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The Use of Literary Texts as a Teaching Tool to Enhance Learners' Writing Skills: Case of 2nd Year EFL Students at Tlemcen University

Extended essay submitted to the Department of English as a partial fulfillment of the requirements for the degree of Master in Didactics and Assessment in English Language Education

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Dedications

This work is dedicated to the candles of my life
«Lovely Parents» who are my source of inspiration, and who continually provide me
with their moral, spiritual, emotional, and financial support.

May ALLAH protect them.

To my fiancé, my sisters Amel, Sarah, Nesrine, Souheyla and my brother Ahmed

Djawed

To all my family, my friends and to all those who love me.

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Abstract

Writing in a foreign language is a complex task mostly for all language learners. Learning to write correctly and coherently is something that EFL learners (at university level) still unable to manage. EFL learners at Tlemcen University face many obstacles when they write an essay and they suffer from the lack of motivation which discourage them from promoting their writing abilities. In addition, they face certain difficulties in communicating their ideas, and expressing themselves in a coherent and an organised manner ; that is to say, they do not use the language appropriately. Thus, this study aims at investigating the importance of the inclusion of literature or literary texts in enhancing English language skills particularly writing skill. Additionally, the purpose of this research work is to acknowledge the merits of literary texts as one of the effective mediums for enriching EFL students' vocabulary and promoting their writing abilities. In this case study two research instruments were used: a questionnaire for 2nd year EFL students and a structured interview for EFL teachers. The collected data were analysed both qualitatively and quantitatively. The results revealed that there is a great awareness on the benefits of using literary texts for the sake of developing students' writing abilities.

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List of Acronyms

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

ICT: Information and Communications Technology

General Introduction

General Introduction

Literature was one of the primary sources for teaching English for a long time in the past. For instance, literary texts used to be among the best tools in Grammar translation method. Later on, with the emergence of Structuralism and more attention was given to daily speeches, dialogues and conversations. The remarkable transformation of the teaching-learning methods of English as a Foreign Language (EFL) confirms that it has gone from the demand for the literary text, to its effective entry into the classroom as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation).

At the present time, the role of literature as a treasured technique and source of authentic model of language use has enjoyed an outstanding place as well as popularity in the domain of ELT. Teaching literature in EFL/ESL classes is deemed to be powerful and a valuable instrument. Realizing this increased value, many educationalists have raised vital debates of how literature can serve as a useful complement to EFL curricula for the advantage of learners and teachers. Research has thus led to the birth of flourishing ideas, including models and strategies of using literary genres to teach and develop EFL students' language skills.

Researchers affirm that reading, namely reading literature, plays a major role in the improvement of writing skill in terms of vocabulary. 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 literary and the linguistic competence (the knowledge of vocabulary) of such learners. Literature and language teaching should be linked and made mutually supportive and reinforcing. In addition to that, literary texts 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

General Introduction

techniques of reading. In addition, texts that EFL learners read have different forms (short story, novel, and novella) and content in term of vocabulary, sentences and paragraph 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

Writing in a foreign language is a complex task mostly for all language learners. Learning to write correctly and coherently is something that EFL learners (at university level) still unable to manage. EFL learners at Tlemcen University face many obstacles when they write an essay and they suffer from the lack of motivation which discourage them from promoting their writing abilities. In addition, they face certain difficulties in communicating their ideas, and expressing themselves in a coherent and an organised manner ; that is to say, they do not use the language appropriately.

The general aim behind the present research is to increase students' writing skills that help them to translate the intention to write on paper. The study aims at demonstrating that the use of literature and literary texts as a medium in the EFL classroom is useful and an academically flourishing experience in boosting students' writing abilities in terms of vocabulary enrichment. In addition to that, it aims to support EFL learners to express and communicate their thoughts to read more clearly and with a great confidence. Besides, it provides an insight into teachers' attitudes of the teaching of literature in language classrooms and its weight in developing writing and consolidating vocabulary. For these purposes the following questions have to be answered :

1. Would the study of literary texts improve students' writing skills ?
2. To what extent would literary texts help learners overcome their weaknesses and enhance their writing abilities ?

Accordingly, the following hypotheses were formulated :

1. Students might benefit from reading literary works to write their essays and they will be familiar with different linguistic forms, syntax, structure and different ways of

General Introduction

connecting ideas, hence they will develop their vocabulary and improve their own writing abilities.

2. Reading literary texts can be a powerful and motivating source for writing in EFL classes if they accompany it with writing practices.

In order to obtain answers to the previous research questions and to check the validity of the hypotheses, an exploratory case study was designed dealing with two research instruments : a questionnaire for 2nd year EFL students and an interview for EFL teachers at the Department of English.

Regarding the general layout, the current research is divided into two chapters. The first part of the first chapter is about literature, it provides an overview about the importance of English literature in EFL context. It includes the definition of literature, its features and its comparison to non-literary texts. Then, it discusses its criteria of selection in EFL classrooms. Besides, it tries to explore rational of integrating literary texts in EFL classroom. On the other hand, the second part of the chapter is devoted to the presentation of some key-issues related to the writing skills, it constitutes a definition of writing, approaches to teaching writing and reading and writing connection. Finally, the role of literature in the improvement of writing and promoting vocabulary is taken into account.

Meanwhile, the second chapter of the proposed research discusses a rather practical part that unveils the research methodology used by this research, and the different instruments in data collection. It tends first to introduce the research work objectives and methodology. Later, it elecites the details related to the sample population used on the current study, followed by the research instruments used to collect data which include students' questionnaire and teachers' interview. Moreover, the data will be interpreted and linked to the research questions and hypotheses. The research ends up by some suggestions and recommendations.

CHAPTER ONE

Review of the Literature

Chapter One: Review of the Literature

1.1 Introduction

1.2 Definition of Literature

1.2.1 Features of Literary Texts

1.2.1.1 Internal Coherence

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1.8.2 Literature as Subject Matter for Writing

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1.1 Introduction

Scholars believe that literature is a valuable medium and a didactic resource for teaching and learning foreign languages. Moreover, it has been proved that it is a powerful and motivating source that fulfills the four skills in general and writing skill in particular in which combining literature and writing can develop both reading and writing abilities. Hence, this chapter offers a literature review relevant to literature and writing in EFL context. It deals with the presentation of literature as a stimulus to reinforce EFL learners' writing skill. In addition, it explains the writing skill and will demonstrate the value of reading literary texts in both building vocabulary and enhancing writing.

1.2 Definition of Literature

There are many different definitions of literature. Within the field of foreign language teaching, for example, teachers, syllabus designers educationists and even foreign language (FL) learners themselves define literature in different manners and from different points of view. In its most wide sense, Moody (1971) defines literature as an umbrella term that is used to express in words some special aspects of human experience. While Rees (1973) describes literature in narrow sense as writing which expresses and communicates thought, feelings and attitudes towards life. Broadly speaking, literature is defined as one of the valuable authentic materials that can be used in language teaching and learning. Furthermore, a clear definition of literature was presented in the encyclopedic dictionary (1994) as writing that is believed to be an art form, or any single writing thought to have an artistic or intellectual essence, especially poetry, drama and fiction. From this perspective, Serir (2012, p. 10) summarizes three major genres of literature in the digram below:

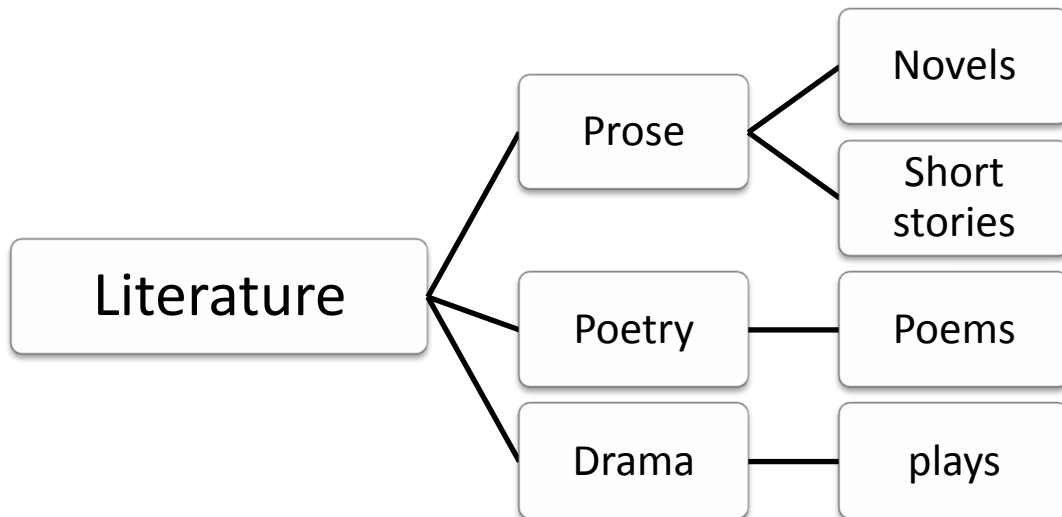


Figure 1.1 Literary Genres

The diagram above elucidates the most familiar genres of literary texts which lie in: prose (generally fiction, includes, fables, or non-fiction such as autobiographies, biographies, and non-fiction essays), poetry (in form of verse; in rhythmic and artistic lines and patterns) and finally drama (commonly; plays; tragedy, comedy, or tragic-comedy).

Arthur (1968) defines literature from a teaching point of view, and he says that literature is the use of language effectively in suitable conditions. This stresses the fact that literary texts make “use of language”, thus, instructors in the foreign language classroom are expected to embrace the method according to their students’ level, and in an adequate context of the events. Accordingly, literature becomes the key asset of teaching and learning a language. Moreover, literature provides students with an incomparably rich source of authentic material over a wide range of registers. If students can gain access to this material by developing literary competence, then they can effectively internalize the language at a high level (Elliot 1990:198). Yet, not only defining literature has been the key concern of many literary theorists and researchers, but also discovering its features and its comparison to non-literary texts.

1.2.1 Features of Literary Texts

Literary texts have a profound effect on students' reading and writing abilities as well as it can be an instrumental to improve students' writing qualities. In this context, Gajdusek (1988) claims that literature involves two features: Internal coherence and conscious patterning.

1.2.1.1 Internal coherence

Internal coherence makes literature a perfect medium for improving learners' communicative competence (Gajdusek 1988). So, all lines are related together in order to get an internally coherent meaning. By reason of the mutual liaison between utterances, the reader will be able to interpret, negotiate meaning, and generate abundant coherent texts when they are engaged to reading literary works. Accordingly, 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". That is to say, coherence aids the reader to be more pleasant and satisfying while reading a literary text. Generally speaking, in a paragraph, if all sentences are talking about the same point which is mentioned in the topic sentence, and when the sentences are following each other in a logical order through the use of transitional signals, writing can be 'unified' and 'coherent'.

1.2.1.2 Conscious Patterning

The more readers explore and discover the phrases, patterns of sounds, meaning and structures that form the literary text, the more they engage in reading and start interacting with the text (reader-text interaction), consequently, developing their comprehension and enriching their vocabulary. In the same way, Moody (1987) states that studying literature makes the world a better place; literature uses an emotive and creative language to create beauty and imagination. For instance, if foreign language learners can deduce why characters acted or wrote the way they did, they will critically analyze their characteristics until they realize that they tend to delineate their vision of human practices through an appealing and beautiful use of language. Also 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. Additionally, Ibnian (2010) identifies some leading features of literary texts:

- **Plot:** The correlated events that make up the story.
- **Theme:** The underlying meaning of the literary works and the main idea that constructs the story together.
- **Character:** The individuals that the writing is generally based upon, in a story line.
- **Setting:** Refers to the time and place in which a story takes place.
- **Style:** 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.

On the whole, keeping these features in the literary texts make them advantageous for EFL learners in order to foster their FL writing abilities in different ways and manners.

1.2.2 Literary and Non-Literary Texts

In order to differentiate between literary and non-literary texts, it is needed to take a vision about what is a text? According to the Oxford Advanced Learners' Dictionary (2000) a 'text' is defined as the author's original words. In addition, the 'text' can be written as well as spoken form. Furthermore, 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.

Literary texts are said to have importantly complex and detailed literary devices, especially metaphor and symbolism. "Metaphor and symbolism" are significant elements that enable to express the world of the mind, i.e; thoughts and emotions, and all grounded on imagination (Gibová, 2012). The figurative language, including flashback, allusion, metaphor, alliteration, personification, and symbolism distinguishes literary from non-literary because more profound meanings are used in the text through these aspects. In contrast, non-literary works are those texts that are thin on literary devices: these texts tend to offer information, facts and/or reality. They are based on everyday texts, such as scientific texts, newspaper or magazine articles,

legal texts or reports. Besides, literary texts, on the one hand, are based on vagueness of meaning, inscrutability and many interpretations, while non-literary texts, on the other hand, are characterized by precision and accurateness. Moreover, literary texts are produced to be perceived frequently or slowly and mostly appreciated by audience, whereas non-literary texts are often written to be scanned or skimmed. Therefore, it can be said that literary texts of arts include an artistic merit and aesthetic function; the literary language is beautifully written to please readers. However, non-literary texts with informational texts have the interest of giving information and they focus on the delivered message. In short, literature not only provides the aesthetic enjoyment for students, but also develops their learning experience.

1.3 Criteria for Texts Selection

Determining if a literary text is appropriate or not for EFL classes is a challenging task due to different influences on the language learning process. Correspondingly, Holden (1987) approves 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. Nonetheless, he affirms that to insure language skills' development of 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. In addition, the language teacher should take into consideration students' age, actual level, needs and interests. Collie and Slater (1994) raise this point claiming that "text selection basically depends on "each particular group of students, their needs, their interests, cultural background and language level". In relation to this, McKay (1982) alerts us that "a text which is difficult on either a linguistic or cultural level will have few benefits". It is, therefore, important for teachers to consider the difficulty of the vocabulary and syntax of the text selected. In more details, Lazar (1993) emphasizes three main factors, these include: students' cultural background, their linguistic proficiency and their literary background. As reported by Lazar, students' cultural background has the possibility to foster or frustrate their understanding of a literary text. Lazar also regards the students' cultural background, linguistic knowledge and literary knowledge as essential factors in selecting a literary text. That is to say,

language instructors should choose literary extracts or texts that are culturally, linguistically as well as literarily recognizable and familiar to learners. Furthermore, Lazar (1993) also elucidates the relationship between students' literary background and their linguistic proficiency. In other words, there is a certain correlation which exists between students' literary competence and their language proficiency. If students are bookish, constantly engaged in extensive reading in the target language, they may develop a certain amount of literary competence, which helps them understand the meaning of the text at both levels: linguistic and literary. Lazar (1993) proposes a checklist that summarizes different criteria when selecting a literary text:

Table 1.1 Checklist for Choosing Literary Texts (Lazar, 1993:47)

Type of Course	Type of Students	Other Texts –Related Factors
Level of students. Students ' reason for learning English. Kind of English required. Lenth/intensity of course.	Age Intellectual maturity Emotional understanding Interest/hobbies Cultural background Linguistic proficiency Literary background	Availability Lenth of text Exploitability

To sum up, selecting literary texts for use in an EFL classroom, teacher should take into consideration the what (the type of course they are teaching), to who (the type of students doing the course) and specific factors related to the text itself. Besides, it is important for instructors to consider the complexity of the syntax and vocabulary of the literary works selected. Thus, it can be said that the choice of suitable literary works is a basic factor to promote success in using literature in EFL classes.

1.4 Rationale for Integrating Literature in EFL Classroom

Most researchers and scholars have made a golden record to a revival to literature use as a part of language teaching and learning. For example, Ur (1999) cites that teaching literature in language classroom can be very productive as it presents instances of a wide range of genuine uses of the language and samples of good styles of writing. Literature is highly considered as a good genuine source in the EFL classroom. In the same context, Collie and Slater (1987) support the use of literature in EFL context, they outline that literature introduces learners to ‘valuable authentic material’, improves ‘personal involvement’ and supports add to readers ‘cultural and language enrichment’ as well. 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”.

Literature is considered as an encouraging tool for evolving learners’ ability to express thoughts and feelings. Following this drift, McKay (1982) shares the same view that literature should be an integral part of language learning and teaching. According to him, literature has a favorable role in EFL classes. It can be valuable in expanding learners’ linguistic knowledge both on a usage and use level. Usage includes the understanding and knowledge of the linguistic rules, whereas the use needs producing and making use of these rules to fulfill fluent and powerful communication.

The integration of literature into the EFL classes was fundamentally confirmed because this latter is known for its significance in building up students’ linguistic aspects. In the same line of reasoning, Mortimer and Doren (1972) observe the

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

Learners will learn to compare and appreciate different cultures apart from their own cultures 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.

1.5 Writing Skills

Writing is a visual representation of speech. In writing the language learner is engaged in communicating his thoughts and feelings, and the message communicated is higher and effective. Writing is a productive and interactive skill at the same time. On one hand, productive because when we write, we produce language in order to convey our ideas to others, on the other hand, it is interactive in the sense that when we write we try to fulfill a purpose and deliver a message to reader who is usually in our mind. Bjork and Raisanen (1997) argue “We highlight the importance of writing in all university curricula not only because of its immediate practical application, i.e. as an isolated skill or ability, writing is a thinking tool. It is a tool for language development, for critical thinking and, extension, for learning in all disciplines”

Brumfit (1984) states that it is generally held that learners should first master the language system in a mechanical way and only then hope to branch out on their own. That is to say, writing involves going through a number of stages which are expected to contribute in developing and strengthening students' thinking skills, because they engage them in processes such as: connecting, analyzing and evaluating ideas. Some of these processes are given below:

- i. Brainstorming (thinking of everything about the topic).
- ii. Making notes.
- iii. Writing a draft (a piece of writing that is not yet finished, and may be changed).
- iv. Editing (correcting and improving the text).
- v. Producing another draft.
- vi. Proof reading (checking for mistakes)

1.5.1 Definition of Writing

Writing is defined from different angles. According to Peter (1996) "writing is a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer". Furthermore, Sampon (1985:26) elucidates that writing is a system for representing utterances of spoken language by means of permanent visible marks. In addition, Steven (2001) stresses that no one definition of writing can cover all the writing systems that exists and has ever existed. However, he says that writing should fulfil some of the following criteria:

- I. Writing must fulfil its purpose of communication.
- II. Writing relates conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programming in such a way that communication is achieved.

Lado (1971:272) says writing is a graphic representation of a language and information is conveyed through the written medium by the use of conventional graphemes. Moreover, Elbow (181:369) thinks of writing as a kind of 'magic' that can be performed by anyone who is involved in and believes in his tale . So, the process of

translating the abstract ideas into a concrete form is the art of writing. In the same sense, Briton (1975) differentiates between three kinds of writing. **Transactional writing** which is intended to communicate, persuade or inform. Whereas the second kind of writing is **expressive writing** which focuses on the writer's feelings and experiences. The third kind of writing is the **poetic writing** which exists for its own sake to please readers, and its language is used as an art form.

1.5.2 Approaches to Teaching Writing

Since the early eighties, teaching writing has seen numerous approaches and methods crossing its way to explore the nature of writing in EFL/ESL contexts. Although none of these approaches can be considered as ideal, they have all proved to be successful in one period or another. The immediate consequence is that today there are several approaches which are competing in writing classrooms and in course books.

1.5.2.1 The Process Approach

Most research in writing pedagogy today concludes that the most effective way to teach writing is through a process approach. The process approach focuses on the process by which learners create a piece of work in that they are expected to finish their products; however, a heavy emphasis is put on the writing process. According to Nunan (1991) "the process approach treats all writing, as it includes steps in producing a written material". Coffin et Al (203: 34-34) explain the stages of process writing :

Step one : Prewriting is to find the ideas, collect information, and organize the thoughts. Prewriting strategies include brainstorming, free-writing and journal writing. After that, students begin to organize by mind mapping, clustering, and branching.

Step two: Drafting, in drafting, students develop the meaning using ideas in pre-writing strategies, narrow down the broad focus, and remove or add information.

Step three: Peer review, in this stage students seek and respond to others while a text is under development. Peer review can be in the form of oral or written comment by peers using guidelines from the teacher.

Step four: Reflection. It means that letting the piece of writing sit for a while before coming back to it with fresh mind. Reflection time allows the students to see the gaps in the writing task.

Step five: Editing and proofreading. Students should attend with the mechanic of writing, including formatting and language accuracy. The final stages include polishing the text.

The following diagram shows the stages of process writing approach.

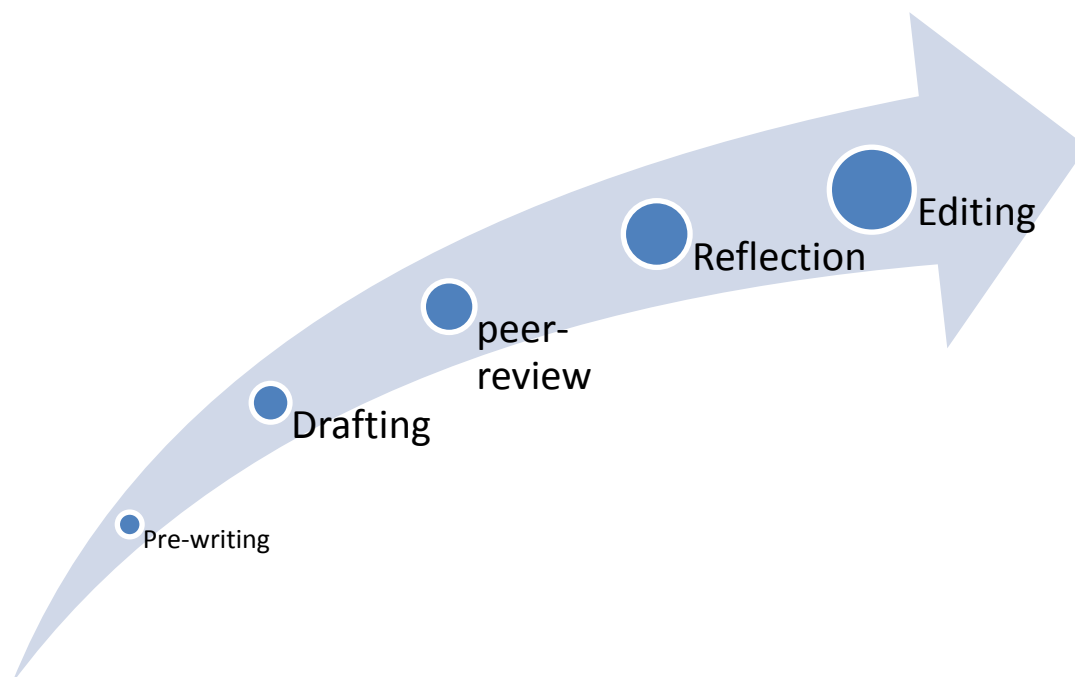


Figure 1.2 The Process Approach

It is clearly seen that the process approach is complex for foreign/second language learners. Accordingly, Stanley (1992) views the process approach as a creative act which needs time and positive feedback to be fulfilled. Within it, teachers tend to raise students' awareness of the complexity of the writing skill. Moreover, they vary classroom activities which develop students' language use; brainstorming and group discussion. Hence, learners will gain a better chance to promote their writing performances.

1.5.2.2 The Product Approach

A product approach is a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage (Gabrielatos 2002). The product approach was used in order to highlight form and syntax and the emphasis was on rhetorical drills (Silva 1990). That is, this approach focuses on linguistic knowledge with the appropriate use of vocabulary, syntax and cohesive devices. In short, writing is viewed as mainly concerned with the knowledge about the structure of language, and writing development is mainly the result of imitation of input, in the form of texts provided by the teacher (Badger and White 2000). Product Approach Model comprises of four stages :

Table 1.2 Stages of Product Approach

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

In the first step, familiarization, the teacher makes the students aware of certain feature of particular text. Afterwards, the teacher controls the students' learning activity by giving exercises on grammatical features and related vocabulary. In the next stage, guided writing, the students write a text which is similar to the model text. The last stage is the students freely write another similar text by themselves (Badger and White 2000).

1.5.2.3 The Genre Approach

Genre as an approach to teaching and learning writing is a matter of mixed approach between process and product approach. Since the 1980s, the genre approach to teaching writing has taken place under different forms in different parts of the world. It has also had different underlying goals as well as focused on different teaching situations. Hyon (1996, p. 695) says scholars in the field of genre have pictured genres as “oral and written text types” described by “formal qualities and communicative purposes in a social context”. Nevertheless, a lot of discussions of genre, as explained by Kay and Dudley-Evans (1998) use the definitions given by Swales (1990) or Martin (1984, p. 308). For Martin et al (2003), genre is “a staged, goal-oriented social process” (p. 7). It is “Social” in that people take part in genres with other people; “goal-oriented” since genres are used to have things done; “staged” since it consumes a few steps to achieve the goals wanted (p. 7-8). Swales (1990) views genre in terms of the ‘moves’ that stand for the writer’s social purpose, and comprise ‘steps’ that are optional textual parts. Furthermore, genre theorists indicate that there are a number of components of a genre, which will support the use of language selected in writing. Not only the objective of writing is the primary focus, but also “the subject the matter, the relationships between the writer and the audience, and the pattern of organization” (Bodger and White, 2000). Thus, the role of the instructor is to offer model of resources of language to smooth the path for learners’ comprehension of the context as well as the objective of writing.

1.6 Major Difficulties in Writing

EFL learners find many difficulties while writing. 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.

1.6.1 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.

1.6.2 Vocabulary

Writing in any language needs a rich vocabulary and that what makes the main difficulty in the writing skill. Seely (1998, pp. 185-186) defines the main difficulties that belong to vocabulary as follows: 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.

1.6.3 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 mean 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.

1.6.4 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.

1.6.5 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.

1.7 Reading and Writing Connection

Most linguists argue that those who read well write better. Writing and reading are two separate processes. Writing is known as ‘productive skill’ while the latter is known as ‘receptive skill’. However, they are intimately connected because they serve to better develop learning a language. Writing is the encoding of message. Simply put, it involves the translation of message into language. Reading refers to the interpretation, or the decoding of this message. Both skills go hand in hand, and function in the development of language and communication of ideas, Hyland (2003) points out that “writing together with reading is a central aspect of literacy” (p.53).

Harris (1993) also supports the valuable correlation between reading and writing skills, which appears to be useful to instructors. He affirms that reading and writing are communication skills; writers ought to get a response to what they produce. Likewise, readers ought to respond to what they read. In addition, both skills are reciprocal. Readers cannot read if writers do not write; writers cannot write if readers do not read. Furthermore, both processes help to explore the world around us. Writers can solidify writing by reading; readers can solidify reading by writing.

Following this trend, Eisterhold (1991, as cited in Sadek, 2007), supports the connection between reading and writing. He found that reading is a powerful vehicle in the writing classroom, and he reveals that “reading in the writing classroom is understood as the appropriate input for acquisition of the writing skills because it is generally assumed that reading progress will somehow function as primary models from which writing skill can be learned or at least be inferred.” (p. 202). Moreover, Williams (2003) affirms that “good writers usually are good readers and good readers are good writers.” (p. 156). Thus, it is frequently recommended to read books and passages to refine and ameliorate the writing level.

All in all, we can say that readers who read extensively with an intrinsic motivation could enhance their writing skill and improve their writing style.

1.7.1 Importance of Vocabulary in Writing

Vocabulary is defined as the knowledge of words which is regarded as a basic component for language development, and also is an important element in writing. So, Writers have to know a set of lexical items to enrich writing. Learning to write accurately requires having an effective vocabulary, even more than does learning to read. Vocabulary mastery is one of the knowledge that is crucial to learn writing. Along the same perspective, it is stated that “writing is dependent upon the ability to draw upon words to describe an event” (Corona, Spangenberg, & Venet, 1989). This means that written communication is more powerful when adequate vocabulary is used.

Enhancing the vocabulary will enhance writing performances. Sloane (1996) indicates that “the best source for teaching good writing is good books”. Thus, to

become better writers, FL students ought to read books, poems, short stories and novels that introduce them to a wide variety of vocabulary items, also, they will increase their reading abilities as well as their knowledge by reading English literature with an emphasis on vocabulary enrichment.

1.7.2 Literature and Vocabulary Building

Block and Mangieri (2009) state that literature is a valuable and undeniable material because of the merits it brings. World literature offers pleasure and fascination to readers. Involving foreign language students in reading literary works helps to promote enthusiastic readers and develop achievement. Beyond, Rosenblatt (1995) adds that “The power of literature to offer entertainment and recreation is (...) still its prime reason for survival.” (p. 175). In addition, literature is seen as a useful material of vocabulary for enriching learners’ repertoire. Many researchers as well as many teachers believe that literary texts in language teaching contexts offer benefits for learners’ vocabulary building. In the same direction, Van (2009) remarks that literature provides a vast range of dictions. Literary works are claimed to be full of organized and good selection of vocabulary items, which can develop the vocabulary knowledge among foreign language students. Lao and Krashens (2000, cited in Erkaya, 2005) research at a university in Hong Kong presents the effects of reading literary texts on vocabulary enrichment. They concluded mentioning that the profound range of learned lexical items result from reading literary works. Literature is one of the central basis of teaching vocabulary. Literature is seen as a good technique to enrich learners’ vocabulary. Moreover, Povey (1972) claims that “literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage.” (p. 187). That is, literature can be regarded as a rewarding tool to expand FL learners’ vocabulary. According to Arthur (1968), vocabulary knowledge can be increased through literary genres. This means that literature includes a useful range of vocabulary in short stories, dialogues and novels. When reading literature texts, certain features of language can be gained. Hence, reading literary genres, such as short stories and plays introduce learners to fresh unexpected uses of language, such as vocabulary.

To sum up, Vocabulary is required for an effective communication, and literature is said to be a treasured material to develop EFL learners' vocabulary. Literature is enjoyable to be read and grants a useful basis for vocabulary building.

1.8 The Role of Literature in the Improvement of Writing

Integrating authentic literary works into the EFL/ESL settings has long been revealed to benefit students' language development. Because literary texts provide advanced language learners with highly motivational material of an incomparably rich nature (Elliott, 1990, p. 191), literature enables the readers to experience an authentic language context and provides instances of different good models of writing, and also is the basis for motivating them to use it themselves in written tasks (Hill, 1986). This means that literature is considered as a good stimulus that arouses the interest and inspires foreign language students by involving them on a personal and emotional level.

Literature is a powerful stimulator for writing. According to Lazar (1993), literature is regarded as a rich and motivational material that develops students' language and interpretation abilities. Hazal (2006) claims that reading works of literature, including plays, novels and short stories is the core ingredient to produce a good writing. One of the major merits of literature is that it acts as an effective material to enrich EFL students' writing performances. Literature is seen as a key vehicle for gaining access to think and to communicate knowledge, and also to enhance the relevance of the writing proficiency through an imaginative and creative way. Frank (1995) on the other hand, points out that literature is an eminent vehicle for successful writing.

In order to stress the significance of reading genres of literature, Hişmanoğlu (2005) observes that literature can be a highly powerful material for writing; both as a model 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.

1.8.1 Literature as a Model for Writing

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

- **Controlled Writing:** which is a model-based activity, in which students are asked to rewrite passages in an arbitrary way in order to practise specific grammatical structures. For example, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character’s point of view.
- **Guided Writing:** in this model, students are required to respond to different questions or to complete sentences, and put them together to sum up or rephrase the model. Here, students complete the activity after they receive the first few sentences, or the topic sentence of a summary, paraphrase, or description. Guided writing activities help students to understand the work. In this context, Model approach is fruitful.
- **Reproducing the Model:** this exercise involves writing techniques, such as paraphrasing (requires students’ use of their own words to rephrase what they read), summarizing (students summarize realistic short stories, plays and novels in a chronological order), and adaptation of the literary work (students are required to rewrite a scene into narrative; rewrite prose fiction into a dialogue or vice versa).

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 offers to them.

1.8.2 Literature as a Subject Matter for Writing

Reading literature can be used as the subject matter for composition writing by using its content. Students can make inferences, formulate their own thoughts, and examine the text more closely for evidence to support generalizations (Hişmanoğlu, 2005). There are basically two categories of writing based on literature as subject matter: writing “on or about” literature, and writing “out of” literature. These two types help EFL/ESL students in better writing development.

1. Writing ‘*On or 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 :

Writing “out of” literature means that literary works are used as “springboard for composition creative assignments developed around plot, characters, setting, theme, and figurative language.” (Hişmanoğlu, 2005, p. 59). . This kind helps students to increase their writing experience by realizing their experiences into writing.

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

By reading works of literature, learners will gain knowledge of different features of the written discourse, including style, organization, and paragraph structure. Moreover, learners will be introduced to a wide range of vocabulary, interactive communication skills, and a large variety of creative good models of writing. Also, teaching writing through literature will offer “the technical skills of composition, the cultural knowledge within the linguistic form, and the cultural content literature has to offer” (Mueller, 1986, p. 1). So, if the literary texts are carefully chosen, they will provoke EFL students’ motivation and interest to study and read English literature

In sum, it can be revealed that English literature is an ideal instrument which can be integrated into EFL/ESL settings (Mckay, 1982; Lazar, 1993; Hismangulu, 2005; Khatib, Rezaei and Derakhshan, 2011; Rahimi, 2014). According to them, it opens doors for discussion and interpretation of challenging issues and characters,

which in turn contributes to the improvement of learners' writing skills. Moreover, it sets a solid ground for good language practice because literature creates its own world of immense range of lexical and syntactical items.

1.9 Conclusion

This chapter tackled the use of literary texts as a resource and a stimulus to develop EFL learners' writing abilities. It has also highlighted the various criteria utilized to select literary texts that teacher should use for FL learners. Moreover, the chapter has attempted to underline the significance of writing in the teaching instruction, besides the reading and writing relationship. Furthermore, this chapter has spotlighted the central role of literary works to enhance students' writing qualities. Ultimately, the significance of vocabulary gain and its weight in writing was revealed.

CHAPTER TWO

**Analysis and Discussion of
the Results**

Chapter Two: Analysis and Discussion of the Results

2.1 Introduction

2.2 Research Objectives

2.3 Methodology of the Research Work

2.4 Sample

2.5 Research Instruments

2.5.1 Questionnaire for EFL Students

2.5.2 Structured Interview for EFL Teachers

2.6. Data Analysis

2.6.1 Students' Questionnaire Analysis

2.6.2 Teachers' Interview Analysis

2.7 Data Interpretation

2.8 Further suggestions and Pedagogical Recommendations

2.9 Conclusion

2.1 Introduction

This second chapter describes the needs and opinions of EFL students by putting them under a set of questions that demonstrate real situations they have encountered in the second year, and how English teachers of Tlemcen University consider the use of literary text in EFL classes. Latter, the data gathered was interpreted and linked to answer the research questions and check the validity of the hypotheses.

2.2 Research objectives

The present research aims to investigate students and teachers' attitudes towards using literay texts as a powerful medium to develop the writing skill and enhance vocabulary. Moreover, it provides a thorough appraisal of the integration of literature into EFL classrooms. Therefore, in an impulse to offer the usefulness to this current research that is under the lenses of investigation, an exploratory research has been embraced, which is mainly provided by the use of students' questionnaire and teachers' interview. These two research instruments offered a solid foundation to gather the necessary information about students and teachers' opinions and beliefs towards using literary texts as a valuable instrument to foster the level of writing and build vocabulary.

2.3 Methodology of the Research Work

This research is based on a questionnaire and a structured interview. When objectively filled, the researcher could rely on authentic attitudes, and strategies that are undertaken by informants in their learning process. As far as the questionnaire is concerned, it is a written instrument eliciting the experiences or attitudes the same sample. It is most frequently a very concise set of questions designed to yield information about a pertinent topic (James, 1997). An interview refers to a conversation between the researcher and the informants. There are three types of interview notably: structured, semi-structured, and unstructured (James, 1997).This work made use of the structured interview which takes the form of an oral questionnaire; it requires all respondents to answer the same questions which have the same wording.

2.4 Sample

The present study was undertaken in the Department of English, at Abou Bekr Belkaid University of Tlemcen. Sixty informants were randomly selected as a sample population for the present case study from second year EFL students, deemed the most suitable level for the purpose of gaining insights into the present study. Besides, the research was concerned with seven EFL teachers of English literature and written expression to look into their beliefs and reactions towards the role of literary texts in honing FL learners' writing in terms of vocabulary growth. They were chosen intentionally because they have more experience in the field of literature and written expression

2.5 Research Instruments

The researcher used two research tools notably a questionnaire distributed for second year EFL students and a structured interview for EFL teachers as investigative ways to obtain the maximum data from both teachers and learners, in order to appraise the incorporation of literary works as an eminent vehicle in EFL contexts, and to gain their views concerning the importance of reading literary texts in the enhancement of learners' writing performances and the acceleration of their lexical resource as well.

2.5.1 Students' Questionnaire

The questionnaire consists of thirteen (13) questions which were divided into three sections. 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 five 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 terms 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.

2.5.2 Teachers' Interview

The interview contains seven questions for seven EFL university teachers, it aimed at knowing teachers' point of view about the impact of reading literary texts 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. 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 into 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.

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

2.6 Data Analysis

The systematic investigation carried led the analysis of the collected data. The data collected from the questionnaire are analyzed below.

2.6.1 Students' Questionnaire Analysis

Rubric 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 One: 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?

In this question the researcher intended to see the students' ranking of the language skills according to their difficulty for them. The following table illustrates their answers:

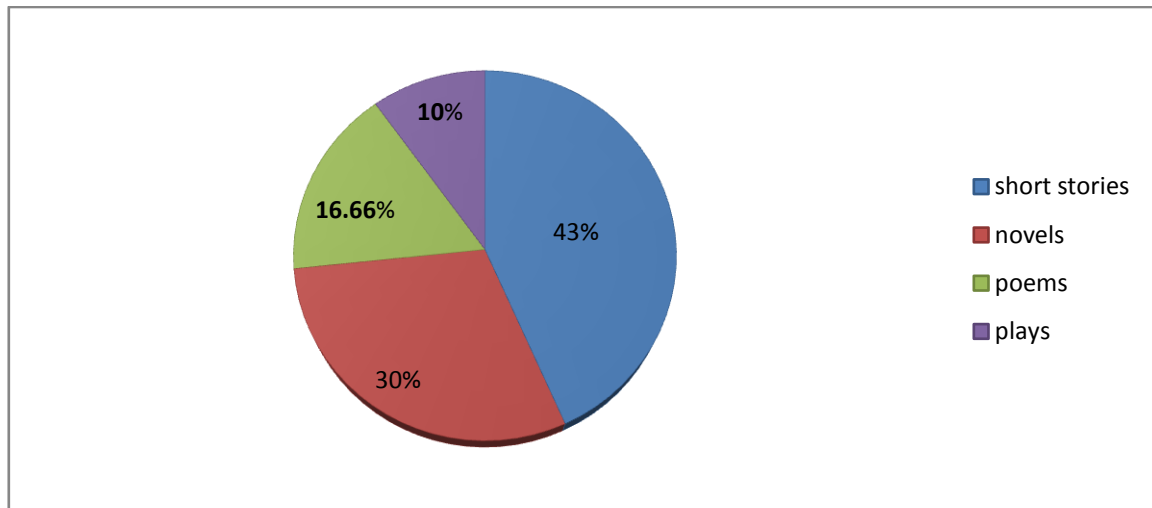
Table 2.1 Students' ranking of their major language difficulty

Skills	N°=participants	Percentage
Reading	7	11.66 %
Speaking	18	30 %
Writing	16	26.66 %
Listening	19	31.66 %
Total	60	100%

From the above table, it can be shown that the majority of EFL students (31.66%) considered listening as the most difficult skill. Next, speaking which represent (30%), then, writing comes in the third position with (26.66%) and reading as the least difficult skill with (11.66%).

Question Two: What literary texts do you prefer to read most?

This question aims to elicit the informants' preferences for reading literary genres. The students provided the following responses:



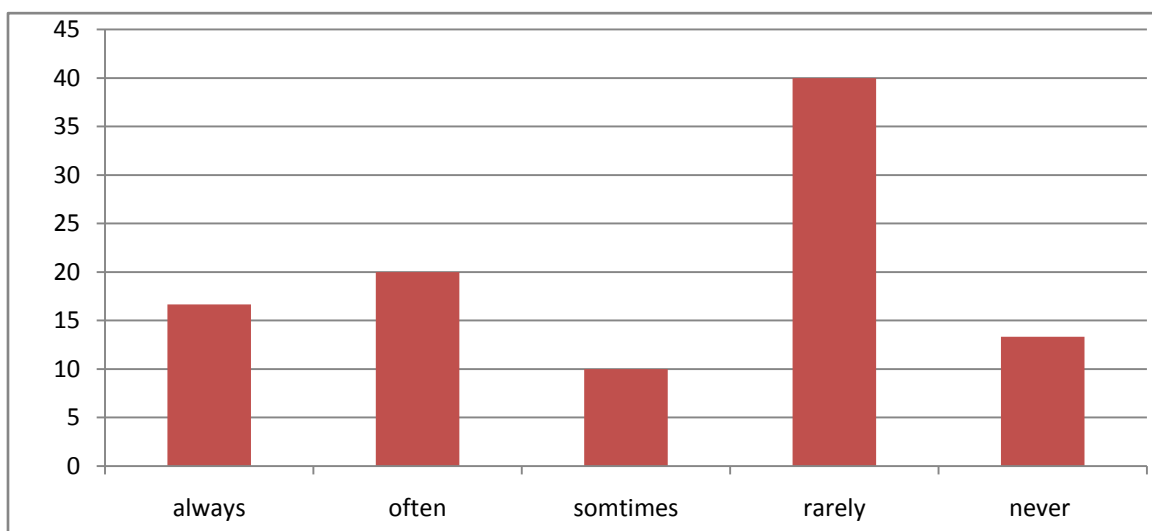
Pie Chart 2.1 Students' preferences in reading literary texts

According to their answers, (43.33%) enunciated their positive outlook for reading short stories. However, 18 of them asserted that they favour reading novels. Meanwhile, (16.66%) of the learners claimed that they enjoy reading poems. Similarly, about (10%) of them said that they enjoyed reading plays.

Rubric two: Perspective toward reading literary texts

Question Three: How often do you read literary texts?

This question aims to find out students' attitude of reading literary texts. The answers are shown in the following bar graph:

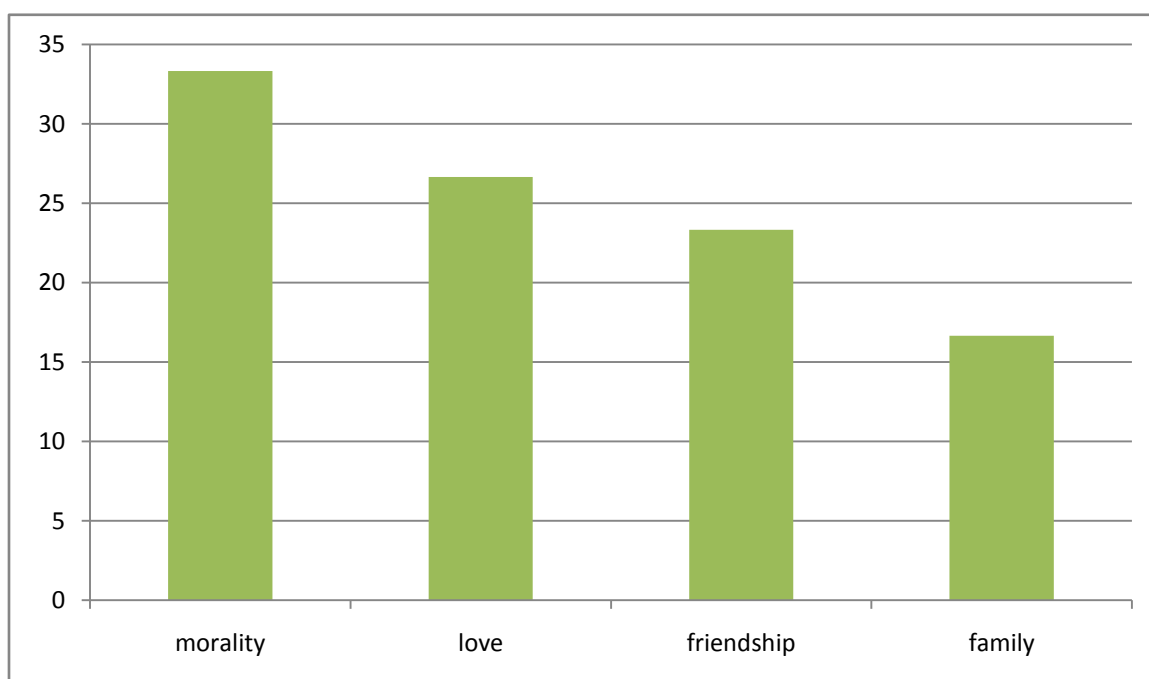


Bar Graph 2.1 Students' frequency of reading literary texts

From the above bar graph, it can be understood that a large numbers of the students who represent (40%) rarely read literary texts. However, (20%) of them declared that they often read liteary texts. About (16.66%) of the participants said that they always read literature. (13.33%) of them answered that they never read literaty works, on the other hand, (10%) of the participants somtines read literary pieces. Hence, it can be said that students are not interested in reading literary texts that is why they have lack of vocabulary.

Question Four : What kind of literary themes do you enjoy reading?

This question tries to clarify the student's tendency in reading literature. The answers are displayed in the following bar graph:



Bar Graph 2.2 Themes of literary works students enjoy reading

The results in the bar graph above confirmed that the majority of the students preferred to read about morality themes attributing to the moral lessons which they learn and can apply in their own lives. However, (26.66%) of them opted for love themes and that may be explained by their age and emotional tendency. Another total of (23.33%) of the informants affirmed that they are in favor of reading about friendship themes stating that they care about their friends with whom they learn to

communicate and share ideas. Family themes came in the fourth position with (16.66%) they find it beneficial to see others' life experience.

Question Five : Have you ever read literary texts for learning purposes?

Since reading literature has a significant number of merits, this question aims to identify if students have good habits of reading literary works for learning objectives. The following table reflects their answers:

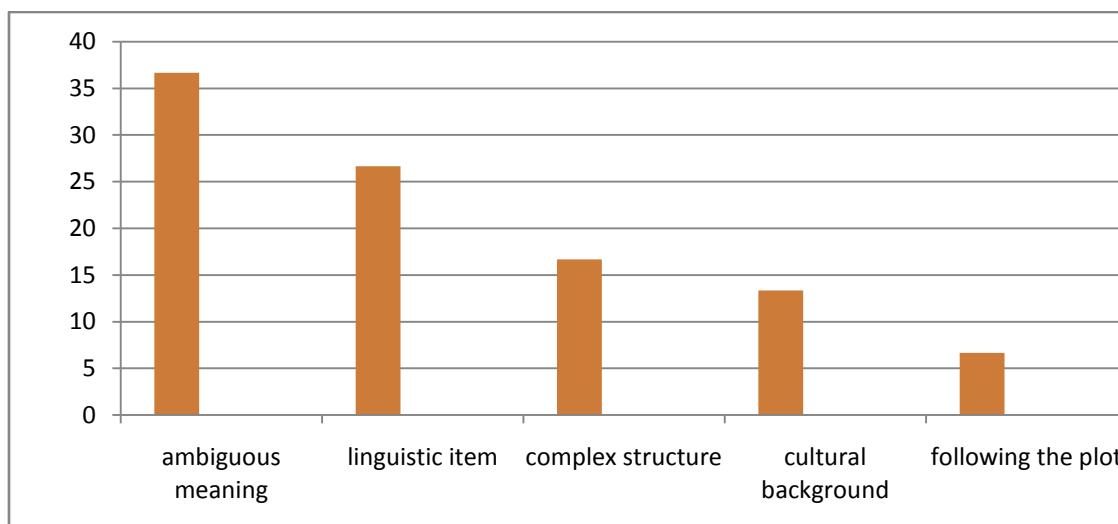
Table 2.2 Students' reading literary texts for learning purposes

	N°=participants	Percentage
Yes	51	85%
No	9	15%
Total	60	100

According to the above table, the results revealed that (85%) of the participants said that they read literary texts for learning purposes, while (15%) of them do not. This means that most of the students are aware of the importance of reading literary genres.

Question Six: What are the main difficulties you face when reading literary texts?

The aim of this question is to know the main difficulties that students encounter when reading literary texts. Their answers are summarized in the following bar graph:

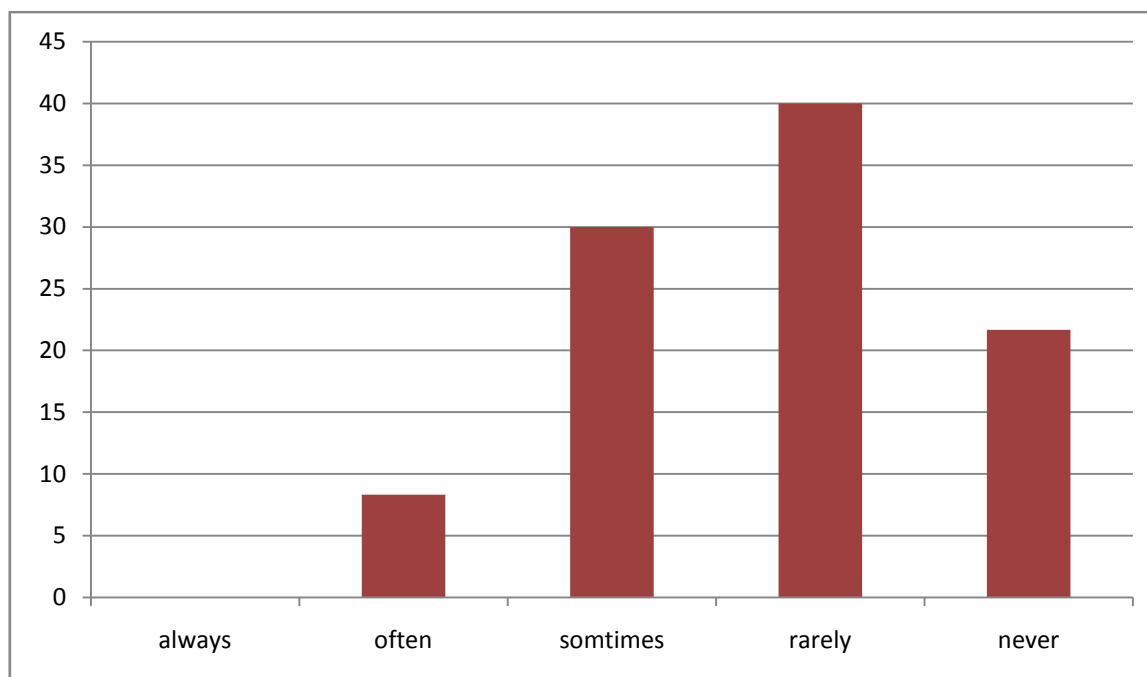


Bar Graph 2.3 Students' difficulties when reading literary text

From the bar graph above, it can be observed that the majority of the students (36.66%) saw that understanding the ambiguous meaning is the most difficult thing in reading literary texts. 16 found a difficulty to understand the linguistic items in the literary texts. However, 10 students revealed that the complex structure makes an obstacle for them to understand the literary text. Whereas, 8 students stated that the cultural background of the texts is the main difficulty for them. Meanwhile, 4 students stated that they suffer with following the plot. These results show that the majority of the students are struggling to understand the ambiguous meaning of the literary texts.

Question Seven : How often do you write about literary texts?

The question aims to know if the students have the habit of writing about literary texts. The results are represented in the bar graph below:



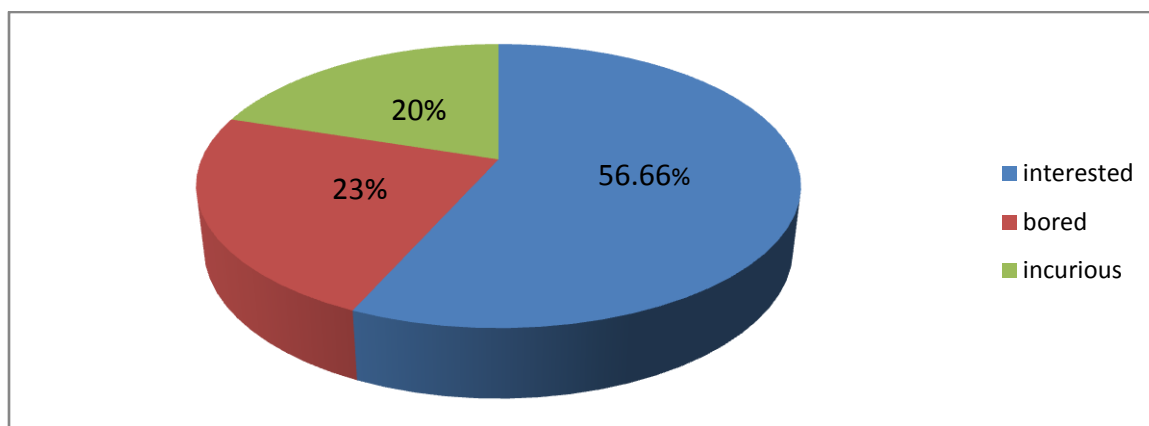
Bar Graph 2.4 Students' frequency of writing about literary text

According to their answers, 24 students (40%) revealed that they rarely write about literary texts that they read. Meanwhile, 18 students (30%) stated that they sometimes write about literary texts and just 5 students (08.33%) said that they often write about literary texts. Whereas, 13 students (21.66%) revealed that they never write about literary texts. Interestingly, no one said that s/he always writes about literary texts. These results showed 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.

Rubric three: Perspectives toward writing

Question eight: How do you feel when writing after reading literary text ?

This question aims to see if the students enjoy writing about a literary text that they read. The results are presented in the pie chart below:

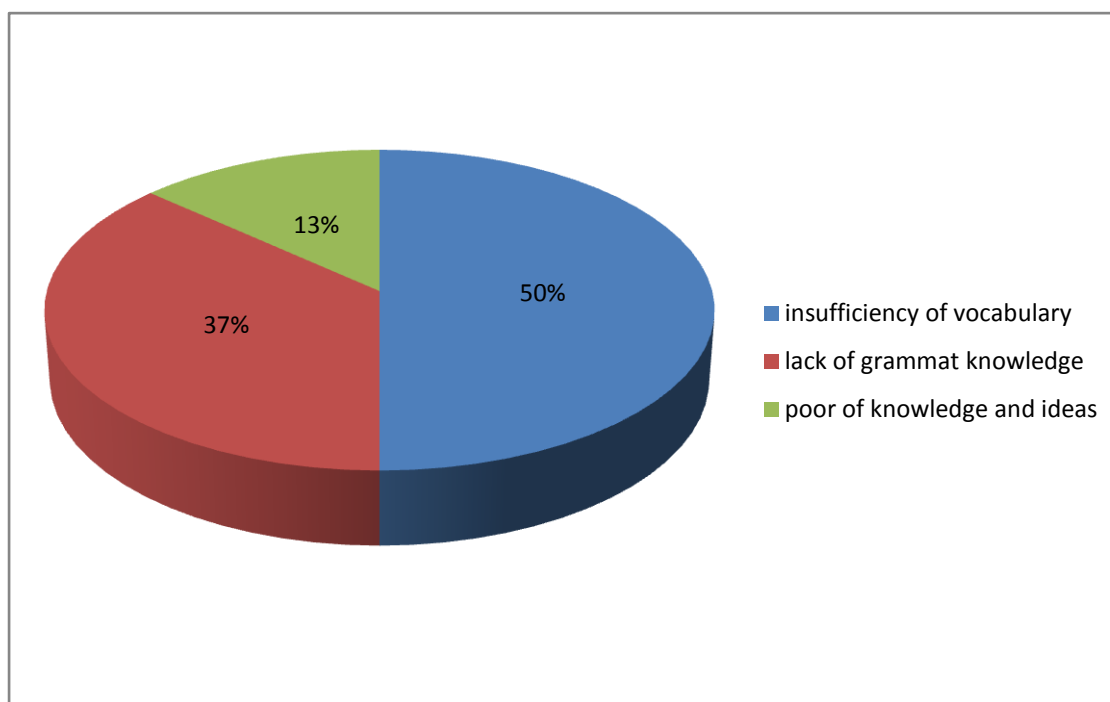


Pie Chart 2.2 Students' interest in writing about literary texts

From the above results, it can be assured that the majority of the students (56.66%) stated that they are interested in writing after reading a literary text. According to them, writing about those texts gives them an opportunity to practice the new structures and vocabulary that they were exposed to in literary texts. Moreover, other students considered those exercises as a chance to develop their writing in terms of arranging their ideas. While 14 students (23.33%) said that they feel bored when writing about literary texts. Those students justified their boredom by the nature of literary texts as fiction that are far from their real life. In addition, they considered those texts as time consuming and useless for their studies. Meanwhile, 11 students (20%) said that they are not interested at all while writing about 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.

Question Nine: What difficulties do you encounter when writing about literature?

This question is addressed to the informants to unveil the problems that they encountered in writing about literature. Their answers are interpreted as follow:

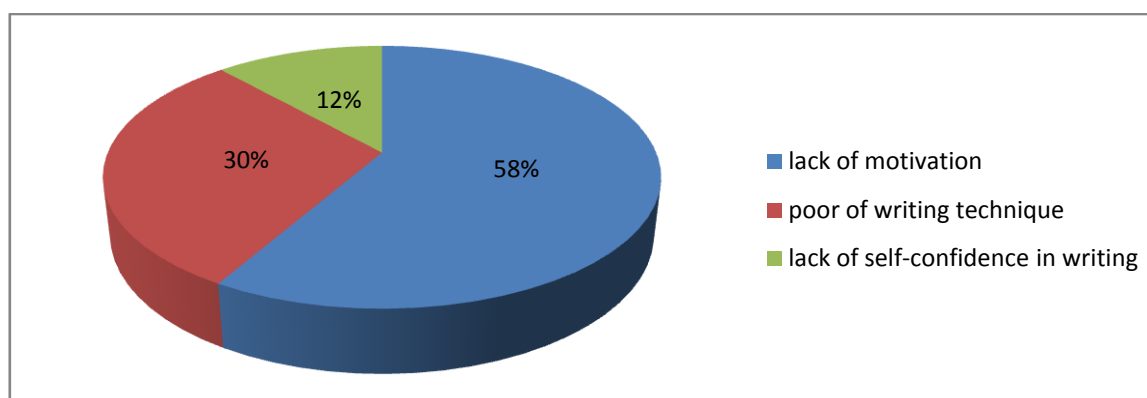


Pie Chart 2.3 Students' difficulty to write about literature

From the above pie chart, it can be shown that the limitation of vocabulary that represented (50%) posed challenges for most students. In addition, the respondents are faced with poor knowledge and ideas that represented (36.33%) followed then by poor knowledge and ideas with (18%).

Question Ten: According to you, what are the origins of those difficulties?

In this present question, students are further asked about the reasons of the problems they may encounter in writing about literature. Their answers are clarified as follow:



Pie Chart 2.4 The reasons of students' difficulties to write about literature

The results showed that 35 learners (58.33%) declared about their lack of motivation to engage in EFL writing activities. Similarly, (30%) of them stated that they have poor writing techniques, whereas, 7 informants who represent (11.66%) of asserted that they have a lack of self-confidence in writing.

Question Eleven: What do you benefit from writing about literary text?

This question aims to represent the students' views concerning the main advantages of writing about literary texts. Students' answers are summarized below:

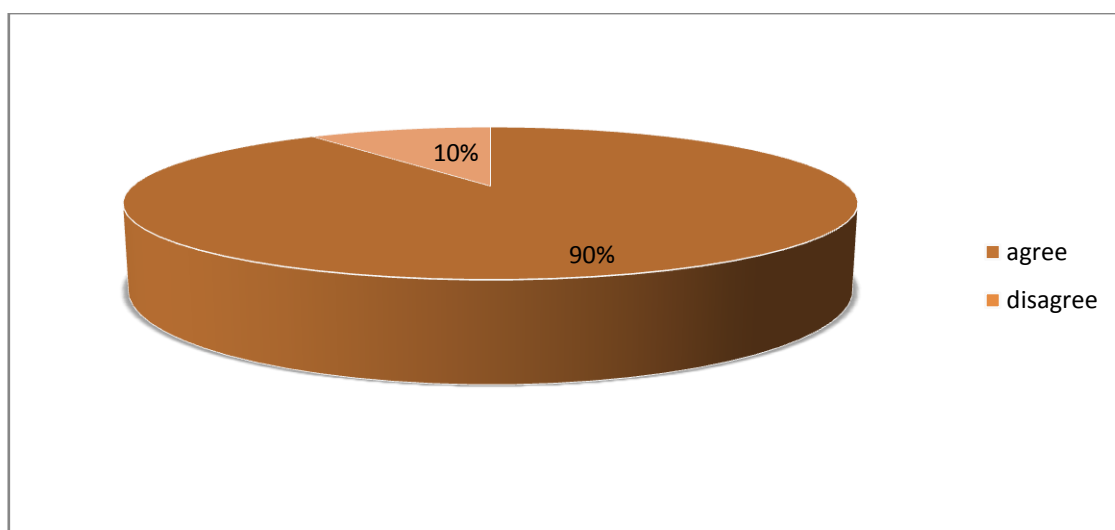
Table 2.3 Students' views about the benefits of writing about literary texts

Benefits	Participants	Percentages
Organization of ideas	04	6.66%
Development of vocabulary	30	50%
Improvement in syntax	10	16.66%
Gain access to cultural background	10	16.66%
Expansion of language awareness	06	10%
Total	60	100%

According to the table above, half of the respondents (50%) revealed that writing about literary texts develops their vocabulary knowledge. Then, 10 students (16.66%) stated that writing about literary texts help them in the improvement of syntax (sentence structure and grammar), on the other hand, 10 other students (16.66%) declared that they gain access to the cultural background of the language through writing about literary texts. Meanwhile, a few numbers of students (6 or 10%) stated that writing about literary texts help them in the expansion of their language awareness and just 4 students (6.66%) stated that writing about literary texts help them in the organization of ideas while writing. These results indicated that literary texts are a rich source of vocabulary that improves students' writing abilities, therefore, literature is a mirror of the language culture, so students can discover the language culture from those texts.

Question Twelve: Reading the literary text is considered as a rich source of vocabulary?

This question seeks students' agreement or disagreement with the idea that literary texts are a source of vocabulary. The present table represents the students' views about literary texts as a source of vocabulary. The results are represented in the following pie chart:



Pie Chart 2.5 Students' views about literary texts as a source of vocabulary

From the above results, it can be said that the majority of the students (90%) agreed with literary texts are a source of vocabulary. On the other hand, just 4 students (10%) disagreed with the idea. These results inform that there is approximately a general convention about the usefulness of literary texts as a source vocabulary.

Question Thirteen: Learners' suggestions and opinions to develop the writing skill through literary works.

Concerning the last question, the informants are requested to suggest some ideas about using literary works to enhance their writing skills. More than half of the students comment on the question while few students did not comment. Fifteen students affirmed about the necessity of literary texts as a source of vocabulary for writing. Interestingly, the notion of a good reader is a good writer is well spread among students. Meanwhile, one student suggested to vary in the selection of literary texts for reading, another one said 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 agreed that literary texts are useful as a source of vocabulary in EFL writing.

2.6.2 Teachers' Interview Analysis

The researcher used another research instrument called the interview administered for EFL university teachers. Therefore, each question is going to be analyzed separately.

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

This question aims to assure that EFL teachers use literary texts in their classes. Although all teachers declared that they use literary texts in EFL classes, 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 enhance their students' abilities of summarization and paraphrasing. Surprisingly, the respondent L2 stated that he uses well-chosen literary texts. So replies show that it is valuable to use literary texts in EFL classes 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 examines the teachers' beliefs about the importance of using literary texts in EFL classes. The respondents L3, W3 and W2 agreed that reading literary texts develop both reading and writing. The respondent W1 declared that they improve reading, speaking and writing. Whereas respondent L2 stated that they improve reading, speaking and listening. Interestingly, respondents L1 and L4 asserted that reading literary texts develop the four language skills. That is to say reading literary texts enhance students' competencies especially in terms of writing.

Question 03: How can 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 teachers see literary texts as a rich source of vocabulary for their students and a source of classroom practices.

Question 04: Do you think that reading literary texts gives 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 help students to improve their language vocabulary. 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 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 EFL teachers agree about the necessity of reading literary texts in enriching students' vocabulary.

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

Informants fundamentally shared the same view that the use of literature in the language classroom cannot be successful if teachers use inappropriate texts. Students cannot exploit and cope with a text if it is too difficult. The respondents L1, L2, W2 and W3 agreed that in order 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. On the other hand, respondent L4 insisted 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 exposed 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' written production when analyzing literary texts which they have just read?

This question aims to investigate the quality of the students' written production after reading a literary text. The respondents L1, L2, W2 and W3 stated that student' written productions when analyzing literary texts which they have read are generally acceptable. Moreover, the students' written productions characterized by the use of new vocabulary acquired from these texts even they still have some difficulties in summarization. While the informant L4 stated that at the beginning they lack vocabulary, style and a lot of critical thinking. Meanwhile, the respondent L3 said that the students' written productions when writing about a literary text are

characterized by its formality and the respect of the main structural elements. Respondent W1 affirmed that students find it difficult to analyze literary texts and they are not linguistically competent to write and develop their ideas. The responses show, that analyzing 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 L4 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. Surprisingly, W2 said that we need to change our students' belief, saying that writing is a difficult task, in addition, reading and writing should be linked, since they work better together, rather than separately. Moreover, he asserts that the more students read the better they will write, and that using dictionaries and writing diaries will help students write more effectively. All in all, 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.

2.7 Data Interpretations and Discussions

Promoting students' writing skills is considered to be one of the most important tasks which EFL learners need to develop throughout their schooling.

Results from the analysis of students' questionnaire strongly support the integration of literary texts into the EFL context as tool for language development and its merits in enhancing and improving their writing abilities. The results of the study show that 2nd year EFL students of English Department at Tlemcen University have some difficulties in speaking, writing, and listening in the first place because of their cultural aspects of their society and the environment where these students live. Since French is the second language in Algeria, the English language is rarely used outside their classrooms. Then, as a literary genre, the short story gained a crucial attention by students than any other literary work even though they do not read a lot. The notion of literature writing difficulties has been also discussed in which the lack of motivation posed complexities for the most of the participants. Furthermore, the majority of the students are aware of the importance of a rich background of vocabulary to produce a good piece of writing. Although the majority of students stated that they sometimes/rarely read literary texts, they stated that they feel interested while writing about a literary text. They also agree on the consideration of literary texts as rich sources of vocabulary. Moreover, in trying to explore the students' suggestions to improve the writing skill, different views have been obtained. Respondents have given the benefits of developing writing via literary texts, of writing short stories and poetry, and also producing literary essays. Another significant view revealed by students is the act of reading literary texts that is an ideal way to enhance the writing level. In addition, 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.

So, it can be said that there is a contradiction in the students' opinions, because although they are 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. To conclude, involving students in such tasks will certainly contribute to their writing development.

As for the analysis of teachers' 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 will analyze and interpret it correctly much better than listening to records or watching movies/ videos because it is artificial, well drifted and with correct grammar. In addition, all teachers stated that teachers have to take into consideration the students' needs, interest and level while selecting a literary text to use 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. Then, 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.

Concerning 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.

Students and teachers agreed on the importance of literary texts as teaching tool to improve writing skill in first place besides other language skills. Another point

which they agreed on is the necessity of reading literary texts to enrich their vocabulary. 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 both teachers and students.

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

2.8 Further Suggestions and Pedagogical Recommendations

Findings of the current study show that there are a number of factors that influence negatively or positively students' level in writing in English. EFL students in the Department of English at Tlemcen 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 recommendations that could help EFL teachers and learners alike to benefit from the implementation of literary texts in their classes.

As starting point, a recommendation suggested to the students, since English is a foreign language in Algeria, students should do more efforts to improve 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 Tlemcen 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 this texts and analyzing them, the student become 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 them. 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.

2.9 Conclusion

This chapter is considered as the most important part in this research work. It has offered the data obtained via both students' questionnaire and teachers' interview. The analysis of the data gathered from students' questionnaire was interpreted in form of tables, pie chart and bar graphs. Then, the data collected from teachers' interview was presented. Finally, those answers were linked to the research questions and hypotheses which were both confirmed.

General Conclusion

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.

Writing in a foreign language is a challenging task. Learning to write correctly and coherently is something that EFL learners (at university level) are still unable to manage. They fail to acquire full mastery of EFL writing activities. Furthermore, the ability to write a second/foreign language is becoming widely recognized as a crucial skill for educational, occupational and personal reasons. However, some EFL learners face certain difficulties in communicating their ideas, and expressing themselves in a coherent and an organised manner.

The goal of this research work was to investigate the importance of literary texts as an integral part in English as a foreign language and to discuss the merits of acknowledging literary texts as one of the effective mediums for enriching EFL students' writing and promoting vocabulary. Accordingly, the first chapter was devoted to the theoretical part of the study where reading literary texts and writing skill related concepts were explained. The following chapter was dedicated for data collection and interpretation. Besides, some recommendations and suggestions.

The previously mentioned chapters aimed at resolving the research problem mostly through the process of data collection in which the two research instruments used which are students' questionnaire and teachers' interview resulted in confirming the two research hypotheses. Regarding the first hypothesis, students might benefit from reading literary texts to write their essays and they will be familiar with different linguistic forms, syntax, structure and different ways of connecting ideas, hence they will develop their vocabulary and improve their own writing abilities. As for the

General Conclusion

second hypothesis, reading literary texts can be a powerful and motivating source for writing in EFL classes if they accompany it with writing practices.

The study recommends students to read more literary texts outside their classes (extensive reading) in a selective way according to their weakness, needs and level. Moreover, EFL teachers 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.

This humble research work was not free from limitations. One of the obstacles that the researcher faced was time which was the biggest challenge that was about to make this investigation unfinished because of the deadline. In addition, the lack of references, especially books. Furthermore, since the sample size was rather small, the researcher had very little room to seek possibilities of comparing or contrasting other factors that may influence the results of the study. The other set of participants were six EFL teachers from the same university that the students were from. Again because of the small sample size, teachers were divided into two groups (three teachers of written expression and three teachers of literature modules).

Last but not least, it should be noted that the obtained results are not generalizable, and further research is needed in the area of using literary texts as teaching materials to develop learners' writing abilities. Investigating other writing classes and different levels of language proficiency will collect complimentary information for the present research work.

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Appendices

Appendix 1: Students' Questionnaire

You are kindly invited to fill in the following questionnaire. Please respond to the questions by ticking (✓) the corresponding item, and give a full statement when necessary.

Part One: Background information

Question 01: Which skill do you think is the most difficult?

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

Question 02: What do you prefer to read most?

- a) Short stories [] b) novels [] c) poems [] d) plays []

Part Two : perspective toward reading literary text

Question 03: How often do you read literary text?

- Always [] Often [] Sometimes [] Rarely []

Question 04: What kind of literary themes do you enjoy reading?

- Love [] Friendship [] Family [] d) Morality []

Question 05: Have you ever read literary texts for learning purposes?

- Yes [] No []

Question 06: What are the main difficulties you face when reading literary texts?

- Complex structure [] Cultural background [] Following the plot []
Ambiguous meaning [] Linguistic items []

Question 07: How often do you write about literary texts?

- Always [] Often [] Sometimes [] Rarely []
Never []

Part three : Perspectives toward writing

Question 08: How did you feel when writing after taking a literary text to be read?

- Interested [] Bored [] Incurious []

Question 09: What difficulties do you encounter when writing about literature ?

Insufficiency of vocabukary []

Lack of grammar knowledge []

Poor of knowledge and ideas []

Question 10: According to you, what are the origins of those difficulties?

Lack of motivation []

Poor writing techniques []

Shortage of self confidence in EFL writing []

Question 11: What did you benefit from writing about literary text?

Development of vocabulary []

Improvement in syntax []

Gain access to

cultural background []

Expansion of language awareness []

Organization of ideas []

Question 12: Reading the literary text is considered as a rich source of vocabulary ?

Agree []

Disagree []

Question 13: Do you have other comments or further suggestions on the literary text you've used to support your Writing skills?

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.....

.....

Thank you for your help

Appendix 2: Teachers' Interview

Dear teacher,

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

Q1: Do you use literary texts in your EFL classes? If yes, how do you use it?

Q2: According to you, which competences could be developed through reading literary texts in EFL classes?

Q3: How can reading and writing be interrelated in EFL writing classes?

Q4: Do you think that reading literary texts gives students the opportunity to enrich their vocabulary? And how it works?

Q5: What are the criteria for selecting literary texts for EFL classes?

Q6: Describe your students' written production when analyzing literary texts which they have just read ?

Q7: Is there any suggestions to help EFL teachers to implement the literary texts in their classes in order to improve students' language skills?

ملخص :

تعتبر الكتابة باللغة الأجنبية مهمة معقدة في الغالب لجميع متعلمي اللغة. تعلم الكتابة بشكل صحيح وتماسك هو شيء لا يزال متعلمو اللغة الإنجليزية كلغة أجنبية (على مستوى الجامعة) غير قادرين على إدارته. يواجه متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة تلمسان العديد من العقبات عندما يكتبون مقالاً ويعانون من قلة الحافز الذي يثنىهم عن تعزيز قدراتهم على الكتابة. بالإضافة إلى ذلك ، يواجهون بعض الصعوبات في توصيل أفكارهم والتعبير عن أنفسهم بطريقة متسقة ومنظمة. وهذا يعني ، أنهم لا يستخدمون اللغة بشكل مناسب. وبالتالي ، تهدف هذه الدراسة إلى دراسة أهمية إدراج الأدب أو النصوص الأدبية في تعزيز مهارات اللغة الإنجليزية وخاصة مهارات الكتابة. بالإضافة إلى ذلك ، فإن الغرض من هذا العمل البحثي هو الاعتراف بمزايا النصوص الأدبية باعتبارها إحدى الوسائل الفعالة لإثراء مفردات طلاب اللغة الإنجليزية كلغة أجنبية وتعزيز قدراتهم على الكتابة. في هذه الحالة تم استخدام أداتين بحثيتين: استبيان لطلاب السنة الثانية في اللغة الإنجليزية كلغة أجنبية ومقابلة منظمة لمعلمي اللغة الإنجليزية كلغة أجنبية. وقد تم تحليل البيانات التي تم جمعها من حيث النوعية والكمية. أظهرت النتائج وجود وعي كبير بفوائد استخدام النصوص الأدبية من أجل تنمية قدرات الطلاب على الكتابة.

Résumé :

Écrire dans une langue étrangère est une tâche complexe, principalement pour tous les apprenants de langues. Apprendre à écrire correctement et de manière cohérente est quelque chose que les apprenants d'anglais langue étrangère (au niveau universitaire) sont encore incapables de gérer. Les étudiants EFL de l'Université de Tlemcen se heurtent à de nombreux obstacles lorsqu'ils rédigent un essai et souffrent du manque de motivation qui les décourage de promouvoir leurs capacités en écriture. En outre, ils rencontrent certaines difficultés pour communiquer leurs idées et s'exprimer de manière cohérente et organisée; c'est-à-dire qu'ils n'utilisent pas la langue de manière appropriée. Ainsi, cette étude vise à examiner l'importance de l'inclusion de textes littéraires ou littéraires dans l'amélioration des compétences linguistiques en anglais, en particulier des compétences en écriture. De plus, le but de ce travail de recherche est de reconnaître les mérites des textes littéraires comme l'un des moyens efficaces d'enrichir le vocabulaire des élèves d'anglais langue seconde et de promouvoir leurs capacités rédactionnelles. Dans cette étude de cas, deux instruments de recherche ont été utilisés: un questionnaire pour les étudiants de 2e année d'anglais langue seconde et un entretien structuré pour les enseignants d'anglais langue étrangère. Les données collectées ont été analysées qualitativement et quantitativement. Les résultats ont révélé une grande prise de conscience des avantages de l'utilisation de textes littéraires pour développer les capacités d'écriture des élèves.