

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC  
RESEARCH

UNIVERSITY OF ABBES LAGHROUR- KHENCHELA

*FACULTY OF LETTERS AND LANGUAGES*

*DEPARTMENT OF ENGLISH*



**Investigation The Role of the Inclusion of Literary  
Texts on Developing English Writing Skills**

*The case study third-year students at Khenchela University*

**Candidate:**

- ✓ Handaoui Hayat
- ✓ Ouchene Houria

**Supervisor:**

- ✓ Mr. Khanfri Abdelmounaim

**Board of Examiners**

Mr. I. Boulkroune

Chair

University of Khenchela

Mr. AM. Khanfri Supervisor

University of Khenchela

Mr. W. Keffali Examiner

University of Khenchela

**2019/2020**



## Dedication

*First of all, I am grateful to the Almighty God for helping me to complete this work*

*The dissertation dedicated to my mother a strong and soft soul who taught me to trust in*

*Allah, my source of inspiration, and any guidance in my path "Houria"*

*To my beloved father, the source of my straightness, the symbol of my security, who  
continually is the main supporter of me "Nacer"*

*To my dear husband "Laiche Ibrahim" who has offered to unwavering support and  
encouragement during my master studies, he wiped my tears away when I was discouraged,  
and he accompanied me until the end, he was confident to my ability thanks for your support  
and counsel!*

*To my children the light of my life Sajida, Meriem and Ahmed Elbachir*

*To my sister Halima and my brothers Ammar, Rabeh, Abdar Enour - Mohammed-Atahar for  
nursing me with affections and love.*

*To the memory of my father in law "Bachir" who passed away without seeing the fruit of his  
advice and support - peace upon his soul,*

*To my friends, I am so lucky to earn such friends Asma, Widad, Radhia, Loubna, and  
Tombrebt Loubna.*

*Handaoui Hayat*



## Dedication

*Praise be to Allah who helped me to complete this research.*

*I dedicate this research to the one who gave birth to me, took care of me, and stayed up late for the nights for me my mother, my love, and my soul.*

*I dedicate this research to my dear father who was my support in life, and who was the light of my path.*

*To my heart and myself my husband Mohammed.*

*To the dearest of what I possess, my angel, and the light of my heart, my son Ahmed Ali.*

*To everyone who shared my academic career and my life my loyal friends Meriem, Sahar, and the others.*

*To my supervisor Mr. Khanfri*

*To my evacuated teachers who ably made the steps of my education.*

*To everyone who knows me from near or far.*

*Ouchene Houria*



## Acknowledgment

*Above all, we would thank Allah, the almighty for providing us with patience and will to study and reach this level and finish our dissertation; all great praise for him.*

*This dissertation could not have been completed without the help of our teacher and supervisor Mrs. Khanfri to whom we would like to express our sincere thanks.*

*We are grateful for his encouragements and insightful advice throughout the completion of this work.*

*We are highly indebted to Mr. Fellah, the Head of the Department of Languages, The University of Khenchela. We are grateful too to all the teachers without exception. Finally, we owe a lot of thanks to all teachers and students who helped us in conducting*

*the questionnaire and provided us with so many instructions. Thank you all.*









## **Abstract**

This study investigates the development of second language writing skills of third year students of Abbas Laghrour University in Khenchela through the inclusion of literary texts. Online Questionnaire was conducted by participants from the university students in order to reflect their views and attitudes towards the role played by literature in developing the writing skills of EFL learners. The findings of this study show that literature has a vital role in developing the language skills in general, and writing skills in particular. In addition how the literary texts affect students' development of writing skills through including them in the curriculum. This development follows different paths according to students' writing ability. This study argues that there are factors at the personal and program levels that contribute to this development. Similarly, the development of these writing skills has an impact on the individual, their teaching, and their academic communities.

**Keywords:** Literature, Writing Skill, EFL learners

## الملخص

تبحث هذه الدراسة في تطوير مهارات الكتابة باللغة الإنجليزية لدى طلاب السنة الثالثة بجامعة عباس لغرور في خنشلة من خلال تضمين النصوص الأدبية. تم إجراء الاستبيان عبر الإنترنت من قبل مشاركين من طلاب الجامعة من أجل عكس وجهات نظرهم ومواقفهم تجاه الدور الذي يلعبه الأدب في تطوير مهارات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تظهر نتائج هذه الدراسة أن الأدب له دور حيوي في تنمية المهارات اللغوية بشكل عام، ومهارات الكتابة بشكل خاص. بالإضافة إلى كيفية تأثير النصوص الأدبية على تنمية مهارات الكتابة لدى الطلاب من خلال تضمينها في المناهج الدراسية. يتبع هذا التطور مسارات مختلفة وفقاً لقدرة الطلاب على الكتابة. تجادل هذه الدراسة بأن هناك عوامل على المستوى الشخصي ومستوى البرنامج تساهم في هذا التطور. وبالمثل، فإن تطوير مهارات الكتابة هذه له تأثير على الفرد، وتعليمه، ومجتمعاتها الأكاديمية

**الكلمات الرئيسية:** النصوص الأدبية، مهارة الكتابة، متعلمي اللغة الإنجليزية كلغة أجنبية



## List of Abbreviations

- EFL:** English as a Foreign Language
- ESL:** English as a Second Language
- FL:** Foreign Language
- ELT:** English
- L1:** First Language/Mother Tongue
- L2:** Second Language
- LMD:** License Master Doctorate
- C.D:** Compacted Disk
- TEFL:** Teaching English as a Foreign Language
- PGM:** Personal Growth Model
- %:** Percentage
- Q:** question

## List of Figures

<b>Figure 1:</b> Gender.....	29
<b>Figure 2:</b> Age.....	29
<b>Figure 3:</b> Students' Level in English.....	30
<b>Figure 4:</b> Students' in Literature. ....	30

<b>Figure 5:</b> How Students became Interested in Literature .....	31
<b>Figure 6:</b> Do Students Like to Read? .....	31
<b>Figure 7:</b> The Interference of literature with the Other Modules.....	32
<b>Figure 8:</b> The Purpose of the Inclusion of Literature in the University .....	32
<b>Figure 9:</b> The Impact of Literary texts on fostering the Language Skills .....	33
<b>Figure 10:</b> Are you satisfied that the inclusion of literary texts is a good way to teach the language. ....	34
<b>Figure 11:</b> Literary Texts as a part of Educational Tools.....	35
<b>Figure 12:</b> Literary Texts Help to Learn New Vocabulary .....	35
<b>Figure 13:</b> Do Students Like to Write? .....	37
<b>Figure 14:</b> Students Level in Writing.....	37
<b>Figure 15:</b> Do you think that through reading literary texts you learn how to develop your writing skill?.....	38
<b>Figure 16:</b> How Interesting is The Learning Process While Using Literary Texts.....	38
<b>Figure 17:</b> Students Experience of Reading Literary Texts to Develop Writing Skill. ....	39
<b>Figure 18:</b> How Students Develop Their Writing Skill. ....	39
<b>Figure 19:</b> What Do Good Writing Requires. ....	40

## **Table of Contents**

**Dedication**

**Acknowledgment**

**Abstract**

**List of Abbreviations**

**List of figures**

**Table of Contents**

<b>GENERAL INTRODUCTION:</b> .....	<b>5</b>
1.1. Statement of the problem: .....	6

1.2. Aims of the study: .....	6
1.3. Research Questions: .....	7
1.4. Hypothesis:.....	7
1.5. Research methodology: .....	7
1.5.1. Population and Sampling:.....	7
1.5.2. Data Gathering Tools: .....	7
1.6. Structure of the Research: .....	7
<b>Chapter 1: General Overview Of Literature In English Language And L2 Writing Skill .....</b>	<b>10</b>
2.1. Section 1: General Overview of Literature in English Language Teaching.....	10
2.1.1. Introduction: .....	10
2.1.2. What is Literature? .....	10
2.1.3. The Place of Literature in English Language Teaching (in EFL classes): .....	11
2.1.4. Selecting English Language Literary Texts : .....	13
2.1.5. Pedagogical Criteria Of Selecting A Literary Text: .....	16
2.1.5.1. Linguistic proficiency:.....	16
2.1.5.2. The Learner's Cultural Background: .....	16
2.1.5.3. Learner's Literary Background: .....	17
2.1.6. Models of teaching literature in English: .....	18
2.1.6.1 Cultural model:.....	18
2.1.6.2. Language Model:.....	18
2.1.6.3 Personal Growth Model (PGM): .....	19
Conclusion:.....	19
2.2. Section 2: General Overview of Second Language Writing Skill.....	19
2.2.1. Introduction .....	19
2.2.2. The nature of writing:.....	20
2.2.3. What Is Second Language Writing?.....	21
2.2.4. The Basic Rules of Writing: .....	22
2.2.4.1. Organization: .....	22
2.2.4.2. Coherence:.....	23
2.2.4.3. Word Choice: .....	23
2.2.5. The Relationship Between Writing And Reading: .....	24
Conclusion.....	25
<b>Chapter 2: The Role of the Inclusion of Literary Texts on Developing L2 Writing Skill .....</b>	<b>28</b>
3.1. Introduction: .....	28
3.2. The Administration of The Questionnaire:.....	28
3.3. Description of The Questionnaire: .....	28
3.4. Analysis of the Questionnaire .....	29



3.4.1. Section One: General Information.....	29
3.4.2. Section Two: General overview of Literature .....	30
3.4.3. Section Three: Overview of Writing Skill.....	36
3.5. Interpretation of the Main Findings:.....	41
Conclusion.....	41
<b>General Conclusion .....</b>	<b>43</b>
<b>Works Cited .....</b>	<b>46</b>
<b>APPENDIX .....</b>	<b>50</b>
QUESTIONNAIRE.....	51

## GENERAL INTRODUCTION:

This study attempts to check the impact of literature reading on writing skill, and subsequently to determine whether a relationship exists between the two skills. The key purpose of foreign language teaching is to enable students to interact. It is based on four fundamental skills: listening, speaking, reading and writing. Writing, for nearly all students, is the most difficult skill. In contrast to listening, speaking and reading, writing skill is thought to be highly complex, if not most complex.

Everyone should be able to experience the opportunity to read and write, and with the opportunity to study literature in foreign languages, both coherence and well-structured piece of writing are achieved, because literature contains various forms. Teachers use it as an important and helpful source in the learning process. Since literature is, a big part of life, no matter whether it is learned in the schools, read for fun, or for any other reason. It offers not

only an opportunity to illuminate a person, but also an opportunity to widen one's performance in writing.

### **1.1. Statement of the problem:**

English language teaching context had a little space for creativity and literature from 1950's to early 1980's, because at that time ELT was dominated by discourses, which advanced a very pragmatic language approaches where communicative competence and specific practical and functional purposes are the main concerns. The 1980 decade saw a remarkable revival interest in literature in language courses. Many scholars claim that the inclusion of literature has created a fresh and impressive atmosphere in which literary texts were regarded as valuable resources in EFL classrooms. In the late of the twentieth century and the beginning of the twenty-first, literature started to be considered as an important resource for the development of language.

Today almost all of EFL classrooms are using literature for the learning and the teaching process, in which it has a great role in developing the learners' language skills especially the writing skill that can be developed through the use of literary texts. We can say that the inclusion of literature in the teaching of English as a foreign language ( literary texts, passages from novels, short stories or reading books) enhance the learners vocabulary and writing skill, as they can reach the mastery of the target language.

### **1.2. Aims of the study:**

The present study is designed to determine the great role of teaching literature in developing the writing skill of EFL students. We want to encourage students to deal with literature as valuable resource (or a modal in learning process) to use so they can produce better writing.

### **1.3. Research Questions:**

Writing is considered as a difficult and challenging aspect to be learned in foreign language. The students develop their thoughts and ideas as well as their writing skills through different means, one of them is the use of literature in the teaching learning process. For this reason, we have put the following research questions:

- A. What is the role of teaching literature in developing EFL learners' writing skill?
- B. How do literary texts develop EFL learners' writing skill?

### **1.4. Hypothesis:**

In the light of these questions, and to check the validity of our research, we hypothesize that learners who are dealing with literary works in their learning English language process can develop their writing ability better than those who do not.

### **1.5. Research methodology:**

#### 1.5.1. Population and Sampling:

The population that we decided to work is the third year LMD students at the department of English university of Abbes Laghrour Khenchela. Since it is not possible to deal with all the third year students, we have to take a representative sample of thirty students that will be chosen randomly from different genders and levels of abilities.

#### 1.5.2. Data Gathering Tools:

To check the validity of our research questions and hypothesis we conducted a questionnaire in which the students are asked to answer some questions about the role of teaching literature in developing learners' writing ability. We administered the questionnaire on students of third year of English in which they answer the questions.

### **1.6. Structure of the Research:**

The present research is divided into two main chapters. The first chapter is devoted to the literature review, and chapter two is about the analysis of responses and the results obtained the student questionnaire. The first chapter contains two sections. The first is about

literature in English language teaching. It defines literature and highlight its place in language teaching. In addition, it describes the process of selecting English language literary texts. This section also outlines the models of teaching literature in English, and ends up with a conclusion.

The second section contains the nature of writing, the definition of second language writing. It also outlines the different basic rules of writing; in addition, we discuss the relationship between writing and reading. The section ends up with a conclusion. In the otherhand, the second chapter is practical in which we analyze the questionnaire and make the interpretation to the results. At the end, a general conclusion will follow the chapter.

**CHAPTER 1: GENERAL OVERVIEW  
OF LITERATURE IN ENGLISH  
LANGUAGE AND L2 WRITING SKILL**

# **Chapter 1: General Overview Of Literature In English Language And L2 Writing Skill**

## **2.1. Section 1: General Overview of Literature in English Language Teaching.**

### **2.1.1. Introduction:**

It is obvious, and totally agreed from language teachers that the use of literature helps the students' literacy practice. In addition, it fosters their language skills in their native language (L1), but little is known about the impact of the inclusion of literature as a tool or a technique on the literacy development in second language (L2) education, particularly with English as a foreign language (EFL) context.

For that reason, we spot the light on what has been done. In addition to what are the measures, techniques, the modals and approaches that should be adopted in the use of literature in teaching the target language in order to get more sight about this issue.

### **2.1.2. What is Literature?**

There are various definitions about literature; each one is based on a variety of points of view. According to Moody: "Literature springs from our inborn love of telling story, arranging words in pleasing patterns, of expressing in words some special aspects of our human experience. It is usually set down in printed charter for us to read, though some forms of it are performed on certain social occasions. There are many different types of literaturesuch as drama, poetry, novels and short stories. All these are works of imagination or capacity of invention. The greatest pleasure and satisfaction to be found in literature occur where it brings us back to the realities of human situation, problems, feelings and relationships."(2)

Another general definition we can find in HLB Moody's approach "literature used as an umbrella term giving information on every business."(Moody 1; Turker299).

In other words , literature having an interesting position on whether written or spoken business can be a best media through which conveying concepts or transmit a specific subjects such as literature for medicine, literature for author's style, literature for language teaching, literature for communication...

Sonia Zyngier holds: "a literary text should be regarded as an instance of esthetic communication".Moreover; Literature from the language teaching view, we find this definition "literature is the use of language effectively in suitable conditions" (Baired 203; Turker300)

For them literary texts can be used in Language teaching because the language used is suitable for the context of events.

From all definitions above, we can come to important point, which is the use of literature in teaching foreign language in accordance with the methods adopted, syllabus and students' level can be a best media for teaching and learning Language.

### **2.1.3. The Place of Literature in English Language Teaching (in EFL classes):**

From the 1950s to early 1980s, English language teaching was dominated by discourses that advanced very pragmatic approaches to language, where communicative competence and specific practical and functional purposes were the main concerns. Approaches focused on using language in social situations and syllabuses were designed along 'functional/notional lines' (Brumfit 6).There was little space for creativity and literature in such language teaching context. (Lima 110). The use of literature in language teaching is started from the nineteenth century, the most popular method in that era was grammar translation, they used literary text as a tool in teaching the language through translating the text into the mother tongue, Liaw argues: "Literary works provided additional material of grammar practice, vocabulary learning, and translation".Even by the advent of structural approaches to language and the

Appearance of direct and audio-lingual method, the use of literature in language classes was ignored.

However; since 1980s the interest in literature as a source for language teaching saw a remarkable revival, this can be noticed from the large number of the text books published to turn around the same axis which is the role of literature in language classes such as(Hill,1986;Lazer,1993;Maley and Deff,1989;Mackrea,1991)...

Many researchers claim that literature has created a fresh and impressive atmosphere in which never before have literary texts been as highly regarded as one of the most valuable resources available in EFL classrooms. (Thom 120).

Therefore, literature still has a strong place in the mainstream of language teaching materials.

Many scholars supported the use of literature such as Povey argues: “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”. (187)

We find also Zyngier states that literary texts are intellectually stimulating, they allow reader to create worlds with which they not familiar and the way they do it is by relying on language, to build meaning, The reader reconstruct or recreate what he or she thinks that the writer is trying to communicate. In this sense, the writer becomes a performer, an actor in a communicative event (6).

Literature is viewed as a valuable resource for language learning. (Brumfit; Carter) literary texts contain lots of meaningful context in which linguistic components such as lexical items and grammatical are used in natural way. This means the student will be under a direct exposure of numerous, authentic and genuine linguistic uses conventional forms of written mode and fostering the language skills, but there are many language teachers still reluctant to work with literary texts, because of a set of obstacles they encounter.



Many scholars state opinions support that idea such as Edmondson who explains that “because of linguistic difficulty and the need to know about the culture of the target language, language teachers may be reluctant to benefit from the works of literature in the language classroom”.

Another opinion states that the structural complexity and unique use of language, which will not help teaching of grammar one of the main reasons that stand as a drawback in front of using literature for language teaching purposes.(McKay)

This advantages and disadvantages of using literature as a resource for language teaching purposes are taking in consideration by scholars and teachers. This lead to the appearance of many approaches and models in order to facilitate the work of literature in the language classroom and they put some measures and criteria for selecting the suitable literary text to include in the teaching process.

#### **2.1.4. Selecting English Language Literary Texts :**

The effective use of literature in English language teaching mainly rely on the appropriate selection of the text, text selection is a “crucial factor” (Maley 184)

It is crucial for both teachers and learners, that the mistaken literary text would lead for obliterated ideas and destroyed taste and love of extensive reading. Mackrae says: “careful text selection is fundamental to the successful use of any kind of representation materials” (49). Where Collie and Slater state that text selection depends on each particular group of students their needs, interests, cultural background and language level. (6)

Lazar (48) advanced three major criteria in selecting a literary text, which are as following: type of student, type of the course, and other factors connected to the text itself. (48)

The type of the student he means his age (is he a child or mature?)

That the age can hold, the trends and orientations of the student’s interest Vis a Vis the material of reading. For instance, mature students dislike naive short stories. The student type

includes also student's interest and hobbies that should not be ignored, this factors increase motivation that may create a permanent love of reading. Moreover, the student's cultural,ethnic background and his nationality. The teacher should be aware about his selection. He ought to select topics that do not hurt the student's feelings or undermine their personal convictions and cultural convention. This happened especially in classes with multiethnic in such classrooms we can find a minority that cause division amongst students, or a classroom contains students from different religions, so this principle must be viewed from several angles before selecting a text, "that nurture divisions and political disturbance"(Mackrae)

In addition, another element that should be included in the type of the student is his previous experience. The teacher should know in advance if the student dealt with any literary text, readings, and his knowledge about literary movement, theories as well as the literature of the mother tongue.

This will help effectively to achieve the desired findings of the target literature.

The type of the course is another criteria suggested by Lazar this includes the student level or his class year, because each class year has its specific program and syllabus Beverly and Zakaluk states that 2nd year, 3rd year, 4th year programs are not similar but complementary in content.

Add to that the reasons for learning literature should be clear; a given theme should be identified by the teacher or stated in the official syllabus, the reasons can be modified according to the circumstances of the course in case of urgent or according to the teacher's own qualification. The type of the course includes also the intensity or length, this refers to the number of sessions devoted for courses, whether these sessions followed by tutorials or not, how will the teacher divide his sessions? For instance, he may use one session for the course and other session to manipulate and treat the literary texts.

The last criteria suggested by Lazar is the text itself and the factors connected to it. One of most common constraints is the availability of the text related to the proposed program, the teacher should furnish the desired book or material required to cover the content. However; recently most of literary works are available on the net through using some sites, these works can be found in a form of C.D copies, and they can read the texts or only needed extracts in computer. “Data show and slides can used in collective reading sessions” (Brumfit and Carter)

Additionally point concerning the text is its length. The teacher should check the timetable of students, consider their available time, and calculate the allowed time in class. Is it sufficient or not? In order to assign a proper tasks for reading and applying them within the lesson; the teacher may devote it as home works. Then he should select the amount of reading, distinguish clearly whether the text is from a full version or abridged. He should bring explanations and information about the text before prompting into it, if the text is abridged the teacher should draw on to complete the picture by providing extra information and make it intelligible.

The exploitability of the text is another interesting point concerning the text. The exploitation of the text refers to tasks and activities as tools stated by the teacher, this implied through devised some exercises to invest the linguistic talent, cultural and artistic knowledge. To benefit from any linguistic or literature knowledge inherent in the text the teacher is required to do many techniques, different activities, and audio visual supports to ensure it.

Add to previous points is the text relevance (links) to the syllabus and the hall content of the program. The text should be in the scope of the objectives set to reach the needed outcome. What is the aim in order to deal with this text and not with another? This question should be asked by the teacher to keep the text go in harmony along with the whole process.

### **2.1.5. Pedagogical Criteria Of Selecting A Literary Text:**

To plan an effective course, it is interesting to know about the students who are learning the course, because one common experience of EFL students is their unfamiliarity with the target language and culture. Thus assigning a suitable textbook, which enhance the Learner's interaction and discussion is a hard task done by the teacher that requires investigating the learner himself, his linguistic proficiency, cultural and literature background.

#### **2.1.5.1. Linguistic proficiency:**

Any new knowledge is based on prior one, which means that learners come to university with a considerable linguistic knowledge in English language. They can read text easily. They can extract the hardest ideas from it and even work on and interpret them, but many characteristics of literary text can stand as problems as Lazar explains: "Literary texts depart strikingly from the usual norms of language use, it includes a great many archaism, rhetorical devices and metaphors, or it makes use of the dialect or register".(53)

Here the teacher practices a set of pedagogical measures as checking the language and figurative language of the text, distinguishing between literary and non-literary text, survey how much linguistic and rhetorical points need a deep explanation before entering into text reading. The teacher may spend a whole session in order to enhance the learner's linguistic background to prepare them to face any ambiguity in linguistic points that may encounter.

#### **2.1.5.2. The Learner's Cultural Background:**

To understand a literary text, the social and political surroundings or what is called cultural background, are basics that the learner should encompassing.

In order to understand the text, each writer is influenced by a certain school or a movement. Therefore, if the learner has an access to the cultural environment of the text, he will easily understand it. However; in some cases the learner feels the diversity and differences by making comparison between the native culture and the target one (the culture

of the text studied) especially if he relying on his culture in the interpretation of novels and short stories. He will never understand, he will further make minimization to the interpretation to avoid any interpretation in the light of the native culture. The teacher can foster the learner' cultural background by introducing cultural, social and political elements into the course before any analysis or interpretation, Lazar states: "it is pointed out readers invariably interpret text in the light of their own world view and cultural experience" (62)

About the background, selection of the literary text the teacher should take in consideration that not all texts present cultural problems, "the teacher should work with text in gradual way". (Carrel) means to begin with texts that are close and similar to those written by writers of same style, then progressively move to the foreign culture text this help the teacher make relevance of themes and topics.

### **2.1.5.3. Learner's Literary Background:**

*"In the selection of the literary text, the teacher must consider the literary competence, which is important as well as the linguistic competence". (Lazar)*

In other words, the teacher in his selection of the text, he should not only check if the text is linguistically accessible, but he should check also if the learners are able to interact with his literary piece. Because it is pointed out that learners, who have already dealt with literature text even in other language, will expose some literature competence when they deal with any language because that experience, develop their literary competence. This proves that learners with high linguistic competence cannot deal with the text literary; they only can deal with each word apart, so they cannot understand its implication or what lies behind lines.

*" In order to reinforce the literary competence the teacher should introduce in his course activities which treat the language literature, like figurative and rhetoric meanings, literary forms and genres of language"(Martinez).*

Finally we come to the point that choosing a text is depending on literary readiness (learners with necessary literary knowledge ) learners will interact with the text aesthetically and critically not only linguistically.

### **2.1.6. Models of teaching literature in English:**

Several models suggested on the teaching of literature to ESL/EFL students.

Carter, Long and Lazar were the pioneers by paving the way for learners through some methods used by teachers for teaching literature.

#### **2.1.6.1 Cultural model:**

Is the most traditional approach, used in university courses on literature, it considers a literary text as a product and a source of information about foreign culture, where learners need to discover the social, political, and historical context of the text.

Reading tends to be based on obtaining information; it is a teacher-centered approach, thus demanding a large input from the teacher it is largely rejected by those in TEFL because of little opportunity for extended language work. (Carter; Long)

#### **2.1.6.2. Language Model:**

Most common approach to literature in the EFL classroom, Carter and Long refer to as “the language based approach”.

The language model seeks much more integration between language and literature, it enables learners to access a text in a systematic way in order to embodying specific linguistic features and literature practices. “The language based approach helps students to focus attention on the way as to how the language is used”. (Carter)

The language model focuses greater on general grammar and vocabulary or uses stylistic analysis. Lazar sees “literary texts as resources for language practice through series of language activities rather than studying literature for acquiring facts and information”.

This model allows teachers to employ strategies used in language teaching such as summary writing, jumbled sentences prediction exercises, most of activities used by teachers to deconstruct literary texts in order to serve specific linguistic objectives.

### **2.1.6.3 Personal Growth Model (PGM):**

This model designed by Carter and Long 1991, it attempts to connect the cultural and language model, helps learners to develop knowledge of ideas and language through different themes and topics, emphasizes the interaction of the reader with the text, it makes literature beneficial for linguistic development to learners. It requires learners to relate and respond to the themes and issues by making a connection to their personal lives.

This model provides direction for the reader to construct meaning from the reader's own experience. "The personal growth model encourages learners to enjoy and love literature; it raises the development of language competence and literary competence on them. It also develops their critical awareness" (Carter and Long 16-19)

### **Conclusion:**

To sum up, perhaps the most recent studies that investigated the role of literature contributes in language classes deduced its prominence, this is shown through the diversity of the approaches, models and so many theories that have the way for an effective exploitation of literature with all its parts.

All these studies come across a common point that is the importance of incorporating literature in the language classroom. This incorporation widely helps in raising student's interests and personal engagement with the literary text as well as developing their critical thinking and particularly fosters the learner's language skills (reading, listening, speaking and writing) this issue will be one of our considerations to be discussed in the next chapter.

## **2.2. Section 2: General Overview of Second Language Writing Skill**

### **2.2.1. Introduction**

Writing is an important part of our life's linguistic skills. Writing involves composition, which means the ability either to tell or retell pieces of information in the form of narratives

or descriptions, or to turn information into new texts, as in expository or argumentative writing. It is thus, better seen as a series of actions varying from the more functional or formal aspects to the one end of the structure to the most nuanced act of the other end (Omaggio and Hadley 1993).

Dealing with L2 writing requires a clear and good understanding of the nature of the second language writing since the writing process in L2 is a complex process. It is often difficult for learners to improve simultaneously all aspects of the writing stages. Students who are writing in L2 (as opposed to L1) need to learn language skills as well as writing methods and techniques. The success of a writer can be hindered by a limited knowledge of language, vocabulary and content.

### **2.2.2. The nature of writing:**

Writing is a medium of communication among people. It should follow certain conventions that are unique to all those that relate letters to words and phrases, which must be coherent and well organized in order to have what we called “text” (Bader 2007). This skill or means of communication is neither innate nor natural, it must be done and practiced a great deal to be learned and to make use of it and its rules; therefore, the writer does not write for himself, but writes for his reader, because the writer must state clearly his ideas in order to make himself understood.

In pedagogical terms, writing is a crucial element in the teaching of languages, as students have to write notes and take written exams. However, over the years, writing has been regarded as a support mechanism for learning grammar and vocabulary instead of a competence in its own right, but educators and methodologists have revisited the need to write as a vital skill for foreign language speakers as well as for those who use the first languages (Harmer 2004).



However, writing is a difficult task, both in first and second language, in contrast to the simple and spontaneous act of speaking. Its complexity comes down to three categories: social, linguistic and cognitive, which in some way overlap with other factors identified by (Byrne 1988).

The idea we draw from the previous concept, therefore, is that writing is the way to interact with the language by graphically representing ideas. It is also demanding, sophisticated, social and relevant for language learners and mother tongue speakers.

### **2.2.3. What Is Second Language Writing?**

Second language writing means the study of the writing of a second or foreign language writers / non-native speakers. Hyland defines L2 writing as:

*‘‘simply, second language writing is a term applied to writing done in a language other than the writer’s native language(s). It is also often, but not always, being done in a language that the writer is in the process of learning. For many of us it is also an abstract area of study – the study of writing performed by non-native speakers. And, in addition, an area concerned with the experience of writing in another language, the analysis of the writing produced in another language, the teaching of writing in another language, and the study of teaching of writing in another language’’ (02).*

That is to say writing in a second language is not just about putting traditional symbols of the writing system, which reflect the utters which you have in mind, on paper, but also about arranging thoughts, details and experiences in a purposeful way. It is a complicated process involving, for example, a number of cognitive and metacognitive activities, brainstorming, preparing, designing, arranging, editing, and revising; as well as it is interesting because of the variation of the writers. Each person has his own experience and background with a different level of language proficiency (Hyland 02).

Anthropologists and ethnologists rightly point out the link between language, culture and thought. Language is the foundation of culture and the best way to express thought. Since linguistic awareness is the basis of cultural awareness, mastering a language means at the same time mastering the culture of which that language is a

carrier. This goes well beyond a simple linguistic competence (knowledge of vocabulary and grammar) to correspond to a real communication competence including, in writing, the insertion into a certain literary tradition. To master two languages is to belong to two different cultural universes, each with its own vision of the world, its imagination and its representations of reality (Ngalasso 116).

#### **2.2.4. The Basic Rules of Writing:**

In the academic sense, writing in English calls for some acceptability requirements in relation to different aspects of writing, including structure, vocabulary, language use, punctuation, correct capitalization and paragraphs. An effective piece of writing with precise terminology and efficient word choices is structured, simple and coherent (Starkey 2004).

##### **2.2.4.1. Organization:**

The details should be addressed to readers while writing in a standardized format; even short writing pieces have frequent and repetitive organizational patterns. The striking value of the organization is to make readers trust what they say and to obey their leadership voluntarily. Starkey says:

*“By following [an organized method of writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your piece of writing work together and how they support your thesis” (02).*

Organization is usually determined by certain methods preceding the actual writing act. That is, before engaging in the actual act of writing, the author decides on how to structure his written work through certain methods such as free writing and brainstorming. The use of pre-writing techniques helps create an effective plan, which ensures the organizing of the writing, because after reading and classifying notes from the pre-writing operation, a plan is, typically drawn up.

The free writing and the brainstorming are good for shaping learner's mind, which gives us some time to link up with the subject assigned and notes all that comes to mind, Stated by

(Chelsa 2006), (Creme and Lea 2008) and (Galko 2002). The two methods above are similar, because they are timed and dynamic exercises designed to produce multiple thoughts and ideas on a single subject. Free writing, however, involves placing whole sentences or sentences on paper, while brainstorming means making a list that may include specific, interesting ideas in a particular order.

#### **2.2.4.2. Coherence:**

For any form of writing, quality is an essential aspect. For academic writing, it is especially important because success or failure will rely on how clearly the learner has been able to express his thoughts and arguments to his reader. Whatever their wisdom or originality, their meaning and significance are lost when they cannot be interpreted in a simple and logical way. One thing that (Kane 2000) and (Creme and Lea 2008) agree on is the importance of concise prose. Coherence has to do with the arrangement and integration of one's thoughts in a way that helps the reader to grasp them more easily.

According to Murray and Hughes, a good writer is “who sticks his ideastgether as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down” (45).

#### **2.2.4.3. Word Choice:**

The best way to express his thoughts correctly in writing is to choose the right words. It means that the reader knows what the author writes. The student's choice of words should consider two things according to (Starkey 2004) and (Kane 2000): *denotation and connotation*.

The basic or abstract sense of a word is denotation. Students should make sure that their words are right, as often ambiguity is derived from words which sound or look like that, but which have very different meanings, terms and uses which sound normal (but not necessarily considered standard English), or terms which are so frequently misused that their usage is assumed to be valid. *Connotation* "is a word's implied meaning which involves emotions,

cultural assumptions, and suggestions” (Starkey 21). The learner should ensure that any word he or she uses represents exactly what he or she wants to do, as it allows the student to think beyond the dictionary, about what his or her writing may mean or infer. The denotative and connotative significations must be taken into account when choosing term, according to what has been said previously. This is not the whole thing, though; the student should also consider whether the words used might confuse his audience or offend. Informal terms, clichés and slang words should be avoided.

### **2.2.5. The Relationship Between Writing And Reading:**

Both Writing and reading are aspects of literacy. The previous involves the coding of the message whereas the letter involves its decryption or interpretation; in another words; writing is that the productive whereas reading is receptive. However, in spite of their completely different characteristics, both skills complement one another regarding second language learning contexts, writing and reading are aspects that make the EFL learners learn how to organize their thought and expression.

According to Kern literacy is:

*The use of socially-, historically-, and culturally situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their contexts of use and, ideally, the ability to reflect critically on those relationships. Because it is purpose-sensitive, literacy is dynamic-not static- and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge. (p. 16)*

The nature of this reading-writing link was often considered the concept of Krashen. Krashen (1984: in Eisterhold, 1990:88) suggests that written abilities are formed through an understandable feedback with low affective filter. He theorizes that writing skills derive from a wide variety of self-motivated reading for curiosity and/or enjoyment. In order to produce a readable piece of writing, the writer should take into consideration what are the expectations, knowledge and the needs of their readers. Heffernan and Lincoln stated that “*all good writers think about their reader, just as all good speakers think about their listeners*” (p.50).

## **Conclusion**

After having investigated some important aspects linked to the writing skill, we can say that the writing skill has become vital nowadays. It is defined from different perspectives. Concerning its nature, writing is the means that enables learners, via a well-constructed text, to communicate their feelings and ideas, organize their knowledge and beliefs into persuasive argumentation. It is viewed as the most complex and difficult skill. In order to ensure the unity of the learner's piece of writing, some basic rules should be taken into consideration including organization, coherence and word choice. In EFL classrooms, learners develop their writing performance through the reading skill. So, is it possible to improve the learners' writing performance through including literary texts in their curriculum? The answer will be reached after analyzing and interpreting the research findings in the next chapter.



**CHAPTER2: THE ROLE OF THE  
INCLUSION OF LITERARY TEXTS ON  
DEVELOPING L2 WRITING SKILL**

## **Chapter 2: The Role of the Inclusion of Literary Texts on Developing L2 Writing Skill**

### **3.1. Introduction:**

It seems appropriate to give the students an opportunity to express their ideas not only by means of assignments but via questionnaire as well. We designed the questionnaire in order to investigate how the third year student develop their writing skills depending on the use of literary texts by the teachers of English language. In addition, how the student confront the importance of such materials for the writing process. In this section, we will see the results of the student questionnaire to check the validity of the research hypothesis.

### **3.2. The Administration of The Questionnaire:**

The target population of this study is third year language and Culture LMD English Students at the University of Khenchela. Since it is not possible to deal with all third year students especially under these circumstances of Covid-19, we have to take a representative sample of thirty students that will be chosen randomly from different genders and levels of abilities. They will respond on the questionnaire online. The reason for choosing this population is that third year students have been studying both writing stages and literature for two years and, therefore, we suppose they have enough knowledge about the matter.

### **3.3. Description of The Questionnaire:**

The questionnaires consist of 18 multiple-choice questions divided into three sections as follows:

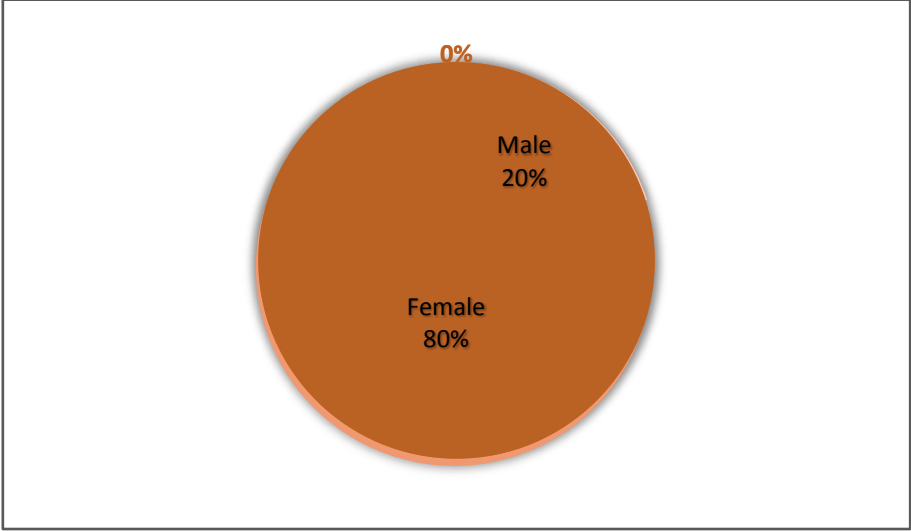
- **Section 1:** General information (Q1 – Q2): It is about the gender and the age of the students.
- **Section 2:** Overview of Literature (Q3 – Q11): It aims to explore how the students deal with the literary texts.
- **Section 3:** Overview of writing skill (Q12 – Q18): It aims to explore how the students deal with the different aspect of writing skill.



**3.4. Analysis of the Questionnaire**

**3.4.1. Section One: General Information**

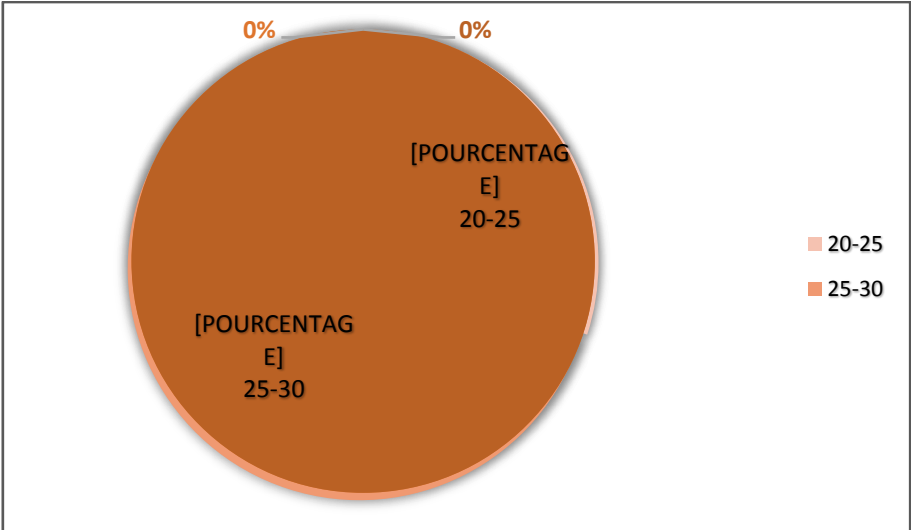
**Q1. Gender:**



**Figure 1: Gender**

*As far as the research sample is concerned, out of thirty respondents six (20%) were Male and twenty-four (80%) were Female.*

**Q2. Age:**

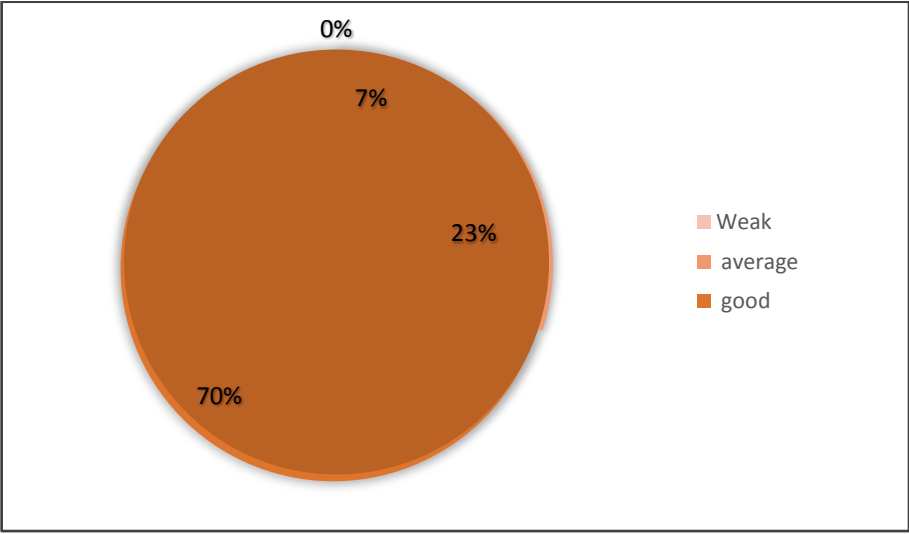


**Figure 2: Age**

*From figure 2, we can see that the students' age is divided as follows: nine (30%) their age is between 25 and 30, and twenty-one (70%) their age is between 20 and 25.*

**3.4.2. Section Tow: General overview of Literature**

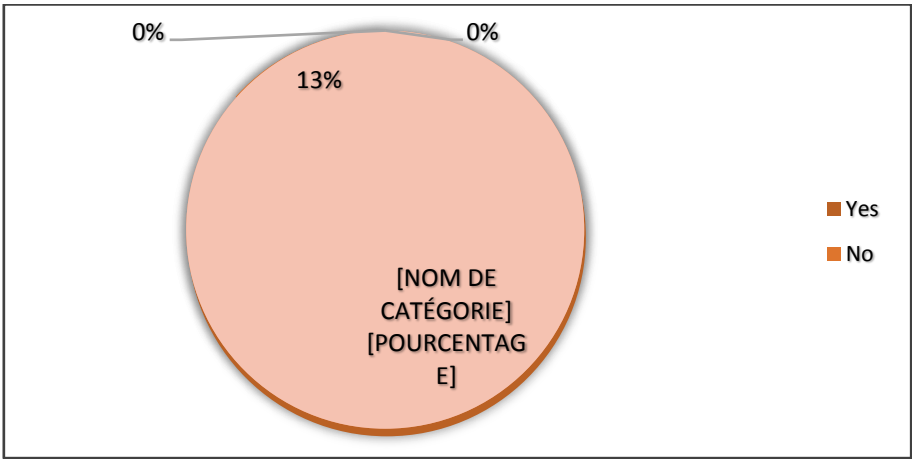
**Q3.** How do you evaluate your level in English?



**Figure 3:** Students’ Level in English

*The majority of the respondents twenty-one (70%) do have a good level in English, whereas seven (23.3%) of the respondents have average level. A proportion of two (6.7%) of respondents have weak level.*

**Q4.** Are you interested in literature?

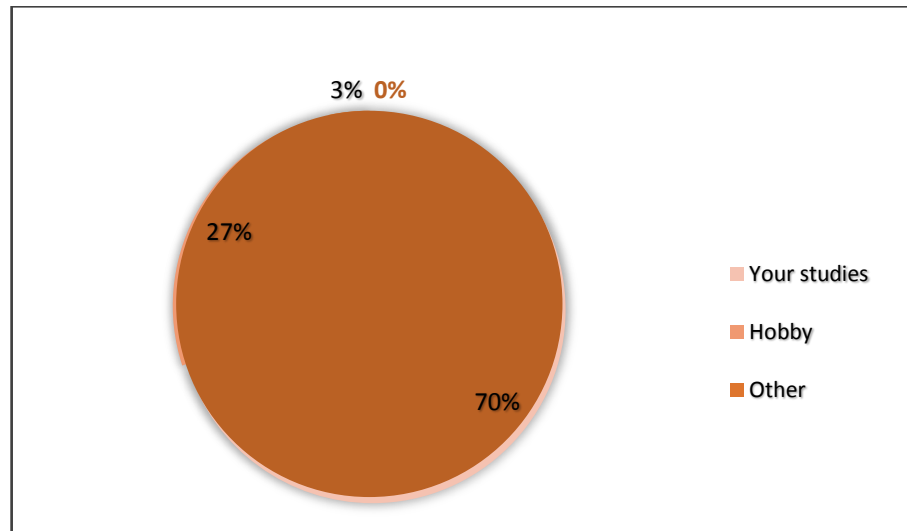


**Figure 4:**Students’ in Literature.

*The figure 4 reveals that twenty-six (86.7%) of the participants are interested in literature while the rest of them four (13.3%) do not. This means that students are aware of*

*the importance of writing and it is to the teachers to guide and help them to get more motivated.*

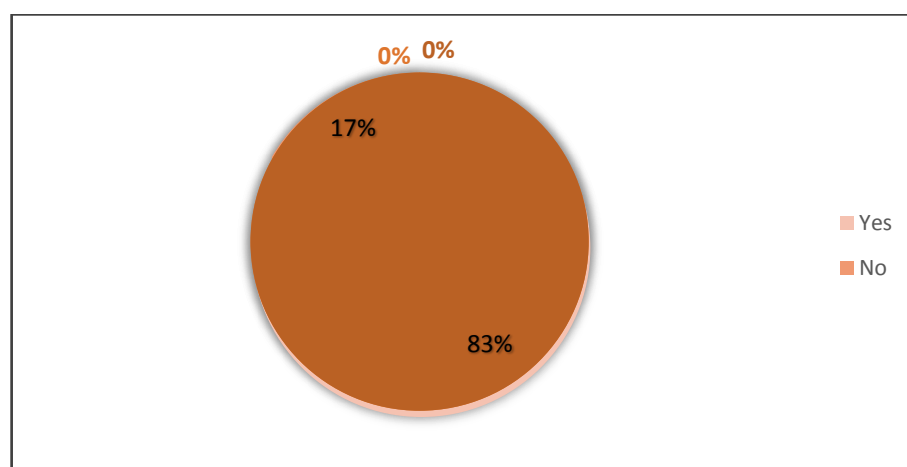
**Q5.** From where have you acquired this habit?



**Figure 5:**How Students became Interested in Literature

*The pie chart 5 represents from where did the participants acquired their interest in literature. Most of them twenty-one (70%) acquire it from there studies. A proportion of eight (26.7%) acquire is a hobby and a low percentage of one (3.3%) acquire it from other sources.*

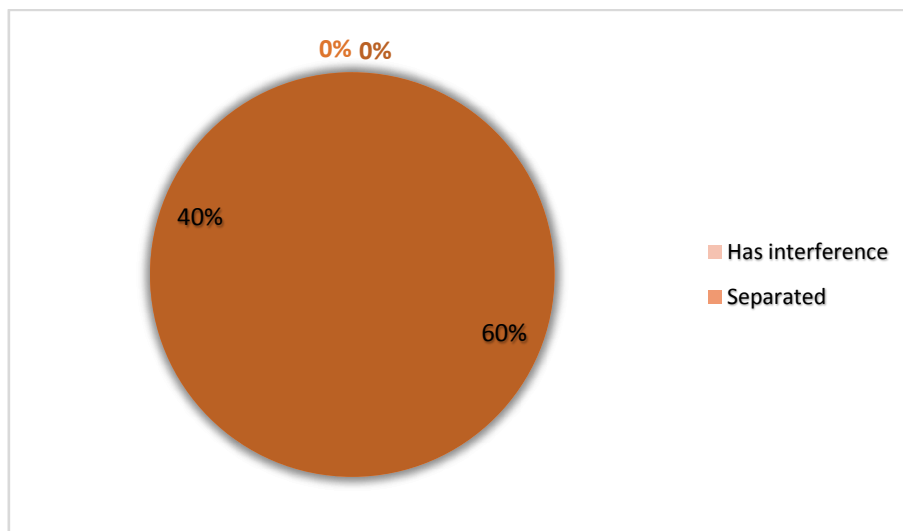
**Q6.** Do you as a learner like to read literary texts?



**Figure 6:**Do Students Like to Read?

When we asked students if they like to read literary texts, twenty-five (83.3%) answered by yes and the rest five (16.7%) answered by no as it is apparent from pie chart 6

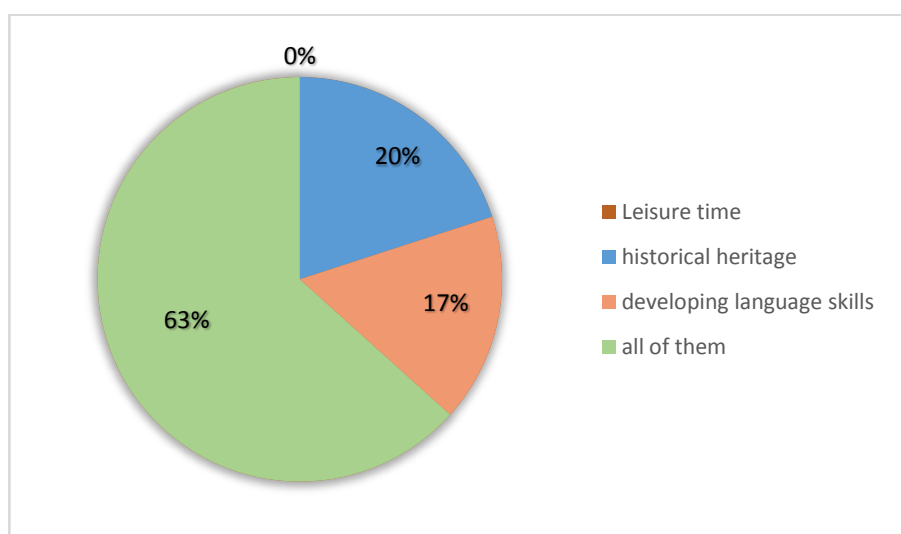
**Q7.** Is literature a separated subject (module) or has interference in other modules?



**Figure 7:**The Interference of literature with the Other Modules.

The diagram 7 demonstrates that more than eighteen (60%) the module of literature has interference with the other modules; however, for twelve (40%) literature is taken as a separated module.

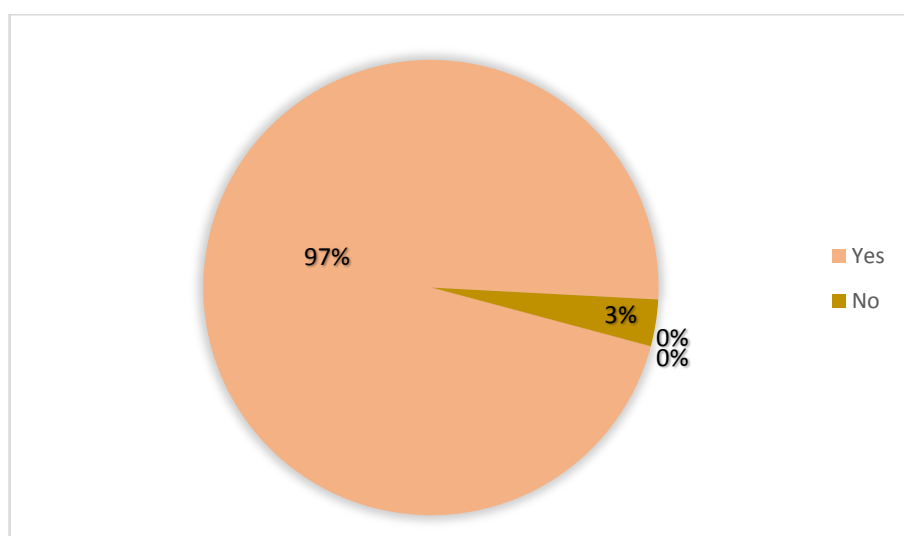
**Q8.** Do you think that the purpose of including literature in university is:



**Figure 8:** The Purpose of the Inclusion of Literature in the University

We can see through the pie chart 8 that the questionnaire suggests that the purpose of including literature in university is Leisure time, historical heritage, developing language skills or all of them. Most of the respondents nineteen (63.3%) mentioned all of them. six (20%) students mention historical heritage. Finally, five (16.7%) students mention developing language skills. (Fig. 8).

**Q9.** Do you think that the inclusion of literary texts in teaching language fosters the language skills?

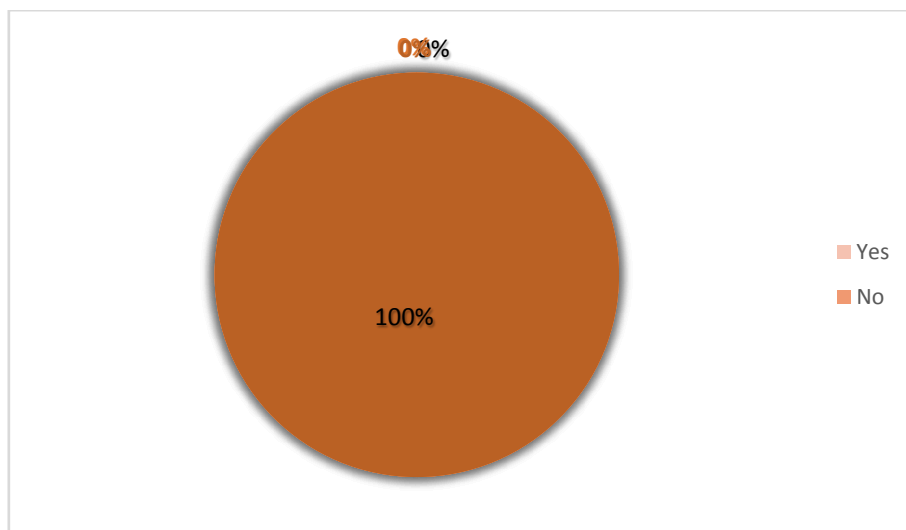


**Figure 9:** The Impact of Literary texts on fostering the Language Skills

The figure 9 reveals that twenty-nine (96.7%) respondents do think that the inclusion of literary texts in teaching language fosters the language skills, however only one (3.3%) do not think so.

**Q10.** Are you satisfied that the inclusion of literary texts is a good way to teach the language?

Justify

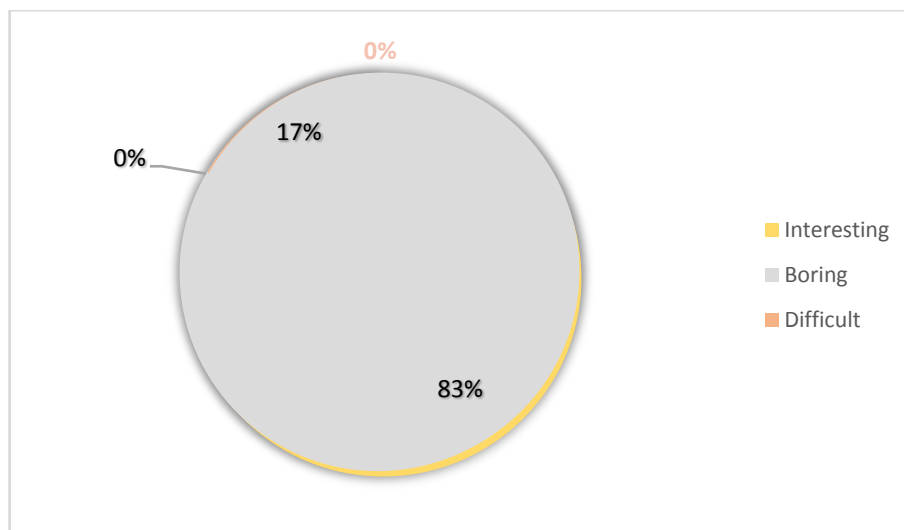


**Figure 10:** Are you satisfied that the inclusion of literary texts is a good way to teach the language.

*All the participants (100%) are satisfied that the inclusion of literary texts is a good way to teach the language as figure 10 show. These were some justifications provided by students:*

1. It enhances the writing skill as it fosters our imagination and gives us a chance to jog down whatever comes to our mind.
2. Because in literature language is in highest level in which a good vocabulary and structure is used
3. Because of its authenticity
4. When the learner read literary text automatically, he or she will develop his or her language.
5. Because literature includes good vocabulary and structure.
6. It enriches the students' vocabulary.

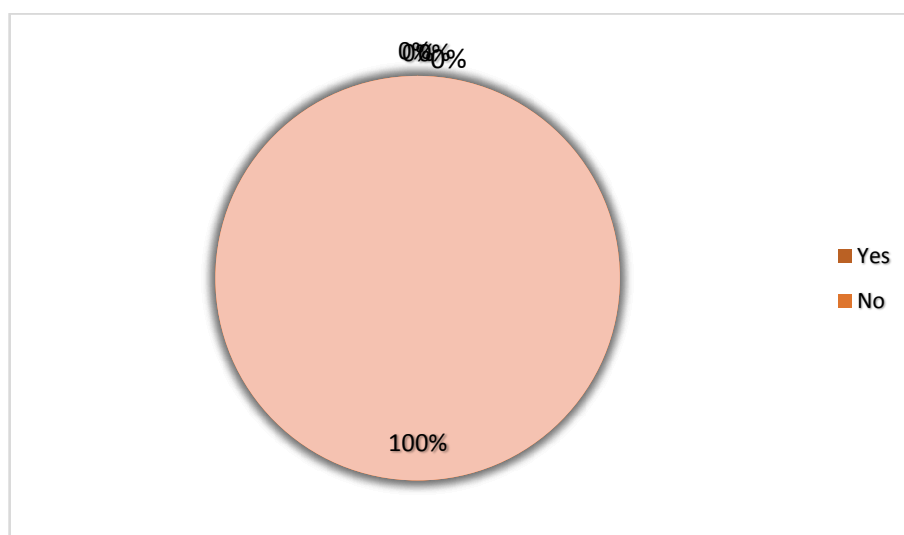
**Q11.** As a part of educational tools, you see literary texts as:



**Figure 11:** Literary Texts as a part of Educational Tools

The figure 11 below shows that the majority of participants twenty-five (83.3%) see that literary texts as an interesting tool in the teaching process, whereas five (16.6%) see that it is a difficult tool and no one thinks that it is boring. From the findings, we can see that a high percentage of students are have big interest in literature in general.

**Q12.** Do you agree that you have learned many new vocabularies by reading literary texts?



**Figure 12:** Literary Texts Help to Learn New Vocabulary

As figure 12 represents, all the thirtyrespondents (100%) agree that they have learned many new vocabularies by reading literary texts, which means that literary texts enrich the students' vocabulary.

**Q13.** What do you suggest to implement literary texts efficiently in EFL classes?

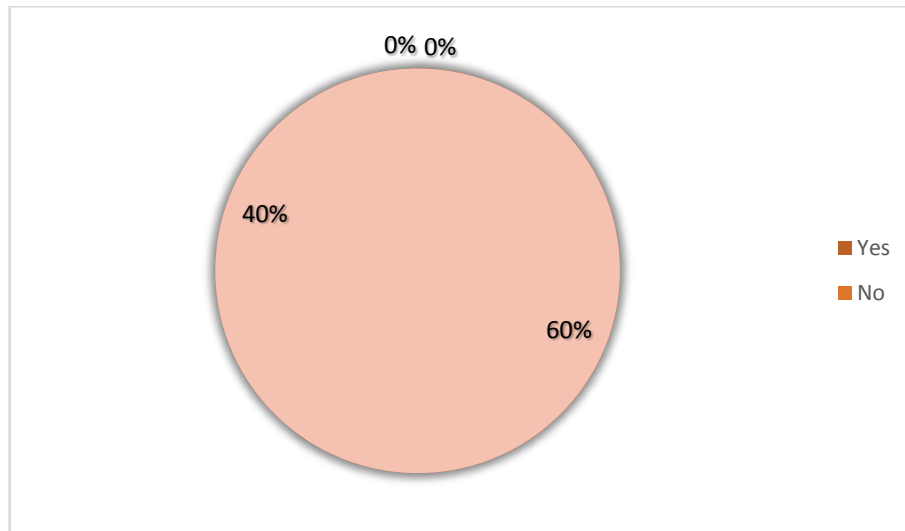
The students suggested the following answers:

1. Teachers have to give a chance to their students when it comes to interpreting the writers' words. Learners should not be afraid of giving their opinions. Changing the strategies and get rid of what they find in the internet, because what is said on media is not always true since it does not reflect what all people think! The novels and poems should tackle the culture. The analysis should be a work of students and not teachers; let learners be the core element, and teach them how to be good interpreters and not bad consumers
2. Focus on the quality i mean Choosing the literary texts that develops reading and writing skills
3. To accompany them with audiobooks, or introduce them in an interesting way to the students before reading in order to boost their determination to start reading them
4. It all depends on teachers i.e. once teachers of literature are highly and sufficiently equipped with o potential that permits to convey the message correctly then literature would be a treasure for the students AND VICE VERSA!
5. Picking out interesting texts or letting the students themselves choose genres and texts to read. It is highly interesting if students worked in groups also. For example, if a group chose a piece of literature, read it and prepared a presented an overview about it and discussed it with the rest of the class, all students then would engage in the learning activity and learn something from each other and by reading also

### **3.4.3. Section Three: Overview of Writing Skill**

**Q14.** Do you like writing? Why?

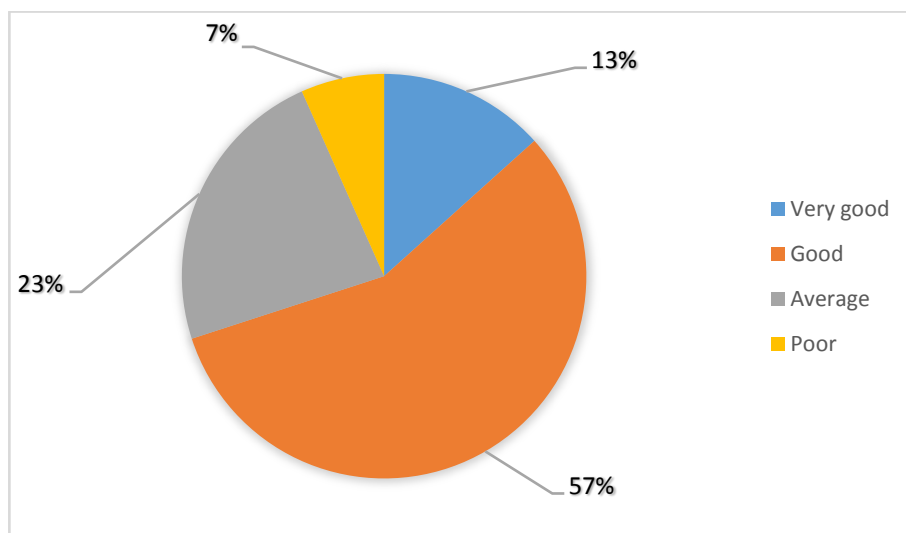




**Figure 13: Do Students Like to Write?**

Based on the graph 13 shown above, it is clear that the majority of respondents, eighteen (60%), do like writing because they see that writing is the best way to communicate since it gives an opportunity to express their thoughts and feelings. However, twelve (40%) do not like writing because of the lack of vocabulary.

**Q15.** How do you rate your level in writing?

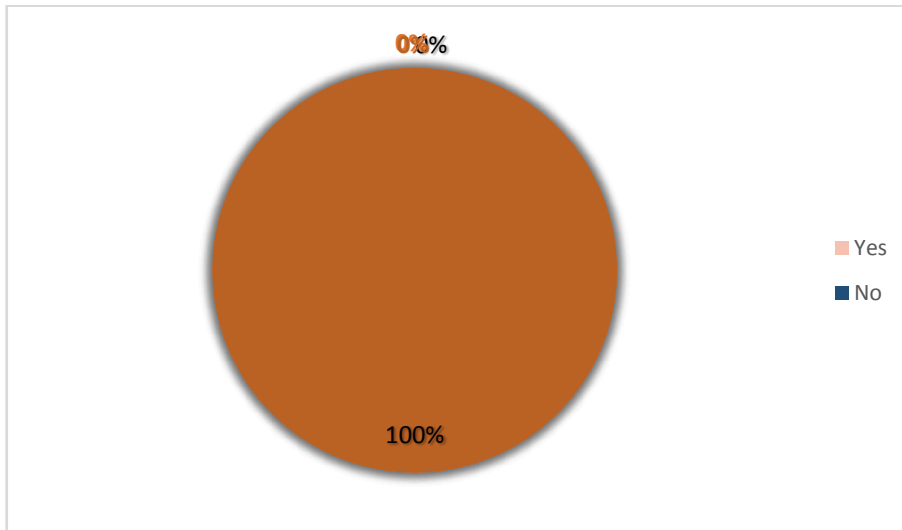


**Figure 14: Students Level in Writing.**

As the questions was asked to 30 respondents, the findings show a high percentage of 57% from the total number of respondents have good level in writing. As there is a

percentage of 23% of the participants said that they have average level. From the findings, 13% of students have very good level and only 7% do have poor level.

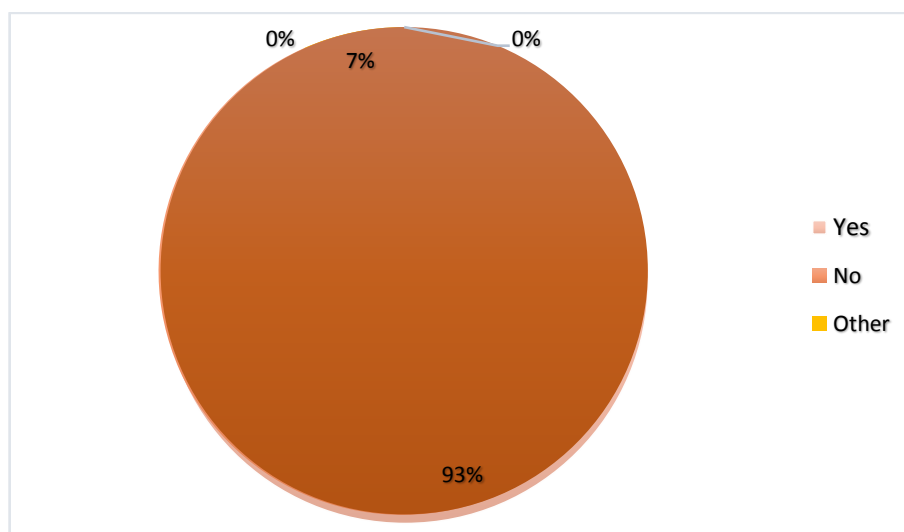
**Q16** Do you think that reading literary texts have beneficial effects on developing your writing performance?



**Figure 15:** Do you think that through reading literary texts you learn how to develop your writing skill?

*All the thirty participants do think that reading literary texts have beneficial effects on developing writing performance. (Fig. 14)*

**Q17.** Do you think that developing writing skill by reading literary texts can make the learning process interesting?

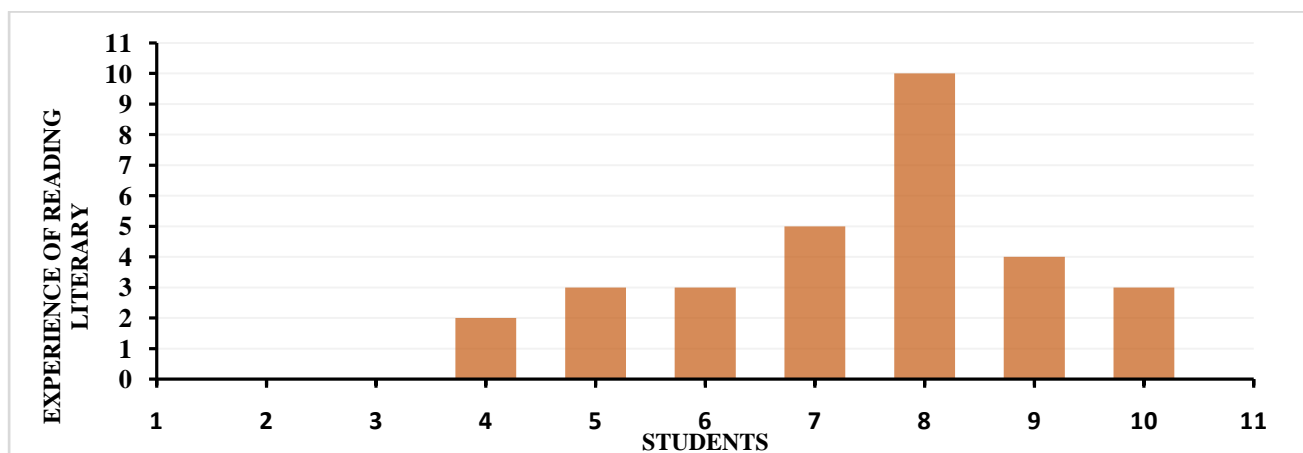


**Figure 16:** How Interesting is The Learning Process While Using Literary Texts.

*It is noticeable through figure16 that twenty-eight (93.3%) student agree that developing writing skill by reading literary texts can make the learning process interesting, whereas tow (6.6%) do think that it depends on the content some texts are dreadful to read.*

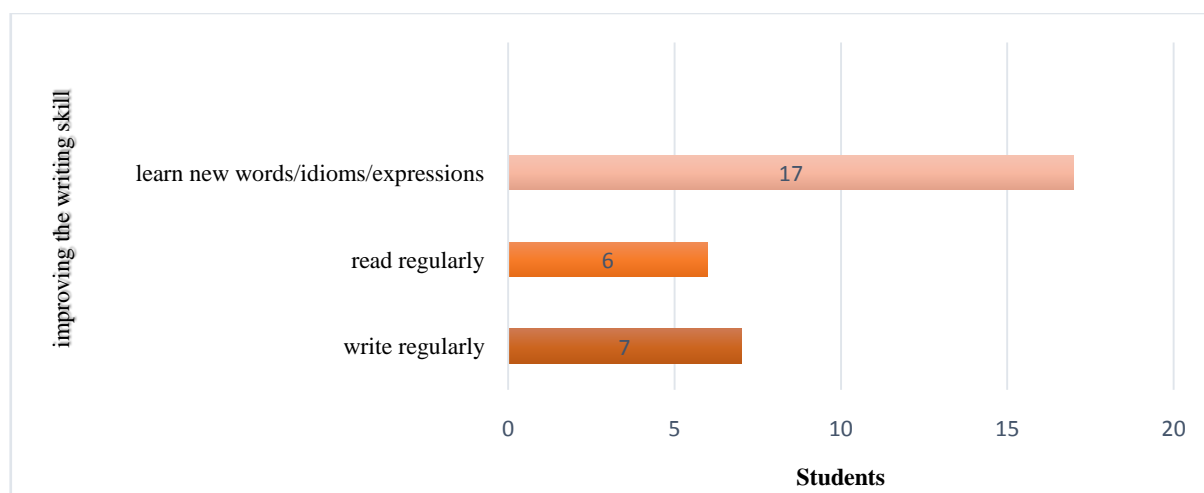
**Q18.** How would you rate your overall experience of reading literary texts to develop your writing skill?

Students, who participated, in the questionnaire do rate their overall experience of reading literary texts to develop their writing skill as represented below:



**Figure 17:** Students Experience of Reading Literary Texts to Develop Writing Skill.

**Q19.** What do you usually do to improve your writing skill?

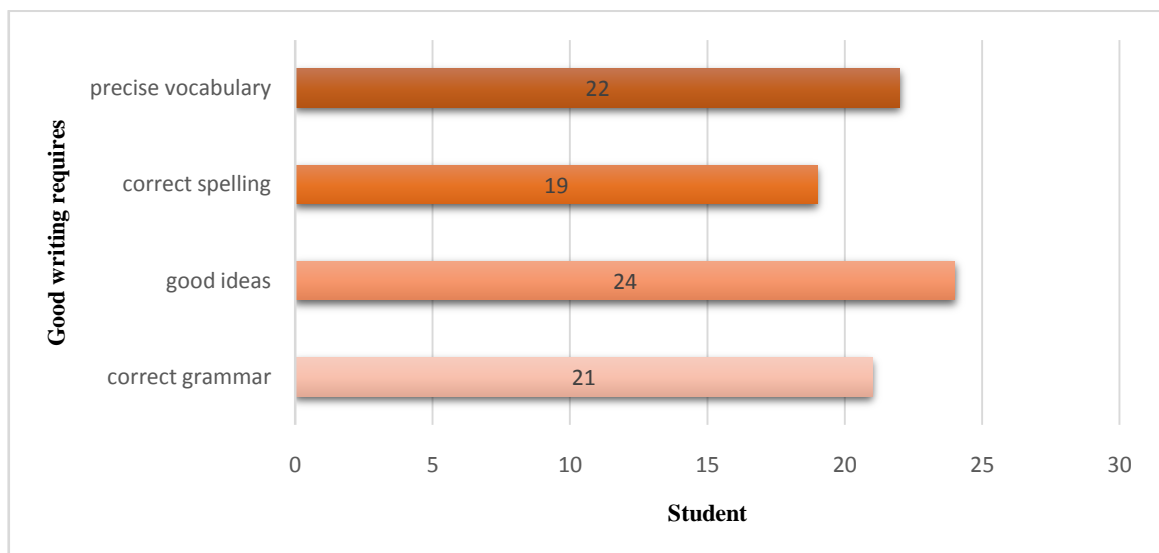


**Figure 18:** How Students Develop Their Writing Skill.

To improve the writing skill, seventeen (56.7%) of the students learn new words/idioms/expressions. Six (20%) Read regularly. A proportion of seven (23.3%) write regularly. From figure 18, we can see that the majority of students depend on learning new words and expressions to develop their writing skill.

**Q20.** According to you, good writing requires:

- A. Correct grammar
- B. good ideas
- C. precise vocabulary
- D. correct spelling
- E. Other



**Figure 19:** What Do Good Writing Requires.

In this checkboxes question, twenty-four (80%) of the participants see that good writing requires good ideas; however, twenty-two (73.3%) think that it is the precise vocabulary. Other participants twenty-one (70%) believe that correct grammar is what make good writing, whereas a proportion of nineteen (63.3%) think that good writing requires correct spelling.

### **3.5. Interpretation of the Main Findings:**

The results of the student questionnaire demonstrate that the majority of students showing their large acceptance of the use of literary text as a material in teaching language. They agreed on its efficiency in fostering their writing skills, they arguing that this inclusion is very enjoying and make their scope of interaction bigger. This claim can be reinforced by (Belcher and Hirevella) hold that “literature is rich with innumerable authentic tokens of language for the development of reading, writing, speaking and listening skills”

The results also exhibited how literary text can be beneficial. Many students found that the use of literature is interesting and motivating that the students can extend their knowledge and experience of the world. They also argued that the literary texts, provided examples of effective and appropriate usage of the language, which can be recognize as an important factor for fostering the writing skill.

Consequently, the questionnaire has revealed all what have been hypothesized in the previous chapters.

### **Conclusion**

Literary texts play an effective role in improving learners’ writing skill in EFL classrooms. The findings of this research paper indicate that literary texts are primarily to be incorporated into the spine sequence course and should be taught to all levels of EFL learners.

To sump, this second Chapter has provided different results, arguments and interpretation that were made as supporting ideas, and notions to the dissertation. Also assembled a good pack of data using the questionnaire as a data-gathering tool

# **GENERAL CONCLUSION**

## General Conclusion

The conducted study tries to spotlight on the impact of the inclusion of literary texts on the development of EFL learners writing skill.

This work encompasses two chapters. The first chapter is a theoretical work that is divided into two sections. The first section is a general overview about literature in English Language teaching and the second section includes information about second language writing skill.

The interesting of the first chapter embodied in the useful information we presented about literature as a material in teaching English Language as a foreign language (L2classes), its definition, the suggested models and approaches for teaching literature in English Language, and how to select a literary texts. All that mentioned in the first section. Moreover, the second section is a thorough exploration of the second language writing skill that presented information under the following titles: the nature of writing, what is the second language writing? In addition, the basic rules of writing and the relationship between writing and reading.

The second chapter is devoted for the empirical research; it describes the data gathering tools, analysis, interpretations and discussions of results. It took a form of questionnaire that has been carried out by the third year L.M.D English students at the department of foreign languages “Abbes Laghrour” Khenchela. It has consisted of description of the questionnaire and the analysis of the student’s responses to determine the extent to which using literature in teaching the English language as an L2 can develop the learner’s writing ability followed with the interpretations and discussions of results obtained.

The obtained results could confirm largely the hypothesis, which stated that learners who are dealing with literary works in their learning English language process could develop

their writing skill better than those who do not. This technique proves its positive impact on the development of the students' language skills generally, and on their writing skills specifically. Because of its authenticity where the student will be in front a direct exposure of a large number of language and linguistic aspects. It is a rich resource. Literary text also considered as a key of motivation and pleasure for learning a new language, indeed has a strong place in the ESL Curriculum and teaching language.

What can be said concerning this research is, it can open doors on further researches for investigation. In the light of the obtained results, we recommended the following:

- The use of literary works as a material of teaching English as a second language, should be adopted in all stages of learning that subject (from the complimentary school to the university)
- Teachers should devote enough time and effort when dealing with literary text to ensure more benefits.
- Teachers should encourage students to go through the different forms of literary text by creating activities that involve students to make use of it, for instance ask students to write a critical essay for the suggested text or to write a piece in the light of writer-trend.

Students should recognize the importance of using literary texts, and should be told regularly that the more they go through, the more they produce better writing.



## **WORKS CITED**

## Works Cited

- Arthur, B.** "Reading literature and learning a second." *Language Learning: A Journal of Research in Studies*.18: 199–210. 1968.
- Belcher, D. and Hirvela, A.** "Literature and L2 composition: Reviving the debate". *Journal of second language writing*, 9(1).21-39. 2000.
- Beverly, L., Zakaluk, D.** *A Theoretical Overview of Reading Process: Factors Which Influence Performance, Implications for Instruction*. Manitoba University Press (MUT). 1998.
- Brumfit, C. J. & Carter, R. A.** (Eds.). *Literature and Language Teaching*. Oxford: Oxford University Press. 1986.
- Brumfit, C.** *Language and literature teaching: From practice to principle*. Oxford: Pergamum Press. 1985.
- Brumfit, C., and Carter, R.,** (Eds). 'Literature and the Learner: methodological Approaches', *ELT Documents 130. Modern English*. 1989.
- Byrne, D.** *Teaching writing skills*. London & New York: Longman, 1988.
- Carrel, P., L., et al.** Schema Theory and ESL Reading Pedagogy, *TESOL Quarterly*, 14 (4), 553-573. 1987.
- Carter, R. & Long, M.N.** *Teaching Literature*. Harlow: Longman. 1991.
- Chelsa, E.** *Write Better Essays in Just 20 Minutes a Day*. New York, 2006.
- Collie, J and Slater, S.** *Literature in the Language Classroom*. Cambridge: Cambridge University Press. 1994.
- Crème, P and M.R. Lea.** *Writing at University a Guide for Students*. UK: McGraw-Hill Education., 2008.

**Edmonson, W.** The role of literature in foreign language learning and teaching: some valid assumptions and invalid arguments. *AILA Review*, 12. 1997.

**Eisterhold, J. C.** Reading-writing connections: toward a description for second language learners. In B. Kroll (Ed), *Second Language Writing Research Insights for the Classroom*. New York: Cambridge University Press.

*English Language Arts* (643-654). New York Masmillan Publishing Company.

**F, Bader.** *Writing under the competency- based approach: The case of second year middle pupils*. . Constantine, 2007.

**Galko, F.D.** *Better Writing Right Now Using Words to Your Advantage*. New York: Learning Express., 2002.

**Harmer, J.** *How to teach writing*. England: Longman, 2004.

**Heffernan, A.W., & Lincoln, EJ.** *writing: A college handbook*. New York: W. Norton & Co., 1990.

<http://socyberty.com/education/models-of-teaching-literature/#ixzz19xPSEUL0>.

**Hyland, K.** *Second language writing*. Ernst Klett Sprachen., 2003.

In J Flood J. M. D. Lapp. (ed) *Handbook of Research on Teaching*.

**Kane, T. S.** *The Oxford Essential Guide to Writing*. . New York: Berkley., 2000.

**kern, R. G.** «Literacy and language teaching.» *Oxford University Press* (2000).

**Lazar, G.** *Literature and Language Teaching*. Cambridge: CUP. 1991.

**Lazar, G.,** (2000). *Literature and Language Teaching*. Cambridge: CambridgeUniversity Press. 2000.

**Liaw, M.-L.** Exploring Literary Responses in an EFL Classroom. *Foreign Language Annals*. 34, 35–44. 2001.

- Lima C.** Selecting. 'Literary Texts for Language'. Learning. Journal of NELTA. December 2010, Vol.15, no.1-2, p.110.
- Maley A.** Literature in the Language Classroom in R. Carter and D.Nunan (eds.) The Cambridge Guide to TESOL. Cambridge: Cambridge University Press, p 180-185. 2001.
- Martinez, A. G.** "Children's Responses to Literature". 1991.
- McKay, S.** Literature in ESL Classroom. TESOL Quarterly, 16 (4), 529-536. 1982.
- McRae, J.** *Literature in a Small "l"*. London: Macmillan Publishers. 1991.
- McRae, J.** Literature with a small 'l'. Hong Kong: Macmillan Publishers Limited 1997.
- Moody, H. L. B.** Literary appreciation. London: Longman.1968.
- Moody, H.** The Teaching of Literature. London: Longman. 1971.
- Murray, N. and G. Hughes.** *Writing Up Your University Assignments and Research*. 2008.
- Ngalasso, M. M.** Ecrire en langue seconde. Le discours des écrivains africains francophone. In: *Cahier de l'Association internationale des études françaises, 2007, n°59. pp.109-126.*
- Omaggio Hadley, A.** *Teaching language in context*. . Boston: Heinle & Heinle., 1993.
- Povey, J.** Literature in TESL programs: The language and the culture. In H. Allen and R. Campbell (ed.) Teaching English as a second language. New York, McGraw-Hill, 1972.
- Starkey, L.** *How to Write Great Essays*. New York: Learning Express., 2004.
- Thom N.T.T.** 'Using literary texts in language teaching', VNU Journal of Science, Foreign Languages.vol.24.February 29, 2008.p.120-126.
- Turker F.** USING "LITERATURE" IN LANGUAGE TEACHING, Hacettepe Üniversitesi EAltim Fakültesi Dergisi, 1991, 6/ 299-305.

**Zyngier,S.** 'Literature in the EFL Classroom: Making a Comeback',PALA: The Poetics and  
Linguistics Association, Universidade Federal do Rio de Janeiro, Colgio Pedro,  
Occasional Papers No. 6.1994.

# **APPENDIX**

# QUESTIONNAIRE

Dear students,

This questionnaire is designed to collect information needed for the accomplishment of a master research work. It would help us to investigate the role of the inclusion of literary texts on developing L2 writing skill of EFL learners. As your trusted answers are very important for the validity of this work, we hope that you give the questionnaire your full attention and interest.

## Q1: Gender

Male

Female

## Q2: Age

20-25

25-30

## Section one: General overview of Literature

Q3: How do you evaluate your level in English?

Weak

Average

Good

Q4: Are you interested in literature?

Yes

No

**Q5:** From where have you acquired this habit?

Your studies

Hobby

Other

**Q6:** Do you as a learner like to read literary texts?

Yes

No

**Q7:** Is literature a separated subject (module) or has interference in other modules?

Separated

has interference

**Q8:** Do you think that the purpose of including literature in university is:

Leisure time

Historical heritage

Developing language skills

All of

them

**Q9:** Do you think that the inclusion of literary texts in teaching language fosters the language skills?

Yes

No

**Q10:** Are you satisfied that the inclusion of literary texts is a good way to teach the language? Justify

Yes

No

**Q11:** As a part of educational tools, you see literary texts as:



An interesting tool

Boring tool

A difficult

tool

**Q12:** Do you agree that you have learned many new vocabularies by reading literary texts?

Yes

No

**Q13:** What do you suggest to implement literary texts efficiently in EFL classes?

.....  
.....

**Section two: Overview of Writing Skill**

**Q14:** Do you like writing? Why?

Yes

No

**Q15:** How do you rate your level in writing?

Very good

Good

Average

Poor

**Q16:** Do you think that reading literary texts have beneficial effects on developing your writing performance?

Yes

No

**Q17:** Do you think that developing writing skill by reading literary texts can make the learning process interesting?

Yes

No

Other

**Q18:** How would you rate your overall experience of reading literary texts to develop your writing skill?

.....

**Q19:** What do you usually do to improve your writing skill?

Write regularly

Read regularly

Learn new words/idioms/expressions

Other

**Q20:** According to you, good writing requires:

Correct grammar

Good ideas

Precise vocabulary

Correct spelling

Other