or words to some medium. Writing, on the other hand, is the mental process of creating ideas, considering how to communicate them, and organizing them into sentences and paragraphs that will be clear to the reader.

Writing usually has two masters: the writer and the reader. When a writer wants to express something, it indicates that he wants to convey a thought or emotion. The reader, on the other hand, needs to have ideas expressed in specific methods, so writing also impresses the reader.

It is a procedure as well as a product. Writers imagine, plan, draft, edit, study, and reread their works as part of the process, often repetitive and occasionally disorganized. The product is ultimately what the audience sees, whether it is a teacher or a larger audience, is a product an essay, letter, story, or research report. These comparisons may only appear to be clever or practical ways to simplify the broad concept. They actually identify the source of many conflicts and misunderstandings regarding writing and writing instruction.

It can be concluded that writing is a complex process that enables writers to explore their thoughts and ideas, make them visible and concrete, arrange them according to a set of rules, and communicate them clearly to others, whether informally or formally. Writing is an activity that uses structures, lexical items, and ideas in the form of paragraphs. so that the reader can understand the words the author intended to convey.

1.5 Difficulties of writing

Like all learning problems, difficulties in writing can be devastating to a student's education. Heaton (1975) stated that writing skill is complex and sometimes it is difficult to teach. Not only grammar and rhetorical devices, but also conceptual and judgmental elements, must be mastered. As students' progress, they are increasingly expected to express what they know about many different subjects through writing. A student won't be able to write quickly and fluently enough to excel as these demands rise if they don't acquire some fundamental skills. In fact, for students struggling with writing problems, the writing process itself interferes with learning. Students find it complex to stay motivated when facing such difficult odds.

The use of language aspects or abilities in writing, such as punctuation, spelling, grammar, lexicon, and so on, is the fundamental factor that makes writing challenging. The process of putting words on paper in a structure similar to an outline that has been prepared with appropriate style and vocabulary and the main ideas arranged in some often on the correction of mechanical and grammatical errors, according to Jordan (1997), is often confusing.

Bryne (1988) divided the problems that make writing challenging into three categories. Linguistic difficulty comes first. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have completely monitoring. The second, called PhysiologicalDifficulty focuses more on how difficult it is for writers to receive feedback and direct contact from readers while they are writing. This challenge primarily centers on the challenge of developing written material or compositional content. The third is cognitive difficulty. Writing must follow official guidelines for things like capitalization, punctuation, spelling, and paragraphing.

1.6 Writing and language skills

The ability to use a language for communication is not only a single, unified skill; rather, much recent thinking has divided language ability into four separate skill areas: listening, reading, speaking, and writing. According to Harmer (2007), there is an integration between writing and other skills. Speaking and writing are considered as active skills, whereas listening and reading are considered as the receptive skills. Receptive abilities are typically learned first when learning a new language, followed by the practical use of productive abilities.

The students need these four skills because if a learning process lacks one of them, the outcome will not be complete. Without the support of receptive abilities, productive ones cannot exist. In addition, Moffett (1976) believes that since there is a relationship of integration between the skills, learners need to exercise all of the roles and relations of the communication structure. Additionally, he claims that people learn speaking, listening, and reading skills before they acquire speaking, writing, and reading skills.

1.6.1 Writing and Listening

There is a relation between the writing skill and the listening one, Irene Lurks Clark (1981) states that, an effective writer expresses his thought and transforms it in various ways based on the reader's requirements. She believes that the audience concept, (a technique that has not yet received much attention), has an influence on writing skill because when students listen to their own writing and the writing of their classmates, they can make additions or deletions in addition to improving their writing skill. Additionally, Clark believes that effective hearing to written works during the revision stage, where students receive constructive criticism on their drafts, aids students in fixing their errors.

1.6.2 Writing and Reading

Writing and reading are two different language skills; the first is productive or encoding, while the latter is receptive or decoding. One supports the other since they are complementary skills. Moreover, these are the primary language abilities taught in both mother tongue and foreign language classrooms. Reading has always been regarded as an early-acquired skill that should be prioritized in early schooling. For the last three decades, the majority of North American researchers have maintained this viewpoint. However, Julie Jensen (1999) suggested that "writing during the early years is a natural gateway to literacy" (p.26).

Researchers now believe that very young children can learn to write before they can read and that writing, because it is more easily learned and quickly retained, "naturally" precedes reading, according to a compilation of responses from twenty-four prominent scholars that she made from those cited most frequently in Anne Dyson and Sarah Freeman's (1991) chapter on "Writing" from *The Handbook of Research on Teaching the English Language Arts*. Most literacy specialists appear to agree that writing is the gateway to literacy

In fact, literacy education that promoted the integration of reading and writing has existed since the late 1800s, despite the idea of the reading-writing relationship being a relatively modern one (Quinn, 1995). The National Education Association published a study in 1894 stating that reading and writing skills development were equally important (Applebee, 1974).

Moreover, psycholinguistic-based theories such as Goodman's (1967) "Whole Language Approach" had really pushed the reading-writing relationship to a significant level in the 1970s and 1980s. According to the Whole Language Approach, ultimate literacy results from active reading and writing (Goodman, Smith, Meredith and Goodman, 1987). The idea of reading-writing integration also inspired literacy scholars in the 1980s to further study the connections between reading and writing and to develop process models of both processes.

1.6.3 Writing and Speaking

It has long been believed that the relationship between speaking and writing is primarily unidirectional, with speaking serving as the basis for writing. In other words, a child's ability to articulate meaning through written language depends on how well-versed they are in spoken language. Moreover, the contribution of voice to the growth of second language writing has been recognized (Weissberg, 2006). Yet, Kantor and Rubin suggested that there is a reciprocal relationship between speaking and writing (1981). They asserted that writing has historically been thought of as a more advanced code that emerges from speech. The latter needs less overt instruction than writing development, but writing still needs guidance to explain the connection between speaking and writing in more detail.

In EFL classrooms speaking practices are thought to support writing proficiency. According to Florez and Hadaway (1987), oral language development can affect writing behavior, but oral language proficiency ratings might not accurately predict how well learners will perform in written composition. Other researchers have studied how writing affects speaking. Silva (1990), for instance, points out that writing generally follows a standardized form of grammar, structure, and vocabulary that is inextricably linked to the pattern of spoken words. As a result, writing exercises can increase students' awareness of sentence structures when speaking and improve their speaking skills.

1.7 Definition of Literature

In general, literature is defined as beautiful work, whether written or spoken. The reason why literature is called "literature" is because of its origin, which comes from Sanskrit, which means literature. "Su" means beautiful, while "literature" means "books, writings and even letters". Etymology, from the second meaning of the word, it can be concluded that "literature or literature" means beautiful writing.

Sugihastuti (2007, p. 81-82) asserted that authors utilize literature as a medium to share their thoughts and experiences. The purpose of literature as a form of media is to link the author's ideas with the reader. Literary works may also express the author's opinions on various issues he has noticed in his environment. The author describes many social phenomena that have occurred in society and are re-presented in various shapes and methods in order to convey the social reality to the reader through the text. Additionally, literary works, particularly those written in narrative form, can entertain, increase knowledge and deepen the reader's understanding in a unique way. so that the reader understands the message without impressing him.

Literature, in Ahmad Badrun's opinion, is an imaginative art form that uses language and other lines of symbolism. Based on the opinions expressed above, literary works are a form of expression used to put authors' unique and imaginative ideas into a piece of writing that has good language and meaning and can be appreciated by literary connoisseurs.

1.8 Benefits of Using Literature in Language Classrooms

Literature is a crucial and widely used method that teachers use in their language classrooms all around the world. It plays a significant role in the majority of educational curricula that teach foreign languages. Every day, teachers employ literary examples in their lessons to further explain grammatical concepts or other linguistic claims. However, in translation departments or classes, instructors frequently give their students literary texts to translate into their native languages, such as short stories, novel chapters, epistles, or any other literary genres that provide opportunity for learners to recognize all the parts of grammar, lexical, semantic, pragmatic, or any other linguistic skills they have acquired in other classes, accurately.

According to McKay (1987), literature is the ideal vehicle for expressing all of grammar's components and the perfect setting in which to put newly acquired abilities to use in order to develop learners' linguistic knowledge. Additionally, learners and students at all levels naturally read and appreciate literary books, which increases their drive to engage with the texts more deeply and, as a result, results in considerable improvements in their reading skills. More reading, according to McKay, means furthering one's thoughts and enlightenment, which notably improves students' capacity to communicate their ideas more frequently through writing and thus offers the best opportunities for practicing the language.

However, many researchers and language scholars have been drawn to the value of literature and the crucial part it plays in supporting the process of learning foreign languages. According to Enkvist, you must thoroughly study and understand literature if you want to speak a language effectively and understand all of its aspects. Foreign languages are not simply learned through books, vocabulary lists, or phone books; rather, reading long stories, plays, and poems helps language learners learn a language more effectively. He argues that literature and language are integrated and complementary in many ways, and that learners cannot fully understand a language without some knowledge of literature (MacCabe, 1985).

Furthermore, according to (Zyngier, 1994) and (Povey, 1972), literary works enable readers to develop a greater awareness of language and to create new worlds. Those readers construct these worlds using the language of the authors or literary texts. As a result, students perform the author's speech and recreate their goals or messages in their own words, which is undeniably a good way for them to practice their language skills and put the grammar knowledge they have learned in language lessons to use. Additionally, they assert that literature expands our grasp of language by demonstrating the precise and complicated grammar used in literary works as well as their sufficient and unnoticeable use of vocabulary. Therefore, it is reasonable to assert that teaching literature in language classes is becoming a global and a rapidly developing phenomenon.

On the other hand, students will find it annoying if the language lesson materials are only language-based, boring, and devoid of any aesthetic values of art. As a result, rather of fully engaging in their lessons, which provide an appropriate and expected learning environment, they will only lose their interest in learning. As a result, and in line with Short and Candlin's (1984) assertion, incorporating literary texts into language instruction gives the lessons a fresh perspective and ups the fun factor in the class.

Aside from the fact that many students enjoy literature by nature and wish to read or study literary works since, on the one hand, it merely entertains them, on the other hand, as they explore the stories, they have a strong desire to understand the texts completely and are extremely interested in learning more about the characters or the plot, which leads them to hunt up new words and, in turn, enriching their vocabulary.

1.9 The Impact of Literature on Improving the Writing Skills

Literature can serve as a model to enrich the students writing. As suggested by Stern, there are three primary writing processes of literature: controlled writing, guided writing, and reproducing writing. Stern (1983) notes that controlled writing, which is primarily used at the beginning writing levels, frequently used in arbitrary ways to practice particular grammatical structures and rules, such as changing a passage from third person to first person from the perspective of the characters. However, guided writing activities may be more appropriate for ESL/EFL students with intermediate proficiency. In this form of writing or writing complete sentences which, when placed together, recount or summarize the example. The learners' literal comprehension of the literary work will be aided by the guided writing exercises that are used with the learners.

Finally, Stern (1983) suggest these strategies; like paraphrasing, summarizing, and adapting to include in the reproduction of the model writing. Students must use their own words to paraphrase what they read in print while this method. It is crucial to use paraphrasing because it is intended to help the learners in understanding a text. Another method involves summarizing literary works, including plays and short stories, and organizing the events in chronological order while paying attention to the plot, setting, and characters. The students' writing will be guided by this. On the other hand, the process of adaptation involves changing prose fiction into conversation or, in the reverse, transforming a character's situation into a narrative. The students' awareness about the differences between written and spoken English is increased by this activity.

1.10 The Role of Literary Texts in Improving Writing

The use of literary texts improves learners' understanding of vocabulary words and sentence structure (Wright, 1997). Pavey (1967) and Marquardt (1968) assert that literary texts are filled with impressive examples of linguistic forms. According to McKay (1982), reading improves interaction with texts by helping readers decode the language. Exploring literary works not only "contains real content. However, it also serves as a driving force for writing and exposition (Gajdusek, 1988; Spack, 1985).

According to Langer (1997), language learners may find literary texts to be a useful source of inspiration, and they enrich the sources of classroom activities. Students' ability to think critically and interpret information can be developed by literature. For example, impressing the students by an inspiring story or a beautiful poem that leaves a lasting effect on their hearts. Literary texts in dialogue also erase some components typical language instruction and encourage the learners to employ their own originality.

Reading literary texts helps the students acquire all languages and become more intellectual since they provide real-world vocabulary and grammatical structure examples. According to Maley (2001), the language used in literary writing is much more varied than the sample used in textbooks. According to Collie and Slater (1994), students can learn how to create sentences, use a range of sentence structures, and connect concepts in writing. Additionally, Widdowson (1975) noted that students are inspired and motivated when they are exposed to literary language and they focus on and learn about linguistic conventions. As a result of this exposure, they gather a variety of linguistic uses in particular situations.

Literary texts provide students with practical materials, and their use in language lessons helps students learn faster, develop their basic thinking, and improve their social skills (Shtepani, 2012, p. 13).

1.11 Features of Literary Texts

The motivation of students to read and write, as well as their overall reading and writing skills, can be increased by using literary texts. According to Gajdusek (1988), literature involves two features:

1.11.1 Internal Coherence:

Internal coherence in literary text serves as an effective tool to enable the learners to build linguistic skills. In order to build an internally cohesive meaning, each line is related to each other. This facilitates the reader's comprehension.

Literally, the word "coherence", means to hold together, a paragraph is said it has coherence when its sentences are woven together or flow into each other. 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. (McCrimmon, 1967, p. 120).

When each sentence in a paragraph is connected to the topic sentence, which serves as the paragraph's main point, and when each sentence flows logically by applying a transition, the paragraph is considered to be coherent.

1.11.2 Conscious Patterning:

Literary texts work to reveal reoccurring patterns of sounds, meanings, and structures. By studying and identifying those patterns, the reader gets involved with the text (reader-text interaction) and increases both his communicative and interactional ability. Additionally, literary texts use language to build a real or imagined reality. Conversations and symbols, for instance, are used to describe various emotions and reactions of life situations.

As a result, students will have the opportunity to share their own situations, feelings, interpretations, and improving their general writing abilities. Literary writings serve as a source of information and a vehicle for knowledge, according to Musalat (2012), where one can discover the beauty and variance of the language. Furthermore, Ibnian (2010) and Neranjani (2011) list a few characteristics of literary texts:

- a. Plot: the framework and flow of interconnected events that make up the story.
- b. Theme: The central message or the concept of the literary work, as well as its underlying meaning.
- c. Characters are the people who are often the subjects of a story's writing.
- d. Setting: Generally speaking, this relates to the location of the literary text; the time period and geography both contribute to defining the setting that the work takes place in.
- e. Style is the method of expression the author employs, or "how" things are said. Word choice and language usage that express the writer's ideas in a specific manner, including imagery, metaphor, symbolism, and sound devices like alliteration, rhyme, rhythm, etc.

1.12 Improving Writing through Literary Activities

Engaging in literary activities can enhance writing skills in multiple ways. According to the author Stephen King, reading and writing regularly are crucial components of becoming a writer. By reading extensively, writers can expand their vocabulary, gain exposure to various writing styles, and learn different techniques. Additionally, participating in writing groups, workshops, and contests can provide writers with valuable feedback, as noted by many successful writers. Such feedback can be particularly helpful in identifying areas for improvement and refining writing skills.

As suggested by the renowned poet and author Maya Angelou, literary activities offer a supportive community where writers can share their stories and ideas, experiment with different writing forms, and develop their unique voice. Overall, literary activities provide writers with a platform to grow and refine their writing skills, connect with other writers, and find inspiration to continue writing.

When planning a lesson, language teachers for young children must consider the education of the whole student as well as the simple teaching of a language system. The systematic selection of classroom activities relies on the core of this obligation. According to Phillips (1993), some considerations to bear in mind while creating exercises for the learners in language classes utilizing literary texts as a source material which are:

a. The activities ought to be clear enough for the students to comprehend what are asked about.

b. The task should be within their abilities; it should be both practical and enough engaging for them to feel satisfied with their work.

c. The exercises should be performed primarily verbally (e.g., reading aloud, reciting). The majority of class time will be spent on listening activities with young students.

4. With young children, written exercises should be utilized sparingly.

Games and songs with actions, exercises requiring a complete bodily response, tasks requiring coloring, cutting, and pasting, simple, repetitive stories, and straightforward speaking exercises are the types of activities that are most effective.

1.13 Methods for Conducting Literature in Language Classroom

The suitable selection of literary texts is essential to the efficient use of literature in English literature. It's crucial to choose literary texts with simple stylistic elements and subjects that the students are familiar with. Unfamiliarity with a language and culture is definitely a frequent experience shared by the majority of English language learners. Therefore, any literature that addresses either of these ideas should be extremely relevant to them (McKay, 1982, pp. 531–532). Text selection is an important factor (Maley, 2001, p.184) in turning literature into a tool for linguistic progress, individual growth, and cultural appreciation. Collie and Slater (1994) asserted that a student's choice of text will be dependent on their needs, interests, and cultural background.

When conducting literature in a writing class, there are several methods that engage the students to develop their writing skills which are the following:

a. **Closereading:** Close reading is a way of paying attention to language, to form, to the details of the text, and to what those details might mean (Outka,2013). By asking the students to write about their observations and interpretations of the text and how they relate to their own writing.

b. **Comparative analysis:** This method involves comparing and contrasting two or more pieces of literature. You can ask your students to identify similarities and differences in writing styles, themes, and techniques and use them as inspiration for their own writing. As Bates (2015) claimed that, Comparative analysis is a powerful tool for exploring literature, helping to identify similarities and differences, connections and patterns across texts.

c. **Group discussions:** This method involves facilitating group discussions around a piece of literature. By encouraging the students to share their thoughts, opinions, and interpretations of the text and how they relate to their own writing. Hall (2015) asserted that"Group discussions allow sharing and exploring perspectives and interpretations to enrich the understanding.

d. **Writing exercises:** This method involves using literature as a starting point for writing exercises. For example, writing a short story or poem inspired by a particular piece of literature. Writing exercises help the students to develop their own style, and creativity, also deepening their understanding of literary methods and themes, Alison(2014).

e. **Writing assignments:** This method involves assigning writing assignments based on the literature. Asking students to write a literary analysis or a creative response to the literature, encouraging them to use what they learned from the literature.As mentioned by Elbow, P. (2012) , Writing assignments help students to develop their analytical abilities, while also fostering their own creativity and expression.

1.14 Rationale for Using Literary Texts in EFL Classroom

Literary language is beneficial for language teaching and learning because it serves the crucial function of revealing creativity, self-awareness, and interpersonal awareness through the use of that language in a literary context.

The importance of literature in mastering and developing various aspects of the English language is multifaceted because it fosters understanding of grammar, awareness of language, pragmatic and sociolinguistic proficiency, educational, linguistic, and psychological competencies, and emphasizes culturally authentic literary texts in EFL curricula (Alasmari and Rabb Khan, 2018). As literature is regarded as the greatest form of expression of the target language in EFL classes, literary texts and literature in general are important for achieving educational objectives as well as language learning (Alasmari and Rabb Khan, 2018).

Incorporating literary texts into the EFL classroom offers a multitude of benefits for language learners. According to experts, these texts provide learners with a diverse range of vocabulary, grammatical structures, and language patterns, which can improve their overall language proficiency (Smith, 2019). Additionally, literary texts are instrumental in promoting cultural understanding and awareness by introducing learners to the history, traditions, and social issues of English-speaking countries. As Dr. Johnson suggested, literary works act as a "window into the cultural experience of a people," making it easier for learners to comprehend the diverse perspectives that exist in the world (Johnson, 2020). Moreover, reading literature encourages learners to think critically, analyze and evaluate ideas, and develop their opinions on complex topics (Brown, 2018). Finally, literary texts can help learners develop their emotional intelligence, empathy, and self-reflection, leading to their personal growth and development (Garcia, 2021). Overall, these benefits highlight the significance of using literary texts in the EFL classroom.

1.15 Reading Literary texts

According to Eskey (2002), reading is the process of learning new information from a written or printed text and applying it to what one already knows to derive the meaning of the text as a whole. Additionally, reading literary texts keeps the students' attention by providing them with relevant and authentic material.

Reading literary texts has numerous benefits that can enrich an individual's understanding of the world and improve language skills. One of the primary benefits of reading literary texts is that it can expand cultural awareness by exposing readers to diverse beliefs, customs, and values. As noted by Chimamanda Ngozi Adichie, stories have the power to both dispossess and to empower, and can break the dignity of a people or repair that broken dignity. Therefore, reading literary texts can help readers understand the experiences of others, develop empathy, and challenge their own assumptions.

Another benefit of reading literary texts is that it encourages critical thinking. As Toni Morrison once said, chaos contains information that can lead to knowledge - even wisdom. By analyzing literary devices such as plot, character development, and symbolism, readers can develop their ability to think critically and interpret complex ideas. Thus, reading literary texts can help readers navigate complex ideas and develop a deeper understanding of the world around them.

In addition to expanding cultural awareness and encouraging critical thinking, reading literary texts can also promote empathy. According to Rowling, imagination is the power that enables us to empathize with humans whose experiences we have never shared. Through reading works of literature, readers can imagine themselves in the shoes of characters from different backgrounds, leading to increased empathy and understanding.

1.16 Criteria for Selecting Literary Texts

In terms of pedagogy, Lazar (1993, p.48) proposed three essential criteria to consider when selecting a literary text. These include the course's framework, the students' personality types, and factors related to the material itself.

The level of students, or which class year, is determined by the type of course. The instructor must differentiate across class programs (Beverly and Zakaluk, 1998). The content of the second, third, and fourth year programs is complementary rather than similar. The teacher must also explain the benefits of studying a particular theme or topic as well as a piece of literature. This is to be specified in the official syllabus, however it may be a bit modified depending on other course requirements and circumstances, the teacher's background, and any critical local department needs.

More than this, the course's intensity(Lazar). This involves requesting how many sessions and hours are provided for the course and the session. Whether lessons are provided after the training is another consideration. If so, the teacher will frequently set off one lesson for managing the course material and another for handling literary text, allowing him to use extensive texts.

Age is a significant factor in a student's type since it affects how interested they are in the topic they are reading. For instance, mature students might not enjoy very simple short stories. By using standard questionnaires or open panels, the students' hobbies and interests are also considered here. Hobbies and interests must be taken into consideration because they increase motivation and may foster a lifelong love of a literary text. The students' nationality, as well as their cultural or ethnic background is another factor in this case.

The acceptance of the thoughts and topics that a writer discusses or presents will be affected if this critical necessity is not achieved. Here, the teacher should stay clear of subjects that could hurt or insult students' feelings, denigrate their cultural conventions and personal values, or create instability and division (McRae, 1991). Lastly, teachers are advised to ask students about their prior experiences with reading literary texts in order to assist them. It is important to take into account literature written in the students' native language since, if it is used by the teacher, it may be beneficial in boosting the study of foreign literature.

1.16.1 Pedagogical Criteria for Selecting Literary Texts

Literary texts can be chosen using a variety of standards and criteria. In order to use literature as a tool for linguistic improvement, psychological growth, and cultural appreciation, it is essential to choose the right texts, according to Maley (2001). The successful use of any form of representational materials requires careful text selection, according to McRae (1997, p. 49). The needs, cultural background, and language proficiency of a given set of learners should all be taken into consideration when establishing the selection criteria for a text. (1994), Collie and Slater.

a. Cultural Background: The learners' cultural background is one of the criteria mentioned by Lazar (1993:52). The selection of criteria is greatly influenced by prior cultural experience, which is essential for understanding the text. In addition, students will understand and remember more if they have greater prior knowledge. (Pearson and Gordon 1979)

b. Linguistic Proficiency: Language Proficiency: A student's language proficiency, or the ability to speak and perform in the language, affects literacy acquisition. Therefore, consideration must be appropriate to the level and type of the language learner, either a First Language Learners (L1) or a Second Language Learners (L2).

c. The Student's Literacy Background: A literacy text must be chosen, based on the learner's prior literacy experience. The ability to "read, write, spell, listen, and speak" is defined as literacy by Louisa (2000). Most students learn English as a second language, therefore accepting the learner's native tongue will help them progress toward Standard English, which is crucial for the development of literacy. Based on Deipit's assertion that "an educator should acknowledge and validate the student's home language without using it to limit students' potential" (p. 293), this is said. Vocabulary and syntactic complexity are seen as indicators of student comprehension when taking into account the type of students whether L1 or L2 learners (Hetherington, 1985).

1.17 Conclusion

The use of literary texts as a tool and a motivation to advance the writing skills of EFL learners was the focus of the study's first part. In addition to different connections between reading and writing, as well as a general overview of writing skills was covered. An emphasis was placed on the integration of literary texts as a resource in the EFL writing classroom since EFL students are expected to learn both the structural and communicative aspects of the language. Additionally, the second section of the study provides some additional insight into the various benefits of literary texts.

2.1 Introduction

This chapter focuses on the methodology of the study, particularly the research design. It details the research techniques employed to investigate the attitudes of EFL students toward the use of literature as a means to enhance their writing skills, which directly aligns with the research questions introduced in the General Introduction. The chapter begins by explaining the data collection procedures, including the distribution of questionnaires to second-year students in the English department and interviews conducted with three teachers from the same department. Additionally, it provides insights into the methods used for analyzing both qualitative and quantitative data.

2.2 Research objectives

One of the skills that language learners need to master is effective writing. They must understand that writing may be used to connect and affirm, protest and defend, demand and declare, inform and persuade. Poor language skills affect learning in an educational context. The improvement of the writing skills is one of the main purposes that concern university EFL students, since they are supposed to respond to different writing assignments. Some students struggle to explore and formulate ideas, share information, and participate in debates because they cannot clarify their own thoughts and communicate them to others.

Additionally, students' writing indicates problems with language use, including issues with sentence structure, word choice, and the connection of ideas. These issues can lead to a lack of clarity in the writing and give the reader an unclear perspective. Through the use of English literary texts, the current study intends to help students in improving their writing skills. It often helps students explore, express, and explain their thoughts in structured patterns while also assisting readers in understanding the meaning behind their writing. As a result, in order to make a meaningful whole, EFL students need to be able to communicate in sentences that are organized and coherent.

2.3 Research Method

We have chosen to use a mixed methods approach to conduct investigation in order to get the adequate data for our topic. It focuses as a methodology on gathering, examining, and combining quantitative and qualitative data in a single study. Its main concept is that using both qualitative and quantitative methods to get her provides a better perceive of research problems than using each method individually (Creswell and Plano Clark, 2007, p. 5). A mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process, according to Dornyei (2007, p. 163), who defines it in the same light. In contrast to using only one research method, such as qualitative or quantitative research, we have chosen a mixed method approach for our study in order to gain a better understanding of the topic.

2.4 Context and Setting of the Study

2.4.1 Instruments of Data Collection

The act of obtaining data for a research work is known as data collection. A variety of tools are used to gather data, which are carefully selected in order to achieve particular objective and provide clear answers. The research uses a combination of two different methods to investigate the same context with similar findings. Furthermore, the collected data are based on the student's questionnaire as a primary instrument and an interview as a second one. In case study research, using different data collection methods is typical to confirm the data's accuracy and create strong evidence. For the purpose of this study, both quantitative and qualitative data are equally important. Quantitative design has provided the researcher with numerical data that can be measured. Meanwhile, the qualitative method has enabled the researcher to establish a clearer picture of the role that literary texts play in improving EFL students' writing abilities. As a result, the present work uses a mixed method approach, which combines both quantitative and qualitative methods.

2.4.2 Sample and Participants

The investigation is done in a real setting. Specifically, in the English department of Moulay Taher University of Saida during the academic year 2022–2023. Thirty (30) second year English students represent the target population for the study. These students have been selected randomly. Our study adopts a random sampling method for its sample design. According to Biggam (2011, p. 132), random sampling is the process of selecting a sample of the population totally at random. That is to say, there is an equal possibility for the selection of each second-year student.

2.5 Writing Skills and Literature in the EFL Classroom

EFL Writing in English is a requirement for students in their core subjects, including civilization, linguistics, phonetics, and more, in order to complete various tasks, projects, and reports. Therefore, students must understand more than the structural aspects of the language, as well as the communicative ones. Second-year EFL students are given three hours per week of written expression instruction in the writing classroom. They first study the three components of a paragraph's structure, which are the topic sentence, the supporting sentence, and the concluding sentence. Then, various types of essays are introduced to EFL students that serve different purposes such as, argumentative, compare-and-contrast, letterwriting, and other styles.

By the end of the academic year students are supposed to learn different writing criteria. On the other hand, second-year EFL students take a module in literature that is taught for an hour and a half each week. The purpose of teaching literature is to increase students' critical reading and thinking skills, their literary competency, and their understanding of the cultural context of the literary works. During their study of various literary periods, such as Romanticism and Modernism, EFL students are exposed to many British and American literary writings.

2.6 Procedure of Data Collection

A questionnaire and an interview are both used to gather the appropriate data needed to respond to the study's research questions. Second year students are first given a questionnaire to fill out. The students are handed over a questionnaire and asked to respond according to their thoughts and experiences about the use of literature as a teaching tool for improving their writing abilities. After analyzing the collected data from the students, interview questions are developed in order to conduct an in-depth interview with teachers who work in the English department. These interview questions are prepared taking into account the students' responses to the questionnaire in order to obtain opinions on the impact of using literary texts on writing skill. Thus, the mixed method approach is the appropriate for conducting this research.

2.6.1 Questionnaire

A questionnaire is designed in accordance with the literature review in the first chapter of the present dissertation in order to collect enough data for our investigation. It is meant to learn more about the background, perspectives, and attitudes of the students toward the topics covered in the theoretical section. A questionnaire is a collection of structured questions that the researcher uses to collect data from respondents' responses. It is defined by Fink (2013) as "a written set of questions or statements that are administered to individuals or groups in order to gather data on their attitudes, beliefs, values, behavior, or experiences."

Question Sequence: The researcher gave consideration to the question-sequence when creating the questionnaire in order to ensure the quality of the respondents' replies. The order of the questions is done so as to prevent misunderstandings and to improve the chance of obtaining more reliable data. In order to preserve the respondents' motivation to react to the questions, open-ended questions are delayed toward the end.

2.6.1.1 Formulating the Questions

The researcher tries to avoid complex and confusing questions, because any misunderstanding of the questions may affect the reliability of the data. Additionally, the researcher refrained from asking leading questions that would have influenced the informants' attitudes or points of view. The language of the questions is then carefully considered, simple and familiar words are used according to the students' level, and ambiguous meanings are avoided. A self-administered questionnaire was created for second year English students.

The distribution of 35 questionnaires resulted in the collection of 30 of them. The purpose of the questionnaire is to gather data on the student's attitudes towards the effect of using literature to improve their writing skills. It consists of ten (10) questions, which are divided into two categories: open-ended questions, which ask students to provide their own answers, and multiple-choice questions, which require selecting one answer among the given options. The questionnaire has three parts:

- a. Student's reading habits and their perception of the impact of literature on writing skills.
- b. The influence of literature on writing style and the potential ways for using to enhance the writing skills.
- c. Challenges and suggestions for effective incorporation of literature into writing instruction.

The qualitative data are gathered through open-ended questions that provide the students the chance to express themselves in their own way about literature as a learning tool to improve their writing skill, as well as their benefits and drawbacks. The quantitative data are gathered using multiple-choice questions in order to gain more information about students' attitudes towards literature as a writing tool.

2.6.2 Teacher's Interview

The interview was conducted at Moulay Taher University in Saida, specifically with three English department teachers. We performed the interview to see how using literature could improve students' writing abilities. The interview consists of (05) five questions which were asked face-to-face with the concerned teachers.

2.6.2.1 Setting and Participants

The interview took place at Saida University, specifically, as was previously stated. It was carried out in a structured way with three (03) English language teachers from the English department. The interviewer's inquiries on the teacher's experience with teaching literature were kindly answered by the teachers. The interview was conducted face-to-face with the participants. The interview lasted from 10 to 30 minutes, and it included open-ended questions.

2.7 Procedures of Data Analysis

The reliability of the instruments for valid data cannot be proven without a studied procedure, i.e. testing the tools before applying them, as was noted after discussing the research tools.

2.8 Research Design

The present study's design was mixed-method since it covers both qualitative and quantitative research methods. In the first phase of the study, the researcher conducted a student questionnaire with 30 EFL students, and in the main phase an interview session with three EFL teachers from Moulay Taher University was held. The study was conducted using the following research design:

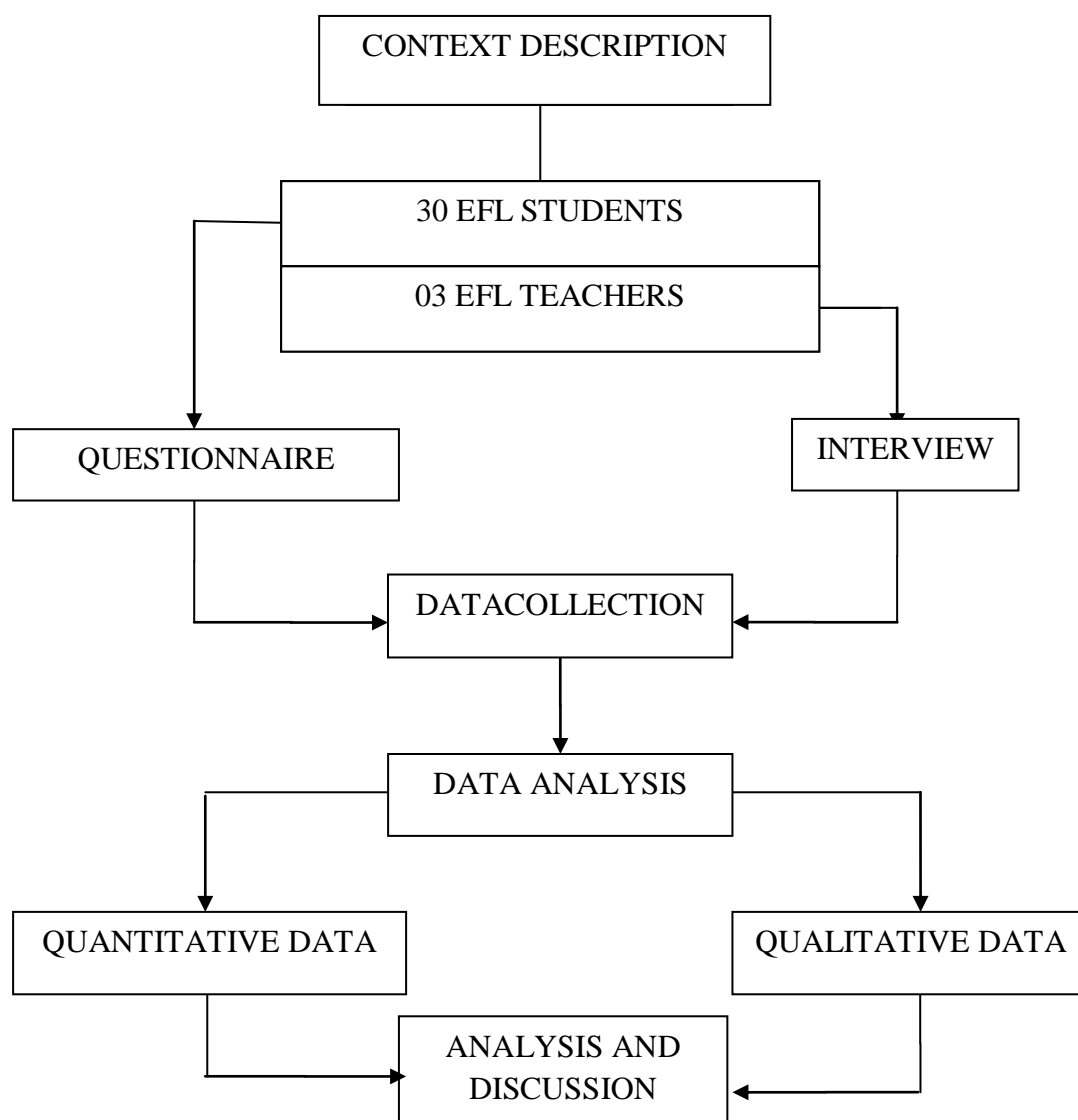


Figure 2.1 Design of the Research

2.8.1 Qualitative Analysis

The aim of the qualitative analysis is to investigate, describe, and collect facts in order to reach conclusions on the effectiveness of applying literary texts in writing classes. In this study, the researcher analyzed the data gathered using a qualitative methodology. In the current study, answers were first gathered, and then analyzed, finally, conclusions were to be detailed through an in-depth analysis about the issue in concern.

2.8.2 Quantitative Analysis

The acquired data is analyzed using a quantitative approach. Tables, bar graphs, and pie charts are used to transfer and translate them into various formats. The goal of the quantitative analysis is to analyze respondents' answers and draw conclusions regarding the role that reading literary texts plays towards helping students improve their writing skills. This indicates that the quantitative approach of data analysis gives the researcher numerical information that is helpful in comparison and drawing conclusions. Additionally, data is gathered, analyzed, and computerized for statistical analysis.

2.9 Limitations of the Study

This research was done on a very small sample of students, as well as on a very small number of questionnaires. As a result, it is unlikely that the conclusions obtained will be decisive. Additionally, since the sample size was rather small, the researcher had little room to possibilities for comparing or contrasting other factors that might affect the study's outcomes, such as the students' proficiency level, familiarity or exposure to English-language literary texts, gender, or age group.

Three EFL teachers from the students' university made up the second group of participants. One teacher of written expression and two teachers of literature modules were divided into two groups. However, teachers of the other modules would be given a chance in future studies, to collect more data concerning the use of literary texts in the writing classroom. Furthermore, as there isn't a precise EFL syllabus at the university level, the researcher encountered difficulties collecting and analyzing various written expression and literature programs. Therefore, it is up to the teachers to decide what is relevant and suitable for their students' needs and interests.

2.10 Conclusion

The study's research design has been discussed in this chapter. First of all, the research method, participants, and population sample were presented. Then, it described the methods for gathering data, which included the interview and questionnaires. A questionnaire was used to collect the quantitative data for the analysis, and the qualitative data analysis is used to interpret the interview. With the support of the analysis, we were able to learn more about the students' attitudes about the impact of using literature to improve their writing abilities.

3.1 Introduction

The previous chapter described the sample population, the methods and design of the present research work. Meanwhile, the current one will gather facts and examine the information obtained, in addition to the data collected from the various research instruments discussed earlier enabled the researcher to gather a significant amount of knowledge regarding the use of literary texts in writing classroom. Moreover, main findings of the study are presented, and translated into different forms such as: tables, paragraphs and pie-charts.

3.2 Analysis and Interpretation of the Findings

The focus of this chapter is discussion and interpretation of the findings through the students' questionnaire and the teachers' interview.

3.2.1 Analysis of the Student's Questionnaire

During the second term of the academic year 2022–2023, the questionnaire was given to 30 students. It is used in the current work to gather student opinions and perspectives on how literature can be used to improve writing skills as well as to support the research hypothesis that students will be able to write appropriate extended essays when exploring literary texts.

Section one: Reading habits and preferences

Question 1: How often do you read literature in English?

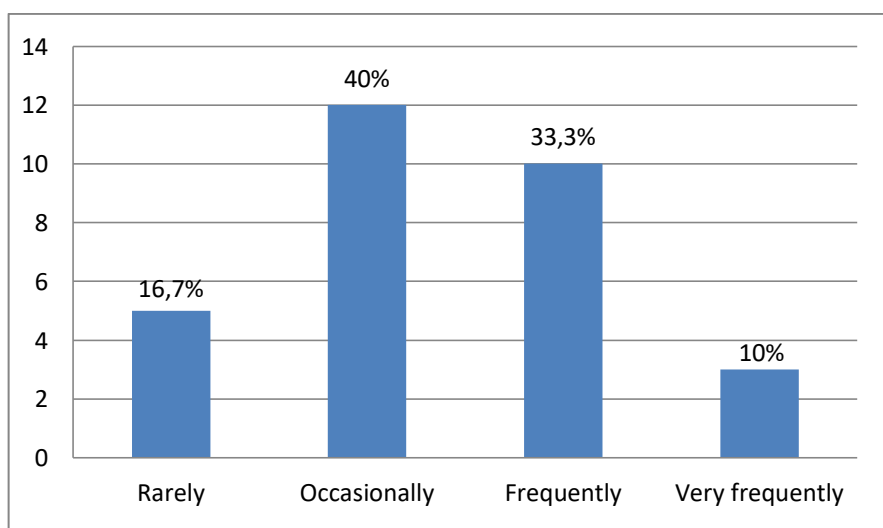


Figure 3.1 Students' Interest in Literature

As shown in the diagram above, there are twelve (12) students representing (40%) who occasionally read literary works, ten (10) students representing (33.3%) who frequently practice reading, and five (05) students representing (16.7%) who read rarely. Only three (03) participants representing 10% of the total have indicated that they read very frequently.

Question 2: what types of literature do you prefer to read?

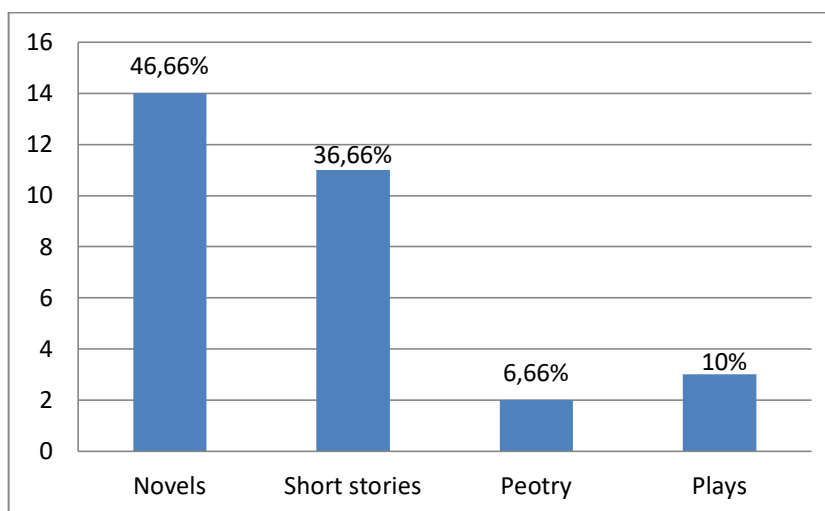


Figure 3.2 Students' Preferred Types of Literature

From the diagram above, we can see that fourteen (14) of the students representing 46.7% prefer to read novels, whereas eleven (11) of the students representing 36.7% prefer to read short stories. Three (03) of them, or 10%, said they prefer reading plays. The remaining two learners (02), or 6.7% of the class, are interested in reading poetry.

Section two: Benefits of reading literature

Question 3: Do you find reading literature helpful in improving your writing skills in English?

Options	Frequency	Percentage
Yes, itsignificantlyhelps	15	50%
It somewhathelps	08	26.66%
No, it doesn't really help	04	13.33%
I'm not sure	03	10%
Total	30	100%

Table 3.1 The Impact of Reading Literature

According to the results represented in the diagram above, fifteen (15) of the participants, or (50%) think that reading literature helps them to improve their writing skills, eight (08) of the students representing (26.7%), think that reading literature helps them somewhat, and four (04) of the students, or (13.3%), claimed that reading literature is not a help for them. Three (03) of the students, or (10%), were unsure about the impact of literature on improving their writing abilities.

Question 4: How does reading literature influence your writing skills?

Options	Frequency	Percentage
Expands the student's vocabulary and develops the grammatical structure of their writing	21	70%
Exploring different writing techniques	05	16.7%
Literature has no effect on their writing abilities	04	13.3%
Total	30	100%

Table 3.2 The Influence of Literature on Writing Skills

We notice from the table that the majority of the students, twenty-one (21) representing (70%), admitted that reading literature serves as a way to improve their writing skills as it gives them the opportunity to expand their vocabulary and develop the grammatical structure of their writing. Five students (05) representing (16.7%) responded by exploring different writing techniques such as descriptive writing, while the last four (04) students who represent (13.3%) believe that literature has no effect on their writing ability.

Question 5: Have you noticed any improvement in your writing skills since incorporating literature into your language learning?

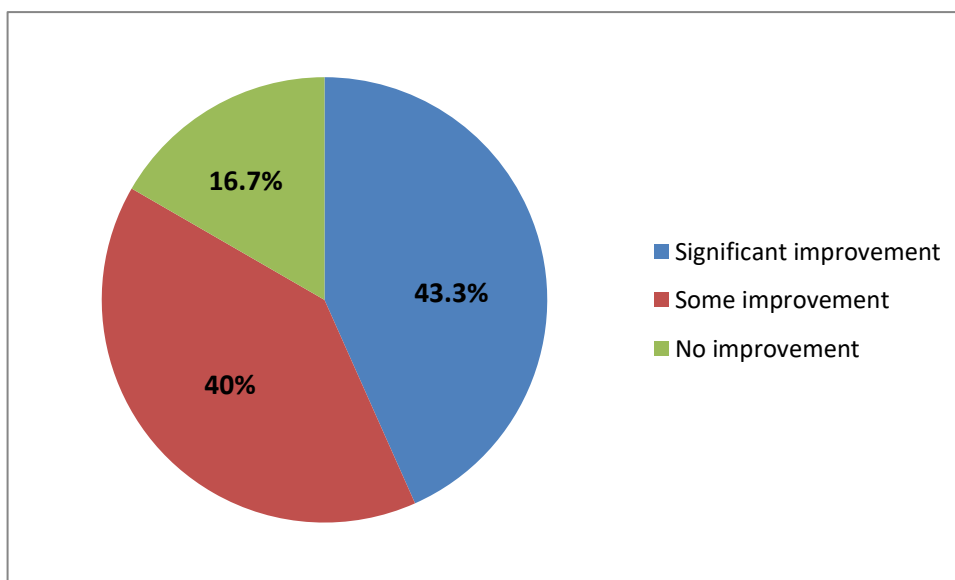


Figure 3.3 The Improvement of Writing Skills through Literature

The analysis of the data reveals that thirteen (13) of the students (43.3%) affirm that their writing has significantly improved as a result of incorporating literature into their language learning and twelve (12) of the students (40%) have noticed some improvement in their writing performance. Five (05) students who represent (16.7%) affirm that they haven't seen any improvement.

Section three: Using literature for writing enhancement

Question 6: How do you think literature can be used to enhance writing skills in English?

Options	Frequency	Percentage
Analyzing and discussing the writing techniques	16	53.33%
Practicing writing using literary devices	07	23.33%
Developing writing skills through writing essays	04	13.33%
Imitation of the author's writing styles	03	10%
Total	30	100%

Table 3.3 Ways to Enhance Writing Skills through Literature.

As it is apparent on the table above, students were asked to explain how literature might improve their English writing skills. sixteen (16) of the participants representing (53.3%) affirm that literature serves as a tool to enhance the writing skills by analyzing and discussing the writing techniques used in literary works. Whereas seven (07) of them which represents (23.3%) considered practicing writing using literary devices and storytelling as a way to improve the writing abilities. Four students (04) representing (13.3%) believe that literature is beneficial to develop writing skills through writing essays on the themes and characters of the literary texts. But only three (03) students, or 10%, said that imitating authors' writing styles is helpful to foster the writing capacities.

Question 7: Are there any specific challenges you face when using literature to enhance your writing skills?

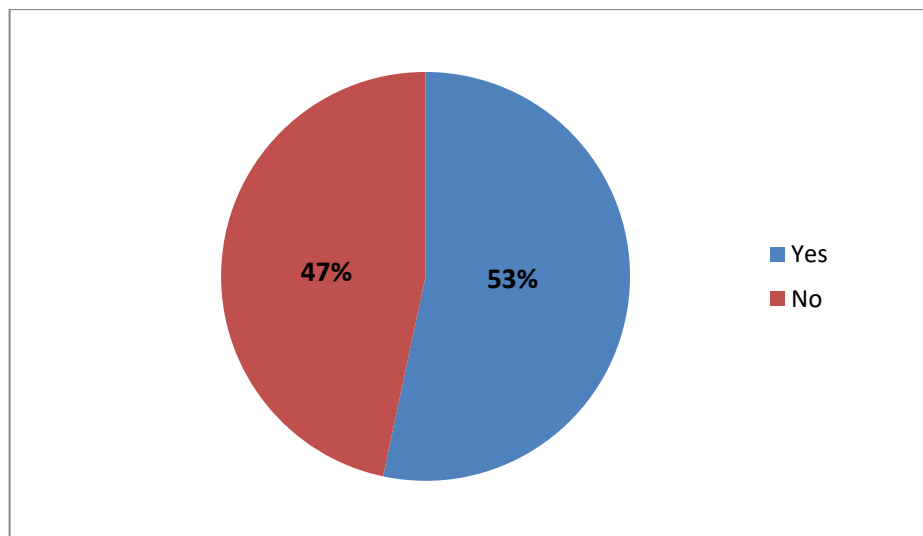


Figure 3.4 Students Opinions on Literature Challenges

The students' responses indicate that sixteen (16) of them representing (53.3%) stated that they have faced challenges when using literature to advance their writing abilities while fourteen (14) of them (46.7%) didn't face any challenges.

Options	Frequency	Percentage
Difficulty of vocabulary	06	37.5%
Understanding and analyzing the deeper meaning of the text	06	37.5%
Other challenges	04	25%
Total	16	100%

Table 3.4 Challenges Faced when Using Literature

As seen above from the participants' responses, six (06) of the participants, or (37.5%) of the total, mention "difficulty of vocabulary" as an obstacle they have encountered when reading literature to increase their writing skills. Six (06) students representing (37.5%) mention the issue of understanding and analyzing the deeper meaning behind the text. However, the other four (04) participants representing (25%) suggest other challenges.

Question 8: What strategies or resources have you found helpful in overcoming these challenges?

Options	Frequency	Percentage
Peer feedback	15	50%
The teacher's guide	09	30%
Other strategies	06	20%
Total	30	100%

Table 3.5 Strategies to Overcome the Challenges

The participants' responses which are presented in the table above demonstrate the variety of strategies used to overcome the previous challenges. Peer feedback is regarded as a strategy by (50%) of respondents, or fifteen (15). Nine (09) others (30%) affirm that the teacher's guide such as writing assignments related to the literature being studied is a useful method. While the other six (06) students, (20%) suggest other different strategies such as imitating the authors style.

Section four: Suggestions and interests

Question 9: What suggestions do you have for incorporating literature more effectively into writing instruction?

Options	Frequency	Percentage
Reading and writing activities	11	36.66%
Simulating the authors	09	30%
Other suggestions	10	33.33%
Total	30	100%

Table 3.6 Suggestions for Incorporating literature into Writing Instruction.

As it is apparent in the table above, students were asked for suggestions while incorporating literature into writing instruction. Eleven (11) of the participants, (36.7%) offer reading and writing activities for assisting an effective writing process. Whereas nine students (09) presented by (30%) suggest simulating the authors as a helpful method to incorporate literature into writing instruction. The remaining ten (10) or, (33.3%) students have offered other suggestions like teaching students about various literary devices.

Question 10: Would you be interested in participating in workshops or activities focused on integrating literature into writing practice?

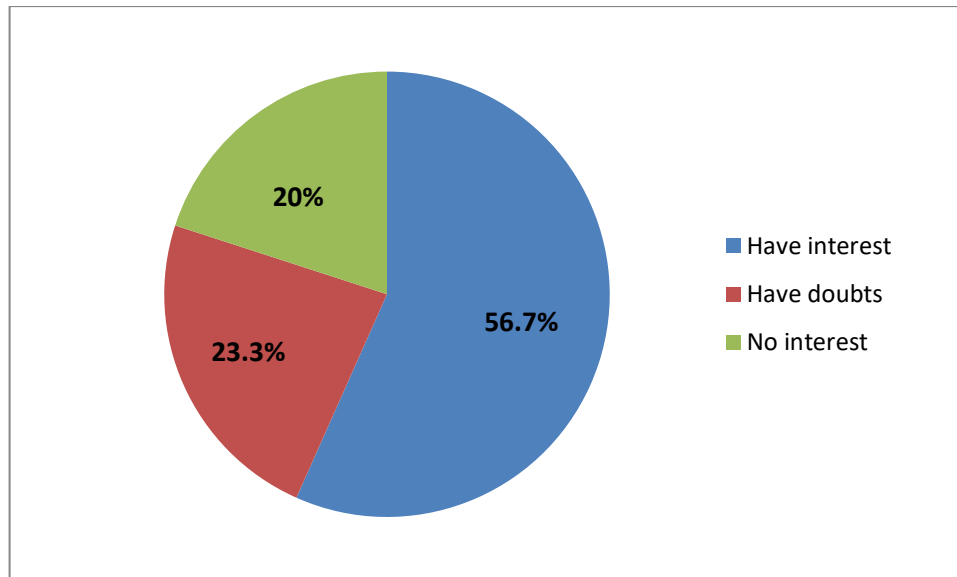


Figure 3.5 Interests in Participating in Workshops and Activities.

The students' responses indicate that seventeen (17) of them representing (56.7%) have interest in taking part in workshops or activities related to the integration of literature into writing practice. However, seven (07) of them representing (23.3%) have some doubt about the previous idea. Six (06) learners, (20%) were not interested.

3.2.2 Analysis of the Teachers' Interview

Item one: The effect of integrating literature into EFL classroom

Teacher 1

Integrating literature into the EFL classroom often leads to enhanced language acquisition and vocabulary development. Exposure to authentic texts exposes students to diverse language structures, idiomatic expressions, and vocabulary usage. Analyzing and discussing literature encourages students to engage with the language at a deeper level, which can result in improved comprehension and communication skills. Additionally, encountering unfamiliar words in context fosters a more organic approach to vocabulary acquisition, as students can grasp word meanings through the context of the narrative or dialogue.

Teacher 2

In most cases, integrating literature into the EFL classroom tends to increase student engagement and interest in writing. Literary texts can captivate students' imaginations and provide a relatable context for writing assignments. When students connect with the themes

and characters in literature, they are more motivated to express their thoughts and ideas through writing.

Teacher 3

Integrating literature into the EFL classroom is not only about improving grammar skills. While exposure to literature can certainly enhance grammar understanding, it also fosters creativity and critical thinking. Literature encourages students to explore complex themes, analyze characters' motivations, all of which require creative thinking. Additionally, students often engage in literary discussions, debates, and creative writing assignments, which promote both grammatical proficiency and creative expression.

Item two: literary genres which are suitable for improving EFL students writing skills

Teacher 1

Exposing EFL students to various literary genres as long as it's in English is a powerful approach. Helping them become adaptable writers by exposing them to a wide range of writing styles, themes, and vocabulary. This method encourages students fostering creativity and linguistic diversity in their writing.

Teacher 2 and 3

The two teachers seemed to share the same idea which deals with the suitability of novels and short stories for developing the students' writing abilities since these forms of literature allow students to practice storytelling, character development and plot structure within a more compact framework

Item three: Challenges when conducting literature into the writing framework in EFL classroom

Teacher 1

One significant challenge that teachers encounter when integrating literature into the EFL writing framework is limited vocabulary exposure. Literary texts often contain advanced or specialized vocabulary that may be unfamiliar to EFL students. This can lead to frustration and hinder comprehension, making it essential for teachers to provide scaffolding support.

Teacher 2 and 3

The common challenge for both teachers is guiding EFL students in complex literary analysis and interpretation. In addition to helping them grasp the deeper meaning of literary

texts. Literary works often contain complex themes, symbolism, and cultural references that may not be immediately apparent to EFL students.

Item four: Suggestions for effective incorporation of literature into writing instruction

Teacher 1

Encouraging discussion when incorporating literature into writing instruction is a crucial suggestion. Classroom discussions create an environment where students can actively engage with the literary text. Through guided questions and structured discussions, students can explore various interpretations of the text, share their thoughts, and analyze its themes, characters, and plot. These discussions not only enhance their comprehension of the literature but also stimulate critical thinking and communication skills.

Teacher 2

Design writing assignments that are directly related to the literary text. For example, ask students to write character analyses, summarize the plot, or craft creative responses inspired by the text. This ensures that literature serves as a springboard for writing practice. This connection between literature and writing tasks not only reinforces comprehension but also encourages students to apply literary techniques, themes, and inspiration to their own creative and analytical writing.

Teacher 3

Invite students to connect personally with the text. Ask them to relate the themes or characters to their own experiences, which can inspire more meaningful and authentic writing. Additionally, personal responses allow students to bring their unique voices and cultural backgrounds into their writing, fostering a sense of ownership and individuality in their work.

Item five : the impact of incorporating literature into the EFL classroom

Teacher 1

One significant impact of incorporating literature into the EFL classroom is the enhancement of students' language proficiency. Exposure to authentic language usage in literary texts helps students expand their vocabulary, improve their grammar skills, and develop a deeper understanding of sentence structure. They learn to use language in context, which ultimately contributes to their overall language proficiency.

Teacher 2

Incorporating literature promotes cultural awareness among EFL students. Literary texts often provide insights into the culture, history, and societal norms of the English-speaking world. Through literature, students gain exposure to different cultural perspectives and experiences, fostering empathy and a broader cultural understanding.

Teacher 3

Literature encourages critical thinking skills of EFL students. Analyzing and interpreting complex literary works requires students to think critically, make connections, and draw conclusions. These cognitive processes not only deepen their comprehension of the text but also improve their problem-solving abilities and analytical thinking, skills that are transferable to various aspects of their language learning.

3.3 Results Interpretation

In the following section, the major results collected from each research instrument will be discussed in relation to the previous raised hypotheses.

To develop this research work, the researcher had proposed a set of hypotheses. It was suggested as a first hypothesis that the use of literary texts in EFL classroom enhance the students' writing skills. After analyzing the results of the questionnaire and the Interview proves this hypothesis because the teachers confirmed that utilizing literature in the EFL framework since it improves the students' language acquisition and grammar skills in addition to increase their interest in writing. On the other hand, the students seemed to be more interested, motivated, and engaged to use literary texts because they were totally agreed that it has positive effects on their learning process. These results nullify the first hypothesis.

In the second hypothesis, the researcher suggested that integrating literature activities and exercises into the EFL classroom would enhance the students' writing abilities. The obtained results have proved this hypothesis. The majority of teachers and students stated that conducting literature activities into the classroom serves as a tool to develop the learners' writing abilities through expressing their thoughts and ideas in addition to encouraging their critical thinking skills.

Finally, most of teachers and students sustained that the use of literary texts enhances the students' writing skills especially in EFL classroom. They recognized the importance of its use inside the classroom.

3.4 Recommendations

In the light of the findings of this research work, the researcher provides some suggestions for the improvement of the integration of literature in enhancing the learners' writing abilities. Hence, based on the analysis, it is considered very important to make the following recommendations:

First of all, to improve EFL students' writing skills, it's crucial to offer a wide range of literary texts. This includes classic novels, contemporary short stories, poems, and essays from various cultures and backgrounds. Diverse selections not only expose students to different writing styles and perspectives but also broaden their vocabulary and cultural awareness. This exposure encourages students to experiment with different literary techniques in their own writing, making their compositions more nuanced and engaging.

Secondly, incorporating analytical writing exercises alongside the study of literature can significantly enhance EFL students' writing abilities. Encourage students to critically analyze the literary texts they read. Ask them to write essays or reports that delve into the themes, characters, and writing styles of the texts. This process helps students develop their critical thinking skills and articulate their ideas effectively. Moreover, it fosters a deeper understanding of the texts, which can be applied to their own creative or academic writing.

Finally, establishing a culture of peer workshops and constructive feedback is vital for improving EFL students' writing skills. After students have completed writing assignments inspired by literature, organize peer review sessions. Peer feedback offers diverse perspectives and can help students identify weaknesses in their writing. This collaborative approach not only strengthens writing skills but also encourages communication skills.

3.5 Conclusion

The current chapter presented the data gathered from two different research tools: students' and the teachers' interview. The ongoing study focused on the analysis of the collected data both qualitatively and quantitatively. It was followed by a discussion of the main findings obtained from all the results of the research instruments which led us to confirm our hypotheses. All the hypotheses suggested in the General Introduction are confirmed. The results in this study show that students have responded positively and have enjoyed using literary texts as a tool to improve writing skill. Therefore, based on the results obtained, the current chapter presents a brief explanation about some solutions and suggestions that had been recommended by the researcher which supports the successful integration of literature in EFL context.

General Conclusion

Writing in a second or foreign language is becoming recognized as being crucial for educational, occupational, and even personal reasons. However, some EFL learners have specific challenges while expressing their ideas and speaking clearly and correctly. As a result, it will be difficult for readers to understand the text and identify its meaning.

This dissertation has investigated the students' attitudes towards the effect of using literature as a tool to improve their writing abilities while studying English as a foreign language. It attempts to find out students' perspectives towards the utilization of literary texts. It has also sought out to determine the effectiveness of its use and the factors that influence it as an encouraging tool for learning.

The first chapter is devoted to the literature review on the relationship between reading and writing ability. After that, it discusses how EFL students can benefit from reading texts, by learning new ideas and knowledge. The researcher provided a detailed description of the research methodologies, sample population, instrumentation, and the different procedures employed in the study in the second chapter of the study.

Moreover, the third chapter covered the analysis of data gleaned from teachers' interviews and student questionnaires. Aside from that, providing recommendations based on the data obtained. The chapter is ended by confirming the hypothesis and answering the questions stated at the very beginning of the research.

According to the findings of the investigation, it is suggested that EFL teachers should first select a suitable literary work. Then, teachers need to offer their students a variety of writing tasks that might stimulate their interest. Furthermore, it should be noted that flexibility on the part of teachers will make these activities successful and will inspire learners to master the language and write about it.

It should be mentioned that the current research has certain limitations, including the small sample size of only 30 second-year students. Future research should focus on the primary source of writing skill development which is reading literary texts in order to better demonstrate the impact of employing literary texts in learning instruction.

Last but not least, it should be noted that the results are not generalisable, and further study is required in the field of using literary texts as teaching materials to improve learners' writing skills through investigating other writing classes and various language proficiency levels.

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Appendices

Appendix A: Students' questionnaire

This questionnaire is an attempt for gathering information needed for the accomplishment of a Master dissertation. It aims at exploring the use of literature to enhance the students' writing skills. I would be grateful if you could spend some time to answer the following questions.

Please, circle the appropriate answer and justify it whenever it is possible:

Section one: reading habits and preferences

1) How often do you read literature in English?

- a) Rarely b) occasionally c) frequently d) very frequently

2) What types of literature do you prefer to read?

- a) Novels b) short stories c) poetry d) plays

Section two: benefits of reading literature

3) Do you find reading literature helpful in improving your writing skills in English?

- a) Yes, it significantly helps b) it somewhat helps
c) No, it doesn't really help d) I'm not sure

4) How does reading literature influence your writing skills?

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5) Have you noticed any improvement in your writing skills since incorporating literature into your language learning?

- a) Yes b) no

Section three: using literature for writing enhancement

6) How do you think literature can be used to enhance writing skills in English?

- a) Analyzing and discussing the writing techniques.

- b) Practicing writing using literary devices.
- c) Developing writing skills through writing essays.
- d) Imitation of the author's writing styles.

7) Are there any specific challenges you face when using literature to enhance your writing skills? If yes explain

- a) Yes
- b) no

Explain

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8) What strategies or resources have you found helpful in overcoming these challenges?

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Section four: suggestions and interests

9) What suggestions do you have for incorporating literature more effectively into writing instruction?

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10) Would you be interested in participating in workshops or activities focused on integrating literature into writing practice?

- a) Yes, definitely
- b) maybe
- c) no, not interested

Thank you for your contribution.

Appendix B: Teachers' interview

Q1) How can literature be effectively integrated into EFL writing classes?

Q2) Which literary genres are most suitable for improving EFL students' writing skills?

Q3) What is a potential challenge when using literature to teach writing?

Q4) What suggestions do you offer for incorporating literature into writing instruction?

Q5) How can incorporating literature into the EFL classroom positively impact the students level?