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Teaching the Writing Skills through Literary Texts
Case of 2nd Year EFL Students at Djilali Liabes University

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of Literary and Civilisation Texts

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Abstract

In recent years, the role of literature as a basic component in the language curriculum has been gaining momentum, because of its potential to provide an authentic model of language use. Thus, integrating reading literary texts in the EFL writing classroom can help learners develop their writing skills. After discussing with EFL teachers and noticing EFL students' essays, it has become evident that those later face certain difficulties at both form and content levels i.e. they are unable to express themselves comprehensibly and coherently.

Furthermore, the present study tries to help learners develop their writing performances through the medium of English literary texts. It is a case study of second year EFL students at Djilali Liabes University of Sidi Bel Abbes. Moreover, it utilizes a mode of triangulation that is based on tests, questionnaires and interviews. Results obtained in the present investigation revealed that there is a close relationship between writing and reading literary texts. Therefore, an appropriate selection of this later will help learners be familiar with the different linguistic forms and syntax and the different ways of connecting and organizing ideas.

Accordingly the study includes four chapters, the first one deals with the literature review related to the study under investigation. Chapter two is devoted to a description of the research design and procedures used for both processes, namely data collection and data analysis. Chapter three is reserved to the analysis and the interpretation of the gathered data. On the basis of the findings, some recommendations are suggested in chapter four.

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General Introduction

Language is used to give expressions and translate the culture of the community; it is the vehicle of thought and the instrument of communication. Therefore, one of the main objectives from teaching and learning a foreign language is to use it in different situations in order to communicate thoughts and information.

Nowadays, a great deal of communication takes place in written forms. Hence, knowing how to write effectively is one of the abilities that language learners need to develop. EFL students are supposed to respond to different writing assignments, and be able to use the language in order to explore and express their ideas clearly.

Rao (2007) asserts that English as a foreign language (EFL) writing is useful in two respects: first, it motivates students' thinking, it helps to organize ideas and it develops their ability to summarise, analyse and criticise. Second, it strengthens students' learning, thinking and reflecting on the English language. Moreover, writing skills are essential to academic success and a requirement for many occupations and professions.

Furthermore, engaging EFL students in the process of reading and writing will result in the development of these both skills. In addition to that, reading literary texts will provide learners with various ideas, vocabulary, grammar, paragraph structure, and different writing styles that help them improve their language proficiency level, and develop their creative thinking in expressing thoughts and opinions.

Moreover, by assigning learners to explore the literary language, they are encouraged to think about the norms of the language use, and become familiar with it. In addition to that, students may benefit from the reading passages to write their compositions since reading and writing are said to be two skills that 'mirror each other'.

Thus, an appropriate selection of literary texts will help learners to get in contact with different models of writing. At the same time, reading literary texts will inspire them and give them something to write about. In this respect, Lazar (1993) made a distinction between **the study of literature** and **the use of literature**. According to her, the study of literature makes literature the content of a language course. While the use of literature means using literature as a source for promoting language activities.

On the other hand, most EFL teachers assert that their learners do not read in English, the fact which makes them unable to recognize the different writing forms. In addition to that, they notice that their students face certain difficulties at both form and content levels, which make them unable to express their ideas clearly, accurately or meaningfully.

The objective of this research work is to help EFL learners explore, express and communicate their ideas in order to convey the intended meanings. In addition to that, it will try to build up, and strengthen students' proficiency level in English through the medium of English literary texts.

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

- 1- How to exploit literary texts to develop learners writing skills?
- 2- How to help EFL students convey their ideas to communicate the intended meaning through the medium of literary texts?

Accordingly, the following hypotheses are proposed:

1- Students might benefit from reading to write their essays, after assigning them to explore literary texts. Moreover, they will be familiar with the different linguistic forms, syntax, discourse functions of sentences, structures and different ways of connecting ideas, which will enrich their own writing abilities.

2- After reading a literary text, students' writing will become clearer with relevant discussion, organised and developed ideas, appropriate explanations and exemplifications.

Triangulation seemed to be a convenient research method for the present study i.e. the use of multiple methods for collecting data serves as a means to confirm accuracy, and to form substantial evidence.

The present study includes four chapters. The first chapter examines the research literature related to the research work; it highlights the reading and the writing relationship, as well as the benefits of using literary texts in the writing classroom.

Meanwhile, the second chapter deals with introducing the research methods and design. The first part of the chapter describes the research method and the target population. On the other hand, the second part is concerned with the process of data collection, as well as instrumentations and procedures used in the study.

The third chapter is based on the analysis of the information gathered from the research instruments (tests, questionnaires and interviews). In addition to that, main results are interpreted and discussed.

Last but not least, the fourth chapter provides some recommendations based on the collected data. In addition to that, suggestions related to how to help EFL learners write coherent essays are presented. Moreover, different writing activities based on literary texts are proposed.

CHAPTER ONE

THEORETICAL BACKGROUND

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1.3 Approaches to Teaching Writing

1.3.1 The Traditional Approach

1.3.2 The Modern Approach

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1.4 Writing Skills

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1.1 Introduction

Combining literature and writing can have a profound effect on students' reading and writing abilities. The major benefit of using literary texts in a composition class is that it provides invaluable sources to enhance students' writing qualities. Hence, the first part of the present chapter tries to give an idea about the writing skills and process as well as the different uses of literary texts in the EFL classroom.

1.2 The Nature of Writing

Writing is an act of communication, it is considered as a skill that needs study and practice to be developed (Oshima and Hogue, 1997). The ability to write is not naturally acquired; it is usually learned as a set of practices in formal institutions, or other environments settings. Meanwhile, writing is an essential skill through which success can be attained in any academic contexts. Brooks, (1960:167) says that: *“writing is much more than an orthography symbolisation of speech, it is more importantly a purposeful selection and organization of expression”* this means that writing is a group of organized expressions that form a whole, and convey specific meanings. Furthermore, Nunan (2003) defines it as a process of thinking to invent ideas, exploring and arranging them into statements and paragraphs, rather than a mere production of graphic symbols.

The ability to write a second/foreign language is becoming widely recognized as a crucial skill for educational, occupational and personal reasons. One of the main goals of learning to write is to pursue careers that involve extensive writing. Moreover, at the university level, writing is used as a tool for learning. However, some EFL learners view it as a difficult activity, since it requires different abilities such as: mastering grammar, vocabulary, punctuation and higher level of productive language than speaking i.e. the written language needs to be more explicit, accurate, appropriate, and effective than the spoken discourse. Hence, the writer has to structure and integrate information into cohesive and coherent paragraphs. In addition to that, generate and organise ideas and translate them into a readable text. Thus, sufficient knowledge about the language is required because:

the process of text generation, or encoding internal representations (ideas) into written text, may be disrupted by the need for lengthy searches for appropriate lexical and syntactic choices. Consequently, the written product may not match the writer's original intention

(Weigle,2002:36)

Writers need to communicate their ideas clearly, and keep their readers in mind to enable them understand their compositions (Byrn,1981). In addition to that, they need to choose relevant words to make their writing as explicit as possible, and complete in itself, to convey the intended message (ibid). Nunan (1991:35) says that successful writing involves:

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

Writing is then considered as a sort of communication between writers and readers. Thus, an ability to express and organize ideas, and a prior knowledge about the topic are required in any piece of writing.

Students need to have the opportunity to define and pursue writing aims that are important to them. They need also to use writing as an instrument of thought and learning across the syllabus, as well as in the world beyond their university studies.

Hartley (2008) divides written texts into a hierarchy of three overlapping levels: the first level is about **writing as a social process** since there is a close connection between texts production and writing purposes. The second one refers to **writing as a cognitive ability** since there is a close connection between the written product, and the

reformulation of thoughts and ideas. The third and the last level is the process of **putting pen to paper** which is classified as the first and the highest level of writing processes.

Meanwhile, Briton (1975) distinguishes between three kinds of writing: **transactional writing** which is used to inform, advice or persuade. The second kind is **expressive writing** which reflects writer's immediate thoughts and feelings. While the third kind is the **poetic writing**, here the language is used as an art form and exists for its own sake. The present study is concerned with the second category of Briton or what he called **expressive writing**. Students in this case will use the language to express their ideas and personal experiences, in order to strengthen their language performances through writing.

1.3 Approaches to Teaching Writing

Traditionally, writing was viewed as a tool for the practice and reinforcement of specific grammatical and lexical patterns. Focus was on accuracy and little attention was paid to content and self expression. Later, some researchers such as Qian (2010) argue that EFL students need not only to cope with mechanical problems of the language, but also with problems of fluency of expression, grammatical and lexical accuracy, as well as the appropriateness of the writing style.

1.3.1 The Traditional Approach

Within this approach, focus was on form of the language; syntax, grammar, mechanics and organization rather than content. Grammar is explicitly or implicitly presented to help learners understand and internalize the grammar rules. This approach is concerned with the teaching of basic sentence-level and some organizational skills. (ibid).

Generally, models of writing are given to students and then they are asked to imitate these exemplars. Furthermore, little attention is paid to the rhetorical aspects of the text or its social contexts i.e. emphasis was on student's writing as final products, as well as grammatical and linguistic accuracy.

1.3.2 The Modern Approach

In this approach writing is seen as a communicative act. It helps students understand genre constraints and develop audience awareness. In addition to that, focus is on meaning and content rather than form. Furthermore, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing i.e. the generation of ideas, and the writing of multiple drafts to present writings that communicate learners' ideas. Teachers give their students a responsibility and an ownership of their own learning, because learning to write is seen as a developmental process in which students choose their own genres, and write from their own experiences or observations. Badger and White (2000:157) state that "*the main advantages are that they (learners) understand the importance of the skills involved in writing, and recognize that what learners bring to the writing classroom contributes to the development of writing ability*". Less emphasis is paid on linguistic knowledge such as: grammar and text structure (ibid).

1.3.3 The Balanced Approach

Raimes (1983) points out that all approaches to writing overlap, and teachers should not focus on one approach and exclude the other; they should be eclectic, drawing from all available methods. Students need to learn how to keep their audience in mind, through selecting a variety of words to convey their intended message. In addition to that, they need to learn how to develop their ideas using the different syntactical and grammatical rules.

1.4 Writing Skills

Writing skills could be defined as the ability to communicate thoughts and ideas into structured patterns, in order to help readers understand what is meant by writing. Thus, EFL students need to be able to express themselves in coherent and organised sentences to form a meaningful whole.

1.4.1 Content and Form Levels

Writing includes both what is said (content) and how it is said (form). It embodies different cognitive features of the writer which are addressed to specific readers, not necessarily to share the same view points, but at least to convince or provide them an acceptable writing despite the distance between them (Brooks,1960). Oshima and Hogue (1999:2) point out:

Whenever you write, consider your specific audience, that is, the people who will read what you have written. Knowing your audience will help you to communicate clearly and effectively. In academic writing, your audience is primarily your professors and instructors.

In this respect, Hedge (1991) states that ‘less’ skilled writers are those who tend to produce ‘writer based’ rather than ‘reader based’ prose i.e. they tend to focus on the topic at the expense of the reader. As a result, this later will face difficulties in comprehending the ideas and the arguments presented.

At the content level, coherence should be achieved i.e. the relationships between ideas in the text that create a meaningful discourse. Moreover, it enables readers to move from one sentence to the other, without feeling that there are any missing points. In this respect, the writers’ opinions, perspectives and reference to previously mentioned ideas that are newly introduced should be relevant (Bani Salama and Fatihi: 2010).

Furthermore, at the form level, more attention should be paid to cohesion. The term cohesion refers to the relations obtaining among the sentences and clauses of a text (Gutwinski,1976). Halliday and Hasan (1976) assert that the primary determinant of whether a set of sentences do or do not constitute a text depends on the cohesive relationships within and between the sentences. Cohesion is then, those lexical and grammatical elements in the text which can create connections between parts of it (Tanskanes, 2006).

Halliday (1978) notes that cohesion could not be discussed without mentioning ‘text’, ‘texture’ and ‘tie’. Text is generally used in linguistics to refer to written or spoken stretches that form unified whole rather than isolated sentences. Halliday and Hasan (1976) propose that the language of the text should follow a linear sequence, in which each line of the text follows and links the previous one. This means that there are certain features that characterize a text and distinguish it from something that is not a text. A text has texture which makes any length of text meaningful and coherent i.e. it is the basis for text unity. In addition to that, for a text to have texture, it must include ties that link it together. The concept of ties then are those items which turn the separation of clauses, sentences and paragraphs into units of related prose, making the relationship between ideas and clarifying the meaning the writer is trying to communicate (Zamel, 1983).

The most commonly used typology of cohesive devices is provided by Halliday and Hasan (1976). This typology contains the following five cohesive devices: **reference, substitution, ellipsis, conjunction, and lexical cohesion.**

1.4.1.1 Reference

One of the options that grammar of English offers creating surface links between sentences is **reference** .Halliday and Hassan (1976) state that there are some items that cannot be semantically interpreted without referring to some other items in the text. The most common linguistic elements as referring devices in a textual environment are pronouns. However, there are other linguistic elements used to fulfil the same function, such as: articles, demonstratives and comparatives.

1.4.1.2 Substitution and Ellipsis

In **substitution**, an item is replaced by another item in order to avoid repetition, the sentence “did you come yesterday? Yes I did” is a good example of substitution. The word “did” is a substitution for “came yesterday”. Items commonly used in substitution in English include: “do”, “one” and “the same” (ibid).

Ellipsis on the other hand involves the omission of part of sentences on the assumption that an earlier sentence will make the meaning clear (Akindele, 2011). e.g. my kids practice lot of sport. Both are incredibly energetic. In this example, “my kids” is omitted.

1.4.1.3 Conjunctions

Another type of cohesion is **conjunction** which is used to show the relationship between clauses and paragraphs. Osisanwo (2005) identifies the following conjunctive types:

Coordinating: and , but , because...etc / **continuative:** anyway , well...etc

compound adverbs: furthermore, moreover....etc / **subordinating:** although, since...etc

1.4.1.4 Lexical Cohesion

The last type identified by Halliday and Hasan (1976) is **lexical cohesion**. It is defined as cohesion that is created via the use of vocabulary and it is the central device that makes a text hangs together. Lexical cohesion has two subclasses: **Reiteration** and **collocation**. Lexical reiteration consists of three categories: **repetition** of the same word (people, people), use of **synonym** (meal, food) and use of a **superordinate** (car, vehicle). Collocation on the other hand involves the association of lexical items that regularly co-occur, e.g. order/ obey , joke/laugh , beach/waves/sand/swim....etc.

Readers will encounter difficulties in comprehending the text and identifying its meanings, if it lacks these both levels (content and form) because they complement each other, and cannot be separated. Furthermore, Heatons (1990) suggests some additional writing skills that EFL learners need to develop:

i) *Language Use*: the ability to write correct and appropriate sentences.

ii) *Mechanical Skills*: the ability to use the written language conventions such as: punctuation, spelling...etc

iii) *Treatment of Context*: the ability to discuss and develop thoughts and ideas by excluding all the inadequate information of the topic being discussed.

iv) *Stylistic Skills*: the manipulation of sentences, paragraphs and language in an effective manner.

v) *Judgement Skills*: which mean the ability to select and organize information.

The above writing skills allow students to communicate their ideas. EFL learners need to support their points with specific information, connect and arrange their ideas and thoughts, use appropriate words...etc, in order to respond to the interests and needs of the readers.

1.4.2 Writing Stages

Brumfit (1984:86) 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*”. Thus, writing skills need a process which has four stages. Oshima and Hogue (1990) mention them as follows:

i) *Pre-writing*: it is the first stage in the writing process. Two steps are taken into consideration, the first one is to choose and narrow the topic and the second one is to gather ideas; brainstorming.

ii) *Planning (outlining)*: at this stage students need to organise their ideas (that were generated by brainstorming) into an outline.

iii) *Writing and revising draft*: it is the stage of composing the draft, the writer needs different steps such as: writing the first rough draft, and proofreading.

iv) *Writing the final copy to hand in*: it is the last and final stage in the writing process. Writers have to rework the written drafts into a final form and then polish them for presentation or publication.

Furthermore, Oshima and Hogue (1997:2) point out that:

when you first write something down, you have already been thinking about what you are going to say and how you

are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step action; it is a process that has several steps.

Thus, the different writing stages are expected to contribute in developing and strengthening students' thinking skills, because they engage them in processes such as: connecting, analyzing and evaluating ideas.

1.5 The Writing Framework

Students should be equipped by some linguistic competence when writing, because they will find it difficult to express themselves in an appropriate manner when they are not linguistically competent. Moreover, since there is a close connection between language and its socio-cultural context, one cannot consider the act of writing in dissociation from its cultural conventions. Furthermore, Kaplan (1967) says that people from different linguistic and cultural backgrounds organize discourse differently as a reflection of their native language and culture or what is called contrastive rhetoric.

The writer needs to be more explicit, through organizing and carefully formulating his/her ideas, to convince an unknown reader. That later needs to understand what has been written, without asking for clarification. In this respect, Hyland (1996:21) states that:

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

Moreover, the diagram below presented by Raimes (1983) shows what students need to deal with when producing a piece of writing. It shows that there are various

elements of writing that should be taken into account such as: word choice, syntax, content and others, in order to write clearly and effectively.

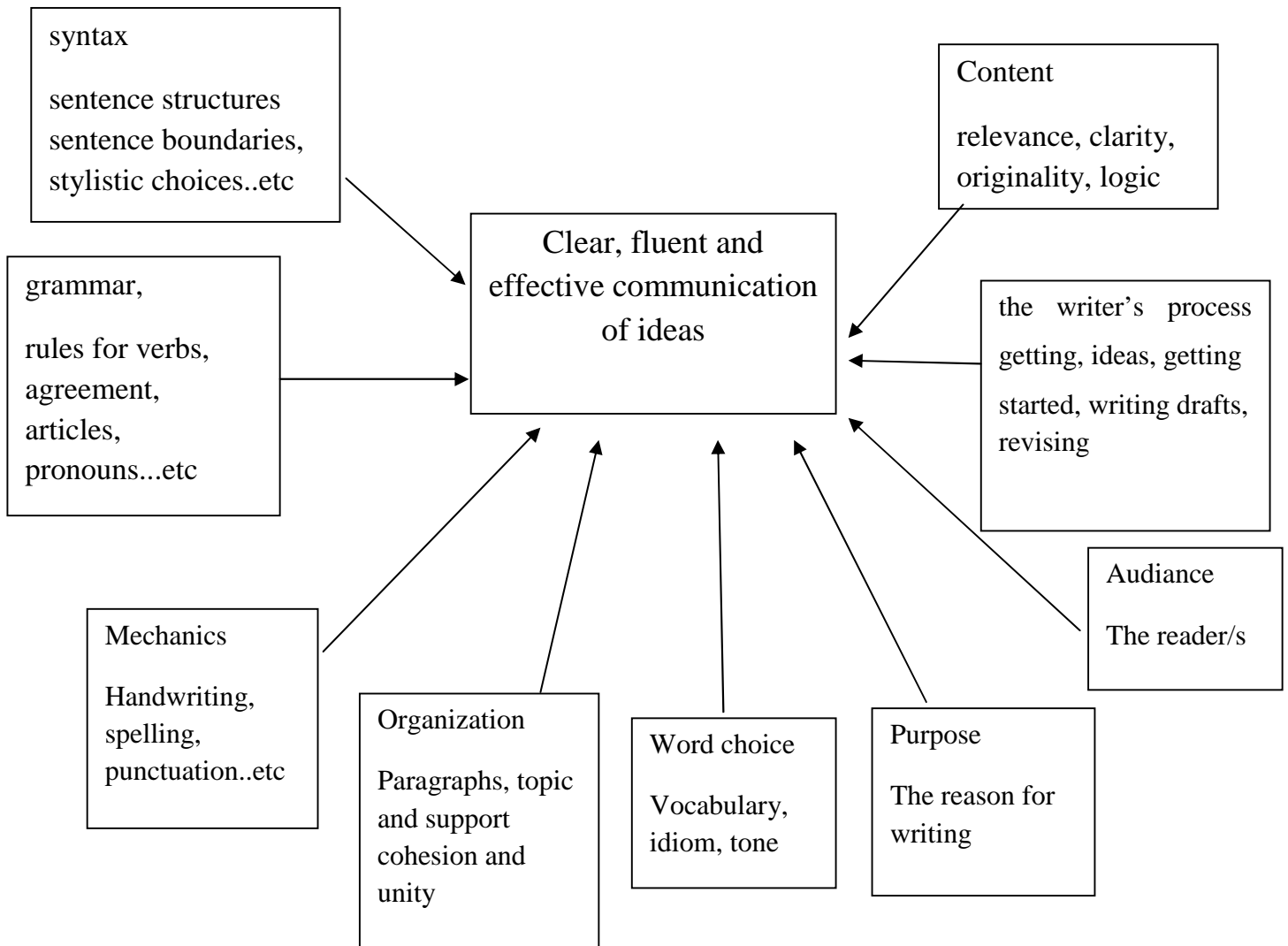


Diagram 1.1 Producing a Piece of Writing (Raimes,1983 :11)

1.6 Reading and Writing Dichotomy

Reading and writing have traditionally been thought as separate processes, with reading regarded as receptive and writing as productive. However, some researchers

have increasingly noted that reading and writing complement each other, and that they are similar processes of meaning construction (Tierney and Pearson,1983).

During the twentieth century, the trend has been moving toward integrating reading and writing under a single course framework. Furthermore, integrating reading in the EFL writing classroom will help learners develop and improve their writing skills. Stotsky (1983) states in this respect that good writers are those who tend to be good readers, and that better readers tend to produce more syntactically mature writing than weak readers. On the other hand, Aboderin (1986:63 qtd in Bouamrane,1997:01) confirms that: *“those who read are widely rewarded in several ways, one of which is increased proficiency in writing”*.

Moreover, Idol and Jones (1991) argue that combining reading and writing will not only increase a variety of language experiences for different purposes and audiences but also a variety of reading experience. They added:

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

(ibid 1991:50)

Furthermore, Hayes (1996) emphasizes the importance of reading as a central process to develop the writing skills, and discusses three kinds of reading that are fundamental for writing. The first type is **reading to evaluate** in which the writer is going to comprehend and criticize the text. Different cognitive processes are involved in reading such as: decoding words and applying grammar/ semantic knowledge...etc, to find out possible problems (spelling, grammar fault, incoherence, disorganization, faulty text structure...etc) and to detect potential improvements (alternative constructions, new evidence and examples, ideas for transitions and connectives...etc).

The two last kinds of reading that are essential for writing are **reading source texts** and **reading instructions** (ibid).

Sometimes the writing tasks are based on source texts. Therefore, one should understand them in order to use information from the texts appropriately, and develop his/her writing. At the same time, if the task instructions are misunderstood, then writers will not address the task properly i.e. a faulty understanding of the source text or task instructions may affect ones performances on the writing task (Hayes,1996).

In this respect, Hayes (1996) states that the writer's reading is different from the reader's reading, because the writer does not simply read to understand but also to detect errors, problems and ambiguities. Inexpert writers are those who tend to revise local errors (at the sentence level) rather than global errors (errors of content and organization) because of poor reading skills.

Writing occupies a centre stage at the university level, composition teachers want their students be able to use language to explore and express ideas and communicate those ideas clearly. Engaging EFL students in the process of exploring and discovering meaning through reading and writing will result in the development of these both skills that are crucial for their academic and occupational purposes. Moreover, reading increases learners' writing experience, because the reader converts his/ her knowledge into writing (Qurik,1987). In other words, both processes mutually develop each other. Tierney and McGinley (1987) said that the impact of the two together becomes greater than the sum of their separate impacts.

Since reading and writing are considered part of a total language process with a mutual interrelationship, EFL teachers need to provide their learners with certain input before asking them to write. The input provided could be selected from literary texts (Krashen,1985).

Furthermore, learners will be motivated to write appropriately. They become familiar with the different linguistic forms, syntax and discourse functions of

sentences. In addition to that, they will be aware of the variety of possible structures and the different ways of connecting ideas (Collie and Slater ,1987). Elliott (1990) says that in order to make significant progress, advanced language learners should be exposed to materials of highly motivational values. Hişmanoğlu (2005 :55) states that:

Students become more productive when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves.

Frequently, students are asked to write about what they have read, they are required to present essays concerning what they know and understand from the literary text. By assigning learners with such tasks, they will acquire a firmer mastery of language on one hand and feel a sense of achievement on the other. Moreover, since literary texts “*provide advanced language learners with highly motivational material of an incomparably rich nature*” (Elliott,1990:191), learners are given the opportunity to discuss some issues that interest them, and at the same time express their own opinions and interpretations. Thus, enrich their writing skills.

1.7 Definition of Literature

There are several definitions of literature from different points of view. Moody (1971) defines it as an umbrella term, that is used to express in words some special aspects of the human experience. Furthermore, Lombardi (2013) defines literature as a work that uses creative thinking in expressing thoughts and ideas. Generally speaking, literature is defined as one of the valuable authentic materials that can be used in both language teaching and learning. Moreover, there are three genres of literature; Serir (2012:10) summarizes them in the following diagram:

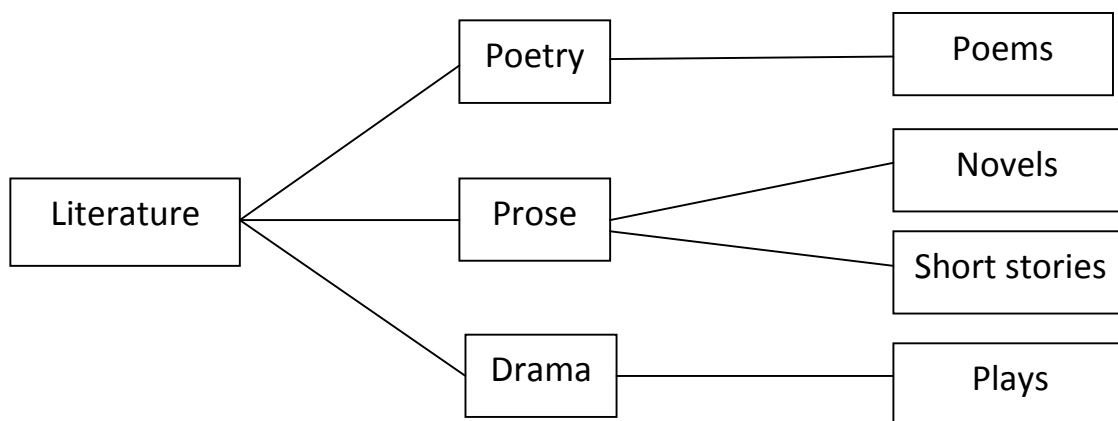


Diagram 1.2 Literary Genres

The above diagram explains the general literary genres that consist of: poetry (written in verse; in rhythmic patterns and lines), prose (could be fiction such as fables, or nonfiction such as autobiographies), and finally drama (generally plays; tragedy, comedy, or tragic-comedy).

1.7.1 Literary and Non-Literary Texts

Before discussing the distinction between literary and non-literary texts, one may inquire first about what is meant by the word ‘text’. According to the *Oxford Advanced Learners’ dictionary* (2000) a ‘text’ is defined as the author’s original words (Honly,2000). Moreover, the text is not only the written form of the language but also the spoken one.

Texts were initially perceived as organized units that consist of morpho-syntactically and semantically related utterances unified thematically as well. Later, the notion of textuality started to be elaborated; De Beaugrande and Dressler (1981) define it in terms of communicative function the text is supposed to realize.

In the academic world, writing is not only used for the manifestation of language system but also it is used for communication. A text derives its communicative value from its conformity to the following standards of communication: cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality

i.e. in order to achieve its communicative purposes, the text should not be just a mere sequence of sentences linked together, but a sequence of units, be they sentences or parts of sentences, connected in some contextually appropriate ways (ibid). De Beaugrande and Dressler (1981) sum up the above standards as follows:

i) *Cohesion*: refers to the surface relations obtaining among the sentences and clauses that create a text.

ii) *Coherence*: it is responsible for organizing and understanding texts at different levels, starting from the clause to the larger discourse elements.

iii) *Intentionality*: it concerns the text producer's attitudes in providing a text that fulfils the procedures intentions, and communicates the message to be conveyed. Intended goals are not achieved without cohesion and coherence.

iv) *Acceptability*: it concerns the text receiver attitudes that the text should provide him/her relevant details and abilities to perceive information that is worth accepting.

v) *Informativity*: it refers to information presented in the text, whether it is known or not to the text receiver. The level of informativity should not be so complicated or so low in order to not hinder communication or create boredom and rejection of the text.

vi) *Situationality*: it refers to the factors that make up a text relevant to a situation of occurrence; the situation in which the text is presented provides a context that influences how text receivers will interpret it.

vii) *Intertextuality*: refers to the factors that make the use of one text dependent upon knowledge of one or more previously encountered texts. Prior knowledge in this case helps the receiver understand the intended message.

Generally speaking, non-literary texts include different types of texts such as: official documents, economic texts, scientific and publicist texts...etc, to report on events and issues as well as explain, analyse, argue and persuade (Gibova,2012).On the other hand, literary texts are the authors' subjective reflection of reality, in tune with his/her aesthetic and emotional intent in conveying thoughts and emotions (ibid). Furthermore, non literary texts are characterized by precision, while literary texts are vague and leave a wide scope for different interpretations (ibid). Brumfit and Carter (1986:06) state that "*there is no language that is exclusively concerned with literature but there are rather some uses of language which are more or less literary than others*" what they refer to as 'literariness'.

The term literariness is what makes a given work a 'literary work'. It differentiates between literary texts and the other ordinary texts (Baldick 2008), by using some artistic devices such as: metre, rhyme, and certain patterns of sound and repetition. Furthermore, literary texts contain features that stand out from ordinary uses of language, such as: "foregrounding" (Mukarovsky, 1964). This term refers to the range of stylistics effects that occur in literature at the phonetic (alliteration), the grammatical or the semantic level.

However, although it has been maintained that literary texts are characterized by features such as 'literariness' which differs them from non-literary texts, Rosenblat (1978) stated that differentiating between the two kinds of texts is not accepted, since "*the same text may be read either efferently or aesthetically*" (qtd in Kramch,1993:124). Efferent reading is the readers' ability to retrieve the meaning of words i.e. the reader is not interested in the rhythms of the language or the prose style, but is focused on obtaining a piece of information. While in aesthetic reading, the reader goes beyond the meaning which the words convey to include the feelings, attitudes and ideas they refer to (ibid).

1.7.2 Features of Literary Texts

Literary texts can foster learners' motivation to read and write and consequently their overall reading and writing proficiency. Gajdusek (1988) said that literature entails two features:

1.7.2.1 Internal Coherence

Internal coherence makes the literary text as a means for developing communicative competence in learners. Each line has a relationship with other lines in order to create an internally coherent meaning, this will help readers interpret and negotiate meaning.

literally, the word cohere means to hold together, a paragraph is said to have coherence when its sentences are woven together or flow into each other. If the paragraph is coherent the reader moves easily from one sentence to the next without feeling that there are gaps in the thought, puzzling jumps, or points not made.

(Mccrimmon,1967 :120)

A paragraph is said to be characterized by 'unity' and 'coherence' when all its sentences are related to a single point represented by a topic sentence, and when each sentence follows the other in a logical order by using some transition.

1.7.2.2 Conscious Patterning

Literary texts are characterized by recurring patterns of sounds, meanings and structures. By exploring and discovering those patterns, the reader starts interacting with the text (reader-text interaction) and develops his/her communicative as well as interactional competence.

Moreover, literary texts use the language to create a real or an imaginary world. Conversations and symbols for instance are used to describe different emotions and different responses to life situations. This will open the possibility for learners to express their own opinions, feelings and interpretations, hence, develop their overall

writing performances. According to Musalat (2012) literary texts are used as a source and an agent of knowledge, where one can learn the beauty and the richness of the language. Moreover, Ibnian (2010) and Neranjani (2011) summarize some main characteristics of literary texts:

i) *Plot*: the structure and sequence of events that are related to each other to make up the story.

ii) *Theme*: the underlying meaning of the literary texts and the main idea or message.

iii) *Characters*: the individuals that the writing is typically based upon, in a story line.

iv) *Setting*: Generally refers to the location of the literary text; it is the time frame and place that help define the situation in which the work takes place.

v) *Style*: is the form the author uses, or "how" things are said. 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, etc, may be used.

1.8 Rationale for Using Literary Texts in EFL Classroom

Recent researches have renewed the discussion concerning the role of literature, in order to achieve linguistic proficiency among EFL learners. Researchers such as Lazar (1993) maintain that by using literary texts as a technique to teach EFL, learners will be able to function effectively in the acquisition of FL skills, because of its high educational potential, motivating and interpretative qualities. Lazar (1993:18) emphasizes the efficiency of using literature, she outlines the following advantages:

-It is very motivating.

- It is authentic material.

- *It has general educational value.*
- *It is a stimulus for language acquisition.*
- *It develops students' interpretative abilities.*
- *It expands students' language awareness.*

Students will be familiar with literary texts through reading. Therefore, they will develop their writing skills i.e. literary texts foster personal involvement in learners, and might give them the opportunity to relate their personal experiences to the content of the subject matter. Moreover, Mackey (1982) argues that literature can be used to develop the linguistic knowledge either on usage or use level. Usage involves the knowledge of linguistic rules, and use requires employing these rules for effective communication (Widdowson:1978).

Furthermore, Povey (1972:187) argues 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*" (qtd in Mackey,1982:529). In this respect, Tomlinson (1985:09) states that literature is a beneficial element in the language classroom because:

Poems, stories and extracts from plays, novels and autobiographies can involve students as individual human beings who can gain rich exposure to authentic English, as well as opportunities to develop communication skills as a result of motivated interaction with texts and with their fellow students.

(qtd in Butler ,2006:50)

On the other hand, Collie and Slater (1987) support the inclusion of literature in the language classroom as it provides valuable authentic material, develops personal involvement, and helps contribute to readers' language and cultural enrichment. These advantages they move on to assert, can be achieved through the use of activities that

promote involvement, reader response, and a solid integration between language and literature.

Moreover, literary texts can help students understand the cultural norms and values embedded in the language i.e. by using literary texts, EFL students are given the opportunity to study and use English in a language context, in addition to that, they are provided with access to the values and ways of thinking of the people whose language they are studying (Lazar,1993). Students will compare and contrast the target culture to their own culture and thus gather a new piece of knowledge.

1.8.1 Reading Literary Texts

Reading can be defined as the process of acquiring information from a written or printed text, and relating it to what one already knows to construct a meaning from the text as a whole (Eskey, 2002). Moreover, reading literary texts can capture learners' attention through offering them a meaningful and an authentic material.

For many students, literature can provide a key to motivating them to read in English. Literary texts are used as a vehicle to illustrate language use, and introduce the cultural background of the studying text. Langer (1997:607) points out that reading literature can open "*horizons of possibility, allowing students to question, interpret, connect, and explore*". In addition to that, literary texts have different benefits on EFL students' achievements "*because it taps what they know and who they are, literature is a particularly inviting context for learning both a second/foreign language and literacy.*"(ibid).

Reading literary texts provide learners with various ideas, vocabulary, grammar, paragraph structure, and different writing styles that help them improve their language proficiency. With information gathered through reading literary texts, students could probably acquire necessary cultural and language background that would explicitly or implicitly help them in achieving their academic or occupational goals.

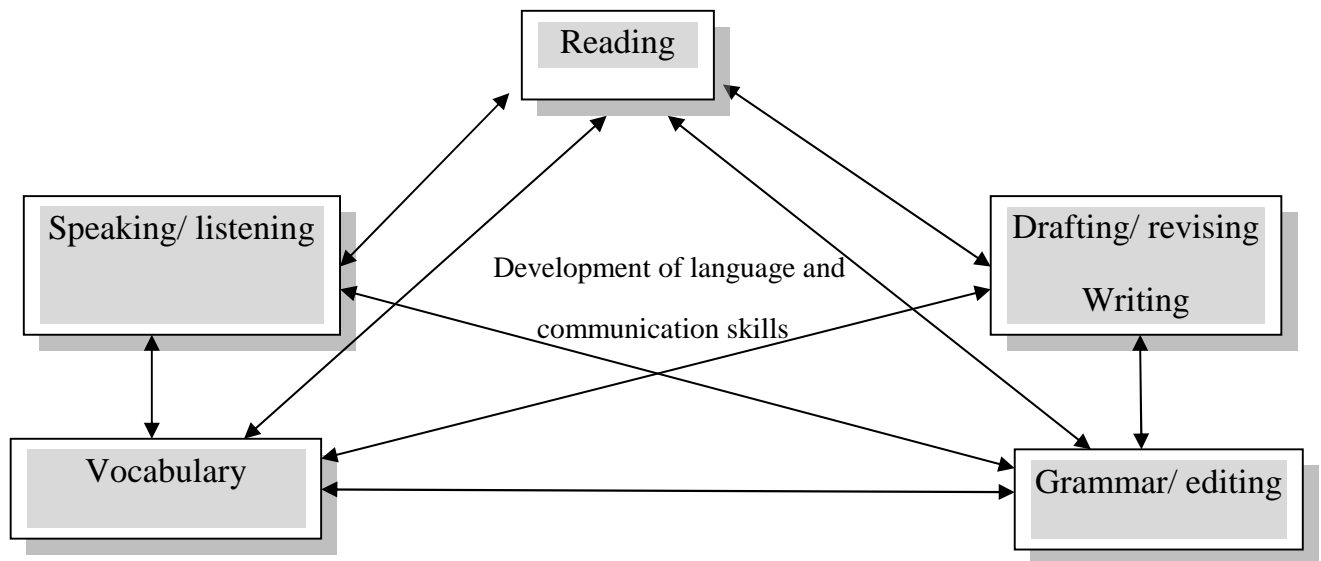


Diagram 1.3 Language Skills Connection (adapted from Elder and Lester: 1994)

The diagram above shows that when reading, students develop grammar, acquire some new vocabularies, revise their writing skills, improve their listening and speaking patterns...etc. To sum up, language skills complement each other, and they are mutually related.

Rosenblatt (1978) identifies two types of reading a text; the first one is aesthetic (more lexical, such as plot, theme or idioms...etc) and the second one is efferent (more of syntactic or grammar such as tenses, verbs, nouns...etc). EFL learners should choose between both types when reading a literary text. Thus, they need to develop certain reading strategies in order to read more quickly and more effectively. The following reading strategies are proposed by O'Malley and Chamot (1990) to help learners read and develop an adequate understanding of the text.

- i) *Inferring*: the students tend to recognize the writer's intention, perceive what is implicit, through making connections between the ideas being read and other ideas that are brought from outside the text and drawing conclusions.

- ii) *Scanning*: students focus on locating specific information; looking for particular details such as: a name, a date, a phrase or certain types of words.
- iii) *Skimming*: getting a general view of the text's content, skipping unknown words and ignoring unnecessary details; to know how it is organized or to get an idea about the writer's intention.
- iv) *Predicting and anticipating*: prior information about the text will help students make guesses about what is coming next in the text.
- v) *Guessing*: using prior knowledge about syntax, and the relationship between patterns to understand unknown words, instead of stopping to look them up in dictionaries.
- vi) *Paraphrasing*: checking one's own comprehension, students use their own words or different terms to rephrase ideas and information in the text.
- vii) *Summarizing*: writing a summary of the passage main ideas and information.
- viii) *Visualizing*: while reading, mental pictures or images are built to make connections between words being read, ideas and pictures they communicate.
- ix) *Self-questioning*: students create questions, and then try to predict and search for answers to these questions.

When reading literary texts, students do not only interact with the language system (words and structures), but also with the language that carries and communicates a community's ideas and practices through using words, metaphors, and forms that are common to this community. Mackay (1986:198) states that: "*an interaction with a literary text depends on a reader's familiarity with the cultural assumption in it*". Thus, linguistic competence and reading strategies are not sufficient without the appropriate understanding of the socio-cultural aspects of a literary text i.e. students' lack of the cultural background will lead to a misinterpretation of the text. Therefore, fail to get its meaning and express their ideas and thoughts in an appropriate way (Steffenson and Joag-dev,1992).

1.8.2 Criteria for Selecting Literary Texts

Teachers should help their learners develop their language skills and appreciation of not only the literary text used but also literature in general (Holden,1987). In order to ensure language skills' development, the literary text should be written in a comprehensible manner that is not too complex in terms of linguistics, meaning or style (ibid).

Krashen's Input Hypothesis (1985) proclaims that, learners acquire language by comprehending linguistic input that is slightly beyond their level of competence (input+1). According to him, the key factor determining the acquisition of competence in second language writing is through exposure to a large amount of meaningful, interesting or relevant L2 input materials. The primary means to develop learners' language skills is through reading exposure (Krashen,1989) i.e. by exposing learners to the reading process, they will not only increase reading comprehension and vocabulary acquisition, but also they will improve grammatical development and writing style (ibid).

Krashen (1989) states that “*reading exposure is the primary means of developing language skills*” (Krashen,1989: 109). Learners will have the opportunity of being exposed to a variety of written pieces which will help them improve their written abilities. Thus, they will acquire the habit of expressing their thoughts and ideas in a coherent way.

The appropriateness of the texts selected for the writing class remains a crucial factor in the success of the teaching approach followed in that class. Lazar (1993) advises to use texts that are on an appropriate level, and that students could cope with. Moreover, the selected text should not be too long because students may have a trouble to stay focused on it, not linguistically complicated (in terms of lexis and syntax) and not too far removed from the world knowledge of learners. Meanwhile,

MacRae (1991) suggests that good choice would be any text that encourages or invites interaction with the world of ideas; it should affirm, confirm and expand one's capacity to read the world.

Furthermore, Language difficulty should be taken into consideration, so that learners can attain a basic level of comprehension. Lazar (1993) introduces three different criteria for texts' selection; readability (level of language difficulty), suitability of content and exploitability. According to her exploitability is the facilitation of learning using different activities i.e. reading literary texts should meet the different purposes the teacher aims to achieve (writing, discussing the writer's point of view, the content...etc). In addition to that, the literary text has to be selected to fit the rest of the syllabus in terms of vocabulary, grammar, discourse...etc (ibid).

Moreover, Students need to have an adequate knowledge of the cultural background in order to appreciate the literary text. Since literature is expressed through language, one cannot understand it unless he/she "*understands the meanings of the culture expressed by the words of the language and unless the values and cultural experience against which the literature is written are also understood.*" (Kramch,1985:357). EFL learners may have problems in understanding certain cultural specific details (social conventions and customs, social class distinctions, historical background, attitudes and values, religious or political ideas...etc), when they are not familiar with the culture in the text they study. Lazar (1993) proposes a checklist that summarises different criteria when selecting a literary text:

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

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

In choosing a literary text for use in the EFL classroom, teachers should think about three main areas. These are: the type of course they are teaching, the type of students who are doing the course and certain factors connected with the text itself.

Exposing students to an appropriate literary text will help them read and understand the language used. In addition to that, they will be motivated to learn the four language skills because of the benefits embedded in these literary works.

1.9 Literary texts and Writing Relationship

Although lot of arguments oppose the use of literary texts in the writing classroom, because of the low proficiency of EFL students in terms of linguistic fluency and maturity, literary texts still have lot of benefits in providing learners with an invaluable source of authentic materials, that can be used as a springboard for exiting discussion or writing and increasing students’ word power (Ur,1996).

Sometimes composition teachers encounter difficulties in finding the appropriate material for their writing classes, since writing has no subject matter of its own (Hişmanoğlu,2005). Harmer (2004:39) states that: “*in the case of adult students, it is often hard to find writing tasks that are directly relevant to the varying needs of a class full of students from different backgrounds*”. Parkinson and Reid (2000) suggest that literature provides examples of ‘good’ writing, linguistic diversity, expressive ranges and so on. Thus, placing literature component in the syllabus gives the chance to EFL students to improve their language proficiency, as well as develop their creative thinking in expressing thoughts and opinions.

Immersing students in the world of literary texts will expand their learning experience. Since there is a close connection between reading and writing, students will get in contact with different models of writing. In addition to that, reading the literary texts will inspire them and give them something to write about.

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

(Vandrick,2003:264-265)

By assigning learners to read a literary text, they will develop an understanding of how the language works. They start paying attention to organization, syntax, vocabulary and what is more they will come across the authentic use of the language. Moreover, Vandrick (2003) asserts that learners will be exposed to different language patterns to see how sentences and paragraphs can be put together.

The study of literary texts often involves themes, characters and events which address a combination of situations and dilemmas that engage learners, intellectually and linguistically. In addition to that, they are written by authors from widely divergent cultures. By exposing students to such literary texts, they will become familiar with different writing styles and this unconsciously will help them develop their own writing style (Muthusawy et Al,2010).

Literary texts can help EFL learners both as a model and as a subject matter. They are used as a model when students' writing becomes nearly similar to the original work, by imitating its content, theme or style. However, literary texts are used as a subject matter when students interpret or analyse the literary work (Hismanoglu ,2005).

1.9.1 Literature as a Model for Writing

Hismanoglu (2005) distinguishes three main kinds of writing based on literature as a model.

i) Controlled Writing

It requires exercises such as rewriting passages, to practice some grammatical structures...etc.

ii) Guided Writing

Guided writing exercises help students to comprehend the literary work. Students are given a series of questions to respond or they are asked to complete the sentences, and put them together to sum up or retell the model.

iii) Reproducing the Model

In this activity students acquire some writing techniques such as paraphrasing (students' use of their own words to rephrase things that they read). Summarising (to help students organize their writings in a chronological order), and adaptation (e.g. rewriting a dialogue into prose...etc) (ibid).

1.9.2 Literature as a Subject Matter for Writing

Reading literature becomes the subject matter for compositions. Writing based on literature as a subject matter has two kinds:

i) Writing on/ about Literature

It encompasses the traditional assignments such as: writing paragraphs, writing responses to questions...etc.

ii) *Writing out of Literature*

Writing out of literature means that literary texts are used as a “*springboard for composition, creative assignments developed around plot, characters, setting, theme [...]*” (Hismanoglu, 2005:59). This will increase students’ writing experience, by converting their knowledge into writing.

Moreover, Probst (1992) distinguishes between ‘writing about literature’ and ‘writing from literature’. This later uses literature as a prompt for language classroom activities i.e. literary texts are used as a resource rather than an end in themselves. (cited in Karolides,1992). In this respect, Butler (2002:44) says:

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

This means that reading literary texts can facilitate students’ own writing. Providing learners with activities will help them learn different aspects of the written language such as paragraph structure. Besides, students will gain knowledge of vocabulary, interactive communication skills, and different styles of writing. Furthermore, writing activities will not only help EFL students formulate and express their thoughts, but also generate new ones.

Bachman (1990) and Canal and Swain (1980) divide language knowledge into three types: the first type is **linguistic knowledge**, which includes the basic structural elements of the language; syntactic/ structural knowledge, vocabulary, knowledge of the written code (mechanics)...etc (Grabe and Kaplan,1996).

The second type is **sociolinguistic knowledge**, which includes the ways in which the language is used in different social settings (functional uses of the written language, awareness of sociolinguistic differences across languages and cultures...etc).

Furthermore, the last type is concerned with **discourse knowledge** (cohesion and coherence of text construction); knowledge of semantic relations across clauses, information structure...etc.

Students need to learn how to write in the EFL context, since they have to write homework, summaries, reports and sit for written exams in almost all their modules. They are expected to master both the structural and the communicative aspects of the language.

Furthermore, Widdowson (1978:62) distinguishes between the usage and use of writing. He defined the first aspect as “*the use of the visual medium to manifest the graphological and the grammatical system of the language*” or the knowledge of linguistic rules, while he explains the second as “*the use of sentences to build discourse*” i.e. using linguistic rules for effective communication.

Moreover, literary texts expose learners to coherent writing, which help them arrange their ideas in a coherent logical way through related paragraphs. One should bear in mind that lack of coherence in writing will fail to communicate its intended message to readers (Bamberg, 1983). Bani Salama and Fatihi (2010:102) state that:

to make a text comprehensible, there should be two main ways in which sentences are combined with each other within a text; they are cohesion and coherence. These concepts work together rather than independently, in helping one to understand the ways in which a text makes sense.

This means that cohesion and coherence complement each other in making texts comprehensible and meaningful for the readers. Moreover, teaching writing while exposing learners to a literary text, bring together “*the technical skills of composition, the cultural knowledge within the linguistic form, and the cultural content literature*

has to offer” (Mueller,1986:1). Furthermore, if selected carefully, literary texts will engage learners’ interest and motivation.

Moreover, Krashen (1989) says that when the text is both interesting and comprehensible, it will capture the learners’ attention. In this respect, Collie and Slater (1987) note that short stories offer greater chance of finding something to appeal to each individual’s tastes and interests. However, in order to enjoy literary texts, students need to be able to read and understand the language, and also be able to grasp the subtle ideas conveyed by the writer implicitly.

1.10 Benefits of Using Short Stories in the Language Classroom

EFL students may face limitation of vocabulary, poor grammar knowledge, lack of organizational competence and lack of information to support discussion. To overcome those problems, different language studies have shown that literary texts may provide a variety of content for language students, in order to exploit in their writing. Moreover, Povey (1967) argues that:

Containing real examples of grammatical structures and vocabulary items, the literary texts raise learners’ awareness of the range of the target language and advance their competence in all language skills.

(cited in Pardede, 2011:16)

Short stories are generally defined as brief works of fiction that generally focus on one or two main characters that face a single problem or conflict. The term story refers to the traditional myths and legends, modern stories, anecdotes, personal stories, the reporting of real events...etc. Murdock (2002) indicates that based on short stories, teachers can create a variety of writing activities. These activities can help students develop their writing skills, since the short story is considered as “*easy for students to follow the story line of the work*” (Pardede,2011:17).

The stories selected should not be so complex i.e. they should suit students’ level and not discouraging them while reading. In addition to that, they need to provide

examples of different grammatical structure and vocabulary, as well as guarantee opportunities for the integration of the four language skills (Pathan and El-dersi,2013).

Moreover, Erkaya (2005) asserts that short stories help students to learn the four skills of listening, speaking, reading and writing more effectively, because of the motivational benefits embedded in the stories. On the other hand, Pathan and El-dersi (2013:04) state that:

Short stories are considered as highly useful resource material in EFL classrooms as they provide rich linguistic input, effective stimuli, for students to express themselves in other languages, and a potential source of learner motivation.

In addition to that, students will benefit from short stories by learning new ideas and knowledge; they will develop an awareness of how language works in communication. Elliott (1990:198) notes that: “*Literature provides students with an incomparably rich source of authentic material*”. Thus, an appropriate choice of short stories will provide learners with different features of the written language i.e. sentence structure, form variety and different ways of connecting ideas. Moreover, they will extend learners’ awareness about language use.

1.11 Conclusion

The first part of the present study dealt with the use of literary texts as a resource and a stimulus to develop EFL learners' writing abilities. An overview about the writing skills was discussed, as well as different connections between reading/ writing skills were outlined. Furthermore, since EFL students are expected to master both the structural and the communicative aspects of the language, a discussion concerning integrating literary texts as a resource in the EFL writing classroom was highlighted. In addition to that, the second part of the study sheds some light on the various benefits of literary texts in general and short stories in particular.

CHAPTER TWO

RESEARCH DESIGN AND PROCEDURES

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2.1 Introduction

The first chapter dealt with introducing the relationship between literary texts and writing, and how EFL learners can produce a meaningful writing. It demonstrated the different writing skills and stages that help learners write coherent and comprehensible essays. Meanwhile, the present chapter is concerned with introducing the research methods and design. In addition to that, research instruments and data analysis methods are exposed.

2.2 English Language Teaching Situation in Algeria

In the context of globalisation, the growing demand for English as a means of access to modern sciences, technological and economic development led to interesting changes in the Algerian educational system. Nowadays, English is taught as a foreign language, it is a compulsory subject matter in the curriculum all over the Algerian schools. The primary goals for teaching English language are to help learners to develop the ability to communicate in the target language with those who speak English, either as their mother tongue or second/foreign language. In addition to that, learning English can help in promoting intercultural understanding and developing exchanges of ideas across nations. Thus, integrating English in the educational system in Algeria will help learners to meet the latest scientific and technological developments.

The teaching of English in Algeria begins in the first year of middle school, after an educational background that comprises five years of classical Arabic and three years of French language in primary school. Then, it is carried out till the end of secondary school. In higher education English is taught either as a major in English departments or as an additional and compulsory subject in other departments such as: Political or Economic Sciences, Technology, Biology...etc. Furthermore, English is restricted only to the classroom. It is of no use outside the EFL classes either by the teacher or by the learner, except for some expressions used such as: good morning, hello, good bye, weekend...etc.

Nowadays, a great deal of communication takes place in written forms. Thus, language teachers need to consider the connection between a writing course and other courses in their students' total syllabus.

2.2.1 The LMD System in the University

The system used in Djilali LIABES University is the LMD system. It is used to meet the global reform of higher education, and to be in concordance with the new guidelines and global trends. The following figure summarizes the LMD system process:

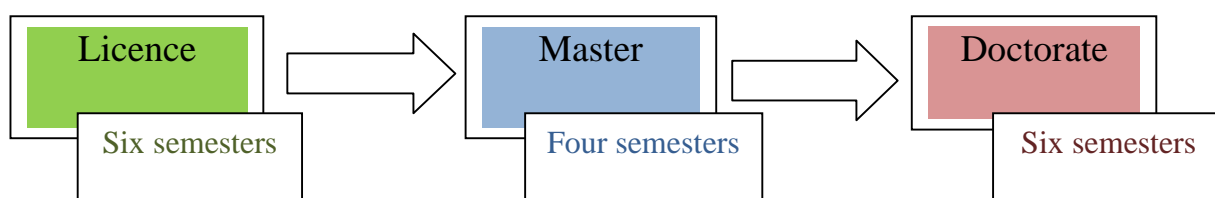


Figure 2.1 Grades of the LMD system

The LMD system is made of **Licence** with six semesters, **Master** degree with two years of study (four semesters) and **Doctorate** with three years of research (six semesters). Moreover, a new element which is the system of “credit” is presented in the LMD system i.e. if students do not get the needed credits, they may pass to the following semester with the credit got before. Moreover, they will remain indebted, and need to gather the needed credits by the end of their study.

2.3 Research Objectives

Knowing how to write efficiently is one of the abilities that language learners need to develop. They need to know that writing is used to affirm and connect, to protest and defend, demand and proclaim, inform and persuade. In the educational context, weak knowledge of the language creates problems in the process of learning. The development of the writing skills is one of the main purposes that concern university EFL students, since they are supposed to respond to different writing assignments.

After observing EFL students' writing essays and discussing with teachers of written expression at the department of English, it has become evident that some students lack ideas and organization in their writing. They put different simple sentences together and little emphasis is paid to whether these sentences form a complete whole or not. Students find difficulties in exploring and formulating ideas, sharing information and engaging in debate i.e. they cannot clarify their own thoughts and communicate them to others. In addition to that, students' writing demonstrates difficulties in the use of language; sentence formation, word choice, inadequate organization or connection of ideas, which may result in lack of the writing's clarity, and create an obscure meaning for the reader.

The present research aims to help learners to develop their writing skills, through the medium of English literary texts. It tends to enable students explore, express and communicate their ideas into structured patterns, and help readers to understand what is meant by their writings. Therefore, EFL students need to be able to express themselves in coherent and organised sentences to form a meaningful whole.

2.4 Sampling and Research Informants

In the present research work, the researcher deals with EFL students and teachers from the department of foreign languages at Djilali LIABES University of Sidi Bel Abbes as sample population during the academic year 2012/2013. According to Sapsford and Jupp (2006:27) a population consists of "*individuals, or elements, and these could be persons, or events [...] anything at all of research interest, including observations, judgements, abstract qualities, etc.*" Thus, the population is the group of people whom the study is about, and from which the sample is usually selected.

Two main categories are available for selecting a sample. The first one is Probability Sampling which is based on the concept of random selection. While the second one is Non-Probability Sampling or non- random sampling (Cohen et Al,2007).

There are two main types of Probability Sampling (Cohen et Al,2007): the first one is Random Sampling (each element in the population of interest is given an equal and an independent chance of being selected). Moreover, the second one is Stratified Sampling (the population is divided into a number of sections before sampling them). On the other hand, Probability Sampling has three main types: Purposive Sampling (the respondents are selected according to the objectives of the research and according to specific purposes), Snowball Sampling (using a mediator to supply the researcher with information) and Quota Sampling (deciding in advance on the number of informants or the frequency of males, females, age groups...etc that need to be included in the study) (ibid).

The present study is based on a combination of random sampling for EFL students and purposive sampling for EFL teachers. The main aim for using both methods is to gather data in a limited period of time.

2.4.1 Students

The present study takes place in the department of English, at Djilali LIABES University of Sidi Bel Abbes. The informants randomly selected as a sample population for the present case study are thirty one second year EFL students. They are required to deal with the written expression module in order to reinforce their writing performances and abilities.

Though it has not been possible for the researcher to work with the entire second year students, this study is concerned only with one group selected randomly. Sapsford and Jupp (2006:31) say that: "*the selection of any one element in no way influences the selection of any other*" this means that, random sampling gives each person a chance of being included in the sample. Moreover, it reduces the risks of bias and somehow ensures reliability and objectivity of the research work.

The students involved in the investigation are Baccalaureate holders from Literary and Foreign Languages (twenty students), Literary and Human Sciences (eight students) and Scientific streams (three students). They have been exposed to and taught the English language for seven years before entering the university that is four

years in middle school and three years in high school. The learners have been accepted to study English for the marks they obtained in the baccalaureate exam which is a fundamental requirement for any learner who wants to enter the university. The average age of the students is between 18 to 25 years old. Moreover, the sample population is composed of 05 males and 26 females.

The research is concerned with second year EFL students. During their second year of instruction, students are taught how to write a paragraph. They are introduced to different techniques of writing essays and they are able more or less to understand what can build up a coherent and a homogeneous text. Students learn how to include the topic sentence (the main and controlling idea), the supporting details (facts, statistics to strengthen their main idea) and the concluding sentence (restatement of the main idea in a different way). Furthermore, they are introduced to different types of writing (argumentative, compare and contrast...etc). In addition to that, they are exposed to some literary texts in their literature classes (see section 2.6).

The following table summarizes the students' sample.

University	Students' sample		
	M	F	Total
Djilali LIABES Sidi Bel ABBES	05	26	31

Table 2.1 Students' Sample.

2.4.2 Teachers

The main aim of dealing with EFL teachers is to give their points of view concerning the use of literary texts such as short stories as a resource in EFL writing classes. Moreover, dealing with EFL teachers helps the researcher to find out how reading literary texts influence the students' writing qualities.

At the department of English, the majority of teachers who are in charge of the English courses are full time teachers they hold either Magister or doctorate degree. In addition to that, part time teachers can also teach at the English department, and they often hold a Licence in English and are either first year or second year Magister students.

Since the present work deals with how to use literary texts as a springboard for stimulating learners' writing skills, three EFL teachers of literature and three other teachers of written expression modules are concerned with the present study. Five teachers hold doctorate degrees in Applied Linguistics, Literature and TEFL. Meanwhile, one teacher has a magister degree in TEFL. Teachers are selected by Purposive Sampling i.e. they are chosen deliberately by the researcher, because they have been involved in the modules of writing and literature during a period of time that varies from 10 to 13 years. Thus, they have more experience than novice teachers in the domain of writing and literature, and can discuss and comment matters of interest to the researcher. This will help her make more reliable conclusions about the topic discussed.

The following table summarizes the teachers' sample:

University	Teachers' sample		
Djilali LIABES	M	F	Total
Sidi Bel ABBES	05	01	06

Table 2.2 Teachers' Sample

2.5 Writing Skills and British Literature in the EFL Classroom

EFL Students are required to write in English in their core subjects such as: civilisation, linguistics, phonetics...etc, in order to accomplish different assignments, projects and reports. Students then, need to master not only the structural aspects of the language but also the communicative ones.

The writing programme in Djilali LIABES University tends to enable students to produce different types of texts that they are supposed to use in their educational, institutional and personal contexts. The following table will present the written expression programme introduced in the first and second years of instruction:

First year programme	Second year programme
<ul style="list-style-type: none"> - First steps in writing - Sentence/structure - Simple, compound and complex sentences. - Punctuation, - Capitalisation - Abbreviations - Introduction to paragraph writing. - Descriptive writing (people, places...) - Narrative writing. 	<ul style="list-style-type: none"> - An introduction to different types of paragraphs (introduction, body and conclusion). - Argumentative writing - Compare and contrast. - Different types of letters (business, application, complaint...) - C.V writing - Cause and effect.

Table 2.3 Written Expression Programme (adopted from Mellouk,2008)

In the EFL writing classroom, second year EFL students are taught written expression three hours per week. They learn first about the organization of a paragraph that consists of three parts: the topic sentence, the supporting details and the concluding sentence. Then, various types of essay writing are introduced to EFL

learners that are used for different purposes. These types include: argumentative, compare and contrast, letter writing...etc. By the end of the academic year students are supposed to learn different writing criteria (Melloul, 2008) that could be summarised as follows:

1. An introduction that introduces readers with the writer's thesis.
2. A body that should include relevant development of ideas in more than one paragraph and different supporting details.
3. A concluding paragraph that restates what the essay is about.
4. The format of the essay that should follow the various guidelines of writing (correct grammar, mechanics, language use, organization...etc).
- 5- Writing in different text' types (argumentative, compare and contrast, letters...etc).

On the other hand literature is taught as a module for second year EFL students for one hour and a half per week. The aim from teaching literature is to develop learners' literary competence, raise their critical thinking abilities in interpreting texts, as well as expanding students' awareness of the cultural background of the literary works (Guerroudj, 2008).

Different British and American literary texts are introduced to EFL students, during their learning process from different literary periods such as: Puritanism, Romanticism and Modernism. The following table summarizes some literary works used in the EFL literature classroom:

Literary Works
- <i>Mayflower</i> “W. Bradford”
- <i>To My Dear and Loving Husband</i> “ A. Bradstreet
- <i>Adventures of Huckleberry Finn</i> “M. Twain”
- <i>Grapes of Wrath</i> “J. Steinbeck”
- <i>Sister Carry</i> “T. Dreizer
- <i>The Catcher in the Rye</i> “J.D.Salinger’s”
- <i>Dubliners</i> “ James Jyce”

Table 2.4 Content of EFL Literature Classes (adopted from Guerroudj, 2008)

When teaching, it’s up to the teacher to select which is the suitable and the appropriate material according to his or her students’ needs. Therefore, the programme is debatable and open to any development and enrichment by EFL teachers (Mellouk, 2008).

2.6 Case Study Approach

The case study is an intensive analysis of an issue, an individual or a unit (a person, a group...etc). Moreover, this method tends to find answers and understand a situation in its real life context, in which several sources of evidence are used.

an event , an entity , an individual or even a unit of analysis. It is an empirical inquiry that investigate a contemporary phenomenon within its real life context using multiple sources of evidence.

(Yin ,1993:11)

The present study is twofold, because it explains and evaluates at the same time. It gives explanation about the research questions and hypothesis concerning the use of literary texts within the EFL writing context, and it evaluates the learners’ writing qualities after reading a literary text. Therefore, the case study is considered as a type of interpretive research, involving detailed examination of an entity through various research tools such as: interviews, questionnaires...etc. The use of case studies to

investigate an area of interest is mainly appropriate as described by Patton (1987:18): *“case studies become particularly useful where one needs to understand some particular problem or situation in great depth, and where one can identify cases rich in information”*

Three main elements should be taken into consideration in the case study. The first element is the research question. The purpose from designing a research question is to help the investigator, and to guide her in the research work. The second one is the research hypotheses that explain the reasons for which the researcher studies a specific sample of population. Finally, the last element is the specification of the unit of analysis i.e. a group or individuals.

The present study deals with second year EFL students. The case study method is used for gathering data. Thus, it is employed for experimental purposes concerning the use of literary texts as a medium to develop EFL learners' writing skills. Moreover, it is divided into two sections: the first section is by collecting data, and the second section is analyzing those data to make general and final conclusions.

2.7 Instruments of Data Collection

Data collection refers to gathering information for the research work. Several types of data collection resources are carefully selected, having as purpose to meet specific objectives and answer precise questions. The study utilizes a mode of triangulation i.e. the combination of several methods to examine the same contextual situation with similar conclusions. Furthermore, the collected data are based on the students' test as a primary instrument, the questionnaire as a secondary instrument and a semi structured interview as a third one. Weir and Robert (1994:137) state that:

A combination of data sources is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity of features as is found in educational setting , and because of the need for corroboration of findings by using data from these different sources, collected by different methods and by different people (i.e. triangulation).

The use of multiple methods of collecting data is typical in case study research to confirm the accuracy of the data and to form substantial evidence. Both quantitative and qualitative data are of equal importance to the present research. Quantitative design has provided the researcher with numerical data that can be measured. Meanwhile, the qualitative method has helped the researcher to make a clearer picture about the contribution of literary texts in developing the overall EFL students' writing quality. Therefore, a mixed method approach is used in the present work i.e. a combination of both quantitative and qualitative methods.

2.7.1 The Test

Tests refer to a group of mental tasks performed by a group of people, in order to measure the skills, aptitudes and behaviours. In the present study, the researcher utilizes tests as a form of measurement of the learners' writing performances, for the sake of making decisions about their success or failure. Therefore, the researcher is interested in the quality of the writing essays and not the quantity, since the quality of essays is the central feature of idea development (Baron and Taylor, 2006). Moreover, the writing quality is defined in terms of coherently organized essays, containing developed and pertinent ideas, supporting examples and appropriate details strung together to form a unified whole (Needels and Knapp, 1994). Besides, it has to display coherence in the use of language demonstrating syntactic variety and appropriate word choice.

Furthermore, tests can provide various types of information about learners' writing abilities. They were used to obtain quantitative data in the present research work. Hughes (1989:75) asserts that: "*the best way to test people's writing abilities is to get them to write*". Thus, a writing test involves at least two basic components. The first one is one or more writing tasks or instructions to tell test takers what to write, and the second one is a means to evaluate the test' takers production (Weigle, 2002).

2.7.1.1 Objectives of the Test

The test is used to investigate whether reading literary texts yielded any effects on students' writing performances i.e. it is used to make conclusions about whether integrating literary texts in the writing classes develop learners' writing qualities. Furthermore, the test is administered to 31 EFL students in the academic year 2012/2013, during a period of time of two hours divided between the pre and the post-test.

2.7.1.2 Assessing Students' Test

There are two forms of assessing students' essays. The first one is impressionistic (holistic), and the second one is analytical. The former means that a single mark is assigned to the entire written texts. While, the later gives more detailed information about learners' writing performances; it shows their strengths and weaknesses. Thus, it helps teachers to develop instructions according to their learners' needs. Weigle (2002:114) states that:

In analytical scoring, scripts are related on several aspects of writing or criteria rather given a single score. Depending on the purpose of the assessment scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar or mechanics.

In this respect, the present research deals with the analytical assessments of students' essays. This practice helps the researcher to generate helpful diagnostic input about the testees' writing skills, which is the major merit of analytic schemes.

Students' writing tests are scored based on Jacobs et Al (1981) analytic rating scale for scoring essays. The researcher uses the analytical scoring, in order to decrease the degree of subjectivity and personal judgement. Moreover, this kind of scoring involves using different components and features (organization, ideas, spelling, mechanics...etc). In addition to that, it is used to assess students' essays for the sake of providing them with feedback concerning their major strengths and weaknesses. Thus,

analytic scoring provides detailed information in order to check learners' writing performances, and make reliable conclusions.

Content	<p>04- EXCELLENT TO VERY GOOD: considerable variety of ideas * knowledge of subject * relevant to assigned topic * thorough treatment of topic.</p> <p>03- GOOD TO AVERAGE : adequate knowledge of subject * adequate range *limited development of thesis * mostly relevant to topic , accurate details.</p> <p>02- FAIR TO POOR : limited knowledge of subject and ideas * little substance * inadequate development of topic . lack details</p> <p>01- VERY POOR : hardly any or no variety of ideas * non-substantive * not pertinent * or not enough to evaluate .</p>
Organization	<p>04- EXCELLENT TO VERY GOOD : fluent expression * ideas clearly stated / supported * well organized; logically sequenced (coherent); connectives appropriately used (cohesive).</p> <p>03- GOOD TO AVERAGE : loosely organized but main ideas stand out * limited support * logical but incomplete sequencing</p> <p>02- FAIR TO POOR : ideas confused or disconnected * lacks logical sequencing and development.</p> <p>01- VERY POOR: does not communicate the topic* ideas often confused * no organization * or not enough to evaluate.</p>
Vocabulary	<p>04- EXCELLENT TO VERY GOOD: wide range of vocabulary * effective word choice and usage * word form mastery *</p> <p>03- GOOD TO AVERAGE : adequate range *occasional errors of word, form choice usage but meaning not obscured</p> <p>02- FAIR TO POOR: limited range * frequent errors of word choice usage * meaning confused or obscured.</p> <p>01- VERY POOR : translation of words * little knowledge of English vocabulary, word form * or not enough to evaluate .</p>
Language usage	<p>04- EXCELLENT TO VERY GOOD : effective complex constructions * meaning never obscured *few errors of agreement , tense, word</p>

	<p>order/function, articles, pronouns, prepositions.</p> <p>03- GOOD TO AVERAGE: effective but simple constructions * minor problems in complex constructions* some errors of agreement, tense, word order, articles, pronouns, prepositions and meaning sometimes slightly obscured.</p> <p>02- FAIR TO POOR : not sufficient variety in simple/ complex constructions * several errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments * meaning confused or obscured</p> <p>01- VERY POOR: Major problems in sentence construction* dominated by errors* does not communicate *or not enough to evaluate</p>
Mechanics	<p>04- EXCELLENT TO VERY GOOD: mastery of conventions * few errors of spelling, punctuation, capitalisation, paragraphing.</p> <p>03- GOOD TO AVERAGE: occasional errors of spelling, punctuation , capitalization, paragraphing but meaning not obscured</p> <p>02- FAIR TO POOR: occasional errors of spelling, punctuation, capitalisation, paragraphing* meaning confused.</p> <p>01- VERY POOR: no mastery of conventions * dominated by errors of spelling, punctuation, capitalization, paragraphing.</p>
Total score	

Table: 2.5 Assessment Scale for Written Work (adapted from Jacobs et Al, 1981)

In Jacobs et Al's (1981) scoring profile, students' writings are rated based on five criteria. These criteria involve: content, organization, vocabulary, language use, and mechanics. Moreover, each criterion has four levels varied from excellent to very poor, and each one of them is scored differently from the others (see table: 2.5).

2.7.1.3 The Pretest

A pretest is designed to assess students' abilities in expressing ideas, thoughts and opinions in a coherent manner. Before exposing students to a literary text, they were asked to express themselves on the topic of "the family" in which they narrate how they pass time with their families, family reunions as well as the way they interact with members of their families. The topic of family was chosen, because family gives the

basic knowledge of beliefs and human values. In addition to that, each family is unique (big, small, broken, unified...) which gives students something to write about. Furthermore, the pretest helps students to reflect on their background knowledge on the topic, and brainstorm their thoughts.

The topic is discussed with students to discover and explore the initial ideas, organize their thoughts, restate and recast information, then put them on paper “*the process of putting ideas into visible language*” (Flower and Hayes,1981:373), and finally, make a plan that leads to a structured writing. Moreover, students will develop strategies of collecting and interpreting information, as well as extend and elaborate their ideas.

2.7.1.4 The Post-Test

A literary text is used to conduct students’ test. Joyce’s *Dubliners* (1914) is a collection of fifteen short stories. They describe the life of Irish middle class in Dublin during the 20th century. *Eveline* (see appendix 03) is a short story among them. It is used as a supporting material in the EFL writing classroom. Moreover, it was distributed to students before the post-test was conducted.

The purpose from selecting this story is because of its interesting storyline, the average difficulty of language and varied linguistic aspects i.e. in terms of ideas, language function, vocabulary and lexis. The selected short story may arouse students’ interest and motivation to respond in writing. Thus, it may develop their writing performances.

One of the most important themes explored in the story is that of responsibility toward family. The short story is about a nineteen years old woman who is planning to leave Ireland with a sailor. However, by remembering the promise she made to her mother to look after the home and keep it together, she decided to not leave with him.

Because of time constraint, students are given the short story to be read as a homework. The short story is selected in the belief that it provides EFL learners with highly motivational material, in order to make significant progress in their writing

abilities. In addition to that, it is selected based on different criteria such as: the level of difficulty in terms of language and culture, students' interest and the appropriate theme. This will help learners to read closely, analyse language elements used, and capture the overall meaning of the literary work. The story is used in the post-test as a stimulus to encourage students respond and express their ideas in a written form. They use information from the literary text they read, to support their opinions.

Furthermore, after discussing the major themes of the short story, and introducing students to the general techniques of the writing essays, students were asked to take a related and an immediate writing task as a response to the short story they have read. They were asked to write about one of the main themes of the story which is "responsibility toward family". Gajdusek (1988:247) points out that: "*a theme usually expresses an idea that is somehow universally true. Put another way, the theme states something we recognize, something that is true not only in this story, but in other contexts as well*". Thus, themes are the fundamental and often universal ideas explored in a literary work.

Moreover, writing on the theme of family helps learners to demonstrate an understanding of the work, using evidence and prior knowledge or experience. The purpose from writing on the same theme in the pre and the post-test is to measure the writing proficiency level that students implicitly gained from the reading material.

2.7.2 The Questionnaire

The questionnaire is addressed to second year EFL students. The usefulness of the questionnaire as a research tool cannot be denied. It was used to gather the same information from a large group of subjects (see appendix 1).

The questionnaire was used to find out students' views concerning reading and writing after reading a literary text. Students are asked to fill out their views regarding how they perceived the connection between reading a literary work and writing. Moreover, there are three types of questions: multiple choice questions, open and closed questions. The researcher tries to combine between the three types to get more

information that can contribute to the present work. In the first type of questions, the respondent selects possible answers given to him/her. Whereas, in the second type of questions the respondent writes answers using his/her own words. Finally in the last type of questions, the respondent chooses between only two possible answers (yes / no, agree / disagree...).

Accordingly, the advantages underlying the use of the questionnaire in the present work can be summarized as follows:

- It covers a large number of participants.
- It is standardized and easy to analyse.
- Anonymity of the informants, which makes them write more honest answers.

Thus, the researcher followed different steps to ask appropriate questions, since the construction of the questionnaire is a delicate step in designing the research.

2.7.2.1 Question Sequence

In order to ensure the quality of the respondents' replies, the researcher has paid attention to the question-sequence in preparing the questionnaire. The reason behind the question sequence is to avoid the misunderstanding of the questions, and to increase chances to obtain more reliable data. Open ended questions are delayed toward the end in order to not reduce the respondents' motivation in answering the questions.

2.7.2.2 Formulating the Questions

The researcher tries to avoid complex and confusing questions, because any misunderstanding of the questions may affect the reliability of the data. In addition to that, the researcher avoided the leading questions which may influence the informants' attitudes or points of view (Nunan, 1992). A careful attention is then paid to the wording of the questions, simple and familiar words are used according to the students' level, and ambiguous meanings are avoided.

The questionnaire is divided into four parts (see appendix 1). The first part aimed at identifying students' demographic information and preferences toward literary texts. It is composed of five questions which deal with the participant demographic situation, their level in English language, and their preferences in reading.

The second part of the questionnaire is about students' perspectives toward reading literary texts as well as writing. It consists of four questions concerning the reasons and criteria students focus on when reading.

The third part of the questionnaire is concerned with reading/ writing relationship, as well as the contribution of reading on students' overall writing abilities. It is composed of four questions that investigate the benefits of literary texts on the development of students' writing performances.

Finally, the last part of the questionnaire aimed at identifying the main difficulties learners face when reading and writing. It consists of three questions concerning students' lacks and the main difficulties they encounter.

2.7.3 The Interview

The interview is used as a supporting material to collect data from individuals through conversation either to understand a situation or a topic that the researcher is interested in. Cohen et Al (2007:349) state that:

interviews enable participants be they interviewers or interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view.

There are three types of interviews: structured, semi structured and unstructured. The first type involves an organization in content and procedure i.e. a schedule is set to determine the sequence and wording of the questions (Cohen et Al, 2007). The second type of interviews allows new questions to be brought up during the interview as a result of what the interviewee says. The last type of interviews do not follow a system of pre-determined questions, this kind of interviews depend on the respondents'

collaboration since the interviewer has just to explain the nature of the issues discussed (ibid).

Since the interview is concerned with only six EFL teachers, the researcher used a semi structured interview because it is “*feasible for smaller groups*” (Richards, 2001:61). The teachers concerned with the present study are from Djilali LIABES University. They were selected by purposive sampling (see section 2.3.2) in order to investigate how they perceive using literary texts as a resource in EFL writing classes in one hand, and to explore their views concerning the contribution of reading literary texts to the development of students’ writing skills on the other. The semi structured interview provides a mutual interaction. It enables the interviewer to rearrange the sequence or wording of her questions according to the answers, and for the interviewee to develop his/her ideas without restrictions. In addition to that, it is conceived to be of great help to the investigator.

Different kinds of questions are used in the interview: Experience/Behaviour questions are used to describe teachers’ experiences, behaviours and activities. In addition to that, Context questions are used to build an idea about the informants’ profile. While, Opinion/ Belief questions are used to elicit teachers’ goals, intentions and desire. Last but not least, Knowledge questions aim at obtaining different information and facts from the interviewees. (Weir and Roberts, 1994).

Complex multi-parts questions are avoided, because the interviewee may be confused by having several questions at the same time in one hand, and interpretation of the answers will not be reliable on the other. In addition to that, interviewees were given sufficient time to answer the questions, and they were not interrupted by asking them another question when the previous answer is not completed.

The interview consists of twelve questions of mixed types; open questions (WH questions that require long answer) and closed questions (answering the question either by yes/no, like/dislike...). Since the semi-structured interview contains open-ended questions, discussions may diverge from the interview guide. For this reason, respondents’ answers were documented through audiotape recording, and later they

were taped for analysis. Respondents were aware that their conversations were tape-recorded.

The interview is divided into four parts (see appendix 2). The first part consists of three questions. They aim at identifying teachers' experiences, and the main tasks and competence learners need to improve.

The second part of the interview is divided into three questions; the main aim of the present part is to identify the reading/ writing relationship, and the contribution of reading literary texts on students' writing performances.

The following part is composed of three questions. It is based on teachers' perspectives and students' reactions toward integrating literary texts in the EFL writing classroom.

The last part of the interview consists of three questions. They investigate on teachers' attempt in developing their students' creative writing abilities, and use of feedback.

2.8 Procedures

After discussing the research tools, one should notice that the reliability of the instruments for valid data cannot prove its consistency without studied procedure i.e. testing the tools then applying them.

2.8.1 Piloting the Study

The function of a pilot is to increase the reliability, validity and practicability of the research tools. Weir and Roberts (1994:138) state that: "*the value of piloting instruments before actually employing them in final data collection is paramount*" then they add that the purpose from piloting the instruments is to "*identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper*"(ibid, 1994:139).

Once the questionnaire has been designed, it was believed that a pilot study should be conducted to refine its content, wording length...etc i.e. identify problems in wording and inappropriate items, and to remedy any possible misunderstandings and ambiguities in the questions before they are actually used. Therefore, some samples of the questionnaire have been distributed to some teachers and colleagues with the aim of checking the shortcomings of the questions used. Based on these comments some revision and modification have been made on the first draft. In addition to that, some items in the questionnaire were removed since they do not provide useable data. while, some others were added to ensure getting all information needed in the present work. Furthermore, the questionnaire was put under four distinct rubrics (see section 2.9) to facilitate the task for the informants while answering the questions.

Moreover, after setting the objectives of the interview, a pilot study was done on a small sample of teachers to see whether the method of collecting data is suitable, and whether the questions are adequate in terms of clarity. Questions could be modified according to the informants' answers.

Students' tests were not piloted since they depend on the teacher's instructions. Sometimes some students fail to do the test due to their inability to understand the given instruction. For this reason, when administering the students' test, the teacher researcher tried to make tests' instructions as clear as she can to obtain more reliable data. The students were asked to discuss two similar topics as pre and post tests. Moreover, the tests last for 120 minutes; 60 minutes for each test. Furthermore, the questionnaire was distributed in the last 15 minutes to be filled up in the class. Anonymity was ensured and students were asked to choose the appropriate answer for them.

2.8.2 Research Design

Due to the presence of both qualitative and quantitative modes of research, the design of the present study was a mixed-method one. In the first phase of the study, the researcher conducted a student test with 31 EFL students, and in the main phase a questionnaire was used with the same students. Last but not least an interview session

with six EFL teachers from Djilali LIABES University was held. Hence, the research design of the study has been as follows:

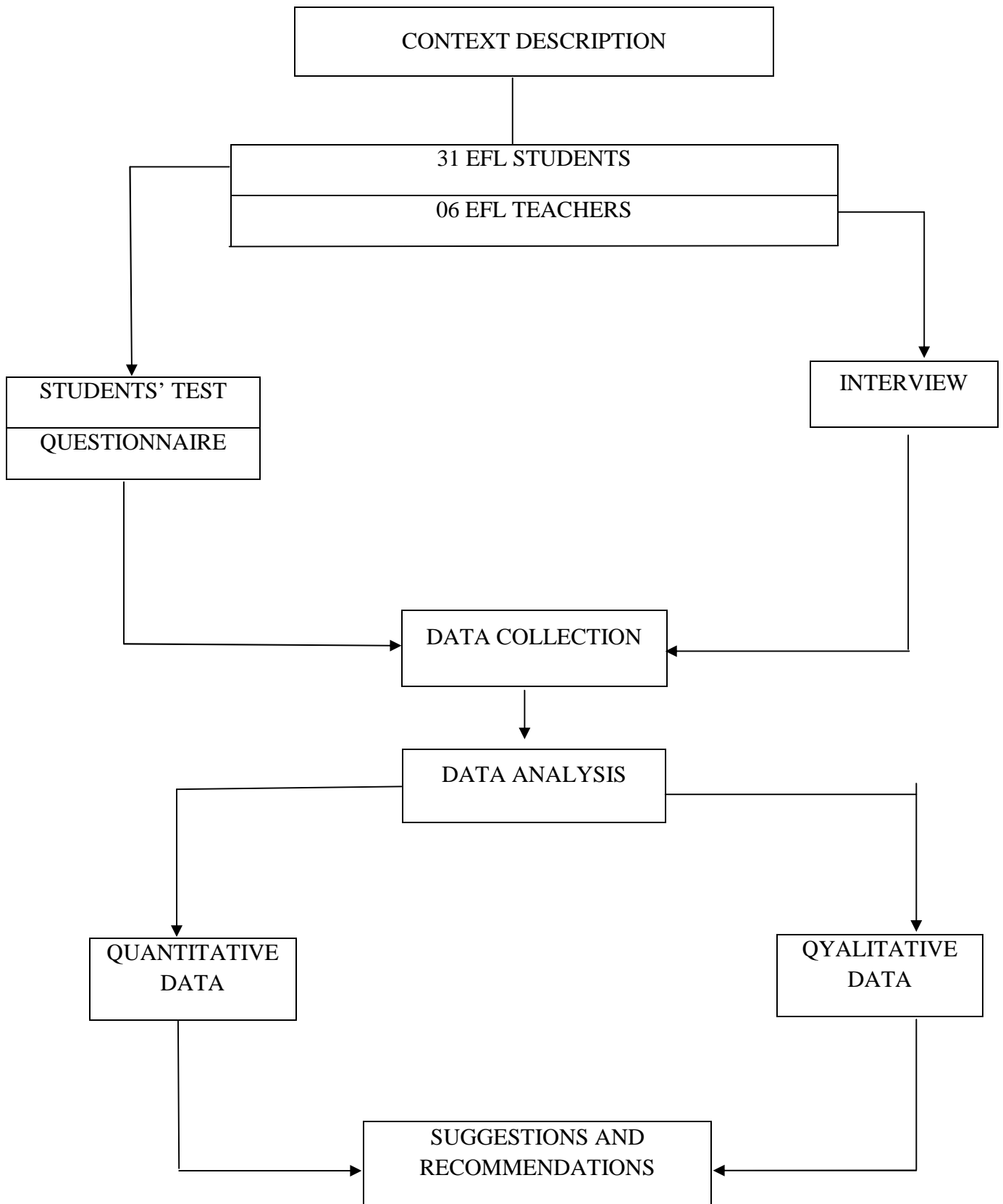


Diagram 2 .1 Design of the Study

2.9 Data Analysis Methods

A mixed method approach has been chosen for this study. Using more than one type of analysis is believed to provide more reliable findings, and help the investigator to summarize, compare and later discuss the findings.

2.9.1 Qualitative Analysis

The purpose from the qualitative analysis is to explore, describe and discover facts as well as draw conclusions about the efficiency of using literary texts in the writing classroom. The researcher used the qualitative method in the present study to analyse the collected data.

Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation [...]

(Cohen et Al, 2007 : 462)

In the present research, the responses were first collected and then they were interpreted, and end by drawing conclusions. Patton, (1987:10) says that:

qualitative methods typically produce a wealth of detailed data about a much smaller number of people and cases. Qualitative data provide depth and detail through direct quotation and careful description of program situations, events, people, interactions and observed behaviours.

(qtd in Weir and Robert, 1994 :160)

The qualitative data often focus on small groups of people, yet the data tend to be detailed through a depth description of the issue being discussed.

2.9.2 Quantitative Analysis

The quantitative analysis is used to analyse the gathered data. They are transferred and translated to different forms; tables, bar-graphs and pie-charts. The aim from the quantitative analysis is to quantify respondents' answers, and to make conclusions

about the contribution of reading literary texts in developing learners writing abilities. Patton (1987:9-10) states that:

The advantage of the quantitative approach is that it measures the reactions of a great many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data.

(qtd in Weir and Robert, 1994 :160)

This means that the quantitative approach for data analysis, provide the researcher with numerical data to facilitate comparison and making conclusions. Moreover, data collected, are interpreted, analysed, and computerized for a statistical analysis. The analysis of the data collected in the present research work utilizes percentages (on a 100 unit scale), tables, bar-graphs and pie-charts. In addition to that, measures of central tendency for interpreting data gathered from tests. This later refers to the average performance obtained from students' scores. The analysis of the data deals with the Mean, the Median and the Mode.

The Mean refers to the average score of the group. Scores are summed up and divided by the number of values. $M = \frac{\sum X}{N}$

N

M = Mean / $\sum X$ = the sum of the gathered scores / N = number of values

For example: the Mean of the present set : 17-15-14-16-10-09-07 is: **12.57**

Because: $\sum X = 88 / N = 07$, so: $\frac{88}{07} = 12.57$

07

On the other hand, the Median refers to the middle value of a classified data (scores). The Median value of an odd list of classified scores is the middle score.

E.g. 05-07-09-10-13, here the Median is 09.

while in the case of an even list of classified scores, the Median is the average of the middle pairs in the list. E.g. 10-12-13-14-15-16 / 13+14 = 13.5

2

The Mode refers to the score that frequently occurs in a set of data. E.g. in scores such as: 12-15-14-09-12-10 the Mode is 12 because it is the frequent value.

2.10 Limitation of the Research

This study is conducted on a small number of students, and also on a very limited number of essays. Therefore, the conclusions reached are far from being decisive. Moreover, as mentioned earlier in the present chapter, the participants selected for this research came from three groups i.e. twenty students from letter and foreign languages, eight students followed letter and human sciences streams, while three of them were studying experimental sciences branches. This means that they were not following the same programme at their secondary school.

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, such as: proficiency level of the students, knowledge or exposure to literary texts in the English language, their gender, or age group.

The other set of participants were six EFL teachers from the same university (Djilali LIABES) 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). However, teachers of the other modules would be given a chance in future studies, to collect more data concerning the use of literary texts in the writing classroom.

Moreover, the researcher found difficulties in gathering and discussing the different written expression and literature programmes, since there is not a precise EFL syllabus at the university level. Thus, it is up to the teachers to select what is suitable and appropriate for their learners' needs and interests.

2.11 Conclusion

In this Chapter, the researcher has presented the English language situation in Algeria in general and in Djilali LIABES University in particular. Data collection methods as well as research instruments have been discussed. In addition to that, methods of analysing data have been identified. Furthermore, in the next chapter, the researcher will try to analyse data, and later on will discuss the results.

CHAPTER THREE

Analysis and Findings

3.1 Introduction

3.2 Interpretation of the Findings

3.2.1 Analysis of the Tests

3.2.1.1 The Pre-Test

3.2.1.2 Analysis of Students' Pre-Test's Grades

3.2.1.3 The Post-Test

3.2.1.4 Analysis of Students' Post-Test's Grades

3.2.1.5 Summary of the Main Findings

3.2.2 Analysis of the Students' Questionnaire

3.2.2.1 Summary of the Main Findings

3.2.3 Analysis of Teachers' Interview

3.2.3.1 Summary of the Main Findings

3.3 Discussion of the Main Results

3.4 Conclusion

3.1 Introduction

The previous chapter described the sample population, the methods and design of the present research work. Meanwhile, the present one will discover facts and analyse the gathered data. Furthermore, information gathered from the various research instruments discussed earlier enabled the researcher to collect a large amount of data, concerning the use of literary texts in the writing classroom. Moreover, main findings of the study are presented, and translated into different forms such as: tables, bar-graphs and pie-charts.

3.2 Interpretation of the Findings

The present chapter is concerned with discussing and interpreting the findings in different forms, notably tables, Bar-graphs and Pie-charts.

3.2.1 Analysis of the Tests

The present section is reserved to the analysis of the students' writing essays, in order to ensure their writing performances. Moreover, it examines EFL students' writing abilities before and after reading a short story that is used as a material to support their writing skills.

To verify the research hypothesis, a pre and a post test were used to identify students' proficiency level in writing in one hand, and identify any development in their writing after reading a literary text on the other. The following table summarises the design of the writing tests:

The test	Objectives	Task type	Test type	Test topic	Text length	Time allocated
The pre-test	To evaluate students' writing proficiency	Text writing	Narrative	Write a text where you narrate how do you pass your time, and how do you interact with your family members.	About 300 words	60 minutes
The post-test	To identify any developments in students' writing proficiency after reading a literary text, that is used as a supporting material for writing	Text writing	Narrative	Write a text about responsibility toward family, telling your role as a family member.	About 300 words	60 minutes

Table 3.1 Writing Test Design

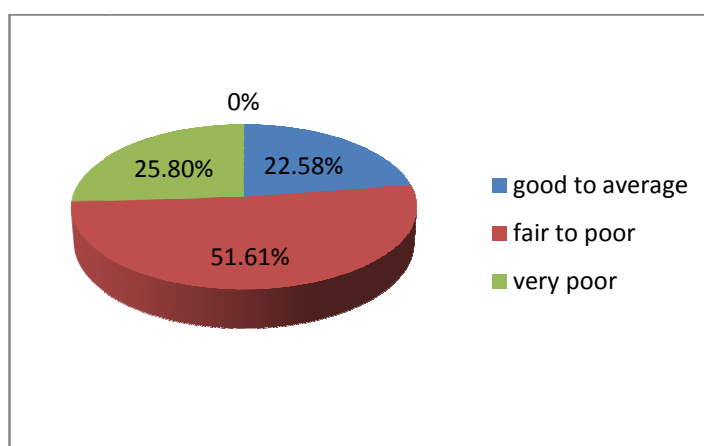
The data obtained from the test were quantitatively analysed as will be displayed below, to see the extent to which the data obtained corroborate the research hypothesis stated earlier. Students' writing essays are scored based on Jacobs et Al (1981) analytic rating scale. Furthermore, the scoring profile is based on five criteria that are as follows: content, organization, vocabulary, language usage and mechanics. Each criterion is scored on four points that are varied from excellent to very poor (see section 2.8.1.2). Students' essays are corrected and graded out of twenty by the researcher herself.

3.2.1.1 The Pre-Test

In the present section, the researcher tries to present a close examination of the results obtained in the pre-test. Furthermore, she will set grounds for a later description of their improvement.

i- Content

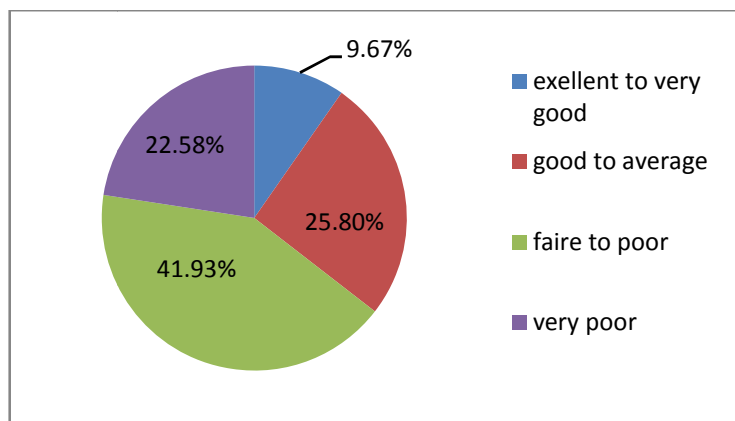
Students' answers provided information not required and inappropriate to the topic. One may think that learners neither tried to brainstorm nor plan their writing. In addition to that, some students' responses consisted of a hundred rather than three hundred words expected. Seven students (22.58%) had a good to average level, sixteen of them (51.61%) had fair to poor level, while eight (25.80%) students' essays content were very poor. However, none of the students' content was excellent or very good.



Pie-chart 3.1 Students' Level in Terms of Content

ii- Organization

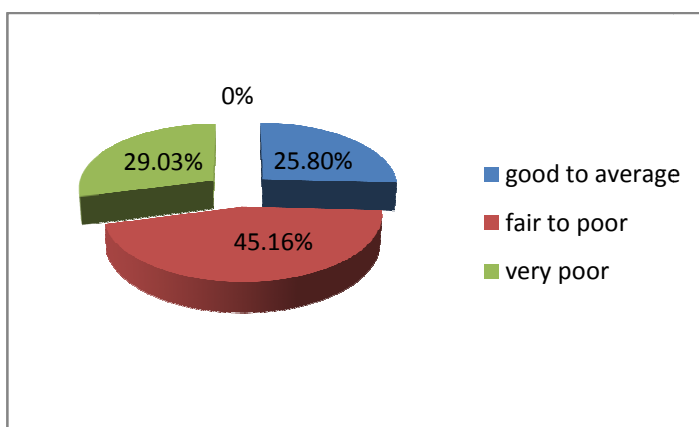
The writing test revealed that insufficient organization and lack of connections between sentences, led to confusion of ideas in students' essays. Moreover, students find difficulties to generate ideas and organize them into a coherent text. Even though they find some ideas, they cannot translate them into actual words. Students' essays revealed that only three students' essays (9.67 %) showed a very good mastery of organization in terms of ideas and expressions. eight of them (25.80 %) had good to average level, thirteen students (41.93 %) had a fair to poor level, while seven of them (22.58%) had a very poor level in terms of organization.



Pie-chart 3.2 Students' Proficiency Level in Terms of Organization

iii- Vocabulary

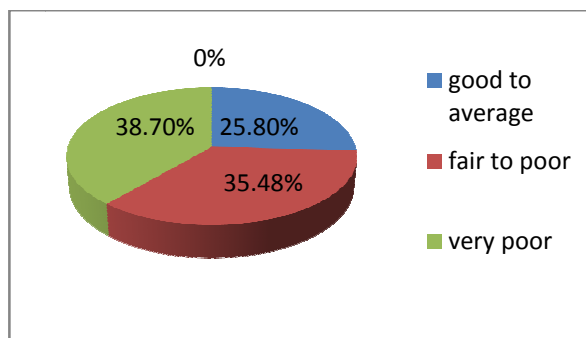
The inappropriate choice of vocabulary was among the many difficulties students encounter when writing. Mistakes were found as a result of transfer or ineffective translation. Furthermore, students displayed a limited range of word choice and little knowledge of English vocabulary. eight students (25.80%) had a good to average level in using English vocabulary, fourteen of them (45.16 %) had fair to poor level, and nine (29.03%) of them were very poor.



Pie-chart 3.3 Students' Use of Vocabulary

iv- Language usage

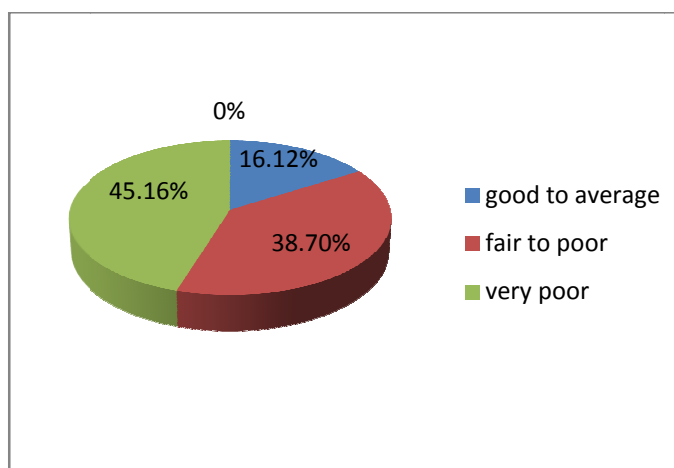
Many mistakes were recorded in the use of verbs' tense, subject verb agreement, word order or inappropriate sentence construction that affected the clarity of students' essays. Eight (25.80 %) students' essays were good to average, eleven of them (35.48 %) were faire to poor and twelve (38.70%) were very poor.



Pie-chart 3.4 Learners' Mastery of Language Usage

v- Mechanics

Lot of spelling mistakes were found in students' essays. Students' writings were dominated by errors of spelling, because of ineffective translation or lack of revising the written works. In addition to that, punctuation and capitalization were disregarded by students. five student's essays (16.12%) were good to average, twelve of them (38.70%) had a fair to poor level, and fourteen (45.16 %) of students' essays were very poor.



Pie-chart 3.5 Students' Use of Mechanics

3.2.1.2 Analysis of Pre-Test' Grades

The scores of students' grades ranged from 05 to 14 out of twenty. It should be noted that only fourteen (14) students out of thirty one (31) got the average. Moreover, the Mean, the Median and the Mode (see section 2.10.2) are analysed as follows:

The Mean:
$$M = \frac{\sum X}{N}$$

M = Mean

$\sum X$ = summed values (**291**)

N = number of values (**31**)

Hence, $\frac{291}{31} = \boxed{09.38}$

31

The Median: the middle value of the following students' scores is $\boxed{09.00}$

5-5-6-7-7-8-8-8-8-9-9-9-9-9-9-9-9-10-10-10-10-10-11-11-11-11-11-11-11-12-12-13-14

The Mode: the score that frequently occurs is $\boxed{09.00}$ (see table 3.2).

The above grades are illustrated in the table below:

Students	Marks	Students	Marks
A1	11.00	A17	09.00
A2	10.00	A18	09.00
A3	08.00	A19	11.00
A4	14.00	A20	05.00
A5	09.00	A21	09.00
A6	07.00	A22	12.00
A7	05.00	A23	11.00
A8	11.00	A24	10.00
A9	11.00	A25	06.00
A10	10.00	A26	08.00
A11	09.00	A27	11.00
A12	08.00	A28	09.00
A13	09.00	A29	08.00
A14	13.00	A30	10.00
A15	12.00	A31	07.00
A16	09.00		
Mean	09.38		
Median	09.00		
Mode	09.00		

Table 3.2 Pre-Test Results

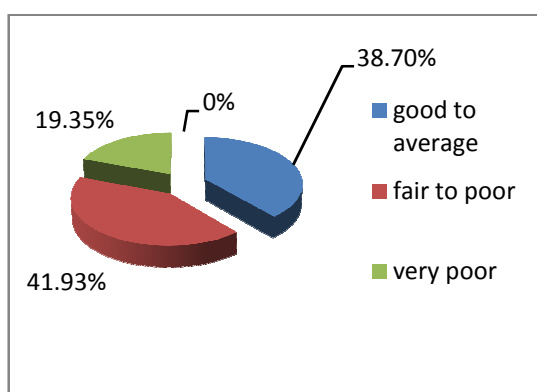
The above results show weaknesses in students' writing essays. The mean grade is low (9.38) and no difference is recorded between the median (9.00) and the mode (09.00).

3.2.1.3 The Post Test

Students were asked to read a short story as homework before asking them to write. Results obtained from the post- test are displayed below:

i- Content

38.70 % of the students (or 12 of them) had a good command of language, and fully managed to discuss the topic. It was noticed that the short story allowed them to experience new ways of using language, and experience the form of narratives. On the other hand, thirteen students' essays (41.93%) were fair to poor. They seem to be unable to produce adequate and meaningful texts. In addition to that, details provide weak support for main ideas. Six (19.35%) students' writings were considered as very poor, since details were ambiguous and repeat each other. The following pie-chart will illustrate students' level in terms of content.

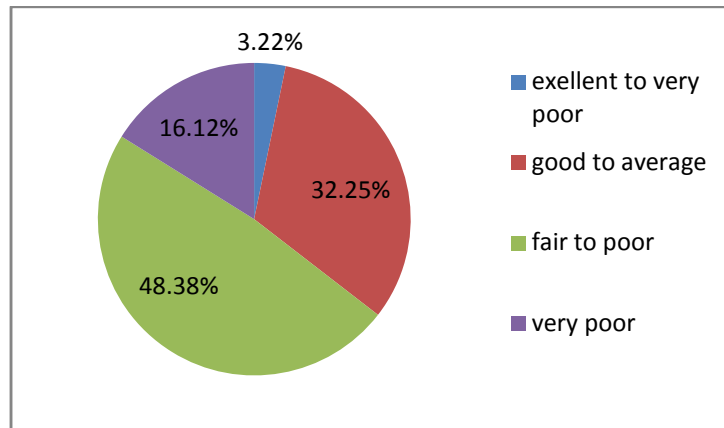


Pie- chart 3.6 Students' Content Level after Reading a Literary Text

ii- Organization

A slight improvement was noticed in the use of different words that link individual sentences and parts of sentences. It was noticed that only one student (3.22%) clearly stated and supported his/her ideas. Ten students (32.25%) had a good to average level in terms of organization, since they offered limited but controlled supports. Meanwhile, fifteen students (48.38%) had a fair to poor level, because their ideas' sequencing lacks some logic and control. The rest of students (16.12%) showed a

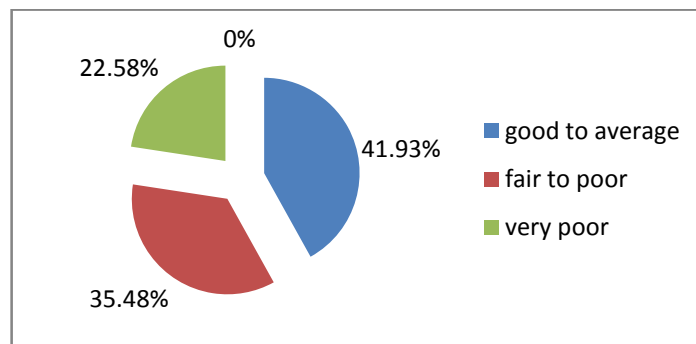
random sequencing and a total absence of transitions or connections. The pie-chart below will clarify the above findings.



Pie-chart 3.7 Students' Proficiency Level in Terms of Organization

iii- Vocabulary

The results of the post-test revealed that thirteen students (41.93%) had a good to average level in terms of vocabulary. They seem to acquire an adequate range of vocabulary, since they have used lively verbs and precise nouns. Meanwhile, eleven students (35.48%) fail in using the right word in the right way and time. Their word choices are random, and they tend to write the first word that came to mind. On the other hand, seven students (22.58%) had a very poor level i.e. they have used words that are nonspecific and vague.

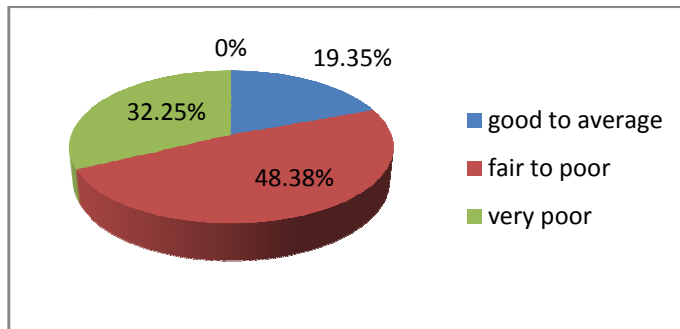


Pie-chart 3.8 Students' Vocabulary Development

iv- Language usage

Subject/verb disagreement is a recurrent problem in students' essays. This makes reading the text an uncomfortable task. Although this disagreement does not affect the propositional development of the text, it affects the smooth movement between thoughts and ideas. Six students' essays (19.35%) were good to average. Fifteen of

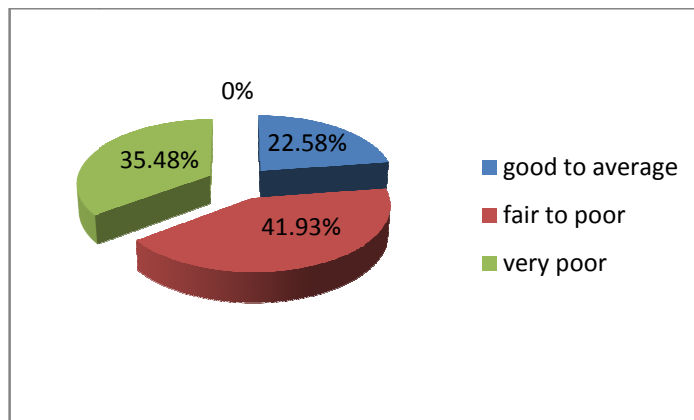
them (48.38%) were fair to poor. Meanwhile, ten (32.25%) students' essays were considered as very poor, because their sentences ramble and do not convey the intended meaning. The pie-chart bellow will illustrate the findings.



Pie-chart 3.9 Students' Proficiency Level in Terms of Language Usage

v- Mechanics

The participants have the same kind of problem with punctuation i.e. it is often missing or incorrect. Moreover, some students seem not following any of the rules of capitalization, they just capitalize at random. In addition to that, spelling errors are frequent in their writings. Seven (22.58%) students' essays were good to average, thirteen (41.93%) were fair to poor, and eleven essays (35.48%) were very poor.



Pie-chart 3.10 Students' Use of Mechanical Skills Level

3.2.1.4 Analysis of Post-test's Grades

The post-test scores revealed that students' grades ranged from 06 to 13 out of twenty. It should be noted that nineteen (19) students out of thirty one (31) got the average.

The Mean:
$$M = \frac{\sum X}{N}$$

M = Mean

Σ = summed values (310)

X = the sum of the gathered scores

N = number of values (31)

Hence, $\frac{310}{31} =$ **10.00**

The Median: the middle value of the following classified data is **10.00**

6-7-8-8-8-9-9-9-9-9-9-10-10-10-10-10-10-11-11-11-11-11-11-11-11-11-11-11-12-12-12-13-13

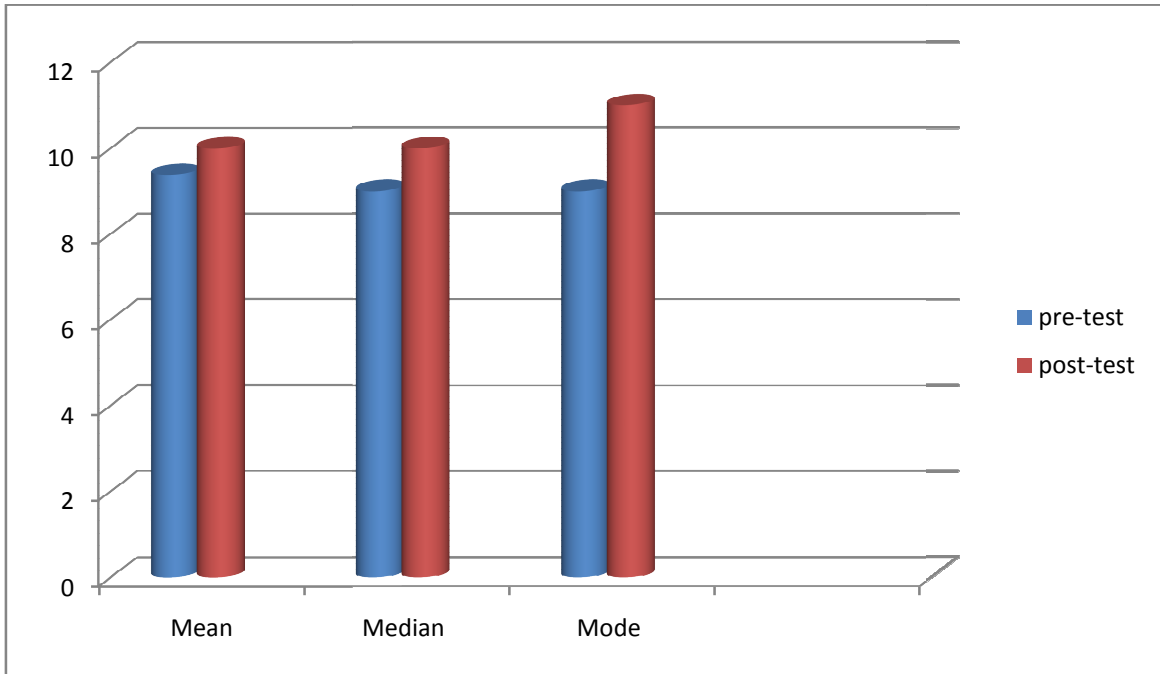
The Mode: the score that frequently occurs in the post-test is **11.00** (see table 3.3)

The above scores are illustrated in the following table:

Students	Marks	Students	Marks
A1	09.00	A17	09.00
A2	12.00	A18	08.00
A3	10.00	A19	11.00
A4	12.00	A20	08.00
A5	11.00	A21	09.00
A6	09.00	A22	10.00
A7	07.00	A23	11.00
A8	10.00	A24	11.00
A9	13.00	A25	08.00
A10	12.00	A26	06.00
A11	11.00	A27	09.00
A12	11.00	A28	09.00
A13	10.00	A29	11.00
A14	13.00	A30	10.00
A15	11.00	A31	10.00
A16	09.00		
Mean	10.00		
Median	10.00		
Mode	11.00		

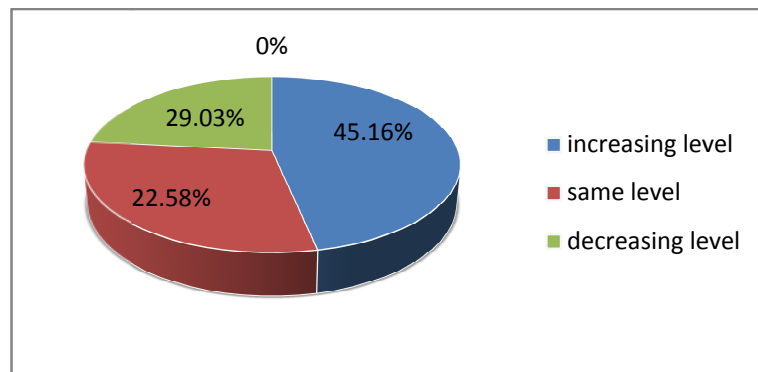
Table 3.3 Post-Test Results

The above table highlights students' grades obtained from the writing post-test. It shows an average Mean grade (10.00), and records a slight difference between the Median (10.00) and the Mode (11.00). The following bar-graph will demonstrate students' writing development after reading a literary text.



Bar-graph 3.1 general Mean, Mode and Median grades in Students' Pre and Post Tests

The results obtained from the students' tests showed that students made some improvement in their writing essays. Fourteen (45.16%) students' grades were ameliorated, nine students' grades (29.03%) decreased and seven (22.58%) of them kept the same level. This means that literary text helped students somehow to improve their writing abilities, the fact which supports the research hypothesis to some extent.



Pie-chart 3.11 Students' Writing Performance Before and After Reading the Short Story.

3.2.1.5 Summary of the Main Findings

- The pre-test results revealed that EFL learners neither tried to brainstorm nor plan their writing. They find difficulties in generating ideas and organizing them into a coherent text.
- Students essays displayed a limited range of word choice and little knowledge of English vocabulary.
- After introducing students to a literary text, a slight improvement was noticed in terms of content development and organization.
- Students' essays were dominated by errors of spelling and capitalization in both pre and post tests.

3.2.2 Analysis of the Students' Questionnaire

The questionnaire was distributed to thirty one students (31) during the second term of the academic year 2012/2013. It is used in the present work to find out students' views and perspectives toward reading a literary text and writing about it. In addition to that, the questionnaire is used to verify the research hypothesis saying that students' writing will become clearer with relevant, organised and developed ideas, as well as appropriate explanations and details after reading the literary text.

Question 1: Students' demographic information

In order to draw a clear profile for the EFL students involved in the present research work, information such as: age, previous learning profile and learners' preferences were collected.

Students' answers revealed that 26 of them (83.87) are aged between 18 and 21 years old, and that the other 05 students (16.12) their age varied from 22 to 25 years old. Moreover, 83.87 % of students are females (26), while the other 16.12 % are males (05). This reinforce the belief in people's mind, saying that foreign languages best suit feminine sex, while men are more devoted to science and technological fields. The following table will summarize the above results:

Students' Age	Absolute Frequency Relative	Students' Gender	Absolute Frequency Relative
18-25	26	Male	05
22-25	05	Female	26

Table 3.4 Students Average Age and Gender

Furthermore, before entering the university, the majority (20) of students (64.51%) were studying letter and foreign languages, eight students (25.80%) followed letter and human sciences streams, while 03 of them (9.67%) followed experimental sciences branches. One should note that eighteen females (58.06%) that are aged between 18 to 25 years old followed letter and foreign languages streams in their secondary education. This means that they were interested in learning English before entering the university, and appreciated literary studies.

Question 2: *Students proficiency level in English*

More than half of the students (21 or 67.74%) evaluate their level in English as average. Meanwhile, seven (22.58 %) of them consider themselves having a poor level. Furthermore, three students (9.67%) evaluate themselves as good in English.

Proficiency Level in English	Absolute Frequency Relative	Frequency
Good	03	9.67
Average	21	67.74
poor	07	22.58
Total	31	100 %

Table 3.5 Students' Proficiency Level in English

Question 3: *Students' difficulties in terms of language skills.*

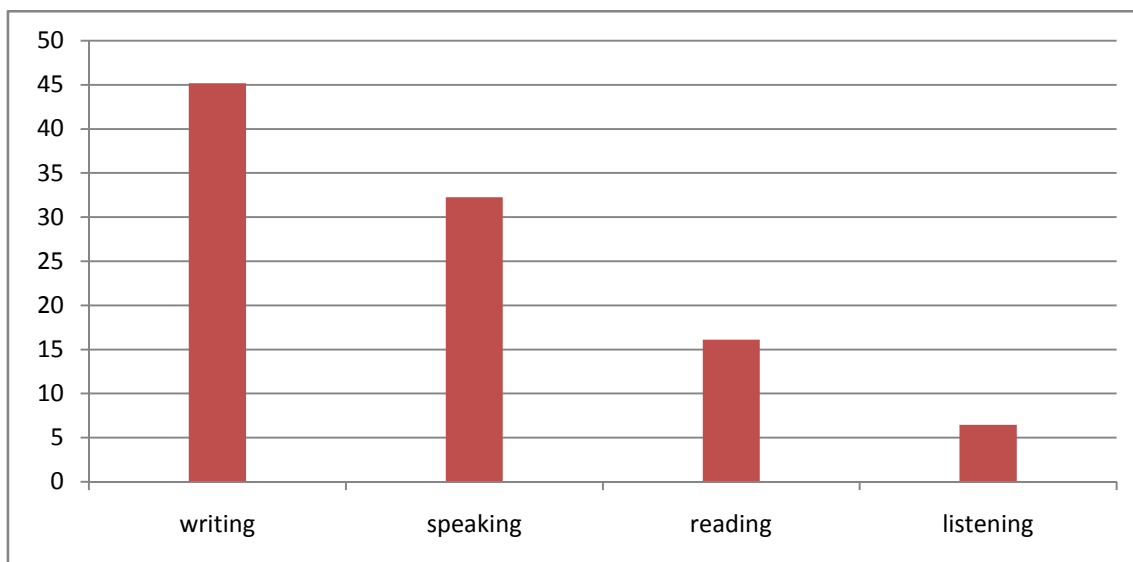
Students were asked to grade the four language skills in terms of difficulty. According to the results obtained, 45.16% of students revealed that they find difficulties expressing themselves in writing. The second one is speaking with 32.25%. This means that students feel more pressure about what is written than what is spoken. Reading comes in the third position in terms of difficulty with 16.12 %.

Furthermore, the least difficult skill is listening, and it nonetheless presents problems for some learners (6.45 %).

Students' most difficult skill	Absolute Frequency	Relative Frequency
Writing	14	45.16
speaking	10	32.25
reading	05	16.12
listening	02	6.45
Total	31	100 %

Table 3.6 Students' Difficulties in Terms of Language Skills

The above table can be interpreted in the following bar-graph:



Bar-graph 3.2 Second Year Students' Language Skills Difficulties

Question 4: Informants' preferences in reading literary texts

Students' answers revealed that sixteen of them (51.61%) prefer to read short stories. Six students (19.35%) favour plays, and three students (9.67%) like to read poems. Meanwhile, six students (19.35%) said that they do not read any literary text, the fact which shows that they are not interested in reading any literary genre.

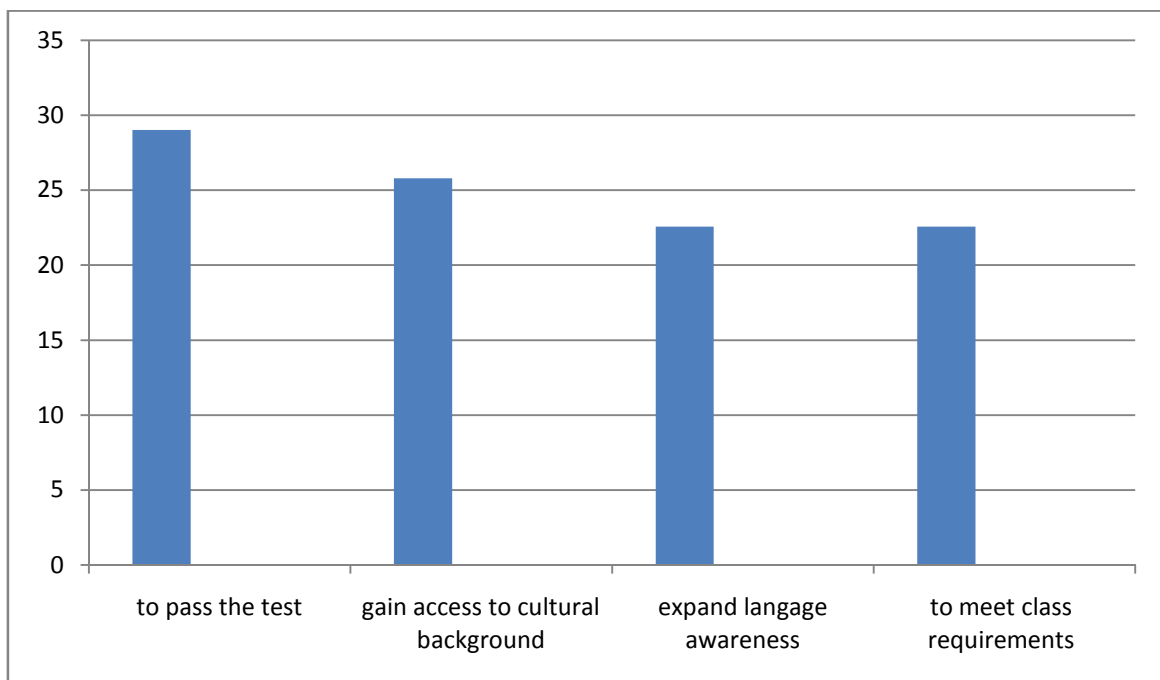
Question 5: Themes of literary texts students like to read about

Twelve students (38.70 %) revealed that they like to read about friendship themes. They find them interesting, and they want to know more about the friendship relationship. Meanwhile, nine students (29.03%) revealed that they prefer to read

about love themes. According to them, these kinds of themes are easy to be understood, and they will not get bored reading about it. Family themes came in the third position with six students (19.35%) stating that they like to see others' experiences and ways of life. Moreover, four male students (12.90 %) said that they want to read texts that are not concerned with literature but with reality and facts. They explained that they want to see things as they are in reality. Furthermore, it was noticed from the results that almost all males are inclined to read about themes of science and reality rather than literary themes.

Question 6: *Informants' reasons for reading literary texts*

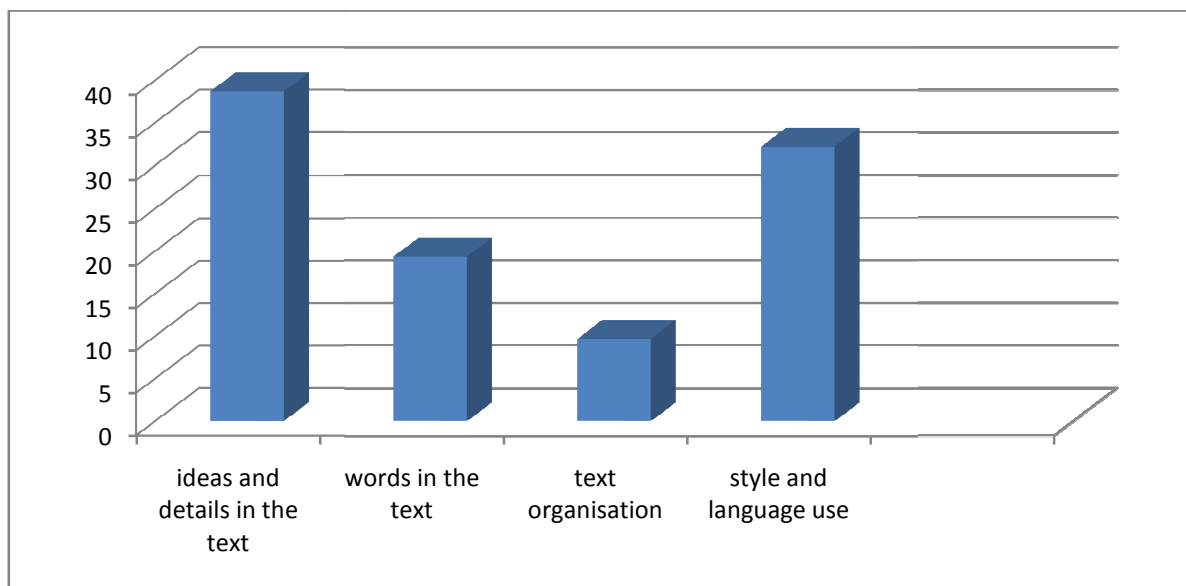
Concerning reasons from reading the literary work, nine students (29.03 %) said that they read the short story just to pass the post-test. Eight students (25.80%) stated that they read it to gain access to cultural background. Seven students (22.58%) wanted to expand their language awareness, while the same number of students read the short story to meet class requirements.



Bar-graph 3.3 Students' Reasons for Reading Literary Texts

Question 7: *Criteria students focus on when reading*

When reading the short story 12 students (38.70%) stated that they focused more on ideas of the text. Ten of them (32.25%) said that they focused on style of the author and language use. Six students (19.35%) concentrated on words of the text. While the last three students (9.67%) direct their attention on how the text is organized.



Bar graph 3.4 Criteria Students Focus on when Reading

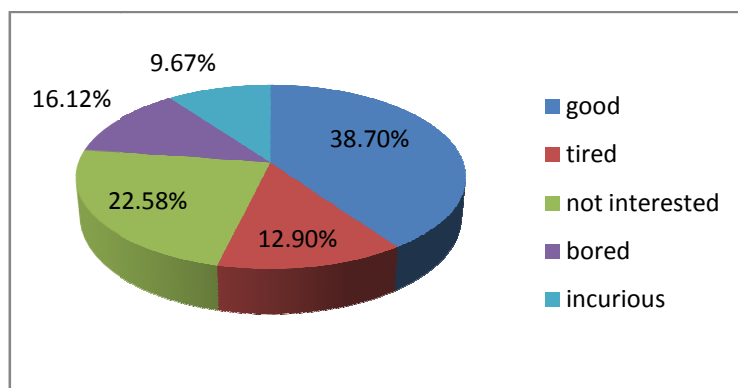
Question 8: *Contribution of literary texts to the development of students' ideas*

Most of the students (25 or 80.64%) stated that reading the literary text helped them expand their ideas. Meanwhile, only six students (19.35%) said that the literary work did not contribute in the broadening of their thoughts and ideas. This means that they were not interested in reading the literary work given to them.

Question 9: *Students' feelings toward writing*

Concerning the present question, students were asked to describe their feelings about writing after reading a literary text. The results indicated that 12 of the participants (38.70%) feel good when writing. They declared that the literary text helped them acquire new ideas and new words. Meanwhile, 04 students (12.90 %) thought that writing was tiring. They asserted that they spent lot of time reading and trying to understand it, even though it was assigned as a homework. Seven students (22.58 %) revealed that they were not interested, since they do not need to read a literary text before start writing. Moreover, five students (16.12 %) described their boredom, because they do not like to write. Last but not least, three (9.67%)

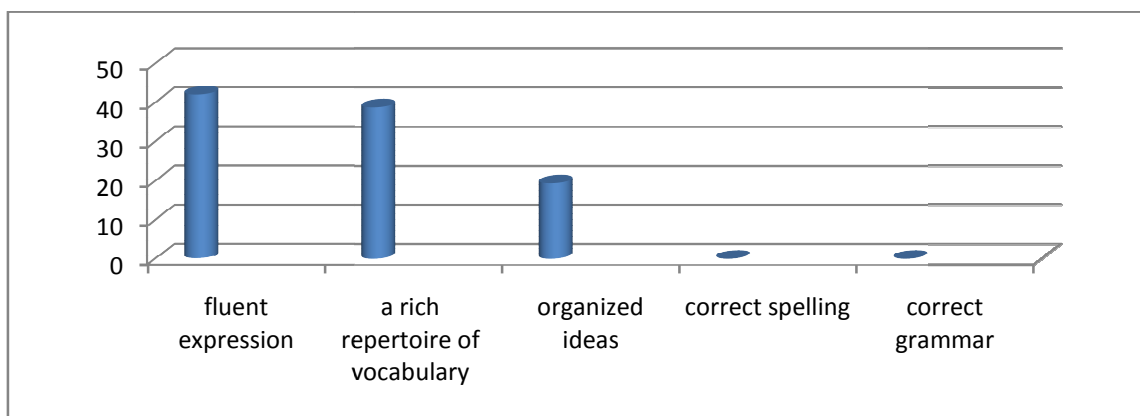
participants showed their incuriosity to write because they are not motivated to write at all.



Pie-chart 3.12 Students' Feelings toward Writing after Reading a Literary Text

Question 10: Informants views toward characteristics of good writing

When asked about what makes an effective writing, 13 students (41.93%) revealed that fluent expression is the basic of a good writing. Meanwhile, 12 (38.70%) students stated that a rich repertoire of vocabulary makes a good writing. Moreover, only 06 students (19.35%) declared that good writing should stand up by organized ideas. None of the students selected correct spelling or grammar, since incorrect spelling and grammar can be perceived as lack of mastering the language or lack of care.



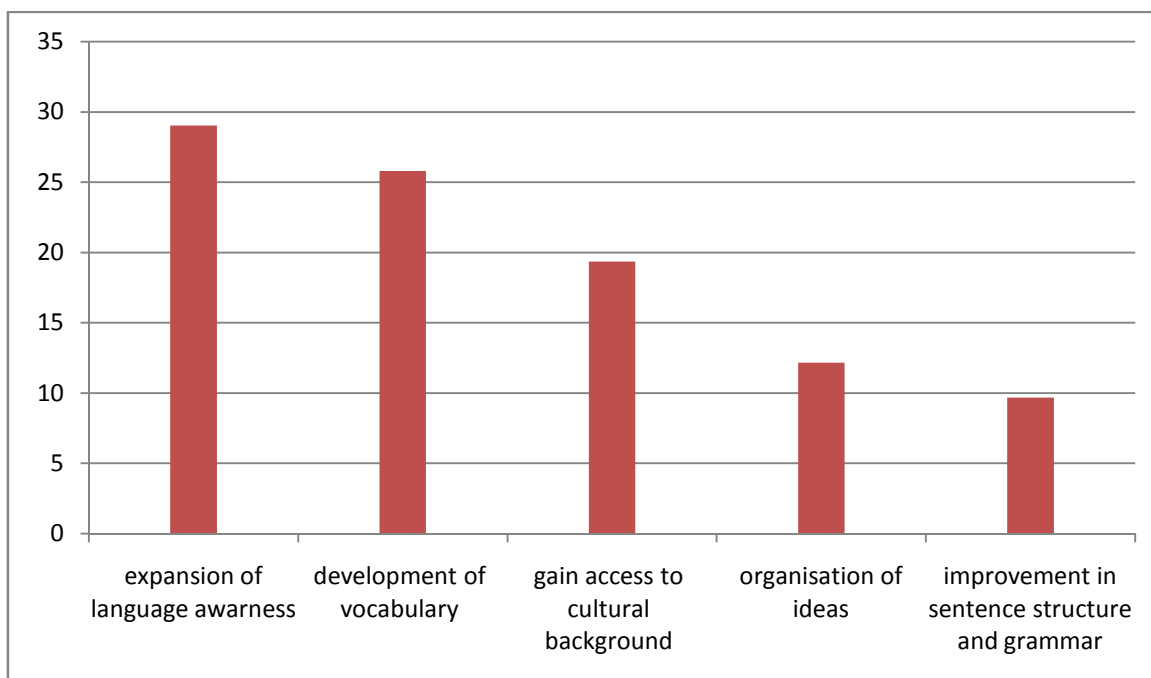
Bar-graph 3.5 Characteristics of Good Writing

Question 11: Literary texts and the development of students' writing skills

Respondents' answers revealed that 20 (64.51%) of them find the literary text helpful. Meanwhile, 11 students (35.48%) said that the literary text did not contribute in developing their writing abilities.

Question 12: Benefits of reading the short story

Nine students or 29.03% revealed that the short story helped them expand their language awareness. Almost the same number of students (08 or 25.80%) stated that it improved their vocabulary. Furthermore, six students (19.35 %) gained access to the cultural background of the story. while 5 learners (16.12%) declared that the short story helped them organize their ideas. Finally, only three of the participants (9.67%) respond that the literary text improved their sentence structure and grammar.



Bar graph 3.6 Students' Benefits from Reading the Short Story

Question 13: Students' comments on the literary text that was used to support their writing.

More than half of the students (21 or 67.47%) agree on that reading a literary text is a good way to develop their writing skills. They asserted that it is helpful to extend ones vocabulary, grammar and spelling. On the other hand, ten students (32.25%) did not write any comment. This means that they did not find anything to write about, because of deficiencies in writing or lack of ideas.

Question 14: Students' main difficulties in reading literary texts

The aim of this question is to know the main reading difficulties students encounter. Most of the respondents (13 or 41.93%) express their great difficulty in understanding the hidden meaning of the literary text. Eleven students (35.48%) said that they faced linguistic difficulties. Meanwhile, four respondents (12.90%) assert that they could not cope with the complex structure. Moreover, three students (9.67%) found problems with following the plot of the short story. Furthermore, it should be noted that none of the students had difficulties with the cultural background of the short story.

Reading difficulties	Number of students
Linguistic Difficulties	11
Hidden Meaning	13
Complex Structure	04
Following the Plot	03
The Cultural Background of the Short Story	00
Total	31

Table 3.7 Students' Difficulties when Reading a Literary Text

Question 15: Students' writing difficulties

The major difficulties EFL students encounter when writing are as follows:

Students' difficulties	Number of students
Limited vocabulary	12
Poor grammar knowledge	09
Arrangement and development of the written work	01
Lack of ideas and information	09
Total	31

Table 3.8 Students' Writing Difficulties

38.70% of students said that the limited range of vocabulary posed problems for them, and inhibit their communication. Meanwhile, 29.03% of students said that they find problems with sentence structure, and the inadequate use of grammar. Moreover, 29.03% of students find it difficult to generate ideas and information. Furthermore, only one student (3.22 %) lacks logical sequencing and development of the topic.

Question 16: The origins of students' writing difficulties

Most students lack motivation in writing, the fact which confirms their low achievement in English writing. 41.93 % of students stated that they are not motivated to write. Meanwhile, 25.80% lack writing strategies. On the other hand, 19.35% of the respondents declared that they are not interested to write. Furthermore, 12.90 % of the students revealed that they lack self confidence in EFL writing, because of their fear of making mistakes.

Origins of writing difficulties	Number of students
Lack of interest in writing	06
lack of writing strategies	08
Lack of motivation	13
Lack of self confidence in EFL writing	04
Total	31

Table 3.9 Origins of Students' Writing Difficulties

3.2.2.1 Summary of the Main Findings

- Most students said that reading the literary text helped them expand their thoughts and ideas.
- Some students found difficulties in understanding the hidden meaning of the literary text, while others faced some linguistic difficulties.
- The limited range of vocabulary posed problems for students. Thus, inhibit their development of ideas.

3.2.3 Analysis of Teachers' Interview

Six EFL teachers are concerned with the interview to give their opinions concerning the use of literary texts in EFL writing classes. In addition to that, the interview is used to find out how reading literary texts influence the students' writing qualities. Furthermore, the interview tackles twelve main points (see Appendix 2), and it has revealed a compilation of data that the researcher tries to analyse and interpret qualitatively. Moreover, respondents' answers were documented through audiotape recording, and later they were taped for analysis. Respondents were aware that their conversations were tape-recorded.

For the sake of data reliability to ensure anonymity, the six informants have been divided into two groups. The first group is 'A' for written expression teachers, and the second group is 'B' for literature teachers. The respondents were respectively given the following symbols to refer to them RA1; RA2; RA3 (for written expression teachers) and RB4; RB5; RB6 (for literature teachers). The R stands for Respondent, and then 1,2,3,4,5,6 are numbers used to refer to them. The analysis and the interpretation of the questions are presented below.

Question 1: Informants' experience in teaching English at the university

The respondents were in charge of the written expression and literature modules. Five of them hold Doctorate degrees in Applied Linguistics, TEFL and Literature. Meanwhile, one teacher has a magister degree in TEFL. Furthermore, all of them have a long teaching experience that varies from ten to thirteen. Thus, teachers' experience helped them try to identify their students' strengths and weaknesses in learning the target language.

Question 2: Main writing tasks

All EFL teachers agree on using different task types to meet their students' needs. Teacher RA1 for instance said that he moves gradually from simple activities (at the sentence level) to more complex ones (generating paragraphs and essays). Then, he added that his learners are given the opportunity to revise, edit and proofread their

writings. On the other hand, in his literature session teacher RB4 stated that he asks his students to answer questions related to the literary text they read.

Question 3: Types of competence that learners need to develop when reading

Almost all the teachers (4 of them) stated that they encourage their learners to develop their linguistic competence, in order to correctly use the written form of the language. One of those teachers (RB4) added that learners need to develop literary competence that would help them identify figures of speech such as: metaphor, simile...etc, and specific text features such as: theme and style. Two teachers (RB5 and RB6) agree on that developing learners' cultural competence is necessary to understand the target culture, and interact with persons from cultures and/or belief systems other than one's own. Meanwhile, the same teachers added that beside the cultural competence, learners need to have discourse competence that is concerned with the cohesion and coherence within and between sentences and paragraphs.

Types of competence	Number of teachers
Linguistic competence	04
Cultural competence	02
Discourse competence	02
Literary competence	01

Table 3.10 Types of Competence Teachers Aim to Develop.

Question 4: Reading and writing interrelationship

According to teacher RA1 reading and writing are tightly connected i.e. when learners read, they learn a lot about language vocabulary, sentence structure and style. He said that sometimes when students write, they find themselves stuck, not finding what to say. However, reading will help them find something to write about. All the other teachers agree on that reading and writing could not be separated, and that integrating reading in the EFL writing classroom will help learners develop and improve their writing skills.

Question 5: The contribution of reading literary texts in developing students' writing skills

Almost all the teachers share the same thought concerning the usefulness of literary texts in enhancing students' writing abilities. Teacher RA1 believes that literary texts help learners improve their spelling. He stated that it is the visual memory that tells us how to write i.e. the first thing we use is the eye. It gives information to the brain, and then the brain will decipher the words and give information about lexis and their meaning.

Furthermore, Teacher RB5 stated that by involving students in reading literary texts, learners will develop their language awareness since reading is the source of all knowledge. On the other hand, teacher RB4 for instance, said that in order to help students develop their writing skills, teachers need first to help them develop what to read and how to read.

Question 6: Criteria for selecting a literary text

Informants, fundamentally share the same view on 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. Respondents assert that teachers need to provide their learners with a language that correspond their level of proficiency and interest. This later could be recognized through a questionnaire or diagnostic texts. Moreover, teacher (RB6) said that in order to select a literary text, one may look at the theme i.e. it should be relevant to students so that they can appreciate and enjoy reading. Meanwhile, teacher RB4 stated that authenticity and readability (in terms of language and theme) of the text should be considered, since they can motivate or demotivate the learners. Another criterion emphasised by teacher RA2 is that of teaching objectives i.e. what teachers want from their learners to develop. According to him, learners' needs are very important. Then, he moves on to assert that the appropriate theme will prohibit boredom when reading and writing.

Question 7: *Teachers' perspectives on using literary texts as a resource*

All the teachers pointed out that literary texts are helpful, because they are authentic, and authenticity is important in learning the language. Teacher RA2 stated that literary texts should be used as models and as visual supports to learn writing. He added that students will learn about vocabulary, style, idiomatic expressions...etc through reading literary text. Then, he moves on to assert that he uses some excerpts from literary texts in his writing classroom, in order to teach descriptive and narrative writing.

Question 8: *Students' reactions about writing after reading a literary text*

All teachers share the same view on that some students feel motivated, enthusiastic and want to express their thoughts and ideas. Meanwhile, there are some others who are not interested. They find it difficult to read the literary text or they are not linguistically competent to write and develop their ideas.

Question 9: *Students' main writing difficulties*

All teachers stated that students' proficiency level in writing is weak. Students find difficulties on both form and content levels. Teachers explained that their students' main problematic areas in writing lay at the level of the sentence structure, grammar use, mechanics of language, cohesion and coherence. In addition to that, students face difficulties with using appropriate vocabularies. Teacher RA3 stated that, learners do not have that lexical stock which allows them to develop their writing. Moreover, most of the informants mentioned that their students are not accustomed to writing, because they rarely practice writing outside the classroom.

Question 10: *Teachers' contribution in developing their students' creative writing abilities*

Teacher RB4 stated that EFL students lack creativity in writing. They prefer the net to copy ideas and write them down in their papers. He added that students lack linguistic competence that hinders them to express their ideas in a written form. Moreover, the same teacher said that he encourages his students (who are interested) to

write their own poems and short stories. Furthermore, teacher RA3 for instance declared that students learn writing by writing, and that teachers need to encourage their students to write outside the classroom since there is a very limited time allocated to writing in EFL classes. All the other teachers agree on motivating students to read first, and then providing them with writing activities such as: summaries.

Question 11: *Teachers' use of feedback*

Teachers' interviews revealed that all of them use feedback in their writing classrooms. They give feedback on students' essays on both form and content levels. Some teachers (two respondents; RA1 and RA3) sometimes favour the former over the later, while others emphasis only on content. According to them using feedback will help students overcome their difficulties, and improve their writing competence. Furthermore, some teachers recommend organizing collective correction between students, in which their writing products are corrected between each other. In doing so, learners will learn from their and others' mistakes.

Question 12: *Teachers' suggestions*

All teachers agree on the importance of reading to help students improve their writing skills. Meanwhile, they emphasise on practice writing outside the classroom, and link theory to practice i.e. to strengthen previously learnt lessons.

Some teachers suggest assigning learners with collaborative writing activities in the language classroom. They add that groups should not exceed two or three students; this will help them use the target language and raise their motivation and self confidence in EFL writing. In addition to that, teachers think that such activities will make their learners compete and help each other, and most importantly reduce their production of errors.

One teacher said that we need to change our students' belief, saying that writing is a difficult task. She added that reading and writing should be linked, since they work better together, rather than separately. Moreover, she moved on to assert that the more students read the better they will write, and that using dictionaries and writing diaries will help students write more effectively.

Respondent RA2 said that the writing skills are needed in almost all the other modules. Teachers should work together and consult each other, in order to help students improve their proficiency level in writing.

3.2.3.1 Summary of the Main Findings

- Most teachers agree on that good writing need to be clear, in order to help readers follow sentences, ideas and details.
- Nearly all the teachers claim that most of their students are unable to write in a coherent manner, because they do not read in English.
- Teachers agree on that the appropriate choice of literary texts will enhance learners' writing abilities.
- All teachers confirm that reading and writing complement each other. Thus, integrating reading in the EFL writing classroom will help learners develop, and improve their writing skills.

3.3 Discussion of the Main Results

The writing tests, students' questionnaires and teachers' interviews have enabled the researcher to collect a large amount of data concerning the use of literary texts in the writing classroom. The aim was to help learners, enhance and improve their writing abilities, through using literary texts as a medium for language development.

From the analysis of students' essays, it can be noted that students face certain difficulties at both form and content levels. Some of them did not perform well in their writing essays before and after reading the literary text. Moreover, they roughly produced the same mistakes that are often related to spelling and grammar.

A great number of students complained that their least favourite skill is writing, because they find it hard to generate ideas and organize them into a coherent text. Moreover, it was noticed that many EFL students do not feel confident with their sentence structures i.e. they mostly feel afraid of making mistakes. Additionally, EFL students also commonly find difficulties on word choice or vocabulary, articles, use of

the plural/singular forms of nouns, spelling, prepositions, punctuation marks, agreement between the subject and the verb, and verb tense.

Furthermore, students' writings revealed that they spend a long time looking for words to express already existing ideas in mind, since their writings consisted of a hundred rather than three hundred words expected. Thus, students seem to struggle to generate ideas, and under pressure in dealing with grammar of the language.

In addition to that, the inaccurate choice of vocabulary, the inadequate structure and spelling sometimes affect the clarity of expression and create ambiguities for the reader. Even though, some incorrect spelling does not often prevent the understanding of the written message, it can affect the reader's judgement especially if it is related to exams and tests assignments.

Moreover, most EFL teachers agree on that good writing needs to be as clear as possible, so that the reader can easily follow sentences, ideas and details. Furthermore, all teachers mentioned that apart from the classroom environment, students do not practise enough writing in English, in order to use the knowledge and the skills they have acquired in the classroom. They added that learners do not read in English, the fact which makes them unable to recognize the different writing forms, hence be incapable to write accurately or meaningfully.

After involving students in writing after reading a literary text, a difference was found in their scores. They seem to develop some ideas even though sentence structure is still problematic. Moreover, some of them wrote adequate essays with a mastery of content and linguistic knowledge, despite some spelling mistakes that did not hamper the meaning. These findings seem to join to some extent the researcher's first hypothesis that states that by assigning learners to explore a literary text, they may benefit from reading to write their composition.

On the other hand, results obtained from the questionnaire, support the second research hypothesis saying that students' writings will become organized with relevant discussion and developed ideas, after reading a literary text. Learners stated that the

literary text helped them expand their ideas and language awareness. They explained that they have acquired new vocabularies that helped them write more effectively.

In addition to that, results obtained from the teachers' interview revealed the close relationship between reading literary texts and writing. Teachers assert to promote reading as being a good means to enrich learners' writing abilities. They see that if literary texts are appropriately selected, students may be attracted to the act of reading. Hence, develop their writing abilities. One teacher asserted in this respect, the more students read the better they will write. This confirms the second hypothesis stated that learners' writing will be improved and developed after reading literary texts as a resource for writing. Furthermore, nearly all the teachers claim that most of their students are unable to write in a coherent manner, because they do not read in the target language.

Last but not least, it should be noted that the main findings in the three instruments confirm each other, and the obtained data form substantial evidence. Furthermore, the mode of triangulation helped the researcher to make the same conclusions, and to describe adequately the contribution of literary texts in developing students' writing performances.

3.4 Conclusion

In the current chapter, the researcher has attempted to analyse, present and discuss the findings of the main data gathered through different tools. First, an analysis of the data gathered from students' writing test was displayed. Then, findings of students' questionnaires were discussed. Finally, data collected from teachers' interviews were presented.

Thus, on the basis of the results obtained, the next chapter will be devoted to suggestions and recommendations which are supposed to contribute in the improvement of students' writing proficiency level.

CHAPTER FOUR

RECOMMENDATIONS AND SUGGESTIONS

- 4.1 Introduction
- 4.2 Main Recommendations
- 4.3 Teachers' Role
 - 4.3.1 Setting Objectives
 - 4.3.2 Providing Learners with Feedback
- 4.4 Developing Writing Techniques
 - 4.4.1 Generating Ideas
 - 4.4.2 Planning the Writing Essays
 - 4.4.3 Drafting
 - 4.4.4 Pausing and reading
 - 4.4.5 Revising
 - 4.4.6 Editing and Publishing
- 4.5 Teaching Cohesion and Coherence
 - 4.5.1 Organization of Ideas
- 4.6 Teaching Vocabulary
- 4.7 Group Work Writing
- 4.8 Creative Writing
- 4.9 Using New Technologies
- 4.10 Integrating Language Skills
- 4.11 Writing Activities
 - 4.11.1 Recommended Lesson Plan 1
 - 4.11.2 Recommended Lesson Plan 2
 - 4.11.3 Writing Checklist
- 4.12 Conclusion

4.1 Introduction

Findings of the current study revealed that there are a number of factors and contexts lying behind students' low achievement in writing. They face a number of challenges such as, lack of motivation and lack of self- confidence in writing essays, which affect their development in English writing.

The present chapter is entirely devoted to some possible recommendations and suggestions regarding the use of literary texts as a teaching material to develop learners' writing abilities. Teachers need to assign their learners with tasks that help them communicate and learn with one another. Moreover, new technologies can be incorporated in the language classroom to enhance learning.

4.2 Main Recommendations

Based on the objectives established at the beginning of the research work in chapter one, and the findings and discussions presented in chapter three, a general pedagogical framework will be suggested here.

- i-** Integrating the four language skills (reading, writing, listening and speaking) since they complete each other, and should not be treated in total isolation from one another.
- ii-** Make use of materials and activities which will arouse learners' motivation and interest. Thus, they need to be relevant to students' ability level.
- iii-** Providing learners with pair and group works activities. By doing so, they will learn to generate and organize their ideas and correct each other's mistakes. On the other hand, the teacher should monitor it carefully to see that it is proceeding smoothly.
- iv-** Giving a chance to students to read others' works i.e. through analysing and commenting on others' writings they will develop the ability to comment and read their own essays critically.

4.3 Teachers' Role

EFL teachers need to take into consideration their students' needs, interests and individual differences such as: age, sex and attitude, in order to select appropriate

materials for their course design. Corder (1993) proposes different criteria for selecting materials for language teaching. Among these criteria **utility** to the learner i.e. teachers need to select what their learners need to know, such as: language varieties or parts of the language that are not learned before. A second criterion proposed by Corder (ibid) is **difficulty** i.e. there are some features of language which are difficult for particular learners, this would demotivate them when learning the target language.

In the writing classroom, the flexibility of the teachers and their ability to manage the writing lessons will give their students the opportunity to free express their ideas and thoughts. Thus, develop their writing performances.

4.3.1 Setting Objectives

EFL teachers need to draw some ideas before start teaching their lessons. They should determine how the lesson will proceed, what they expect from their learners to develop, as well as the different types of activities that should be conducted in the language classroom.

Moreover, when integrating literary texts in the writing classroom, teachers need first to set goals or outcomes to motivate and direct the leaning process. In addition to that, they need to set objectives for each text before using it i.e. what they want from their learners to know, understand and be able to do. Hence, EFL teachers need to tell their students what the goals are, and make them know what they need to accomplish.

4.3.2 Providing Learners with Feedback

EFL students need to take into consideration their readers' interest and knowledge about the topic. Moreover, they need to think about the purpose for which they are writing and the value of writing several drafts. Furthermore, Raimes (1983) argues that providing learners by an appropriate feedback (giving students structured responses about their writing) will help them discover new ideas, new sentences and words, when they plan, write their first drafts and even when they revise their written essays. In this respect Williams (2003:140) states that:

A key to improving students' writing skills does not lie in simply having them write. They must write and receive meaningful feedback on work in progress, and then they must use that feedback to revise.

Providing learners with feedback will support their writing development, identify their strengths and weaknesses and help them improve their writing abilities. Thus, every student's writing essay should be adequately valued so as to help him/her build up self-confidence. To this end, EFL teachers need to offer their learners encouragement, and provide them with writing practices, as well as providing them with feedback or answering questions on grammatical patterning, lexical items, information presentation, organizational aspects, use of details and so on.

4.4 Developing Writing Techniques

Different steps should be taken into consideration before start writing. Researchers such as Williams (2003) summarise them as follows:

4.4.1 Generating Ideas

Before asking students to write on any topic, teachers may help their learners develop and organize their ideas and thoughts, since inappropriate organization can make the writing text disconnected, unclear and difficult for the reader to comprehend. Three different techniques can be used to help learners organize and develop their ideas. These techniques are: Brainstorming, Clustering and Free Writing.

i- Brainstorming

Students are asked to list all ideas that have a relationship with the topic being discussed. They do not have to worry about the usefulness and the correctness of their ideas. However, not all the ideas will be included in the final product i.e. some ideas will be deleted, while others will be modified (Brown and Hood,1993).

ii- Clustering

Ideas are put down on the paper. Then, students are asked to write the main topic in a circle in the middle of the page. Whereas, related ideas are placed in other circles or bubbles around the main topic, and connected by a line or an arrow (Williames,2003).

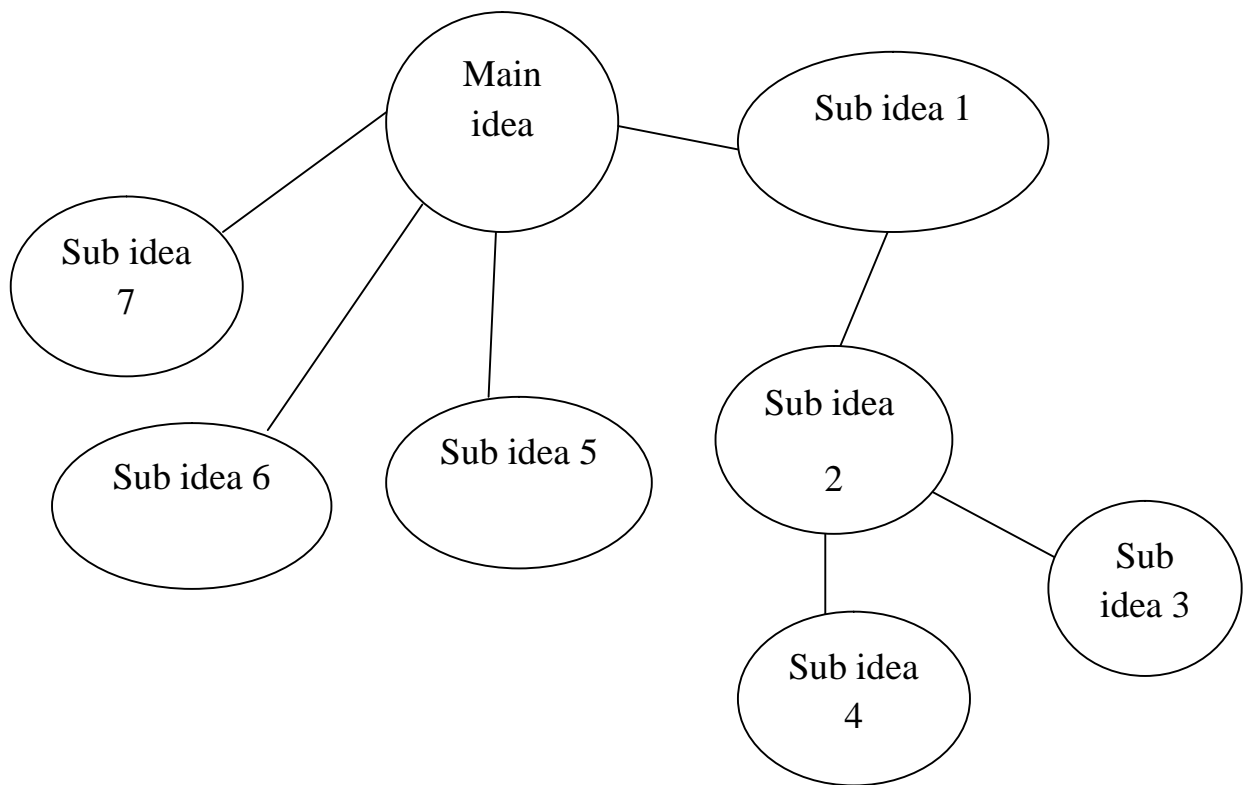


Figure 4.1 Clustering Technique

This strategy stimulates the flow of ideas and help learners explore and arrange their thoughts (ibid).

iii- Free Writing

Students are asked to write down their ideas as quickly as they can without ceasing, within a set time limit. They can move to another idea if they couldn't complete the previous one. Organization of ideas and correction of grammar, spelling...etc come later (Elbow,2000).

4.4.2 Planning the Writing Essays

Students need to take into consideration several criteria before start writing, such as: the audience, the objective from the topic being discussed, as well as how the text should be organized (Williams,2003). The following questions are adapted from Nordquist (2013). They will help learners think about their audience, when writing their essays:

Who is the audience for the present writing essay?

Why will they read this piece of writing?

How much background information do I need to convey to my audience?

What type of tone and style do they expect me to use?

How are these factors going to shape my writing?

4.4.3 Drafting

After generating and planning ideas, students need to start writing a first draft that would depict the shape of the text. Therefore, two factors should be taken into account, time and flexibility i.e. students need to organize their time, and be flexible in directing their written essays (Williams, 2003). Moreover, students can start by writing the topic sentence, and then develop supporting details i.e. all ideas can be put down on the draft to improve the composition.

4.4.4 Pausing and reading

Students need to take pauses to read what did they write, and verify how their essays are following the plan already designed. They may review this later, and make changes in it if needed (wiliams,2003).

4.4.5 Revising

When revising their drafts, students can make some changes; exclude the inappropriate ideas and modify the others. Thus, they need to keep in mind their readers, to enable them understand the intended meaning.

During revision, students should focus on content and organization, and not on grammar, spelling or punctuation. This allows them verify the unity between their sentences and paragraphs as a whole (see section 4.5.1).

4.4.6 Editing and Publishing

In this stage, students should deal with the surface features of their writing essays i.e. punctuation, capitalization, spelling, word choice...etc. Teachers can provide their learners with some practices through peer editing activities; they may ask their students to edit each other's essay, in order to learn from their mistakes. Furthermore, after editing the papers, teachers can ask their students to read them aloud (Williams,2003).

4.5 Teaching Cohesion and Coherence

To teach the cohesive devices (see section 1.4.1), Zamel (1983) suggests a number of different writing activities which help students use and understand the semantic, and the grammatical restrictions that govern their use.

Zamel (1983) proposes a sentence combining and completion exercises, organization of scrambled sentences, or the addition of any different cohesive devices. Providing learners with such activities will help them write in an ordered way, and use links in an appropriate manner (ibid).

Furthermore, providing students with excerpts from literary texts will be a motivational source for pedagogic activities, because they engage them intellectually and linguistically. They will be aware that for a text to be cohesive, it must be held together by some lexical and grammatical devices.

EFL learners need to learn how to use the different types of cohesive ties in order to employ them in a clear way, and ensure the coherence of their writing essays at the same time (Mellouk, 2008). In addition to that, they need to know that a text is coherent if the sentences within paragraphs and the paragraphs themselves are presented in a clear and a logical order.

4.5.1 Organization of Ideas

Organization refers to the logical arrangement of sentences and paragraphs, in order to coherently express ideas for the reader. Before start writing, students should decide first on how to present information. In addition to that, they need to state the main idea in the topic sentence, to tell the reader what the paragraph is about. Then, it should be supported by different examples and details that have a single focus.

Moreover, students need to pay attention to unity of ideas, to help the reader move smoothly from one idea to the other. In addition to that, transitions should be used to ensure the arrangements of thoughts, the relationship between parts of the writing, and the relationship between parts to the whole. The table bellow will show the different transitional words and phrases that would help learners in their writing essays.

ORGANIZING PRINCIPLE	TRANSITIONAL WORDS OR PHRASES
Order of Importance	first, second, third, in addition, moreover, furthermore, more importantly
Chronological	then, before, as, since, later, during, when, until, while, first, second, third, next, after
Spatial	beside, around, beyond, under, next to, above, behind, near, along, below
Cause and Effect	therefore, so, consequently, because, as a result
Comparison	likewise, similarly, just as, like
Contrast	on the other hand, unlike, rather, however, but, on the contrary
Introduce an Example	for example, in other words, in fact, for instance, that is, specifically
Show Addition	and, again, in addition, moreover, also, furthermore
Show Emphasis	indeed, in fact, certainly
Acknowledge another Point of View	Though, despite, although

Table 4.1 Transitional Words and Phrases (Wagner, 2002:43).

4.6 Teaching Vocabulary

From the results obtained in chapter three, it was noticed that students often forget the meanings of words and misuse them in their writing essays. They do not have enough knowledge of words to apply their meanings into their own writing.

Learners often have problems in deciding what words will most precisely and clearly express their ideas, and what words will support their purpose for writing. As a result, their essays suffer from incorrect usage and incoherent paragraphs. Students need to find words that communicate their meaning, because the reader has no opportunity to ask for clarification.

Blachowicz and Fisher (2004) say that students who read widely have expansive vocabularies. In this respect, Obando and Donso (2011) say that the use of literary texts as an authentic material will provide learners with an adequate range of vocabulary along with common expressions used in the target language. In addition to that, they will help learners discover the various experiences of the native speakers. Thus, teaching vocabulary through context will help students to look for their uses and meanings within sentences and paragraphs.

Furthermore, introducing students with literary texts, and giving them the choice of writing personal essays or writing summaries will increase their word usage. Thus, they may perform properly on their written assignments. Moreover, when presenting new vocabularies through the use of literary texts, EFL teachers need to take into consideration their students' level of proficiency in the target language, as well as their needs and interest. In this respect, Solange (2001) explains that:

We must take into account that a lexical item is most likely to be learned when a learner feels a personal need to know it, or when there is a need to express something to accomplish the learner's own purposes, therefore, it means that the decision to incorporate a word in ones productive vocabulary is entirely personal and varies according to each students' motivation and needs.

(qtd in Obando and Donoso, 2011:11)

This means that EFL teachers need to select lexical items that best suit their learners' needs and interests. Therefore, students will use the acquired vocabularies in their own writing.

4.7 Group Work Writing

Students can work in groups after reading literary texts. This will help them to get some inspiring ideas to start writing. In addition to that, they will exchange perspectives and opinions, as well as brainstorming ideas from the insights gained from reading the literary work.

Students are expected to write their first drafts that would be revised by the teacher or by peers. Hence, develop the communicative aspects of the written form of the language. Moreover, the inaccurate attempts in terms of organization, grammar and lexis would be corrected after the process of drafting and redrafting.

Providing learners with group work activities will encourage their independence from the teacher and enhance their self confidence in English writing. Students will get in contact with different models of writing. In addition to that, they will have the possibility to see how organization, syntax and language are used. Moreover, Vandrich (2003) states that learners will be familiar with how sentences and paragraphs can be put together.

Furthermore, students will be actively engaged in learning the language in group works. Moreover, the teacher works as a coach or a facilitator through providing his/her learners with pieces of advice and suggestions during their writing process. Williams (2003:106) says that teachers need to:

Intervene regularly in the learning process, immediately correcting those things students do wrong and praising those things they do right, giving reinforcement when it is most useful and most beneficial.

By doing so, learners will have the opportunity to learn actively, discover meaning and develop understanding.

4.8 Creative Writing

Muthusamy et Al (2010) define creativity as doing something new, either in terms of ideas, technique of writing or both of them. Furthermore, Beard (2003) (cited in Muthusamy et Al, 2010) classifies it according to different areas:

i – Lexical Creativity: means that learners can use different words in new contexts.

ii- Phonological Creativity: in which learners can use the same sound but in different meaning.

iii- Semantic Creativity: using pun (playing with words and their meaning) will help learners develop their creative writing.

iv- Grammatical creativity: to create an impact on the reader, students might be given a chance to experience some deviating forms of language use, through imitating some writing models for instance.

v- Metaphor: using metaphor and other figures of speech will help learners develop their creative thinking.

Thus, literary texts can help students develop creativity in the writing classroom. Khatib (2011: 203) says in this respect:

Literature shows a good ground for writing practice, having the learners complete a poem or a short story in cloze form is very encouraging. Also we can have the students write the end of a story in their own words or narrate a story from the point of view of another character in a short story, novella or a novel. Other similar creative activities can be developed for writing practice.

Literary texts expose learners to expert writing, and help them develop their writing abilities (Wayne,2006) . In addition to that, they help students come up with their own insights, as well as think and write in a more imaginative way. The following table summarizes the main differences between creative writing and technical writing:

	Creative Writing	Technical Writing
Content	imaginative, metaphoric or symbolic	factual, straight-forward
Audience	General	specific
Purpose	entertain, provoke, captivate	inform, instruct, persuade
Style	informal, artistic, figurative	formal, standard, academic
Tone	Subjective	objective
Vocabulary	general, evocative	specialized
Organization	arbitrary, artistic	sequential, systematic

Table 4.2 Differences Between Creative Writing and Technical Writing (Ibnian, 2010: 192)

Furthermore, to encourage creativity, Edwards and Springate (cited in Wayne, 2006) suggest that:

I- Students need enough time to explore their ideas and thoughts. Moreover, teachers should not interrupt their students' learning, but make it interesting and engaging.

II- Creating a writing classroom environment, in which risk taking is encouraged, as well as providing learners with different materials and resources. Narramore (1992) points out that teachers should have creative thinking in providing learners with creative instructions (cited in Muthusamy et Al,2010).

4.9 Using New Technologies

Nowadays, using new technologies is associated with innovative teaching, but one should not forget that the use of electronic materials is not sufficient. Rather, teachers need to carefully tailor their use to suit their learners' needs.

Reading a short story, watching a film of the story coupled with classroom discussions or brainstorming sessions, and later writing an interpretation or an appreciation about the literary work, will help learners develop both the linguistic and the cultural awareness of the target language. Mellouk (2008:233) states some advantages concerning the use of computers in the writing classroom:

- *Students produce neat texts [...].*
- *They produce to a certain extent more error free texts.*
- *They take more initiative, spend more time on assignments and more time on task, thus they are more involved with assignments.*
- *They are eager to experiment and take risks.*
- *[...] they show more enthusiasm and more positive attitudes.*

The above advantages show that updated teaching techniques can be used by EFL teachers, in order to help and motivate their students in learning the target language. Moreover, Teasley and Wilder (1997) confirm that learners who gain experience in listening, speaking and writing through interaction with films, begin to radically improve their reading and writing proficiency. Furthermore, the purpose from teaching the language through films adapted from literature is to help students to communicate in the written form of the language.

4.10 Integrating Language Skills

In the EFL learning process, it is suggested to teach writing in concordance with the other language skills such as: reading, speaking and listening, since they overlap and complement each other. To achieve this objective, Hinkel (2006) says that teachers need to work together in order to:

- Further support learning and curriculum development.

- Help learners communicate in the target language meaningfully and appropriately, since communication will be worthwhile with integrated language skills rather than segregated ones.

Furthermore, homogeneity of the teaching materials in the language classroom will ensure the development of the language skills. In this respect, Erkaya (2005) states that the integration of literature in the curricula will help students learn the four language skills (reading, writing, listening and speaking) because of its motivational benefits.

In the writing classroom, EFL teachers may integrate all language skills together, to help learners develop their writing abilities on one hand, and improve their communicative competence on the other. Shih (1986:624) states in this respect:

[...] Students listen, discuss, and read about a topic before writing about it-as contrasted to the traditional belief that in a writing course, students should only write.

Thus, it is advisable to not teach writing in isolation, but it should be integrated and taught in relation with the other language skills.

4.11 Writing Activities

Chitravelu et Al (2005) assert that literary texts could be used as a resource for language learning. They move on to assert that when reading a literary text, students will be familiar with the authentic use of the language and the different linguistic and communicative functions of that language.

Texts used in the writing classroom should be flexible in order to cater for learners' needs, interests and abilities. Teachers then, need to carefully select literary texts to help their students learn more effectively.

After selecting a relevant literary text (see section 1.8.2), EFL teachers need to select different writing activities to enhance students' writing skills and stimulate their motivation and interest. In this respect, Duff and Maley (1990:06) state that:

Literary texts are thus used as a resource –one among many different types of texts- which provide stimulating language activities. The advantages of using literary texts for language activities are that they offer a wide

range of styles and registers; they are open to multiple interpretations and hence provide excellent opportunities for classroom discussion; and they focus on genuinely interesting and motivating topics to explore in the classroom.

(Cited in Lazar, 1993:26)

This means that the language of literary texts provides learners with the necessary language skills. Moreover, it helps students develop an understanding of the English language.

Hismanoglu (2005) proposes a variety of writing activities that use literary texts as a springboard for enhancing students' writing abilities. For instance students can rewrite a third person passage into first person point of view, paraphrasing or rewriting prose fiction into dialogue or vice versa (ibid).

Adding and changing the work are both writing tasks proposed by Hismanoglu (2005). The first task is concerned with adding or complementing a literary text by imaginative episodes. Meanwhile, the second is about rewriting the whole or part of the literary text from the point of view of different characters for instance.

Furthermore, Holden (1987) says that a variety of exercises should be used to improve learners' language skills such as: making progression from the sentence level, to paragraph to the whole essay, letter writing, dialogue construction, story-telling, description...etc. Teachers may control some of these activities more than the others, while some of them should be conducted in group works rather than individual works (ibid).

In addition to that, Sholes (1985) states that providing learners with writing activities in which they write the same way they read, will not only improve their abilities to write in a variety of discourse forms, but also it will develop their abilities to read and interpret texts. Moreover, for many students, the EFL classroom is the one place to practise language. Therefore, providing them with activities that nurture their motivation and interest will help them develop their writing abilities.

To meet this objective, teachers need first to provide their learners with meaningful activities, and second give them an opportunity to express their ideas and thoughts stimulated by the reading tasks. Thus, to connect what students read with what they

write, teachers need to select specific themes that involve consideration of learners' proficiency level in English, as well as their interest and motivation.

4.11.1 Recommended Lesson Plan 01:

Text: 01

The Story of an Hour By Kate Chopin cited in Wagner (2002: 114-116).

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences: veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul. She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will—as powerless as her two white slender hands would have been.

When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: “free, free, free!” The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial.

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely, and she opened and spread her arms out to them in welcome.

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

and yet she had loved him—sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

“Free! Body and soul free!” she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. “Louise, open the door! I beg, open the door—you will make yourself ill. What are you doing Louise? For heaven’s sake open the door.”

“Go away. I am not making myself ill.” No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry: at Richards' quick motion to screen him from the view of his wife.

But Richards was too late.

When the doctors came they said she had died of heart disease—of joy that kills.

EFL teachers can ask their students general questions related to the content, to build background knowledge of the topic being discussed as well as connect, extend and elaborate their ideas. This will provide learners with the opportunity to learn actively, to negotiate with each other, to discover meaning, and to develop and share understanding of the content of the literary work. The following three first tasks are adopted from Wagner's (2002:116-117) suggested activities, about writing in response to literature. The objective from the following exercises is to help learners extend their ideas, and write coherent and organised essays.

Task One:

How does Louis MALLARD feel about her future as a widow?

Task Two:

Why is there so much description of what is outside the window when Louise is alone in her room?

Task Three:

Explain how Louise can feel joy and sadness at the same time?

Task Four:

The present activity will help students develop their descriptive writing.

Use the following statements to describe the main character in the story?

- Louis was young, with a fair, calm face, whose lines bespoke repression and even a certain strength.
- She sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.
- The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

Task Five:

The present task will help learners acquire some new vocabularies that will help them in their writing essays. First, students are divided into small groups and then they are given words' lists taken from the literary text. Later students are asked to employ the learned words in appropriate sentences. Dictionaries can be used as a tool for words' learning.

	Words' list
01	Sob
02	Bespoke
03	Subtle
04	Implore
05	Shudder

Find the meaning of the above words, and use them in sentences of your own?

4.11.2 Recommended Lesson Plan 2

Text: 02

Murder in Mesopotamia by Agatha Christie cited in Hamdi (1990:101-102).

Mr. Colman had started in to Hassanieh in the morning, driving himself in the lorry with the letters in a knapsack. He also had one or two commissions to do for the expedition. It was pay-day for the men, and he would have to go to the bank and bring out the money in coins of small denominations. All this was a long business and he did not expect to be back until the afternoon. I rather suspected he might be lunching with Sheila Reilly.

Work on the dig was usually not very busy on the afternoon of pay-day as at three- thirty the paying-out began.

The little boy, Abdullah, whose business it was to wash the pots, was established as usual in the centre of the courtyard, and again, as usual, kept up his queer nasal chant. Dr. Leidner

and Mr. Emmot were going to put in some work on the pottery until Mr. Coleman returned, and Mr. Carey went up the dig.

Mrs. Leidner (Louis) went to her room to rest. I settled her as usual and then went to my own room, taking a book with me as i did not feel sleepy. It was about a quarter to one, and a couple of hours passed quite pleasantly... When i put the book down at last and looked at my watch i was quite surprised to find it was twenty minutes to three!

I got up, straightened mu uniform, and came out into the courtyard.

Abdullah was still scrubbing and still singing, and David Emmot was standing by him sorting the scrubbed pots, putting the ones that were broken into boxes to await manding. I strolled towards them just as Dr. Leinder came down the staircase from the roof.

“Not a bad afternoon”, he said cheerfully. “ I have made a bit of a clearance up there. Louis will be pleased. She’s complained lately that there’s not room to walk about. I’ll go and tell her the good news”.

He went over to his wife’s door, tapped on it and went in.

It must, i suppose, have been about a minute and a half later that he came out again. I happened to be looking at the door when he did. It was like a nightmare. He had gone in a brisk, cheerful man. He came out like a drunken one... reeling a little on his feet, and with a queer dazed expression on his face.

“Nurse...” he called in a queer, hoarse voice. “Nurse...”

I saw at once something was wrong and i ran across to him. He looked awful... his face was all grey and twitching, and i saw he might collapse any minute.

“My wife...” he said. “my wife... Oh, my God”

I pushed past him into the room. Then i caught my breath. Mrs. Leidner was lying in a dreadful huddle heap by the bed.

I bent over her. She was quite dead... must have been dead an hour at least. The cause of death was perfectly plain... a terrific blow on the front of her head just over the right temple. She must have got up from the bed and been struck down where she stood. I didn’t handle her more than i could help.

I glanced round the room to see if there was anything that might give a clue, but nothing seemed out of place or disturbed. The windows were closed and fastened, and there was no place where the murderer could have hidden. Obviously he had been and gone long ago.

I went out, locking the door behind me.

Hamdi (1990) proposes a variety of activities that could be used with short stories and novels. The following tasks are adapted from Hamidi's (1990) writing activities that could be used with EFL students in the writing classroom.

Task One:

After reading the literary text, students are asked to improvise predictions about events that will occur next. Teachers can prompt their learners with some questions if necessary. This kind of activities may help learners develop their creative thinking, therefore, improve their creative writing abilities. Teachers may ask the following question:

Using the information given by the author, improvise an end of the story?

Task Two:

Write a letter to the author, expressing your views on the literary text and explaining your feelings toward the characters of the story?

Task Three:

The following activity will help learners organise their ideas and thoughts and make a link between the different components of language such as: grammar, vocabulary, mechanics and content.

Using your own words as far as possible, summarize the passage in about one hundred words?

Task Four:

In order to teach new vocabularies, teachers may ask students to make associations among key words found in the literary text, or guess the meaning of words from a context. Dictionaries can be used for words' learning.

Look up to the following words: collapse, brisk, queer, huddle. Then use them in sentences of your own?

The above writing tasks are some of many activities that could be used in the writing classroom, in order to make learners familiar with the different writing forms of the language. Teachers can be creative when designing appropriate activities that suit their learners' needs, and can lead their students to be creative too by making them produce their own works.

Teachers need to act as facilitators and guides to make these activities successful through raising their learners' motivation, and making them active participants rather than passive observers. Furthermore, EFL teachers need to be innovative in using the various kinds of teaching techniques which accompany the materials, so that the students will be active and encouraged to learn the language and write about it.

4.11.3 Writing Checklist

Since the reader has no opportunity to ask for clarification, the following checklist is adapted from Macdonald and Hibbison (1983) can be used by learners to verify, and ensure the readability of their writing.

Did you achieve the stated purpose?

Is the main idea stated clearly?

Is there enough evidence or proof?

Does paragraphs relate to the main idea of the essay?

Do sentences and paragraphs build upon one another?

Are transitions from one idea to the next effective?

Are there any irrelevant sentences that do not support the topic sentence?

Are there changes needed in word choice, grammar, sentence structure...etc?

Is there a control over spelling, capitalization, punctuation?

4.12 Conclusion

As a resource, literary texts can be used to enrich learners' writing abilities; teachers need then to be flexible to their students' needs, to allow them free express their ideas and develop their writing competence as well. The researcher has tried to present some suggestions that may help to improve EFL learners' writing. Furthermore, she proposes a set of writing activities aimed at providing learners with some practice that would help them achieve a certain proficiency in English language.

General Conclusion

EFL teachers want their learners be able to express and communicate their ideas in a clear manner, since writing occupies a centre stage at the university level. Moreover, it is widely argued that reading and writing mutually develop each other. Thus, teachers need to expose their learners to a meaningful, interesting and relevant language learning materials in order to help them develop their writing performances.

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. Therefore, readers will encounter difficulties in comprehending the text and identifying its meanings.

The objective of the present research work is to enhance students' writing abilities through the medium of English literary texts. In addition to that, it tries to help EFL learners explore, express and communicate their ideas into structured patterns, since writing is considered as a challenge for them to pursue their EFL studies.

The researcher started first by dealing with the relationship between the reading and the writing skills. Then, she moved on to state how EFL students could benefit from reading literary texts, by learning new ideas and knowledge. In the second part of the research, the investigator provided a detailed description of the research methods, sample population, instrumentation and the different procedures used in the study. Moreover, the third chapter dealt with the analysis of data obtained from the students' tests, questionnaires and interviews. Finally, in the last chapter, the researcher provided some suggestions based on the obtained data.

Several types of data collection resources are carefully selected, having as purpose to meet specific objectives and answer precise questions. Tests and questionnaires were designed to EFL students, in addition to interviews for EFL teachers. The mode of triangulation was used to combine between the several methods, and to obtain a large amount of data. Moreover, using the three instruments as complements helped the researcher to examine the same contextual situation with similar conclusions.

Results obtained from students' tests revealed that learners face certain difficulties in their writing essays, because of their lack of practice in English language writing. In addition to that, most EFL learners revealed that their least favourite skill is writing, since they have to struggle with different cognitive skills of planning and organising as well as skills such as: spelling, word choice and punctuation...etc.

Thus, assigning learners to write after reading a short story helped them improve some language abilities in their writing essays. Moreover, EFL teachers asserted that if literary texts are carefully selected, students will be attracted by the act of reading, hence, develop their writing skills. These findings seem to join to some extent the researcher's first hypothesis.

As far as the second research hypothesis is concerned, findings revealed that the literary text helped students expand new ideas and acquire new vocabularies. In addition to that, a slight improvement was found in students' essays in terms of mastery of content and organization of ideas after reading the literary text.

Furthermore, if selected carefully, literary texts can be a valuable resource for enhancing students' response to texts and an integrative EFL learning. Moreover, by injecting the elements of interest and fun that characterise literary texts in general and short stories in particular, students will develop their writing skills in one hand and their creative thinking abilities on the other.

Based on the results obtained from the present investigation, it is suggested that EFL teachers need first to select an appropriate literary text. Then, they need to provide their learners with different writing activities that may arouse their motivation and interest. Moreover, one should note that teachers' flexibility will make these activities successful, and it will encourage students to learn the language and write about it.

It should be mentioned that the present research work suffers from certain limitations such as: the limited number of participants that covered only thirty one second year students. Further studies should be pursued with a larger number of participants and a wider range of materials. Furthermore, future studies should use the

reading of literary texts as a primary source for developing students' writing abilities so that the effect of using literary texts might be more distinct.

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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Appendix: 01

The Questionnaire:

You are kindly invited to fill in the following questionnaire. Please, circle the appropriate answer and justify it whenever it is possible:

Part one: demographic information and preferences

1) **-Age:** a) 18-21 b) 22/25 c) 26/30

-Gender : a) Male b) Female

-Your stream in secondary school: a) letter and human sciences b) letter and foreign languages c) Islamic sciences d) experimental sciences e) exact sciences

2) How would you evaluate yourself as an English student?

a) Good b) average c) poor

3) Which skill do you think is the most difficult?

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

4) What do you prefer to read most?

a) Short stories b) novels c) poems d) plays e) none

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

a) Love b) loyalty c) betrayal d) friendship e) family f) others
(specify please)

why?

.....
.....
.....

Part two: perspectives toward reading literary texts and writing.

6) why do you read the literary text?

- a) Expand your language awareness b) gain access to cultural background
- c) strengthen your imagination d) to pass the test e) to meet class requirement

7) When you've read the short story, you focused on:

- a) ideas and details in the text b) words in the text c) text organisation
- d) style and language use

8) Do you feel that reading the literary text helps you expand your ideas?

- a) Yes b) No

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

- a) good b) not interested c) bored d) tired
- e) incurious

explain please:

.....

.....

.....

Part three: reading and writing relationship:

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

- a) fluent expression b) organized ideas c) rich vocabulary
- d) correct spelling e) correct grammar

11) Did reading literary texts contribute to the development of your writing skills?

- a) Yes b) No

12) What did you benefit from reading the short story?

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

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

.....
.....

Part four: reading and writing difficulties

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

- a) linguistic difficulties
- b) hidden meaning
- c) complex structure
- d) following the plot
- e) the cultural background of the short story .

15) What type of writing difficulties do you face?

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

16) What are the origins of those difficulties?

- a) Lack of interest in writing
- b) lack of writing strategies
- c) Lack of motivation
- d) lack of self confidence in EFL writing.

Appendix 02

Teachers' semi structured interview

Q1): How many years have you been teaching in the university?

Q2): What are the main task types you frequently use in class to develop learners' writing abilities?

Q3): Which competence do you want your learners to develop when reading a literary text?

Q4): How can the reading and the writing are interrelated in the EFL writing classes?

Q5): Do you think that reading literary texts develop learners' awareness of language use?

Q6): what are the most important criteria for selecting literary texts for EFL writing classes?

Q7): How do you perceive using literary texts as a resource in the EFL writing classes?

Q8): Describe your students' reaction when writing after reading a literary text?

Q9): what are the main writing difficulties the students encounter? Do they usually write outside the classroom?

Q10): How much can you do to foster your students' creative writing abilities?

Q11): Do you use feedback in writing?

If yes, what criteria you focus on?

Q12): Is there any suggestions to help your learners write effectively about the literary texts they read? if yes how ?

Appendix 03

Eveline (1914) short story from James Joyce's *Dubliners*

EVELINE

SHE sat at the window watching the evening invade the avenue. Her head was leaned against the window curtains and in her nostrils was the odour of dusty cretonne. She was tired.

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there used to be a field there in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses in it—not like their little brown houses but bright brick houses with shining roofs. The children of the avenue used to play together in that field—the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never played: he was too grown up. Her father used often to hunt them in out of the field with his blackthorn stick; but usually little Keogh used to keep nix and call out when he saw her father coming. Still they seemed to have been rather happy then. Her father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up; her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes. Now she was going to go away like the others, to leave her home.

Home! She looked round the room, reviewing all its familiar objects which she had dusted once a week for so many years, wondering where on earth all the dust came from. Perhaps she would never see again those familiar objects from which she had never dreamed of being divided. And yet during all those years she had never found out the name of the priest whose yellowing photograph hung on the wall above the broken harmonium beside the coloured print of the promises made to Blessed Margaret Mary Alacoque. He had been a school friend of her father. Whenever he showed the photograph to a visitor her father used to pass it with a casual word:

"He is in Melbourne now."

She had consented to go away, to leave her home. Was that wise? She tried to weigh each side of the question. In her home anyway she had shelter and food; she had those whom she had known all her life about her. Of course she had to work hard, both in the house and at business. What would they say of her in the Stores when they found out that she had run away with a fellow? Say she was a fool, perhaps; and her place would be filled up by advertisement. Miss Gavan would be glad. She had always had an edge on her, especially whenever there were people listening.

"Miss Hill, don't you see these ladies are waiting?"

"Look lively, Miss Hill, please."

She would not cry many tears at leaving the Stores.

But in her new home, in a distant unknown country, it would not be like that. Then she would be married—she, Eveline. People would treat her with respect then. She would not be treated as her mother had been. Even now, though she was over nineteen, she sometimes felt herself in danger of her father's violence. She knew it was that that had given her the palpitations. When they were growing up he had never gone for her like he used to go for Harry and Ernest, because she was a girl; but latterly he had begun to threaten her and say what he would do to her only for her dead mother's sake. And now she had nobody to protect her. Ernest was dead and Harry, who was in the church decorating business, was nearly always down somewhere in the country. Besides, the invariable squabble for money on Saturday nights had begun to weary her unspeakably. She always gave her entire wages—seven shillings—and Harry always sent up what he could but the trouble was to get any money from her father. He said she used to squander the money, that she had no head, that he wasn't going to give her his hard-earned money to throw about the streets, and much more, for he was usually fairly bad of a Saturday night. In the end he would give her the money and ask her had she any intention of buying Sunday's dinner. Then she had to rush out as quickly as she could and do her marketing, holding her black leather purse tightly in her hand as she elbowed her way through the crowds and returning home late under her load of provisions. She had hard work to keep the house together and to see that the two young children who had been left to her charge went to school regularly and got their meals regularly. It was hard work—a hard life—but now that she was about to leave it she did not find it a wholly undesirable life.

She was about to explore another life with Frank. Frank was very kind, manly, open-hearted. She was to go away with him by the night-boat to be his wife and to live with him in Buenos Ayres where he had a home waiting for her. How well she remembered the first time she had seen him; he was lodging in a house on the main road where she used to visit. It seemed a few weeks ago. He was standing at the gate, his peaked cap pushed back on his head and his hair tumbled forward over a face of bronze. Then they had come to know each other. He used to meet her outside the Stores every evening and see her home. He took her to see *The Bohemian Girl* and she felt elated as she sat in an unaccustomed part of the theatre with him. He was awfully fond of music and sang a little. People knew that they were courting and, when he sang about the lass that loves a sailor, she always felt pleasantly confused. He used to call her Poppens out of fun. First of all it had been an excitement for her to have a fellow and then she had begun to like him. He had tales of distant countries. He had started as a deck boy at a pound a month on a ship of the Allan Line going out to Canada. He told her the names of the ships he had been on and the names of the different services. He had sailed through the Straits of Magellan and he told her stories of the terrible Patagonians. He had fallen on his feet in Buenos Ayres, he said, and had come over to the old country just for a holiday. Of course, her father had found out the affair and had forbidden her to have anything to say to him.

"I know these sailor chaps," he said.

One day he had quarrelled with Frank and after that she had to meet her lover secretly.

The evening deepened in the avenue. The white of two letters in her lap grew indistinct. One was to Harry; the other was to her father. Ernest had been her favourite but she liked Harry too. Her father was becoming old lately, she noticed; he would miss her. Sometimes he could be very nice. Not long before, when she had been laid up for a day, he had read her out a ghost story and made toast for her at the fire. Another day, when their mother was alive, they

had all gone for a picnic to the Hill of Howth. She remembered her father putting on her mother's bonnet to make the children laugh.

Her time was running out but she continued to sit by the window, leaning her head against the window curtain, inhaling the odour of dusty cretonne. Down far in the avenue she could hear a street organ playing. She knew the air. Strange that it should come that very night to remind her of the promise to her mother, her promise to keep the home together as long as she could. She remembered the last night of her mother's illness; she was again in the close dark room at the other side of the hall and outside she heard a melancholy air of Italy. The organ-player had been ordered to go away and given sixpence. She remembered her father strutting back into the sickroom saying:

"Damned Italians! coming over here!"

As she mused the pitiful vision of her mother's life laid its spell on the very quick of her being—that life of commonplace sacrifices closing in final craziness. She trembled as she heard again her mother's voice saying constantly with foolish insistence:

"Derevaun Seraun! Derevaun Seraun!"

She stood up in a sudden impulse of terror. Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy? She had a right to happiness. Frank would take her in his arms, fold her in his arms. He would save her.

She stood among the swaying crowd in the station at the North Wall. He held her hand and she knew that he was speaking to her, saying something about the passage over and over again. The station was full of soldiers with brown baggages. Through the wide doors of the sheds she caught a glimpse of the black mass of the boat, lying in beside the quay wall, with illumined portholes. She answered nothing. She felt her cheek pale and cold and, out of a maze of distress, she prayed to God to direct her, to show her what was her duty. The boat blew a long mournful whistle into the mist. If she went, tomorrow she would be on the sea with Frank, steaming towards Buenos Ayres. Their passage had been booked. Could she still draw back after all he had done for her? Her distress awoke a nausea in her body and she kept moving her lips in silent fervent prayer.

A bell clanged upon her heart. She felt him seize her hand:

"Come!"

All the seas of the world tumbled about her heart. He was drawing her into them: he would drown her. She gripped with both hands at the iron railing.

"Come!"

No! No! No! It was impossible. Her hands clutched the iron in frenzy. Amid the seas she sent a cry of anguish!

"Eveline! Evvy!"

He rushed beyond the barrier and called to her to follow. He was shouted at to go on but he still called to her. She set her white face to him, passive, like a helpless animal. Her eyes gave him no sign of love or farewell or recognition.

ملخص

الدراسة المقدمة هي عبارة عن مبادرة لمساعدة الطلاب في التواصل و التعبير عن أفكارهم من خلال النصوص الأدبية. لقد أظهرت البيانات المتحصل عليها بأن مستوى الطلاب منخفض من حيث الكفاءة في الكتابة باللغة الإنجليزية و أنهم يواجهون صعوبات في كل من الشكل و المضمون. و عليه فإنه يمكن لطلاب اللغة الانجليزية كلغة أجنبية الاستفادة من النصوص الأدبية لتطوير مهاراتهم الكتابية من جهة، و تحسين مستواهم في اتقان اللغة الانجليزية من جهة أخرى.

الكلمات المفتاحية: استراتيجيات الكتابة، النصوص الأدبية، استراتيجيات القراءة، التماسك، الترابط.

Résumé

L'étude ci- présente est une initiative pour aider les étudiants à explorer, à exprimer et à communiquer leurs idées par l'intermédiaire de textes littéraires. Les données obtenues ont montré que les étudiants ont un niveau de compétence faible en Anglais écrit ; ils trouvent des difficultés au niveau de forme et de contexte. Les étudiants d'Anglais comme langue étrangère pourraient bénéficier de textes littéraires pour développer leurs capacités d'écriture dans une main, et d'améliorer leur niveau de compétence et de maîtrise de la langue dans l'autre.

Mots clés : stratégies de l'écriture, textes littéraires, stratégies de la lecture, cohésion, cohérence.

Summary

The present study is an attempt to help learners explore, express and communicate their ideas through the medium of literary texts. The obtained data showed that learners have a low proficiency level in English writing; they face difficulties on both form and content levels. Therefore, EFL students might benefit from literary texts to develop their writing abilities in one hand, and improve their proficiency level in English on the other.

Key words: writing strategies, literary texts, reading strategies, cohesion, coherence.

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1.1 Introduction

Language is used to give expressions and translate the culture of the community; it is the vehicle of thought and the instrument of communication. Therefore, one of the main objectives from teaching and learning a foreign language is to use it in different situations in order to communicate thoughts and information.

Language teachers need to provide their learners with certain input before asking them to write. Thus, an appropriate selection of literary texts can be used, as a stimulating material during the learning process. Lazar (1993) made a distinction between **the study of literature** and **the use of literature**. According to her, the study of literature makes literature the content of a language course. While the use of literature means using literature as a source for promoting language activities.

On the other hand, Rao (2007) asserts that English as foreign language (EFL) writing is useful in two respects: first, it motivates students' thinking, it helps to organize ideas and it develops their ability to summarise, analyse and criticise. Second, it strengthens students' learning, thinking and reflecting on the English language. Furthermore, writing skills are essential to academic success and a requirement for many occupations and professions. However, EFL teachers notice that their students are unable to express their ideas clearly, and as a result write incoherently.

By assigning learners to explore the literary language, they are encouraged to think about the norms of the language use, and become familiar with it. In addition to that, students may benefit from the reading passages to write their compositions since reading and writing are said to be two skills that 'mirror each other'. The present study will try to help learners develop their writing skills through the medium of English literary texts that are used as a springboard for language learning.

The objective of this research work is to help EFL learners explore, express and communicate their ideas to convey the intended meanings on one hand, and build up and strengthen their proficiency in English on the other, through the medium of English literary texts.

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

- 1- How to exploit literary texts to develop learners writing skills?
- 2- How to help EFL students convey their ideas to communicate the intended meaning through the medium of literary texts?

Accordingly, the following hypotheses are proposed:

1- Students might benefit from reading to write their essays, after assigning them to explore literary texts. Moreover, they will be familiar with the different linguistic forms, syntax, discourse functions of sentences, structures and different ways of connecting ideas, which will enrich their own writing abilities.

2- After reading a literary text, students' writing will become clearer with relevant discussion, organised and developed ideas, appropriate explanations and exemplifications.

Triangulation seemed to be the most convenient research method for this study, the use of multiple methods for collecting data serves as a means to confirm accuracy and to form substantial evidence.

The present study includes four chapters. The first chapter examines the research literature related to the research work; it highlights the reading and writing relationship as well as the benefits of using literary texts in the writing classroom.

Meanwhile, the second chapter deals with introducing the research methods and design. The first part of the chapter describes the research method and the target population, while the second part is concerned with the process of data collection as well as instrumentations and procedures used in the study.

The third chapter is based on the analysis of the information gathered from the research instruments (tests, questionnaire and interview), the main results are interpreted and discussed.

The fourth and the last chapter provides some suggestions based on the collected data. Recommendations related to how to exploit literary texts in the writing classrooms are presented, in addition to that different writing activities are proposed.

1.2 Reading and Writing Dichotomy

Reading and writing have traditionally been thought as separate processes, with reading regarded as receptive and writing as productive. However, some researchers have increasingly noted that reading and writing complement each other and that they are similar processes of meaning construction (Tierney and Pearson,1983).

Writing occupies a centre stage at the university level, composition teachers want their students be able to use language to explore and express ideas and communicate those ideas clearly. Engaging EFL students in the process of exploring and discovering meaning through reading and writing will result in the development of these both skills that are crucial for their academic and occupational purposes. Moreover, reading increases learners' writing experience, because the reader converts his/ her knowledge into writing (Qurik,1987). In other words, both processes mutually develop each other. In this respect, Tierney and McGinley (1987) assert that the impact of the two together becomes greater than the sum of their separate impacts.

Moreover, Elliott (1990) says that in order to make significant progress, advanced language learners should be exposed to materials of highly motivational values. Hişmanoğlu (2005 :55) states that:

Students become more productive when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves.

Frequently, students are asked to write about what they have read, they are required to present essays concerning what they know and understand from the literary text. By assigning learners with such tasks, they will acquire a firmer mastery of language in one hand and feel a sense of achievement in the other. Moreover, since literary texts “*provide advanced language learners with highly motivational material of an incomparably rich nature*” (Elliott,1990:191) learners are given the opportunity to discuss some issues that interest them, and at the same time express their own opinions and interpretations, this will enrich their own writing skills.

1.3 Criteria for Selecting Literary Texts

Teachers should help their learners develop their language skills and appreciation of not only the literary text used but also literature in general (Holden,1987). In order to ensure language skills' development, the literary text should be written in a comprehensible manner that is not too complex in terms of linguistics, meaning or style (ibid).

Krashen's Input Hypothesis (1985) proclaims that, learners acquire language by comprehending linguistic input that is slightly beyond their level of competence (input+1), and that the key factor determining the acquisition of competence in second language writing is through exposure to a large amount of meaningful, interesting or relevant L2 input materials. The primary means to develop learners' language skills is through reading exposure (Krashen,1989) i.e. by exposing learners to the reading process, they will not only increase reading comprehension and vocabulary acquisition but also they will improve grammatical development and writing style (ibid).

Krashen (1989) states that "*reading exposure is the primary means of developing language skills*" (Krashen,1989: 109). Learners will have the opportunity of being exposed to a variety of written pieces which will help them improve their written abilities hence, acquire the habit of expressing their thoughts and ideas in a coherent way.

The appropriateness of the texts selected for the writing class remains a crucial factor in the success of the teaching approach followed in that class. Lazar (1993) advises to use texts that are on an appropriate level and that students could cope with. Moreover, the selected text should not be too long because students may have a trouble to stay focused on it, not linguistically complicated (in terms of lexis and syntax) and not too far removed from the world knowledge of learners. Meanwhile, MacRae (1991) suggests that good choice would be any text that encourages or invites interaction with the world of ideas; it should affirm, confirm and expand one's capacity to read the world.

Furthermore, Language difficulty should be taken into consideration, so that learners can attain a basic level of comprehension. Lazar (1993) introduces three different criteria for texts' selection; readability (level of language difficulty), suitability of content and exploitability. According to her exploitability is the facilitation of learning using different activities i.e. reading literary texts should meet the different purposes the teacher aims to

achieve (writing, discussing the writer's point of view, the content...etc). In addition to that the literary text has to be selected to fit the rest of the syllabus in terms of vocabulary, grammar, discourse...etc (ibid).

Moreover, Students need to have an adequate knowledge of the cultural background in order to appreciate the literary text. Since literature is expressed through language, one cannot understand it unless he/she "*understands the meanings of the culture expressed by the words of the language and unless the values and cultural experience against which the literature is written are also understood.*" (Kramch,1985:357). EFL learners may have problems in understanding certain cultural specific details (social conventions and customs, social class distinctions, historical background, attitudes and values, religious or political ideas...etc), when they are not familiar with the culture in the text they study.

Exposing students to an appropriate literary text will help them read and understand the language used, in addition to that, they will be motivated to learn the four language skills because of the benefits embedded in these literary works.

1.4 Literary Texts and Writing Relationship

Although lot of arguments oppose the use of literary texts in the writing classroom, because of the low proficiency of EFL students in terms of linguistic fluency and maturity, literary texts still have lot of benefits in providing learners with an invaluable source of authentic materials that can be used as a springboard for exiting discussion or writing and increasing students' word power (Ur,1996).

Sometimes composition teachers encounter difficulties in finding the appropriate material for their writing classes since writing has no subject matter of its own (Hişmanoğlu,2005). Harmer (2004:39) states that: "*in the case of adult students, it is often hard to find writing tasks that are directly relevant to the varying needs of a class full of students from different backgrounds*". Parkinson and Reid (2000) suggest that literature provides examples of 'good' writing, linguistic diversity, expressive ranges and so on. Hence, placing literature component in the syllabus gives the chance to EFL students to improve their language proficiency as well as develop their creative thinking in expressing thoughts and opinions.

Immersing students in the world of literary texts will expand their learning experience. Since there is a close connection between reading and writing, students will get in contact

with different models of writing, at the same time reading the literary texts will inspire them and give them something to write about.

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

(Vandrlick,2003:264-265)

By assigning learners to read a literary text, they will develop an understanding of how the language works, they start paying attention to organization, syntax, vocabulary and what is more they will come across the authentic use of the language. Moreover, Vandrlick (2003) asserts that learners will be exposed to different language patterns to see how sentences and paragraphs can be put together.

The study of literary texts often involves themes, characters and events which address a combination of situations and dilemmas that engage learners, intellectually and linguistically. In addition to that they are written by authors from widely divergent cultures. By exposing students to such literary texts, they will become familiar with different writing styles and this unconsciously will help them develop their own writing style (Muthusawy et Al,2010).

Furthermore, literary texts can help EFL learners both as a model and as a subject matter. They are used as a model when students' writing becomes nearly similar to the original work, by imitating its content, theme or style. However, literary texts are used as a subject matter when students interpret or analyse the literary work (Hismanoglu ,2005).

1.5 Research Questions and Hypothesis

After noticing EFL students' writing essays and discussing with teachers of written expression at the department of English, it has become evident that some students lack ideas and organization in their writing, they put different simple sentences together and little emphasis is paid to whether these sentences form a complete whole or not. They find difficulties in exploring and formulating ideas, sharing information and engaging in debate i.e. they cannot clarify their own thoughts and communicate them to others. In addition to that, students' writing demonstrates difficulties in the use of language; sentence formation, word

choice, inadequate organization or connection of ideas, which may result in lack of the writing's clarity and create an obscure meaning.

On the basis of several studies reported in the related literature, reading and writing are closely connected to each other, and are said to be two skills that “mirror each other” thus the present work tends to answer the following questions :

- 1- How to exploit literary texts to develop learners writing skills?
- 2- How to help EFL students convey their ideas to communicate the intended meaning through the medium of literary texts?

Accordingly, the following hypotheses are proposed:

1- Students might benefit from reading to write their essays, after assigning them to explore literary texts. Moreover a significant progress will be noticed in the quality of their writings i.e. they will be familiar with the different linguistic forms, syntax and discourse functions of sentences, as well as with different structures and different ways of connecting ideas, which will enrich their own writing abilities.

2- After reading a literary text, students' writing will become clearer with relevant discussion, organised and developed ideas, and with appropriate explanations, exemplifications and details.

1.6 Research Objectives

By reading literary texts, students are not only exposed to different systems of language organization. They are also exposed to how this language operates in different contexts, and how it is used to communicate ideas.

The present research aims to help learners develop their writing skills, through the medium of English literary texts. It tends to enable students explore, express and communicate their ideas into structured patterns to help readers understand what is meant by their writing in one hand, and build up and strengthen their proficiency in English on the other. Therefore, EFL students need to be able to express themselves in coherent and organised sentences to form a meaningful whole.

1.7 The Sample Population

In the present research work, the researcher deals with EFL students and teachers from the department of foreign languages at Djilali LIABES University of Sidi Bel Abbes as sample population during the academic year 2012/2013.

1.7.1 Students

The present study takes place in the department of English, at Djilali LIABES University of Sidi Bel Abbes. The informants randomly selected as a sample population for the present case study are thirty one second year EFL students, those students are required to deal with the written expression module in order to reinforce their writing performances and abilities.

1.7.2 Teachers

The main aim of dealing with EFL teachers is to give their points of view concerning the use of literary texts such as short stories as a resource in EFL writing classes, and to find out how reading literary texts influence the students' writing qualities.

1.8 Instruments of Data Collection

The study utilizes a mode of triangulation i.e. the combination of several methods to examine the same contextual situation with similar conclusions. Furthermore, the collected data are based on the students' test as a primary instrument, the questionnaire as a secondary instrument and a semi structured interview as a third one.

The use of multiple methods of collecting data is typical in case study research to confirm the accuracy of the data and to form substantial evidence. Both quantitative and qualitative data are of equal importance to the present research. Quantitative design has provided the researcher with numerical data that can be measured, and the qualitative methods has helped the researcher to make a clearer picture about the contribution of literary texts in developing the overall EFL students' writing quality. Therefore a mixed method approach is used in the present work; the combination of both quantitative and qualitative methods.

1.9 Discussion of the Main Results

The writing tests, students' questionnaire and teachers' interviews have enabled the researcher to collect a large amount of data concerning the use of literary texts as a resource

for enhancing learners writing skills. The aim was to help learners, enhance and improve their writing abilities, through using literary texts as a medium for language development.

From the analysis of students' essays, it can be noted that students face certain difficulties at both form and content levels. Some of them did not perform well in their writing essays before and after reading the literary text, because of their non- mastery of the language, as they roughly produce the same mistakes that are often related to spelling and grammar.

Furthermore, students' writing revealed that they spend a long time looking for words to express already existing ideas in mind, since their writing consisted of a hundred rather than three hundred words expected. Students seem to struggle to generate ideas, and under pressure in dealing with grammar of the language, as it was revealed in their responses in the questionnaire.

The inaccurate choice of vocabulary, the inadequate structure and spelling, sometimes affect the clarity of expression and create ambiguities for the reader. Even though, some incorrect spelling does not often prevent the understanding of the written message, it can affect the reader's judgement especially if it is related to exams and tests assignments, since incorrect spelling can be perceived as lack of mastery of the language or lack of care.

Moreover, some students' essays show that they do not understand the subject, and display an inadequate development of the topic. In their answers, most EFL teachers agree on that, good writing needs to be as clear as possible so that the reader can easily follow sentences, ideas and details. Furthermore, all teachers mentioned that apart from the classroom environment, students do not practise enough writing in English, in order to use the knowledge and the skills they have acquired in the classroom. They added that learners do not read in English, the fact which makes them unable to recognize the different writing forms, and hence be incapable to write accurately or meaningfully.

After involving students in writing after reading a literary text, a difference was found in their scores; they seem to develop some ideas even though sentence structure is still problematic, some of them wrote adequate essays with a mastery of content and linguistic knowledge despite some spelling mistakes that did not hamper the meaning. These findings seem to join to some extent, the researcher's first hypothesis that states that by assigning learners by a literary text to explore, they may benefit from reading to write their composition.

Results obtained from the questionnaire, support the second research hypothesis saying that students' writings will become organized with relevant discussion and developed ideas, after reading a literary text. Learners stated that the literary text helped them expand their ideas and language awareness. They explained that they have acquired new vocabularies that helped them write more effectively.

The results obtained from the teachers' interview revealed the close relationship between reading literary texts and writing. Teachers assert to promote reading as being a good means to enrich learners' writing abilities. They see that if literary texts are appropriately selected, students may be attracted to the act of reading and hence develop their writing abilities, one teacher asserted in this respect, the more students read the better they will write. This confirms the second hypothesis stated that learners' writing will be improved and developed after reading literary texts as a resource for writing. Furthermore, nearly all the teachers claim that most of their students are unable to write in a coherent manner, because they do not read in the target language.

Last but not least, it should be noted that the main findings in the three instruments confirm each other, and the obtained data form substantial evidence. Furthermore, the mode of triangulation helped the researcher to make the same conclusions, and to describe adequately the contribution of literary texts in developing students' writing performances.

1.10 General Recommendations

Based on the objectives established at the beginning of the research work in chapter one, and the findings and discussions presented in chapter three, a general pedagogical framework will be suggested here.

- i-** Integrating the four language skills (reading, writing, listening and speaking) since they complete each other, and should not be treated in total isolation from one another.

- ii-** Make use of materials and activities which will arouse learners' motivation and interest. Hence, they need to be relevant to their ability level.

- iii-** Providing learners with pair and group works activities. By doing so, they will learn to generate and organize their ideas and correct each other's mistakes, in the other hand the teacher should monitor it carefully to see that it is proceeding smoothly.

iv- Giving a chance to students to read others' works i.e. through analysing and commenting on others' writings they will develop the ability to comment and read their own essays critically.

1.11 Conclusion

Writing occupies a centre stage at the university level, teachers want their learners be able to explore and express their ideas as well as communicate those ideas in a clear manner.

Since reading and writing mutually develop each other, EFL teachers need to expose their learners to a meaningful, interesting and relevant language learning materials to help them develop their English language proficiency.

The objective of this work was to enhance students' writing abilities through the medium of literary texts, to enable them explore, express and communicate their ideas and thoughts into structured patterns, as well as develop their English language proficiency.

The researcher started first by dealing with the relationship between the reading and the writing skills, and moved on to state how EFL students could benefit from using literary texts, by learning new ideas and knowledge. In the second part of the research, the investigator provided a detailed description of the research methods, sampling, instrumentation and procedures used in the study. The third chapter dealt with the analysis of data obtained from the students' test, questionnaires and interviews. Finally in chapter four, the researcher provided some suggestions based on the obtained data and suggested some possible ways of enhancing students writing abilities through the use of some literary texts.

Several types of data collection resources are carefully selected, having as purpose to meet specific objectives and answer precise questions. Tests and questionnaires were designed to EFL students, in addition to interviews for teachers. The mode of triangulation was used, to combine between the several methods and examine the same contextual situation with similar conclusions.

Results obtained from students' tests revealed that learners face some difficulties in their writing essays in both form and content levels because of their lack of practice in English language writing.

Assigning learners to write after reading a short story, which is used as a supporting material, helped them improve some language abilities in their writing essays, in terms of

mastery of content and some linguistic knowledge. These findings seem to join to some extent, the researcher's first hypothesis.

As far as the second research hypothesis is concerned, findings revealed that the literary text helped students expand new ideas and acquire new vocabularies, hence, help them write effectively. In the other hand EFL teachers asserted that if literary texts are carefully selected, students will be attracted by the act of reading and as a result develop their own writing skills.

Furthermore, if selected carefully, literary texts can be a valuable resource for enhancing students' response to texts and an integrative EFL learning. By injecting the elements of interest and fun that characterise literary texts in general and short stories in particular, students will develop their writing skills in one hand and their communicative competence in the other.

It should be mentioned that the present research work suffers from certain limitations such as: the limited number of participants that covered only thirty one second year students, further studies should be pursued with a large number of participants.

Furthermore, future studies should use the reading of literary texts as a primary source for developing students' writing abilities so that the effect of using literary texts might be more distinct.

To conclude, 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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