



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

AbdElhafid Boussouf University Center- Mila



Institute of Literature and Languages

Branch: English Language

Department of Foreign Languages

**Students' Attitudes towards Learning Writing through
Literary Texts**

The Case Study of Second-Year Students at the Department of Foreign
Languages in Mila University Center.

**A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Language Sciences and Didactics of Language**

Presented by

Asma KHARIFA
Nawal SOUCHA

Supervisor

Ms. Messaouda BOUDJERIDA

Board of Examiners

Chairman: **Mr. Khalid ZIAD**

Supervisor: **Ms. Messaouda BOUDJERIDA**

Examiner: **Ms. Sabah BOUGUERNE**

Academic year 2016 - 2017

ASMA'S DEDICATION

In the Name of God, Most Gracious, Most Merciful

All the Praise is due to God alone, the Sustainer of all the worlds

I dedicate this modest work to the gleaming handles of my life to:

My mother, the Source of Tenderness

My father, the Mystery of Happiness

Thank you for all your cordiality, your confidence, your support, and all your love

My ALLAH blesses you now and forever

My pretty sisters: Amel, Anouar, Sabrina and Ikram

My sweet brother: Ayoub

My cute nephew: Anes

My cherished aunt: Samira

My uncle's wife: Amel for her fidelity and sincerity

My cousins: Sihem and Soraya

All my extended family

To my lovely friends: Nawel, Hana, Fatiha, Imen and Hamida

To all my dear teachers

To all my graceful classmates

To everyone with whom I share love and respect

NAWAL'S DEDICATION

In the Name of God, Most Gracious, Most Merciful

All the Praise is due to God alone, the Sustainer of all the worlds

I dedicate this modest work to the gleaming handles of my life to:

My mother, the Source of Tenderness

My father, the Mystery of Happiness

My cherished aunts: Laldja and Dahbia for their advertence, kindness, and goodness

My stepmother, for her kindness

Thank you for all your cordiality, your confidence, your support, and all your love

My ALLAH blesses you now and forever

My pretty sisters: Soumia and Hanane

My wonderful brothers: Abdelhalim, Ali, Nouredine, Khaled, Tarek

My brothers' wives: Dalel, Aicha, Mouna

My cute nephews: Abdelwakil, Borhaneddine, Djaber, Oussama, Mouadh,

My sweet nieces: Selsabil, Sirine, Alae, Hadile, Tesnim, Malek, Nihad, Hidaya,

My uncles: Salah, Abdelghani, Taher

My cousins: Souraya, Sara, Assil, Yasser, Hamza, Mohammed

All my extended family

To my lovely friends: Asma, Hana, Fatiha, Imen, Mayada, Siham, and Hamida

To all my officemates

To all my dear teachers

To all my graceful classmates

To everyone with whom I share love and respect

ACKNOWLEDGMENTS

After our thanks to **ALLAH**, the Almighty, for granting us the energy and power to continue our efforts to prepare this research.

We would like to express our deep and endless gratitude, appreciation, and respect to our supervisor **Ms. Messaouda BOUDJERIDA** for her insightful guidance and significant support throughout this research work; without her patience, this work would never have been accomplished.

Our warmest thanks are also due to the honorable members of the jury, namely as, **Mr. Khalid ZIAD** and **Ms. Sabah BOUGUERNE** who have kindly accepted our request to take part in examining the current dissertation.

We owe profound gratitude to our teacher **Ms. Sabah BOUGUERNE** for her permanent assistance. Her encouraging attitudes have always promoted us to aspire to the good.

Very special thanks go to **Mr. Khalid ZIAD** for his contribution and valuable advices in our work.

We feel also grateful to all our teachers of the English Department for their guidance and assistance.

We would like to provide sincere thanks to all our Master classmates and to the second year EFL students at the Department of English in Mila University Center whose cooperation with this research has been quite fruitful.

ABSTRACT

Literary texts can be considered as an authentic source demanded for prosperous writing. Actually, the core of this dissertation is to investigate students' attitudes towards learning writing through literary texts. It is a case study of second-year students at the Department of English in Mila University Center. The vital aim is to point out students' attitudes towards the incorporation of literary texts in EFL writing classrooms. Indeed, one peripheral question is posed in order to have a reliable answer to the problem statement: what attitudes do second-year students of English language at Mila University Center hold towards learning writing through the use of literary texts? This enquiry based on the hypothesis that if students are taught writing through literary texts, they would provide positive attitudes. On the basis of this target, the implemented research design was descriptive in nature; it incorporated both a quantitative and qualitative tools. The questionnaire was administered to ninety (90) students and the interview was done with ten (10) participants in which they were selected randomly. The results obtained from the current study demonstrate that the majority of the respondents held positive attitudes towards the outstanding benefit that they acquired in learning writing through the incorporation of literary texts. Eventually, these positive findings commutate the adequacy of integrating literary texts to respond to students' demands and to propound some pedagogical implications to help teachers ensure operant outcomes.

LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FL	Foreign Language
i.e.	It Means
Q	Question
%	Percentage

LIST OF TABLES

	Page
Table 1: Checklists of Choosing Literary Texts.....	38
Table 2: In: Bloom, B.S. (1956).....	42
Table 3: Students' Gender.....	66
Table 4: Students' Age.....	66
Table 5: Students' Opinions about Learning English.....	67
Table 6: Students' Views about the Enjoyment of Learning Writing.....	67
Table 7: Students' Views about Writing Task.....	68
Table 8: Students' Views towards the Involvement of Successful Writing.....	69
Table 9: The Appropriate Aspects that Help Students in their Writing.....	70
Table 10: Students' Consciousness with the Use of Formal Features in their Writing.....	71
Table 11: The Usefulness of the Pre-writing Stages.....	72
Table 12: Students' Frequency of Using Cohesive Devices in their Writing.....	73
Table 13: Students' Perceptions toward Literature as a Good Language Learning Resource.....	74
Table 14: Literary Text' Genres that Students Prefer to Read.....	75
Table 15: Students' Views about the Development of their Language Proficiency through the Study of Literature.....	76
Table 16: Students' Opinions about the Enjoyment of Reading Literary Texts.....	76
Table 17: Students' Opinions towards the Themes of the Texts.....	77
Table 18: Students' Perceptions about Reading Literary Texts.....	78
Table 19: Students' Views towards Literature as a Powerful and Motivated Source.....	79
Table 20: Students' Opinions about Short Stories as the Best Models of Writing.....	80
Table 21: Students' Perceptions towards the Benefits of Short Stories.....	81

Table 22: Students' Perceptions towards the Term Attitudes.....	82
Table 23: Students' Beliefs towards their Success in Language Learning.....	82
Table 24: Students' Beliefs towards the Form of Attitudes.....	83
Table 25: Students' Views towards Beliefs that Motivate Instructional Practices in the Classroom.....	84
Table 26: Students' Views towards Teachers' Feelings.....	85
Table 27: Students' Views towards Behaviors.....	85
Table 28: Students' Views towards the Complexity of the Writing Skill.....	86
Table 29: Students' Attitudes towards Literature as a Major Source for Learning Writing Skill.....	87
Table 30: Students' Attitudes about their Ambitions towards Literary Texts that Affect their Way of Writing.....	87

LIST OF FIGURES

	Page
Figure 1: The Hayes-Flower (1980) Writing Model.....	16
Figure 2: Producing a Piece of Writing.....	23
Figure 3: Literary Genres.....	26
Figure 4: The Multi-Components Model of Attitudes.....	53
Figure 5: Students' Gender.....	66
Figure 6: Students' Age.....	67
Figure 7: Students' Opinions about Learning English.....	67
Figure 8: Students' Views about the Enjoyment of Learning Writing.....	68
Figure 9: Students' Views about Writing Task.....	69
Figure 10: Students' Views towards the Involvement of Successful Writing.....	70
Figure 11: The Appropriate Aspects that Help Students in their Writing.....	71
Figure 12: Students' Consciousness with the Use of Formal Features in their Writing.....	72
Figure 13: The Usefulness of the Pre-Writing Stages.....	72
Figure 14: Students' Frequency of Using Cohesive Devices in their Writing.....	73
Figure 15: Students' Perceptions toward Literature as a Good Language Learning Resource.....	74
Figure 16: Literary Text' Genres that Students Prefer to Read.....	75
Figure 17: Students' Views about the Development of their Language Proficiency through the Study of Literature.....	76
Figure 18: Students' Opinions about the Enjoyment of Reading Literary Text.....	77
Figure 19: Students' Opinions towards the Themes of the Texts.....	78
Figure 20: Students' Perceptions about Reading Literary Texts.....	79
Figure 21: Students' Views towards Literature as a Powerful and Motivated Source.....	80

Figure 22: Students' Opinions about Short Stories as the Best Models of Writing.....	80
Figure 23: Students' Perceptions towards the Benefits of Short Stories.....	81
Figure 24: Students' Perceptions towards the Term Attitudes.....	82
Figure 25: Students' Beliefs towards their Success in Language Learning.....	83
Figure 26: Students' Beliefs towards the Form of Attitudes.....	84
Figure 27: Students' Views towards Beliefs that Motivate Instructional Practices in the Classroom.....	84
Figure 28: Students' Views towards Teachers' Feelings.....	85
Figure 29: Students' Views towards Behaviors.....	86
Figure 30: Students' Views towards the Complexity of the Writing Skill.....	86
Figure 31: Students' Attitudes towards Literature as a Major Source for Learning Writing Skill.....	87
Figure 32: Students' Attitudes about their Ambitions towards Literary Texts that Affect their Way of Writing.....	88

TABLE OF CONTENTS

General Introduction	2
1. Statement of the problem.....	3
2. Aim of the Research.....	3
3. Research Question.....	3
4. Hypothesis	4
5. Definition of Key Terms.....	4
5.1 Writing.....	4
5.2 Literary Texts.....	4
5.3 Attitudes.....	4
6. Means of the Research	4
7. Structure of the Research	5

CHAPTER ONE: Theoretical Background

Introduction	9
---------------------------	----------

Section One: Teaching Writing

1. The Nature of Writing	10
2. Approaches to Teaching Writing.....	12
2.1 The Product Approach	12
2.2 The Process Approach	14
2.3 The Genre Approach.....	18
3. Reasons for Teaching Writing.....	19
3.1 Reinforcement.....	19
3.2 Language Development	19

3.3 Learning Style	19
3.4 Writing as a Skill.....	19
4. Writing Skills.....	19
4.1 Content and Form Levels.....	20
4.1.1 Reference	21
4.1.2 Substitution and Ellipsis.....	21
4.1.3 Conjunctions	21
4.1.4 Lexical Cohesion.....	21
5. Writing Framework.....	22
6. Writing and Reading Dichotomy	23
 Section Two: Literary Texts	
1. The Concept of Literature.....	25
2. Approaches to Teaching Literary Texts.	26
2.1 The Cultural Approach.....	26
2.2 The Language Based-Approach.....	27
2.3 The Personal Growth Approach.....	28
2.4 The Integrated Approach.....	28
3. Literary and Non-Literary Texts	29
3.1 Characteristics of Literary Texts.....	29
3.2 Features of Literary Texts.....	30
3.2.1 Internal Coherence	30
3.2.2 Conscious Patterning	30
4. Reasons for Teaching Literature.....	31
5. Rationale for Using Literary Texts in EFL classrooms.....	32
5.1 Reading Literary Texts	33

5.2 Criteria for Selecting Literary Texts	36
5.3 Benefits of Using Literary Texts	39
5.3.1 Benefits of Using Short Stories in the Language Classroom.....	40
6. Literary Texts and Writing Relationship.....	43
6.1 Literature as a Model for Writing	44
6.2 Literature as a Subject Matter for Writing.....	45

Section Three: Students' Attitudes

1. The Concept of Attitudes	48
2. Theories of Attitudes.....	48
2.1 Learning Theories of Attitudes.....	48
2.2 Consistency Theories of Attitudes.....	49
2.3 Social Judgment Theories of Attitudes.....	49
2.4 Social Learning Theory of Attitudes.....	49
2.5 Functional Theories of Attitudes.....	50
3. Dimensions of Attitudes.....	50
4. Formation of Attitudes.....	51
5. The Multi-Dimensional Model of Attitudes.....	52
5.1 Affective Components.....	52
5.2 Behavioral Components.....	52
5.3 Cognitive Components.....	53
6. Types of Attitudes.....	53
7. Functions of Attitudes.....	54
7.1 The Knowledge Function.....	54
7.2 Self/Ego-Expressive Function.....	54
7.3 Adaptive Function.....	54

7.4 Ego-Defensive Function.....	55
8. Attitudes towards Writing through the Use of Literary Texts.....	55
Conclusion	56

CHAPTER TWO: Field Work

Introduction.....	60
--------------------------	-----------

Research Design

1. Aim of the research	60
2. The participants.....	60
2.1 Students.....	60
3. Research Instruments.....	61
3.1 The Questionnaire	61
3.2 The Interview.....	62
4. Data Analysis Method.....	62
5. Limitation of the study.....	62

Section One: The Students' Questionnaire

6. Description of the Students' Questionnaire.....	63
7. Analysis of the Students' Questionnaire.....	66
7.1 Section One: Teaching Writing.....	66
7.2 Section Two: Literary Texts.....	74
7.3 Section Three: Students' Attitudes.....	82
8. Discussion of the Questionnaire Results.....	89

Section Two: The Students' Interview

9. Description of the students' Interview.....	91
10. Analysis of the Students' Interview.....	91
10.1 The First Part.....	91
10.2 The Second Part.....	92
10.3 The Third Part.....	93
11. Discussion of the Interview Results.....	94
12. Discussion of the Main Findings.....	95

Section Three: Pedagogical Implications

13. Writing Guidelines.....	97
13.1 Teachers' Role.....	97
13.1.1 Feedback.....	98
14. Literary Texts Suggested Course Outline.....	98
14.1 Course Pre-Requisite.....	98
14.2 Pre-Reading.....	98
14.3 Lower Order Thinking Skills.....	99
14.4 Advanced Order Thinking Skills.....	99
14.5 Presentation.....	99
14.6 Post Reading.....	99
15. Writing and Reading Integration.....	99
Conclusion.....	100
General Conclusion.....	101
References.....	103
Appendixes.....	109
Arabic Summary.....	117

General Introduction	2
1. Statement of the problem.....	3
2. Aim of the Research.....	3
3. Research Question.....	3
4. Hypothesis	4
5. Definition of Key Terms.....	4
5.1 Writing.....	4
5.2 Literary Texts.....	4
5.3 Attitudes.....	4
6. Means of the Research	4
7. Structure of the Research	5

General Introduction

Nowadays, a great deal of communication takes place in writing forms. Hence, engaging EFL students in the process of reading and writing will result in the development of both these skills because knowing how to write effectively is one of the abilities that language learners need to develop. In fact, writing is one of the most interesting skills by which the student can demonstrate that he/she is no longer a recipient of knowledge, but rather an active agent in the process of knowledge construction. In addition, it is a communicative message that requires an aesthetic dimension and consciously oriented efforts. Undoubtedly, writing skill gives many contributions to the literary world. Based on this point, Brown (2004, p. 218) states that writing skill has become indispensable and has a high significance in the global of literature. Thus, it is worth noting that literature has recently gained a significant place in the field of language pedagogy. Widdowson (1975) stresses that the study of literature, essentially, is the study of language and they are inseparable; they create "a sharp awareness of the communicated resources of the language being learnt" (p.81). This fact asserts that the teaching of literature provides students with abundant examples of the complex uses of idioms, literary knowledge, and vocabulary enrichment. There is no denying that a study of literature introduces "learners (to) the subtle elements that go into the creation of what is called a good writing" (Gwin, 1990, p. 10). By assigning students to explore the literary language, they are supported to think about the norms of the language use and become familiar with it. Thus, an appropriate selection of literary texts will help students get in contact with different models of writing. The study of literary texts with their aesthetic characteristics will provide students with various ideas, vocabulary, grammar, paragraph structure, and different writing styles that help them enhance their language proficiency level and develop their creative thinking in expressing thoughts and opinions. As a matter of fact, the dissertation sheds light on the

students' attitudes towards the connection between writing and reading skills since they are said to be two skills that "mirror each other".

1. Statement of the Problem

Actually, learning a foreign language means learning at least the four language skills; listening, speaking, reading and writing. The latter is considered as the most important skill students need to develop for its significance and contribution in academic success because it relates to their essays writing through which students are evaluated. In informal conversations with Algerian university, teachers revealed that students have negative attitudes towards writing in English. This can be attributed to the difficulty of that skill. This, indeed, leads us to take this opportunity as a point of interest in order to explore students' attitudes towards the incorporation of literary texts in learning writing. Since, their attitudes are considered to be one of the most significant issues that should be taken into account in EFL context. So, we believe that one way to reach a good level in writing is to provide students with various genres of literary texts in writing classrooms to respond to their needs and to secure their attitudes.

2. Aim of the Research

The vital aim of the present study is to point out students' attitudes towards the incorporation of literary texts in EFL writing classrooms.

3. Research Question

In order to have a reliable answer to the problem statement, one peripheral question is posed and structured as follows:

1-What attitudes do second-year students of English language at Mila University Center hold towards learning writing through the use of literary texts?

4. Hypothesis

On the basis of the afore-stated question, the following hypothesis can be sprung:

If students are taught writing through literary texts, they would provide positive attitudes towards writing in English.

5. Definition of Key Terms

5.1 Writing

Writing can be defined as an act or a process which leads to the transmission of a person's thoughts in a readable written form. In a very similar way, Brown (2001, p. 336) states that writing is a thinking process, in which the writer produces a final written product that is based on their way of thinking.

5.2 Literary Texts

Literary texts can be predefined as an imaginative piece of writing in which the writer uses a creative way of thinking in expressing his/her thoughts and ideas. Verdonk (2002, p. 12) states that "... texts types or genres like poetry and, by extension, of novels and plays, all of which are traditionally designated as literary texts".

5.3 Attitudes

Attitudes can be introduced as a type of behavior that is reinforced by individuals' beliefs and feelings. Gardner (1985, p. 9) defines attitudes as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent."

6. Means of the Research

To validate the above-mentioned hypothesis, a descriptive research work has been undertaken at the Department of English in Mila University Center, involving a sampling of ninety (90) second-year students enrolled in the section of English. The research

methodology used in the current study addresses the research instruments consisting of students' questionnaire and interview (quantitative and qualitative tools).

7. Structure of the Research

The whole layout of the present study is structured into two chapters. The first one, which is entitled theoretical background, consists of three main sections. The first section explores the nature of writing, presents the different approaches recognized for teaching writing in the EFL classrooms, and tackles on the main reasons for teaching writing, its skills, and its framework. The section also sheds light on writing and reading dichotomy. The second section defines the concept of literature. It also raises the major issues in the field, namely approaches to teaching literary texts, its characteristics, its features, the main reasons for using it, and the benefits of using short stories in EFL writing classrooms. Additionally, the section casts light on the relationship between literary texts and writing. Finally, the third section is mainly a general overview of the term attitudes, its theories, dimensions, formation, components, types, and functions. Moreover, the section illustrates the role of attitudes in teaching writing through the use of literary texts as a final point.

The bulk of the second chapter is concerned with the practical side of the field work that consists of data collection and analysis. To note, the research instruments opted to attain both students' questionnaire and interview. This chapter also comprises three sections. The first section is concerned with the students' questionnaire, the second one is interested in students' interview, and the third one is connoted with some pedagogical implications to help teachers secure operant outcomes when teaching writing through the incorporation of literary texts. Ultimately, the dissertation ends up with a general conclusion.

CHAPTER ONE

THEORETICAL BACKGROUND

Introduction.....	9
--------------------------	----------

Section One: Teaching Writing

1. The Nature of Writing	10
2. Approaches to Teaching Writing	12
2.1 The Product Approach	12
2.2 The Process Approach	14
2.3 The Genre Approach.....	18
3. Reasons for Teaching Writing.....	19
3.1 Reinforcement.....	19
3.2 Language Development	19
3.3 Learning Style	19
3.4 Writing as a Skill.....	19
4. Writing Skills.....	19
4.1 Content and Form Levels.....	20
4.1.1 Reference	21
4.1.2 Substitution and Ellipsis	21
4.1.3 Conjunctions	21
4.1.4 Lexical Cohesion.....	21
5. Writing Framework.....	22
6. Writing and Reading Dichotomy	23

Section Two: Literary Texts

1. The Concept of Literature.....	25
2. Approaches to Teaching Literary Texts	26
2.1 The Cultural Approach.....	26
2.2 The Language-Based Approach.....	27
2.3 The Personal Growth Approach.....	28
2.4 The Integrated Approach.....	28
3. Literary and Non-Literary Texts	29
3.1 Characteristics of Literary Texts.....	29
3.2 Features of Literary Texts.....	30
3.2.1 Internal Coherence	30
3.2.2 Conscious Patterning	30
4. Reasons for Teaching Literature.....	31
5. Rationale for Using Literary Texts in EFL classrooms.....	32
5.1 Reading Literary Texts	33
5.2 Criteria for Selecting Literary Texts	36
5.3 Benefits of Using Literary Texts	39
5.3.1 Benefits of Using Short Stories in the Language Classroom.....	40
6. Literary Texts and Writing Relationship.....	43
6.1 Literature as a Model for Writing	44
6.2 Literature as a Subject Matter for Writing.....	45

Section Three: Students' Attitudes

1. The Concept of Attitudes	48
2. Theories of Attitudes.....	48
2.1 Learning Theories of Attitudes.....	48

2.2 Consistency Theories of Attitudes.....	49
2.3 Social Judgment Theories of Attitudes.....	49
2.4 Social Learning Theory of Attitudes.....	49
2.5 Functional Theories of Attitudes.....	50
3. Dimensions of Attitudes.....	50
4. Formation of Attitudes.....	51
5. The Multi-Dimensional Model of Attitudes.....	52
5.1 Affective Components.....	52
5.2 Behavioral Components.....	52
5.3 Cognitive Components.....	53
6. Types of Attitudes.....	53
7. Functions of Attitudes.....	54
7.1 The Knowledge Function.....	54
7.2 Self/Ego-Expressive Function.....	54
7.3 Adaptive Function.....	54
7.4 Ego-Defensive Function.....	55
8. Attitudes towards Writing through the Use of Literary Texts.....	55
Conclusion	56

Introduction

Combining writing and literature can have a profound effect in which students can prove positive attitudes towards the major benefits of using literary texts in their writing classes since they provide invaluable sources to improve students writing skills. Hence, the first section of the current chapter presents an overview of writing skills and its peculiarities. The next section provides the use and the benefits of literary texts in the EFL classrooms. The third section presents the students' attitudes towards learning writing through literary texts.

Section One: Teaching Writing

In most language syllabuses, one of the productive skills which are very important to be mastered by English language students is writing skill. Indeed, writing is widely considered and valued as the main bridge for moving to higher levels of education. The aim behind this skill is to enable students to achieve a good level in writing and it should be seen as a process that helps students interact and communicate with each other. Hence, this section explores the nature of writing. It presents the major approaches to teaching writing, namely the product approach, the process approach, and the genre approach. It also casts some light on the reasons for teaching writing, its skills, as well as its framework. Finally, it highlights writing and reading dichotomy.

1. The Nature of Writing

It is commonly acknowledged that writing is an act of communication; it is regarded as a skill that needs study and practice to be developed (Oshima & Hogue, 1997). Besides, White (as cited in Nunan 1989, p. 36) says, “writing is not a natural activity”. In this sense, writing needs both conscious and mental efforts to be learned because it is a process where students should pay more attention to different aspects such as punctuation, sentence structure, and word choice instantaneously. Additionally, Crystal (2006, p. 257) specifies that “writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is a kind of graphic expression”. However, it is more than being a matter of copying language into symbols. Byrne (1991, p. 1) states that:

Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences.

In other words, the meaning of writing doesn't cease in the limits of graphic symbols or visual marks, yet, these symbols have to be combined according to certain rules and manners to form a coherent text that really communicates a message. Ideally, Nunan (1991, p. 35) argues that that successful writing involves:

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

This means that writing, then, is considered as a sort of communication between writer and reader. Thus, an ability to express as well as organize ideas and prior knowledge about the topics are required in any piece of writing. Mainly, writing is a productive skill which needs some conventions and sub-skills that should be done because it is not just words and symbols that are linked together. For that reason, Savignon (as cited in Sárosdy et al., 2006, p. 60-61) classifies eight sub-skills in writing which are:

1. *Spelling* - is a difficult sub-skill for Hungarian learners as pronunciation doesn't coincide with the various ways of spelling.
2. *Punctuation* – in English is completely different from the system in Hungarian as commas have special functions, for example, in relative clauses.
3. *Orthography* – observing orthographical rules is very important in writing. Whenever we teach a new language structure we are supposed to teach the necessary orthographical rules simultaneously with it.
4. *Writing at the required speed* – writing as motoric process must be done at the required speed.

5. *Linguistic competence* – which means ‘knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology’ (Canale and Swain 1980: 29).
6. *How to make text cohesive, well-structured* – so as to achieve this aim we need discourse competence which is the ability to connect sentences, to form a meaningful whole out of a series of utterances.
7. *How to focus on the relevant message* – a writer should be able to choose the most significant parts from a lot of pieces of information.
8. *How to write in the expected style and register* – while writing a text the author is expected to be aware of the features of various styles and registers so as to make an appropriate piece of writing (Savignon 1983: 40-41).

2. Approaches to Teaching Writing

To be a good writer is not something born with or innate, it is learned through practice usually in formal settings. Effectually, writing is based on a number of theories and approaches. These approaches have been put forwards in order to facilitate the teaching process of this essential skill. Basically, three major approaches that are related to the field of literature have been chosen among various ones. The product approach which uses the final product and it is used as a medium for teaching writing; the process approach that relies on the ways and the process used in writing; and the genre approach which focuses on teaching students different types of writing and their genres.

2.1 Product Approach

As the title indicates, the product approach is concerned with the final result of the writing form. One way of viewing writing is to see it as one act of imitating or adopting model texts. So, it provides precedence to classroom activities which require from the students to be engaged in imitating and transforming model text. For that reason, this

approach is also known as 'text-focused approach' because it focuses on the behaviorism theory (imitation) in order to produce a well-organized piece of writing. The product approach focuses its study on the model text which makes students conscious of the text features. White (1988, p. 7) stresses his focus on such a model by saying:

Not only does the model come first in the teaching sequence, it also shows a finished text. In other words, the focus right from the start is on the product, which is, of course, someone else's writing. What the model does not demonstrate is how the original writer arrived at that particular product. In other words, it gives no indication of process.

This means that the major emphasis is on the model texts that lead to the final product in which there is no signaling to the process of writing. According to Richard (2008), the product approach "[b]ased on an autonomous text model. Product-oriented teaching ascribes intrinsic value to a text primarily by virtue of its formal properties, placing less explicit emphasis on how well it addresses a particular audience and fulfills particular communicative purposes (pp. 180-181)." i.e., this approach focuses on textual form.

In addition, the product approach consists of the analysis of the students' writing in order to identify their weaknesses and strengths i.e., the emphasis is put on the correctness and copying models because the model text is, most of the time, taken as the starting point as well as, it focuses on the study and on the analysis of structures of grammar, sentence organization, and content. After the manipulation of these traits, students are invited to a writing task that is parallel when they are given a new topic. Richard asserts that "Model texts are commonly used to illustrate all levels of text organization. After reading a model text and analyzing its organizational structures in class, students imitate the model's structures in their own writing" (*ibid* p. 181). This means that students during writing are imitating the model text that is given by their teachers. In this respect, Nunan (1989, p. 36) states that:

The product to writing focuses on the end result of the act of composition, i.e. the letter, story and so on. The writing teacher who subscribes to the product approach will be connected to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on.

This quote illustrates that teachers of writing are basically paying attention to the final product that is correct and readable. It is highly important for the students to know the benefit of such approach. Indeed, it recognizes and satisfies the students' needs in terms of rules and structures because the model text gives a clear idea about the organization of words and sentences, and students can learn in better conditions through imitation.

2.2 Process Approach

The process approach came as a reaction to the product approach. Its focus is primarily on the writing process rather than the final product. In this sense, the emphasis is no longer on the finished texts, but rather on the steps that make up the act of writing in which it has a noticeable impact on the teaching writing worldwide. In contrast to the product approach, the process approach pays more attention to the development of good writing rather than the imitation of model texts. In such circumstances, this approach focuses on the stages of writing that lead to a good piece of writing. At first glance, these stages are complex activities, but one focal point is that students should go through them in order to produce a readable text.

It is commonly acknowledged that most perceptive models of writing process based on Hayes and Flower's original description of the process. There are various models related to writing, but it seems crucial to shed light on this model as the best example.

➤ Hayes and Flower's Model

This model is also called cognitive process model which is the most influential study of writing. The essential insight of this model is that writing is not occurring in steps that have to be followed chronologically i.e., each step leads to the other one in sequential

order. Thus, writing is a recursive process where the writer can move easily backward and forward among the stages that make up any piece of writing. Basically, this model divided the writing activity into three main components which are: the task environment, the writer's long-term memory, and the process of writing. At a preliminary phase, the task environment and the writer's long-term memory contain the writing assignment; the text produced so far, knowledge of the topic, audience, and the stored writing plans.

Moreover, the whole process of writing comprises three major stages, namely planning, translating, and reviewing. Flower and Hayes (*ibid*) divide the planning stage into three sub-stages: generating, organizing, and goal setting ruled by a process called 'Monitor'. They also refer to the translating stage as a drafting stage in which the writer translates into correct written discourse information produced and transformed during the planning stage. Additionally, the reviewing stage orients toward the improvement of the quality of the produced text. These stages are, obviously, illustrated in the following figure:

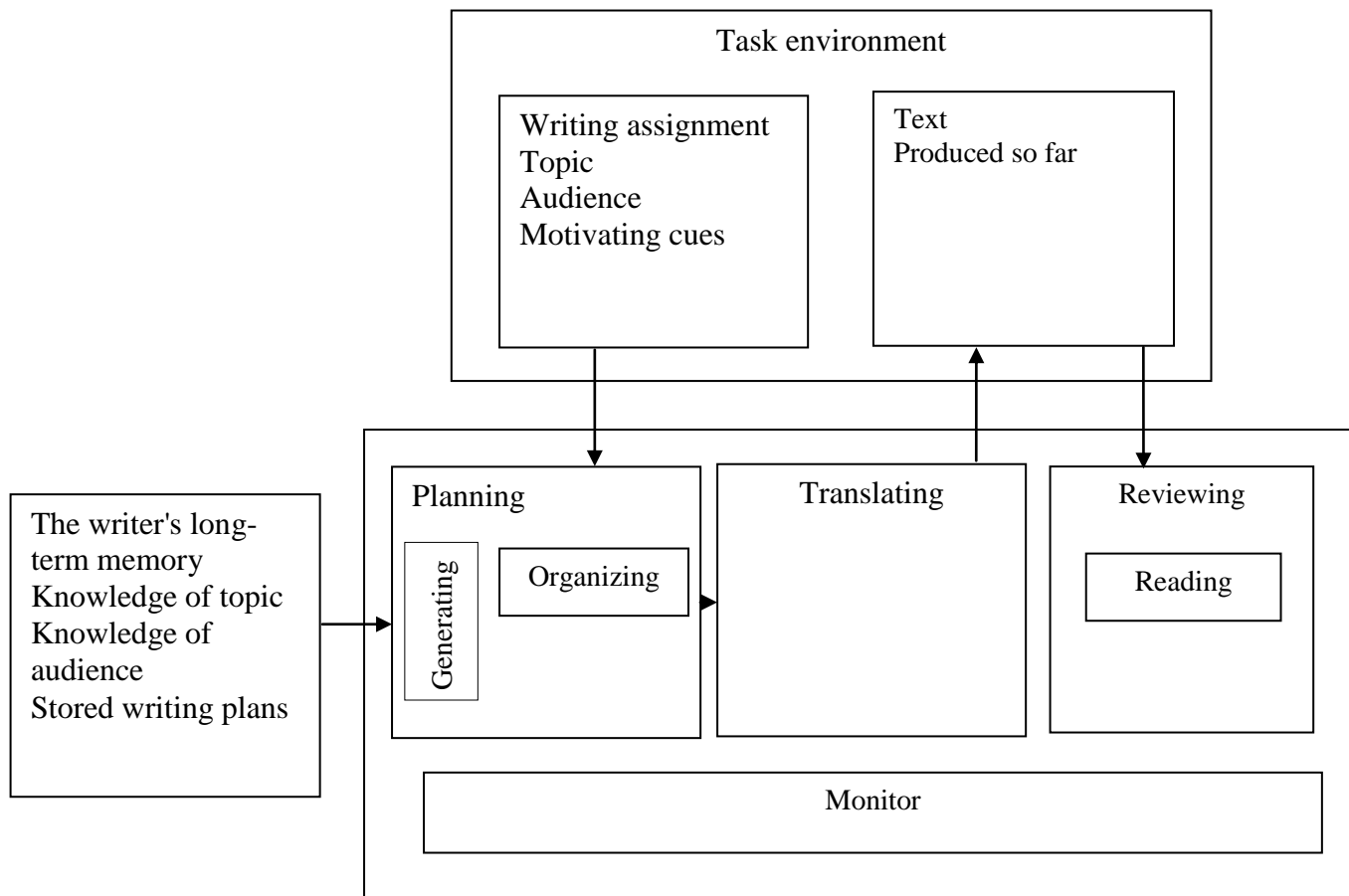


Figure1: The Hayes-Flower (1980) Writing Model.

The figure above indicates the Hayes-Flower writing model that shows the complexity of the process which includes processes and sub-processes one goes through writing.

➤ **Stages of Writing Process**

As indicated above by Hayes and Flower, there are many researchers such as Oshima and Hogue (1990), Harmer (2004) and others who refer to the process of writing in different ways. It is mainly crucial to shed light on the following stages of the process writing that are the most recursive ones:

- 1) **Pre-writing:** during this stage, the writer gathers information. Admittedly, Oshima and Hogue (1990) refer to this stage as choosing and narrowing the topic, then collecting and generating ideas, and finally brainstorming. Furthermore, Harmer

(2004) names this stage as planning. The pre-writing activities may include mapping, listing, clustering, and role playing...etc.

- 2) **Drafting:** in the second stage of the writing process, the writer is going to get down his thought and ideas. Harmer (*ibid*) says that “the first version of a piece of writing refer to a draft” (p. 7). So, the writer after gathering and planning information, he/she develops his/her collection through sentences and paragraphs in a paper.
- 3) **Revising:** on this stage, the writer can make any changes that are necessary. In the revision step, the writer will check the organization and the content in terms of coherence, logic, and unity (Oshima and Hogue, *ibid*). In another terms, the writer corrects mistakes and errors in which he/she can add or delete words (Harmer, *ibid*). All these modifications lead to an effective and clear piece of writing.
- 4) **Editing:** in this stage Hedge (1988) puts forward the view that “Good writers tend to concentrate and leave the details like correcting spelling, punctuation, and grammar until later” (p. 23). By “getting the content right”, Hedge means the revision, whereas the rest of the quote is editing.
- 5) **Publishing:** it is the last stage in this process of writing in which the writer puts his/her writing out to the public. At this stage, the writer is ready to present his/her final work in a well-organized piece of writing (Oshima & Hogue, *ibid*, Harmer, *ibid*).

All in all, the writing process is not only a list of stages that students should pass through in their writing, but it is just a key that leads to a well-written paper and learning the English language. The major aim of this approach is to help students to know how to generate ideas for their writing. Ideally, teachers who use this approach give students responsibility for their own learning in which they are supposed to give them two crucial

supports: time and feedback. This is what Raimes (1983, p. 11) denotes, "time for the students to try out ideas and feedback on the content of what they write in their draft". In this vein, students will discover new ideas, new knowledge form, new words and sentences in order to express them in well-organized structure. Concerning the process approach, Schmitt (2010, p. 241) asserts that the aim is to assist students in improving applicable strategies to get started, draft, revise, and edit.

2.3 Genre Approach

The genre approach started in the late 1980s as a reaction to the process approach. Before explaining the 'genre' as an approach, it would be better if we define it as a term. So, what is a genre? Swales (1990, p. 58) refers to a genre as "a class of communicative events, the members of which share some set of communicative purposes". This means, there are certain rules which are typically linked to the purposes of any writer. While Hyland (2004) says that the term genre is when you group texts together and represent how language is used by writers in order to respond to recurring situations. Basically, Richard (2008, p. 183) claims that genre as an approach to teaching writing is more focused on "getting students 'in' to new discourse communities by making them aware of the characteristically patterned ways that people in the community use language to fulfill particular communicative purposes in recurring situations". One focal point of genre approach to writing is that the choice of writers, depending on the content of the text as well as the context in which the text is produced i.e., the writer-reader relationships. The fundamental principle which underlies the genre-based approach is that language is functional. Consequently, it cannot be understood without its context. Essentially, Schmitt (2010, p. 242) argues that general types and models of writing include "narrative, descriptive, and argumentative writing as well as personal, academic, business, technical

and legal texts". There are specific types that may include summaries, research papers, theses, dissertations, research articles, experimental research... etc.

Eventually, these approaches have a crucial role in developing the writing performances. Therefore, the discussion starts with the product approach which focuses on the final result. Then, the process approach that emphasizes on the stages that student should go through, and finally the discussion ends up with the genre approach which relates to the kinds of texts that the students rely on.

3. Reasons for Teaching Writing

There are four reasons for teaching writing to students of English as a foreign language that are introduced by Harmer (2001). These reasons are:

3.1 Reinforcement: the visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid in committing the new language to memory.

3.2 Language development: the actual process of writing helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is a part of the ongoing learning experience.

3.3 Learning style: writing is appropriate for learners; it can be a quiet reflective activity which can have a great impact on students' writing style.

3.4 Writing as a skill: the most important reason for teaching writing, because it is a basic language skill. Students need to know some of writing special conventions (punctuation and paragraph... etc).

4. Writing Skills

The ability to interact and communicate ideas and thought into well-formed patterns is known as writing skill. Sárosdy et al. (2006, p. 60) say, "while speech has a greater range of non-verbal means to express meaning writing will need a greater accuracy

as no immediate feedback is given to the writer". So, writing should be accurate and it is more precise than speech. In addition, Harmer (2004, p. 79) notes, "by far, the most important reason for teaching writing, of course, is that it is a basic language skill". It means that, writing skill is important as well as reading, speaking, and listening.

4.1 Content and form levels

Writing includes both the content (what is said) and the form (how it is said). Oshima and Hogue (1999, p. 2) point out that during writing we have to take into account the audiences i.e., "the people who will read what you have written." And this helps the writer to interact prominently and dynamically. At the content level, coherence is one thing that should be achieved in order to create a meaningful discourse, which means that there is a relationship between ideas in the text i.e., moving from one sentence to another one without feeling that there are missing or ambiguous points. Conversely, at the form level, more attention should be paid to cohesion. The cohesion term refers to the relations obtaining among the clauses and sentences of any text (Gutwinski, 1976). Cohesion is, thus, those lexical and grammatical elements in the text which can create connections between its parts (Tanskanes, 2006).

Halliday (1978) notes that the term cohesion could not be discussed without mentioning 'text', 'texture' and 'tie'. Generally, 'text' is 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 traits that characterize a text and distinguish it from something that is not a text. A text has a texture that makes the length of any text meaningful and coherent i.e., it is the basis for text unity. Additionally, for a text to have texture, it must include ties that link it together. For Samuel (1983), the concept of ties 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.

The most commonly used typology of cohesive devices is provided by Halliday and Hassan (*ibid*). This typology consists of the following five cohesive devices: references, substitutions, ellipsis, conjunctions, and lexical cohesion.

4.1.1 Reference

One of the choices that English grammar offers creating surface links between sentences is a reference. Halliday and Hasan (1976) state that there are some items that cannot be semantically interpreted without referring to some other items in the text, and there are linguistic elements used to fulfill the same function.

4.1.2 Substitution and Ellipsis

Substitution means to replace one item by another in order to avoid repetition, while ellipsis involves the omission of a part of sentences.

4.1.3 Conjunctions

Conjunctions are another type of cohesion which is used to show the relationships between clauses and paragraphs.

4.1.4 Lexical Cohesion

This is the last type which is identified by Halliday and Hasan (1976). Lexical cohesion has two subclasses: reiteration and collocation. On one hand, reiteration has three categories: repetition of the same word, use of synonym, and use of a subordinate. On the other hand, collection involves the association of lexical items that regularly co-occur.

Ideally, in writing, the main thing that should be taken into consideration is both the content and the form levels because of cohesion and coherence, alike, are very important in developing any piece of writing, especially the use of cohesive devices correctly.

5. Writing Framework

Writing is a basic skill in language learning. Hence, the significant aim of writing is to write a paper that is easy and clear to comprehend and to grasp the hidden meaning. Basically, the students should write a straightforward and well-formed piece of writing to ensure their approval and credibility from their teachers. Galko (2001, p. 103) mentions three different strategies:

1. To be brief, say what you mean in a concise way.
2. To use active voice.
3. To avoid unnecessary 'big' words.

Admittedly, the student needs to be more explicit through regulating and formulating his/her ideas to persuade the teacher and this written form should be understood without any ambiguity. In this respect, Hyland (1996, p. 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 in making decisions about what to include, exclude and emphasis." The main point here is that during writing, we take into consideration two aspects why we are writing and to whom we write in order to shape our writing effectively.

The figure below made by Raimes (1983) shows what students need to deal with when producing a piece of writing. It shows that there are different elements of writing that should be taken into accounts such as content, syntax, word choice, and others in order to write clearly and successfully.

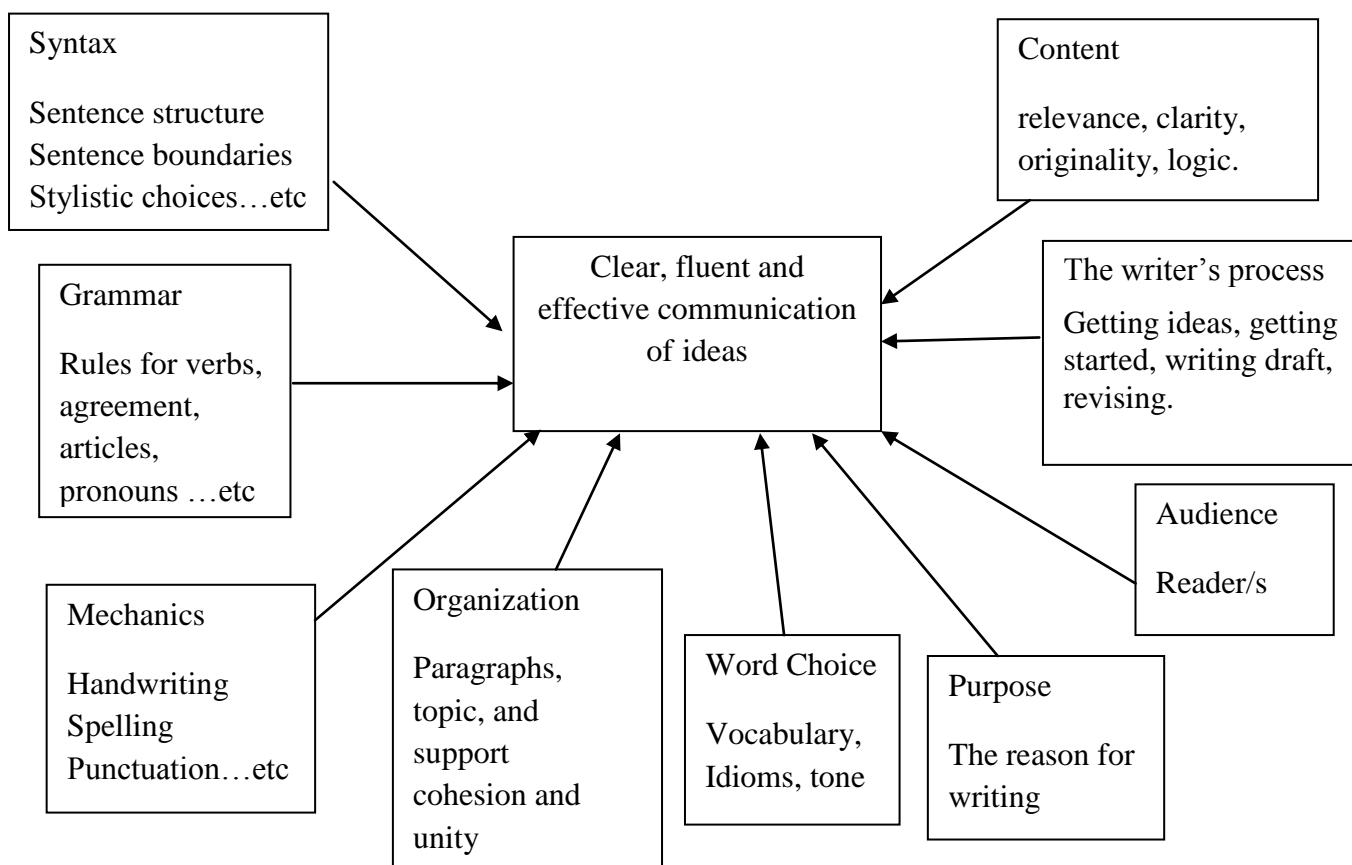


Figure 2: Producing a Piece of Writing (Raimes, 1983, p. 11).

Basically, students need to be precise and concise during writing. In this sense, they should write in a clear way that is understood to avoid ambiguity. The above figure is the best example that should be followed in order to develop a good piece of writing.

6. Writing and Reading Dichotomy

Conventionally, writing and reading have been taught as separate skills. Basically, writing regarded as an active action (productive skill) and reading as a passive action (receptive skill). But later on, the trends have been moving towards integrating writing and reading under a single course framework. Besides, integrating reading in the EFL writing classroom helps students to improve and develop their writing skills. According to Stotsky (1983, p. 636), good writers tend to be good readers and poor writers are poor readers.

Combining writing and reading will not only increase a variety of language experiences for different purposes and audiences but also a sort of reading experiences.

Since reading and writing are considered as parts of a total language process with a mutual interpretation, EFL teachers need to provide their students with certain input before even asking them to write. Additionally, literary texts “provide advance language learners with highly motivational material of an incomparably rich nature” (Elliott, 1990, p. 191). In this sense, students are given the opportunity to discuss some issues that interest them, at the same time, express their own opinions and interpretations as well as enrich their writing styles.

As a conclusion to this section, writing is not acquired naturally as an ability, but rather, it demands a full awareness of the rules and stages that related to writing. This latter needs an intensive process of training to get used to it. Since the students are not writing for themselves, they should be conscious of how to write and what to say. This includes at least mastering the writing process.

Section two: Literary Texts

Despite its indisputable merits in language learning and teaching, the introduction of literature in the EFL contexts constitutes, up to this day, the subject of hard talks among researchers and educationalists. To get insight into the main principles of literature teaching in the EFL context, the present section offers a brief literature review relevant to the use of literature in the language classroom. It aims to define the concept of literature and presents the different approaches recognized in using it. The section also pinpoints the great benefits of literary texts as a resource for second language teaching and learning. Evenly, the section raises the major issues in the research, namely, literary texts and writing relationship; and literature as a model and as a subject matter for writing.

1. The Concept of Literature

The concept of ‘literature’ is so vast that many scholars look at it differently and no single definition is conventionally decided. Within the field of foreign language teaching, for example, teachers, educationalists, and even foreign language learners themselves view and perceive literature differently. Literature gives knowledge and understanding; thus, it is considered as an important part of education. In this token, Kramsch and Kramsch (2000, p. 553) point out that “literature has symbolic prestige, artistic and cultural meaning, entertainment and educational values”. Lombardi (2013) also defines literature as a work that uses creative thinking in expressing thoughts and ideas. Besides, Serir (2012, p. 10) recapitulates the three genres of literature in the following figure:

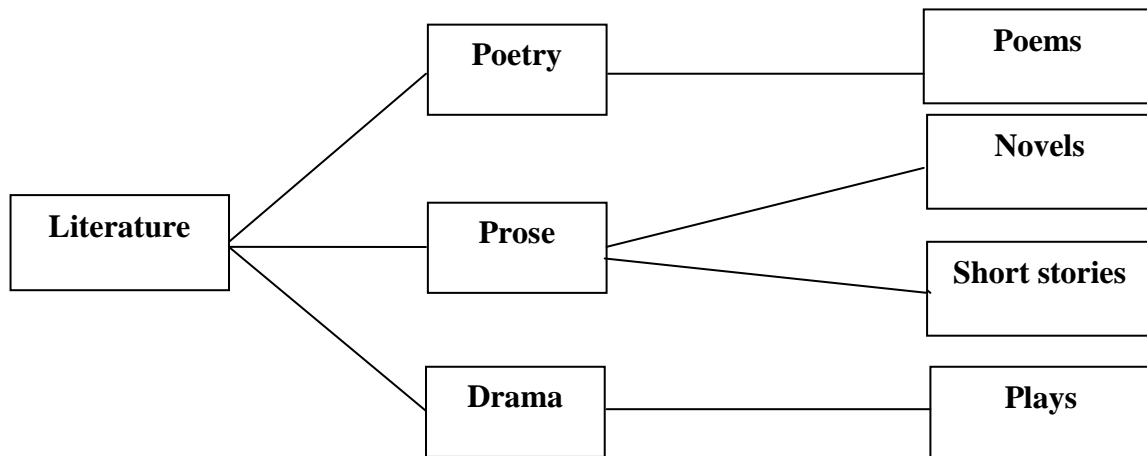


Figure 3: Literary Genres.

The above figure illustrates the general literary genres that consist of Poetry (written in verse, in rhythmic patterns, and lines), prose (can be fiction such as fables, or non-fiction such as, autobiographies), and finally drama (generally plays, tragedy, comedy or tragic-comedy).

2. Approaches to Teaching Literary Texts

A very brief survey of the historical development of the conventional approaches to teaching literature reveals that these approaches have evolved from the single focus on literature as a subject to exploiting it as a pedagogic source for language teaching. There are various methodological approaches that teachers may adopt in teaching literary texts. Carter and Long (1991) suggest three approaches: (1) the cultural approach, (2) the language based-approach, and (3) the personal growth approach. More recently, however, Savvidou (2004) has advocated an integrated approach to literature teaching.

2.1 The Cultural Approach

It is considered the most traditional approach to literature teaching, the cultural model tends to be a teacher-centered approach where the teacher provides the students, by means of lecturing, with the social, political, and historical background of the texts. This model also places paramount emphasis on the history of literary movements, the different

genres, biographical facts about authors, and various synopses. Within it, the literary text is viewed as a product and used as a means to learn about the target culture. Carter and Long (1991, p. 2) examine both the tenets and the functions of this approach by writing

Teaching literature within a cultural model enables the students to understand and appreciate cultures and ideologies different from their own and space and to come to perceive traditions of thought, feeling and artistic form of within heritage literature of such cultures endows.

Stated differently, the implementation of the cultural approach in literature teaching seeks to raise the students' cultural awareness and promote their appreciation of other universal thoughts different from their own. This model, hence, considers literature as a valuable means of bridging cultures and developing a sense of understanding and tolerance towards the otherness.

2.2 The Language-Based Approach

It is a student-centered approach that, basically, focuses on the study of the language of the literary text. The latter is used to exemplify certain types of linguistic patterns, such as literal and figurative language. Although this model exposes the students to the bits of language and the various creative uses of language, it aims to "help students find ways into the text in a methodological way" (Carter & Long, 1991, p. 2). This is another way of saying that it seeks to inculcate in the students the quality of exploring and examining the literary language, and, therefore, enhance their literary competence. Another prompt for using this approach is to promote the students' language skills. Teachers may use the text to devise a variety of vocabulary and grammar activities. The students, then, will have the opportunity to enrich and develop their language input. This approach also makes frequent use of stylistic analysis of the text to assist the students in meaning construction, and, hence, reading literature more competently.

2.3 The Personal Growth Approach

It is an approach that stresses the need to engage the students with literature. This idea is overtly expressed by Carter and Long (1991, p. 3) when they posit that the personal growth approach enables the students to “achieve an engagement with the reading of literary text...and helping them to grow as individuals”. In other terms, the approach in question focuses on maximizing the students’ personal pleasure in reading literature. When reading a literary text, the students are actively involved with its content. This active interaction will result in creating a more memorable, yet absorbing literary experience. Furthermore, this approach views literature as beneficial for encouraging the students to draw on their own personal experiences, feelings, and emotions. Students, therefore, are no longer passive recipients of ready-made interpretations. Instead, they become active participants both intellectually and emotionally as they are continually prompted to let out their opinions and thoughts. Yet, this model stresses the pedagogical responsibility of the teacher in the choice of the texts not solely for their stylistic features but also to consider whether these texts meet students’ interests.

2.4 The Integrated Approach

The approaches discussed above are somewhat ideal types because, in practice, there is a greater overlap between them. This has led Savvidou (2004) to advocate an approach that integrates the three models. In its essence, an integrated approach stresses the fact that literature in an EFL classroom should make the learning experience much more enjoyable and be stimulating instead of being an instruction that focuses only on the mere acquisition of the linguistic components of the text. This approach, therefore, seeks to enhance the students’ personal development; it enriches their cultural backgrounds and develops their language skills as well.

3. Literary and Non-Literary Texts

Before starting to discuss the distinction between literary and non-literary texts, one may enquire first about what the word “text” means. According to Verdonk (2002, p. 12), we can recognize a text as a particular or familiar sort which belongs to a particular genre. Besides, Alderson (2000, p. 65) affirms that “[a]ny discussion of text type is incomplete without at least some consideration of the distinction popularly made between literary and non-literary texts.” Clearly, before discussing how students should read and comprehend literary texts, it is necessary to distinguish it from the other types of text.

3.1 Literary Text

On the whole, the literary text is an artistic product with its specific genres (fiction, prose, poetry, drama) and with some artistic features and devices which distinguish it from the non-artistic text. In fact, Brumfit and Carter (1986) claim 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” in which they refer to as ‘literariness’. Thus, the term literariness means what makes a given work a ‘literary work’. Similarly, Baldick (2008) pretends that it differentiates between literary texts and the other ordinary texts.

3.2 Non-Literary Text

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, analyze, argue, and persuade (Gibova, 2012).

3.3 Characteristics of Literary Texts

According to Verdonk (2002, p. 12), the essential function of literary texts enables us to satisfy our needs as individuals, to escape from our humdrum socialized existence, to feel reassured about the disorder and confusion in our minds. Furthermore, Ibnian (2010) and Neranjani (2011) recapitulate the basic characteristics of literary texts:

- **Plot:** the structure and the order of events that are related to each other in order to make up the story.
- **Theme:** the main idea that weaves the story together, the underlying ideas of what happens in the piece of literature.
- **Character:** the mental, emotional, and social qualities to distinguish one entity from another (people, animals, spirits, and other objects).
- **Setting:** the location of literary work; it is the time frame and place that help define the situation in which the work takes place.
- **Style:** how the author says something, the choice of words, and the use of language, sentence construction that convey the writer's ideas in a particular way: imagery, metaphor, symbol and sound devices such as alliteration, rhyme, rhythm. It adds significance and impact to the author's writing.

3.4 Features of Literary Texts

Literary texts promote students' motivation to read and write. Gajdusek (1988) considers literature as decontextualised, but it is never looked at as a shortcoming since it enjoys two features which make literature a great ground for language learning setting. He says that literature entails two major features:

3.4.1 Internal Coherence

Internal coherence makes the interpretation of literary texts simpler. It also makes them as a means to develop the learners' communicative competence. The lines of the text have a relationship with each other which create an internally coherent meaning.

3.4.2 Conscious Patterning

Gajdusek (1988) asserts that literature enjoys "conscious patterning" which means the pattern of any given literary text that is an attempt to connect intellectual, emotional, and physical experiences. Literary texts are also characterized by recurring patterns of

sounds, meanings, and structures. By exploring and detecting those patterns, the readers start to interact with the text and develop their communicative and interactional competence.

4. Reasons for Teaching Literature

Using literature for teaching the four language skills, including writing, reading, speaking and listening as well as language components such as grammar, vocabulary, and pronunciation seems to have become very popular in the area of teaching and learning a foreign language. These reasons can be interpreted in the following ways:

- **Linguistic Reason:** students are exposed to real, authentic usage of language in literary texts. These texts show them real samples of a wide range of styles, text types, registers, and language learning materials at several stages of difficulty. It is extremely important for foreign language learners to be trained in a variety of registers, styles, and genres; and to be able to differentiate the purpose of each of them. These different manifestations of language are not only distinctive linguistically, but also socially because they all have a social communicative function.
- **Methodological Reason:** literary texts are open to various interpretations, and, therefore, create an enormous opportunity for interactions in a language class. These generate different opinions among the students and leads to real, motivated interaction with the text, with the fellow students, and with the teacher. From the methodological point of view, further aspects that favor the use of literature in the language classroom are the active role of the student and the literary texts as the central focus of attention. This means that learners become active, autonomous, and central to the learning process.

- **Motivational Reason:** as literary texts are the product of the writers' particular feeling about certain aspects of life, this "genuine feel" motivates and generates a powerful motivation in the students. They can easily be stimulated to express their opinions, to relate the topics and the characters in the literary texts to their own life. With the literary texts, the learners access this personal experience, if they are touched by them and provoked, they will be able to relate what they are reading to their world i.e., to what they know and feel.

5. Rationale for Using Literary Texts in EFL Classrooms

The use of literature in the EFL classroom has a rationale role in the field of language pedagogy. In fact, until recently, the rationale for the implementation of literature in language teaching/learning has been a subject matter of many educationalists and researchers. The supporters of literature claim that the latter has a valid place in EFL classroom. They acknowledge its academic, intellectual, cultural, linguistic, and motivational benefits. In order to achieve linguistic proficiency among EFL students, various researchers maintain that the use of literary texts as a technique to teach students will be able to function effectively in the acquisition of FL skills, because of its motivating, interpretive qualities, and educational potential. In the same line of thought, Lazar (1993, p. 19) insists on the integration of literature into EFL teaching, displaying its power in educating the whole person, she posits:

Literature may have a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask our students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English.

She also summarizes a list of reasons for emphasizing the use of literary texts in the language classroom because it is very motivating and authentic material. It has general

educational value and is a stimulus for language acquisition. It also develops students' interpretative abilities and expands students' language awareness. In addition, Bretz (1990, p. 335) defines the role of literature in foreign language teaching as a "springboard for the development of critical thinking and appreciation".

In short, literature, as an authentic sample of the target language, is an invaluable source to enhance the student's linguistic abilities due to its various stylistic features. Exposing the language learner to literary works would increase his/her linguistic knowledge. Consequently, the dialogic nature of literary pieces paves the way for individual learners' response to a particular piece of literature that ensures their use of creative faculty through language. Such learning gives the teacher an opportunity to open a broad context of language use for the students.

5.1 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 form a meaning of the text as a whole (Eskey, 2002). It motivates students to become enthusiastic readers because, as we all know, a good book has the power of absorbing and fascinating the reader until the end of the plot is revealed and that will surely motivate students to read more. Besides, Hirvela mentions some ideas about the benefits of using literature as a resource in ELT (2001, p. 117). He believes that reading literature is considered to be one of the best ways to inspire the students. It is in this sense, adds Hirvela, that literature creates a longing for learning the language; his ideas can be reformulated in this way:

- The use of literary texts in ELT context encourages the students to identify with or read against the characters that attract their attention. The students become more active, involved and engaged while learning the language through literature.

- Literature stimulates the students to solve mysteries, answer questions, and creative activities that foster deeper connections.
- Literature also has many instances of ‘deviant language’ usages. These can be used as a resource for the teacher to expose the students to a variety of text types and different uses of language, and thus in turn to teach the language.
- By reading literary texts, students are exposed to various cultures as well as various styles and levels of English.
- The imaginative properties of the literary texts foster the students' academic literacy skills, which is not so easy if a non-literary text is used as the language teaching material.

Moreover, one common ground for the usage of literature is the interest students take in reading literary texts. McKay (1982, p. 531) reports that:

Literature can be useful in developing linguistic knowledge both on a usage and use knowledge level... to the extent that the students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency. It may also enhance students’ understanding of a foreign culture and perhaps spur their own creation of imaginative work.

Based on this view, reading proficiency has a relationship with motivation which is the result of the interest that students take in reading. Additionally, reading literature is positive in several ways. It highlights the central role of the students in the learning process and rises up interaction in the classroom. It also motivates the students by allowing them to relate what is being read to their own experiences (Collie & Slater 1987, p. 2). By the same token, O’Malley and Chamot (1990) propose the following reading strategies to help students read and develop an adequate understanding of the text.

- **Inferring:** To recognize the writer's intention, perceive what is implicit through making connections between the ideas that are being read and other ideas that are brought from outside the text, and draw conclusions.
- **Scanning:** To focus on locating specific information; looking for particular details such as a name, a date, a phrase or certain types of words.
- **Skimming:** To get a general view about the text' content, skip unknown words and ignore unnecessary detail in order to know how it is organized or to get an idea about the writer's intention.
- **Predicting and anticipating:** To make guesses about what is coming next in the text through prior information about the text.
- **Guessing:** To use prior knowledge of syntax and the relationship between patterns to understand unknown words, instead of stopping to look them up in dictionaries.
- **Paraphrasing:** To check one's own comprehension, students use their own words, or different terms to rephrase ideas and information in the text.
- **Summarizing:** To write a summary of the main ideas and information on the passage.
- **Visualizing:** To make connections between words, ideas, and pictures via mental images which are built while reading.
- **Self-Questioning:** To create questions, then predict and search for answers to these questions.

When reading literary texts, students do not interact only 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 other forms that are common to this community. In addition, reading literary texts provides students with

various ideas, vocabulary, grammar, paragraph structure and different writing styles that help them improve their language proficiency.

5.2 Criteria for Selecting Literary Texts

Ideally, teaching literature aims at evoking in the students a strong desire to discover the significance and the values literature provides. To this end, the students' response to literature relies heavily upon what teachers usually require them to read. Therefore, the appropriateness and the suitability of the materials to be implemented seems a pivotal factor in engaging students with literature. McKay (1982, p. 531) strongly adheres to this point, contending that "the key to success in using literature in the ESL class seems to me to rest in the literary works that are selected". Undoubtedly, in an EFL context, text selection is of paramount importance and should have its fair share in planning a literature curriculum. This is also the view of McRae (1997, p. 4) who reckons that "careful text selection is fundamental to the successful use of any kind of representational materials." This implies that literature teachers ought to be diligent in choosing the right materials so as to enable the students to confidently approach literature. Similarly, Maley (2001, p. 184) also asserts this outlook, she states that text selection is a 'crucial factor' in making literature a resource for linguistic development, personal enrichment, and cultural appreciation.

Admittedly, the literary text selection is and yet should be a delicate process, in which a number of factors pertaining to both the text and the reader come to the stage. This would deliberately lead us to launch into the major criteria for opting for particular texts and discarding others. Generally speaking, literature instructors should take into consideration the actual level of the students and their main motives for learning English. Similarly, students' age, emotional and intellectual maturity, and their interests are factors of equal weight. Collie and Slater (1994, p. 6) raise this point claiming that text selection,

basically, depends on “each particular group of students, their needs, their interests, cultural background and language level”.

In a rather detailed examination of the key criteria for text selection, Lazar (1993) emphasizes three main factors, some of which are mentioned above. These include (1) the students’ cultural background, (2) their linguistic proficiency, and (3) their literary background. According to Lazar, the students’ cultural background has the potential to either enhance or hamper their understanding of a literary text. This implies that the teacher has to opt for texts that are culturally familiar to the students. Familiarity with the subject matter of the text, theme, or references close to the students’ own culture may considerably help activate their existing prior knowledge, which, in turn, would boost their comprehension. Additionally, students’ cultural unfamiliarity with the text may result in a total dependence of the students in the teacher’s interpretation.

Consequently, students often have to study literature by listening to the teachers’ own translations or other ready-made literary judgments. By the same token, McKay (*ibid*) warns us that “a text which is difficult on either a linguistic or cultural level will have few benefits”. It is, therefore, essential for teachers to consider the difficulty of the vocabulary and syntax of the text selected. In short, they should look for works that match the level they are teaching, so that students can realize a basic level of comprehension. Krashen (1989, p. 109) states that “reading exposure is the primary means of developing language skills”. Students will have the opportunity of being exposed to various 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 suitability of the texts selected for the writing class remains a crucial factor in the success of the teaching process.

Moreover, MacRace (1991) suggests that good choice would be any text that empowers or calls for interaction with the world of ideas. It should affirm, confirm and expand one's capacity to read the world. Lazar (*ibid*) proposes a checklist that recapitulates various criteria when selecting literary texts.

<p><i>Checklist for choosing a literary text:</i></p> <p><i>TYPES OF COURSE</i></p> <p><i>Levels 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>TYPES 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: Checklist of Choosing Literary Texts (Lazar, 1993: 47).

Summing up, in choosing literary texts, teachers should think about three main areas. These are the type of the course they are teaching, the type of the students who are doing the course with, and specific factors connected with the text itself. Exposing students to a suitable literary text will help them read and understand the language used i.e., if the texts used are appropriate, the use of literature in language class can be effective. Hence, they will be highly motivated to learn the four language skills because of the great values and benefits that subsumed under these literary works.

5.3 Benefits of Using Literary Texts

Maley and Duff (2007) state that, using literary texts as a language teaching provenance is a useful idea, and with its avail, it has earned a more general acceptance. Maley and Duff justify the use of literature in three main ways: in terms of linguistics, cultural, and personal growth factors.

- Linguistically, literary texts present a range of veritable texts in a variety of registers, styles, and text-types at abundant levels of difficulty. These provide students with matchless, richness of input, which can feed into vocabulary acquisition, extending the range of syntactic patterns, developing a feel for textual cohesion and coherence, and a sense of linguistic appropriation.
- Literary texts are the vehicle of culture in a real sense. The settings, characterization, situations, and assumptions which literary texts embody provide manifold opportunities for raising awareness of ‘difference’ and for developing tolerance and understanding.
- Literature embraces effect and emotion. It is the ideal medium for engaging students personally in their learning. Literary texts are not petty, and in order to process them, we have to embark on a process of making imaginative interpretations of the reality which they represent. Interaction with a literary text

usually consists of a deeper level of mental processing, a greater personal involvement and response, and, hence, a greater chance of leaving traces in the memory.

When students enjoy reading literary pieces, short stories as an example, they are motivated to respond to the texts. Therefore, they tend to think critically about the texts.

5.3.1 Benefits of Using Short Stories in the Language Classroom

Short stories are the worthiest resources for observing not only language but life itself. Short stories are generally defined as brief works of fiction. The world of short fiction, both mirrors and illuminates human lives (Sage, 1987, p. 43). Moreover, short stories allow instructors to teach the four skills to all levels of language proficiency. Murdoch (2002, p. 9) indicates that "short stories, can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for students at intermediate levels of proficiency". He explains why stories should be used to reinforce ELT courses by discussing activities that instructors can create, such as writing and acting out dialogues.

Furthermore, Ariougul (2001) states that the inclusion of short fiction in foreign language classrooms can offer the following benefits: Facilitating the students' reading task because of being short and simple in comparison with other literary genres, promoting the students' attitudes and knowledge on different cultures, offering a world of wonders and mastery, developing critical thinking ability and making the students feel comfortable and free. Therefore, the stories selected should not be complex; they should suit the students' level and not discouraging them while reading. Moreover, they need to provide examples of different grammatical structures and vocabulary, as well as a guarantee for the interaction of the four skills. In addition, Pathan and El-Dersi (2013, p. 4) state, "Short stories are considered as highly useful resource materials in the EFL classroom as they

provide rich linguistic input, effective stimuli, for students to express themselves in another language, and a potential source of learners' motivation". This means that students will benefit from short stories by learning new ideas and knowledge; they will develop an awareness of how language works in communication. An appropriate choice of short stories will provide students with different features of the written language, such as sentence structure, form variables, and different ways of connecting ideas.

Sárosdy et al. (2006) state that Bloom's *Taxonomy* has been one of the best influential books in planning reading tasks and has been variously used by American educators in planning their way of teaching. The following categories can be used to develop student's thinking skills while they are reading a story.

Category	Thinking Process Cues
Knowledge (remembering and retaining)	Say what you know, what you remember. What happened in the story?
Comprehension (interpreting and understanding)	Describe in your own words, say what it means, explain, compare, relate. Why did it happen that way!
Application (making use of the story)	How can you use it? Where does it lead to? What would you have done in a situation like this?
Analysis (taking apart)	What are the parts, the order, the reason, and the solutions. Which part did you like best?
Synthesis (putting together)	Develop, create in your own way. What did you think of the story!
Evaluation (judging and assessing)	How would you judge? Will it work?

Table 2: In: Bloom, B.S. (1956, p56, as cited in Sárosdy et al., 2006).

In brief, the use of short stories seems to be a very useful technique in today's foreign language classes. An important feature of short fiction is being universal. In other words, students all over the world have experienced stories and can relate to them. Short fiction like all other genres of literature makes a contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment (Sage, *ibid*). Consequently, using short stories in an ELT context will help students to become well-rounded professionals since they teach

more than the skills necessary for survival in the target language. Short stories teach literary, cultural and higher - order thinking benefits.

6. Literary Texts and Writing Relationship

There are various benefits of the use of literature in which English taught as a second or foreign language. In fact, many arguments exhibit the use of literary texts in the writing classroom settings. Because EFL students have a low proficiency in terms of linguistic fluency and maturity, literary texts can be used as a backup for developing the writing skill, and they can be considered as the best means to stimulate and encourages students to write. Hence, we invite teachers to use English literature for the development of their students' writing skills and make them more successful, creative, and professional writers. Besides, It is through literature that students can be introduced to what Gwin (1990, p. 10) calls the "subtle elements to go into the creation of what is called good writing". This means that when students read a literary work, it gives them the opportunity to come up with their insights, helping them to think, speak and write in a more imaginative way. David (2007) also claims that the reason behind reading literature works, such as short stories and novels, is the need of many students to become good writers.

Mckay (1980) asserts that all language skills will be increased by literature. It is used to enhance the linguistic knowledge by giving evidence of widespread, rich vocabulary usages, complex, and exact syntax. Moreover, Oster (1989, p. 85) points out that literature displays the learners to coherent and expert writing, which in fact leads to a better writing. Reading literary texts written by different authors perform to introduce the learners to various styles of writing, and this will, in turn, insight learners and encourage them to develop their own writing styles. In addition to that, engaging students in the world of literary texts will expand their learning experiences. Students will get in contact

with various models of writing when there is a close connection between reading and writing. As Vandrick (2003, pp. 264-265) states:

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.

By fostering students to read literary texts, they will enhance their way of understanding of how the language works. They start giving much more importance to the organization, syntax, and vocabulary. Besides, Vandrick (*ibid*) declares that sentences and paragraphs can be put together when learners will be exposed to different language patterns.

Literature is a powerful and motivating source for developing writing skills in foreign language classes, both as a model and as subject matter. Literature as a model occurs when students' writing becomes clearly similar to the original work on closely imitates its content, theme, organization, and style. However, when students writing exhibits original thinking like interpretation or analysis, or when it emerges from or is creatively stimulated by reading literature, it serves the subject matter (Hismanoglu, 2005, p. 8).

6.1 Literature as a Model for Writing

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

1-Controlled Writing: the exercises of controlled writing model require usually rewriting passages in arbitrary ways to practice certain grammatical structures.

2-Guided Writing: the exercises of guided writing aid students to understand the literary work. For instance, a series of questions are given to the students to be responded or they are asked to complete the sentences and put them, to sum up, or retell the model.

3-Reproducing the Model: this activity comprises techniques like paraphrase, summary, and adaptation. These techniques are very beneficial for EFL students' writing exercises. In paraphrasing, students are required to use their own words to rephrase the things that they read. In summarizing, students are aided to organize their writing in a chronological order. In adaptation, they are required to rewrite prose fiction into dialogue or, rewrite a scene or a play into narrative.

6.2 Literature as a Subject Matter for Writing

One benefit of having literature as the reading content of a composition course is that the readings become the subject matter for compositions. In a composition course whose reading content is literature, students make inferences, formulate their own ideas, and look closely at a text for evidence to support generalizations. Thus, they learn how to think creatively, freely, and critically. Such training helps them in other courses which require logical reasoning, independent thinking, and careful analysis of the text (Spack 1985, p. 719).

There are, mainly, two kinds of writing based on literature as a subject matter: writing “on or about” literature, and writing “out of” literature. These categories are suitable and useful for foreign students.

6.2.1 Writing “on or about” Literature

Writing on or about literature encompasses the traditional assignments such as writing responses to questions, writing paragraphs, class essays, and home compositions.

6.2.2 Writing out of Literature

Writing “out of” literature means making use of literary work as a “springboard for composition, creative assignments developed around the plot, characters, setting, theme, and figurative language (...)” (Hismanoglu, 2005, p. 59). This will increase students’

writing experience, by converting their knowledge into writing. In this respect, Butler (2002, p. 44) writes:

Writing skills can be further developed from this base, through extended 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, 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 students' own writing can be facilitated through reading literary texts. Providing students with activities will help them learn different aspects of the written language such as paragraph form. Moreover, students will acquire vocabulary knowledge, interactive communication skills, and various styles of writing. Therefore, literary texts display and guide students to a coherent writing which help them arrange their ideas in a coherent logical way through related paragraphs. Additionally, Banisalama and Fatihi (2010, p.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 the text comprehensible and meaningful for the readers. Besides, teaching writing through exposing students to literary texts brings together "the technical skills of composition, the cultural knowledge within the linguistic form and the cultural content literature has to offer" (Mueller, 1986, p. 1). Besides, Krashen (1989) thinks that if the text is both interesting and comprehensible, it will attract the students' attention.

Ultimately, in order to enjoy literary texts, students need to be able to read, understand the language, and grasp the subtle ideas conveyed by the writer implicitly

because reading literary texts have various benefits for students, and they are considered to be reliable sources of linguistic inputs which can motivate them to read and help them to practice the writing skill effectively.

Section Three: Students' Attitudes

Students' attitudes towards the target language, its literature and the learning context in which they are involved seem to be a key factor that may determine their success or failure in ELT context. For students, writing can be considered as a challenging subject and to help them develop their writing skills, teachers should know about their students' attitudes towards learning writing through literary texts. This should be done because attitudes are important factors that play a major role in ELT context.

1. The Concept of Attitudes

In fact, attitudes are an abstract concept and a common term used by social and psychologists. Attitudes consist of affective, cognitive and behavioral responses. It seems wiser, to define this influencing variable. Gardner has defined attitudes (1985, p. 9) as “an evaluative reaction to some referent or attitude object, inferred on the basis of the individuals' beliefs or opinion about the referent”. Attitudes, hence, involve beliefs, emotional reactions, fears, convictions and behavioral tendencies towards a subject matter.

2. Theories of Attitudes

The aspect of attitudes has been a subject of interest to many social psychologists. Thus, various theories have emerged in order to examine how attitudes are structured. The following theories are considered to be the most prominent ones.

2.1 Learning Theories of Attitudes

The primary factor that is responsible for the development of attitudes is focused on the reinforced behavior. Early research on the change of attitude drew on the cognitive dissonance theory which made by Festinger. It assumes that, when a person is ready to persuade to act in a way that is not identical with a pre-existing attitude, he/she may alter the attitude to decrease dissonance (Smith & Ragan, 1993, as cited in Orey 2010). In order

to produce attitude change and to use dissonance, the persuader must first create the dissonance and then provide a method to reduce it.

2.2 Consistency Theories of Attitudes

The basic supposition of these theories is that the individuals need the consistency of their attitudes. Zimbardo and Leippe (1991, as cited in Orey 2010) claimed that individuals need to have what is called consistency between and among their attitudes and behaviors and will adjust one or both in order to achieve this balance. The theory of affective-cognitive consistency examines the relationship between attitudes and beliefs. Hence, this theory proposes that providing new information (changing the cognitive components) may change the affective component of the attitude system through a persuasive message.

2.3 Social Judgment Theories of Attitudes

These theories focus on the role of prior attitudes in order to shape the attitude formation and change. According to Smith and Ragan (1999, as cited in Orey 2010), the term of attitude has been described as a kind of spectrum with “latitude of acceptance” that surrounds a current attitude. For example, if a new position falls within this latitude, it is more likely to be accepted and less likely to be accepted, if it doesn’t. Like dissonance theory, social judgment theory introduces attitudes change as a response to the delivery of a message that is not exactly identical with the presently held attitude.

2.4 Social Learning Theory of Attitudes

This theory emphasizes on the cognition's development related to the behavior's outcomes that are expected. According to McDonald and Kielsmeier (1970, as cited in Orey 2010), the attitudes can be learned by an individual through noticing the behavior of others and offering or imitating those behaviors.

2.5 Functional Theories of Attitudes

These theories propose that attitudes serve a diversity of psychological needs and that the change of an attitude requires a comprehending of its purposes in the individual's life that holds it. Bednar and Levie (1993, as cited in Orey 2010) state that the benefit of this theory is limited by the fact that the research of attitude in this area has not outputted a stable set of items that relate attitudes to psychological needs.

3. Dimensions of Attitudes

After having attempted to define attitudes, educators tried to look at some attitudes' dimensions. They set up three interpreted aspects. According to the international dictionary, the following dimensions refer to beliefs, feelings, and behaviors.

3.1 The Dimension of Beliefs

According to Ford (1994), beliefs are defined as a set of norms and opinions which are formed through individuals' experiences and due to thought overlapping during the learning process. Burns (1992) argues that beliefs motivate instructional practices in the classroom; beliefs tend to shape the teachers' role in the classroom. For Burns, beliefs help instructors to apply their knowledge in line with the teaching approaches that they are applying.

3.2 The Dimension of Feelings

Feelings can be defined in the international dictionary of education (1977, p. 14) as "those aspects that emerge from the experience of teachers that will develop emotionally in them". It is highly important to find rapport between the students and the method they are applying since the effective element has to do with emotions. This means that the feelings of teachers and learners play a crucial role in the approaches of language teaching.

3.3 The Dimension of Behaviors

The behavioral dimension is the responses that shape students' behaviors, and attitudes are viewed to have influence on them. So the beliefs and feelings can be established by students towards an approach in order to determine their behaviors. Furthermore, the relation between attitudes and behaviors depends on students' intentions. Consequently, intentions are the result of overall attitudes, i.e., behaviors are determined by intentions.

4. Formation of Attitudes

The term attitude formation refers to the movement we make from having no attitude towards an object to having an attitude toward the same object. It can be a positive or a negative attitude. Smith and Mackie (2000, p. 250) point out that "... we develop attitudes because they are useful to us". This implies that attitudes are beneficial for social and psychological survival. Bordens and Horowitz (2002) detect four mechanisms of attitudes formation:

4.1 Mere Exposure

In order to form attitudes, this mechanism means, being exposed to an object and increases a positive feeling toward that object. Repeated exposures increase tendency when the stimuli are positive or neutral, to begin with.

4.2 Direct Exposure

Another way to form attitudes is through direct personal experience. Attitudes which are acquired through experiences are likely to be strongly held and to affect behavior.

4.3 Operant Classical Conditioning

The majority of social psychologists agree that attitudes result from our experiences, not our genetic inheritance. A person's attitudes can be formed through

operant and classical conditioning. Operant conditioning in one hand is a method which characterized by rewarding a person or a given attitude and aims to maintain or strengthen it. For example, reward, punishment. On the other hand, classical conditioning is a form of learning that happens when a stimulus comes in response that is not previously evoked to form the attitude; for instance, the imitation of a rewarded behavior.

4.4 Observational Learning

This mechanism can be formed through observing what people are doing and whether they receive a reward or a kind of punishment. People can succeed in imitating such a behavior after observation.

5. The Multi-Dimensional Model of Attitudes (The Three Components Model):

This multi-dimensional model includes elements which viewed as being responses to a particular object. According to Rosemberg and Havoland (1960, p. 3), attitudes are tendencies to react to various stimuli with certain types of response. These responses are confessed as:

5.1 Affective Component

It refers to emotional response such as likes or dislikes. It is claimed that affective responses can be either extremely positive or extremely negative, according to the dimension of meaning and its perceived value.

5.2 Behavioral Component

It refers to the behavioral tendencies or observable responses that are the result of an individual reaction to the attitude object. Such reaction can be established through the evaluative aspect of meaning, which runs from extremely negative to extremely positive.

5.3 Cognitive Component

It refers to the thoughts and beliefs that an individual has about an attitude object. It is also the storage section where an individual organizes the information.

The link between these components is shown in the figure below:

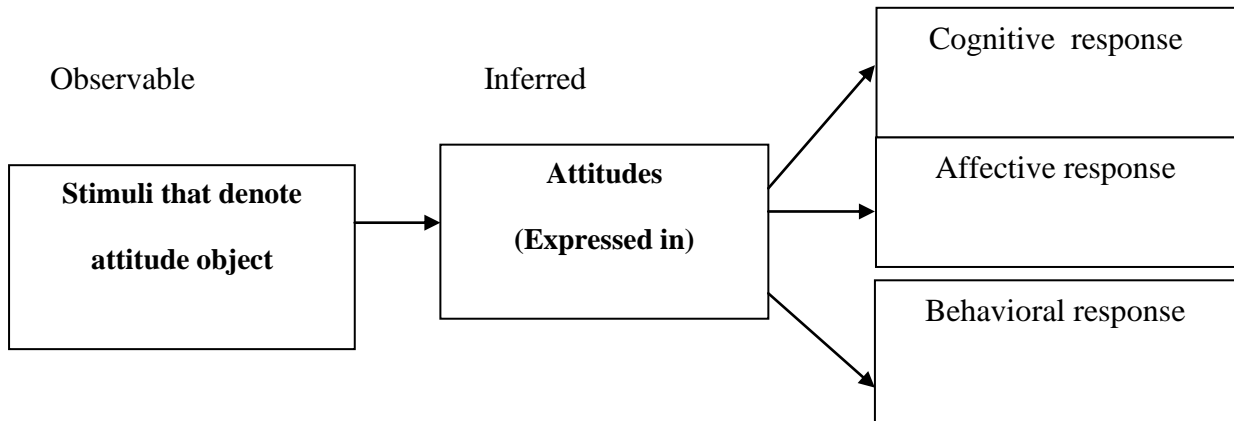


Figure 4: The Multi-Components Model of Attitudes (Eagly and Chaiken, 1993, p.11).

6. Types of Attitudes

Different researchers have classified attitudes into different types.

Gardner (1980), on one hand, has categorized attitudes into specificity, generality, social and educational. The first two categories as the terms are self-explanatory were exemplified by the attitude toward learning a foreign language which is a good indicator of the construct to be investigated. The other subsequent categories referred to attitudes and educational context which encompasses teachers, classrooms, classmates, besides attitude toward social factors of the target language.

On the other hand, Brown (2000) classified attitudes into positive and negative. He reported that second language learners can get benefit from positive attitudes while negative attitudes affect learners' motivations in the sense that, it can be decreased and it may lead to a failed achievement of proficiency. Brown declared that the teacher should be aware that every student can hold both positive and negative attitudes. Hence, teachers try

to change their students' negative attitudes either by exposure to reality or encounter with actual persons from other cultures whereas positive attitudes should be fostered.

7. Functions of Attitudes

Functions can be served by attitudes of the individuals. For that reason, Daniel Katz (1960) outlines four functional areas:

7.1 The knowledge Function

Attitudes provide meaning (knowledge) for life. The knowledge function refers to our need for the world which is consistent and relatively stable, i.e., the knowledge function presumes a basic human need to gain a meaningful, stable and organized view of the world. This allows us to predict what is likely to happen and so gives us a sense of control. Attitudes can help us organize and structure our experience.

7.2 Self/Ego-Expressive

The attitudes we express help to communicate who we are and may make us feel good because we have asserted our identity. Self-expression of attitudes can be non-verbal. Therefore, our attitudes are part of our identity and help us to be aware through the expression of our feelings, belief, and values.

7.3 Adaptive

If a person holds and/or expresses a socially acceptable attitude, other people will reward them with approval and social acceptance. For example, when people flatter their bosses or instructors (and believe it) or keep silent if they think an attitude is unpopular. Then, attitudes are to do with being a part of a social group and the adaptive functions help us fit in with a social group.

7.4 Ego-Defensive

The ego-defensive function refers to holding attitudes that protect our self-esteem or that justify actions which make us feel guilty. Positive attitude towards ourselves, for example, has a protective function (i.e., an ego-defensive role) in helping us reserve our self-image.

The basic idea behind the functional approach is that attitudes help a person to mediate between their own inner needs (expression, defense) and the outside world (adaptive and knowledge).

9. Attitudes towards Writing through the Use of Literary Texts

Among the skills of language, writing is reputed to be difficult; the complexity of this skill might be due to different factors such as the distance between reader and writer. This complexity might affect the attitudes of the students in relation to language and language learning as Gardner (1985) emphasized the role attitude plays with enthusiasm of students toward language learning. It seems that the understanding manipulative thought of writers might not only be interesting, but also worthy of considerations in language in order to investigate students' attitudes towards their writing skills. In this view, Richards (2004) claims that there is a growing interest in considering the second language writing as academic issues because of the increased number of papers published in the books or presented in the conferences.

Admittedly, it is commonly acknowledged that literature was the major source of input for teaching language, especially the writing skill. Thus, many researchers argue that producing positive attitudes toward literature, as a genuine example of the target language and as a major source of cultural enrichment, is an essential factor to attain successful language learning in general and ELT context in particular. Moreover, investigating the students' attitudes in a foreign language setting should not be restricted to what perceptions

the students hold vis-à-vis the subject of literature in our case it should equally include the learning-teaching context in which students are involved. Noels et al. (2000, p. 63) assert that "positive attitude toward the learning situation have consistently been associated with L2 achievement and related outcomes". This, in turn, would imply that having evaluative aspects, attitude is not static as it can be changed by marking the direct sources of negative attitudes and, therefore, improving them. In this view, Choy (2002) also claims that factors like suitable materials, better teaching strategies and classroom supportive social environment may closely help diminish negative attitudes.

It can be concluded that attitudes may be taken as acquired tendencies which lead in enabling students to learn effectively. Having positive or negative attitudes towards a certain language, English language as an example, and the way students perceive that language can exert considerable influence upon their performance on the language itself.

To sum up, we tried through this section to give a general view about the concept of attitudes, their theories, their dimensions, how attitudes are formed, the main model of attitudes, the major types of attitudes, their functions, and finally attitudes towards writing through the use of and literature.

Conclusion

The present chapter of the current study was divided mainly into three sections. In the first section, the nature of writing was explored, different approaches were highlighted. It has also discussed in details the reasons for teaching writing, its skills, its framework, as well as writing and reading dichotomy. Since, EFL students are expected to master both the structural and communicative aspects of the language, a hot discussion concerning the integration of literary texts as a major resource was spotlighted in the second section. It has also shed light on teaching literary texts, approaches, literary and non-literary texts, reasons for teaching literature, reading literary texts and criteria for selecting literary texts.

Equally, the section was raised some important issues in the field of literary texts and writing relationship, literature as a model and as a subject matter of writing and finally the benefits of using short stories in the classroom. In the third section, the notion of attitudes was introduced, its theories; dimensions; formations; components; types; functions and, finally attitudes towards writing through the use of literary texts.

CHAPTER TWO

FIELD WORK

Introduction.....	60
--------------------------	-----------

Research Design

1. Aim of the research	60
2. The participants.....	60
2.1 Students.....	60
3. Research Instruments.....	61
3.1 The Questionnaire	61
3.2 The Interview.....	62
4. Data Analysis Method.....	62
5. Limitation of the study.....	62

Section One: The Students' Questionnaire

6. Description of the Students' Questionnaire.....	63
7. Analysis of the Students' Questionnaire.....	66
7.1 Section One: Teaching Writing.....	66
7.2 Section Two: Literary Texts.....	74
7.3 Section Three: Students' Attitudes.....	82
8. Discussion of the Questionnaire Results.....	89

Section Two: The Students' Interview

9. Description of the students' Interview.....	91
10. Analysis of the Students' Interview.....	91
10.1 The First Part.....	91
10.2 The Second Part.....	92

10.3 The Third Part.....	93
11. Discussion of the Interview Results.....	94
12. Discussion of the Main Findings.....	95
Section Three: Pedagogical Implications	
13. Writing Guidelines.....	97
13.1 Teachers' Role.....	97
13.1.1 Feedback.....	98
14. Literary Texts Suggested Course Outline.....	98
14.1 Course Pre-Requisite.....	98
14.2 Pre-Reading.....	98
14.3 Lower Order Thinking Skills.....	99
14.4 Advanced Order Thinking Skills.....	99
14.5 Presentation.....	99
14.6 Post Reading.....	99
15. Writing and Reading Integration.....	99
Conclusion.....	100
General Conclusion	101
References.....	103
Appendixes.....	109
Arabic Summary.....	117

Introduction

This chapter is, mainly, an analysis of the students' questionnaire and their responses to the interview. This work has been carried out to demonstrate that the integration of literary texts in EFL writing classrooms can foster students positive attitudes from the firm belief that a sound reading of the research results is likely to assist teachers to suggest adequate and practical ways to shift towards better teaching, and equally, for efficient learning that in turn might strengthen positive and alter negative attitudes towards learning writing through literary texts.

Research Design

1. Aim of the Research

This study aims to investigate students' attitudes towards learning writing through literary texts. It might be of a great help to teachers who seek the interest of their students as a pinpoint of their teaching in writing classes. Writing through literary texts might trigger the students' attitudes with the aim of obtaining writing proficiency and positive attitudes when they find themselves active participants.

2. The Participants

The present study has involved the stakeholders in the teaching /learning process i.e., only students.

2.1 Students

The participants involved in this study are second-year students at the Department of English in Mila University Center during the academic year 2016/2017. They are 5 groups: three groups consist of 40 elements, one group consists of 39, and the last one consists of 37 elements aged between 19 to 25 years old. All the participants are selected randomly; ninety (90) members as the representative population have an equal chance to

complete the questionnaire about their attitudes towards learning writing through literary texts. Concerning the interview, ten (10) students are chosen from each group as a sample population to answer the interview' questions

3. Research Instruments

In collecting data, we have opted for different research tools in order to obtain the information needed for investigating students' attitudes towards learning writing through literary texts .Conventionally, data can be collected via a number of tools or the so-called research instruments. The use of multiple tools for collecting data is typical in the research work in order to confirm the accuracy of the data and to form substantial evidence.

3.1 The Questionnaire

It can be introduced as a tool to elicit valuable information from the participants. In this vein, Nunan (1992, p. 231) declares, “[a] questionnaire is an instrument for the collection of data, usually in written form consisting of open and /or closed questions and other probes requiring a response from the subject”.

The quality of the questionnaire is a crucial determinant for the validity of the data to be collected. Such a tool is used in our research work due to a myriad of advantages it offers. Therefore, it seems wiser to highlight the main positive aspects of using the questionnaire:

- The gathered information is standardized and easy to be analyzed.
- The use of such an instrument takes into consideration the ethical issue of the research. It conserves the anonymity of the respondents; therefore, it may result in reliable data.

3.2 The Interview

The interview, as a supporting research tool, is used to collect data from individuals via conversations talks to understand a particular situation or a matter of interest. According to Gilham (2000), an interview is a ‘conversation’ that occurs typically among two participants one is the interviewer who seeks the responses from the other one who is the interviewee. In addition, Cohen et al. (2007, p. 349) state: “[i]nterviews 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 various kinds of interviews: structured, semi-structured and unstructured. The present research work makes use of the so-called “structured interview.” The latter 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., *ibid*).

4. Data Analysis Method

The research is made up of a mixed-methods approach in analyzing data; i.e., quantitative and qualitative as claimed by Dorneyei (2007, p. 268) “the analysis of data should proceed independently for the qualitative and quantitative. Phases and mixing should occur only at the final interpretation stage.” Thus, combining the two methodologies is worthy since it is, in a way or another, conducive to solid research design, provide more reliable outcomes, which, in turn, would result in adequate summary, discussion, and interpretation of the findings.

5. Limitation of the Study

The present study is descriptive in nature; it endeavors to make sense of the participants work with literary texts in their writing classrooms. Yet the perceived limitations to the study include:

1-The number of students questioned: as stated earlier, the sample population involves ninety (90) students came from 5 groups.

Section One: The Students' Questionnaire

This section is mainly an attempt to provide a detailed description of the students' questionnaire; it offers its analysis and also presents the discussion of its results.

6. Description of the Students' questionnaire

The questionnaire is distributed to second-year students at the Department of English in Mila University Center i.e., ninety (90) among them are selected randomly as the representative population. It is basically aimed at investigating students' attitudes towards learning writing through literary texts. The questionnaire is designed through the combination of the input discussed in the theoretical chapter. Thirty questions are developed to explore the major aspects being investigated and to point out the students' attitudes towards reading literary texts and the outstanding benefit of it in improving their way of writing. Students are asked to fill out their views regarding how they perceived the connection between reading a literary work and writing. The questionnaire is made up of thirty (30) questions classified into three sections. It is consisted of almost closed questions and only 5 open-ended ones. The questionnaire can serve as a valid research instrument.

Section one: Teaching Writing (Q1-Q10)

The first section is composed of 10 questions. It is aimed at collecting students' opinions about teaching writing as a first variable of the present study. The two first questions are related to investigating background information as a subpart. In Q1 students are asked about their gender. In Q2 students are asked about their age. The last eight questions are the essential items concerning this first section "teaching writing". The Q3 is aimed at investigating the students' opinions about learning English. The rationale of Q4 is

to attain students' views about their enjoyment of learning writing. The Q5 is posed to collect students' views about the writing tasks. And in (Q6-Q7) students are required to pick up more than one option. Q6 is targeted to reveal students' views towards the involvement of successful writing. Besides, the focus of the Q7 is to investigate students' opinions about learning writing in the class and whether it is helpful or not. In addition , Q8 is an attempt to have an idea about students explanation concerning their familiarity with the use of formal features and whether the sample text "essay" helps them to be conscious with them or not. Q9 is addressed to the students in order to investigate their opinions about the usefulness of the pre-writing stages. Finally, Q10 is designed to reveal the students' frequency of using cohesive devices in their own writing.

Section Two: Literary Texts (Q11-Q20)

The second section is also composed of 10 questions. This section is aimed at gathering information about students' views towards literary texts as a second variable. It is started with question 11 which aims to reveal students' perceptions towards literature as a good language resource. Then, Q12 is dedicated to know which genres of literary texts students prefer to read. Q13 is addressed to the students in order to investigate their perceptions about the developments of their language proficiency through the study of literature. Q14 is posed to collect students' opinions about the enjoyment of reading literary texts. Additionally, Q15 is directed in order to investigate students' opinions towards the themes of the texts. Q16 is an opportunity for the students to list any criteria they think is important for selecting literary texts. The focus of Q17 is to investigate the students' perceptions about reading literary texts as they are requested to pick more than one option. Moreover, the rationale of Q18 is to gather students' views towards literature as a powerful and motivated source for the development of writing skills. The intent of the Q19 is to know students' opinions about short stories and whether they are the best models

of writing or not. Finally, Q20 is devoted to get students' overall perceptions towards the benefits of short stories in which they are required to pick more than one option.

Section Three: Students' Attitudes (Q21-Q30)

The third section is consisted of 10 questions. It is aimed at clustering information about students' attitudes. The purpose of Q21 is to investigate students' perceptions towards the term attitudes. Q22 is targeted to collect students' beliefs towards their success, stated differently, to know whether their views determine their success or not. Q23 is addressed to investigate students' opinions towards the form of attitudes. Then, the purpose of the Q24 is to collect students' views towards their beliefs and whether they are motivated by instructional practices in the classroom or not. Then, the focus of Q25 is to know students' views towards their teachers' feelings. In other words, the informants are asked whether their teachers' feelings play a crucial role inside the classroom or not. The rational of Q26 is to find out students attitudes towards their behaviors and whether they are determined by intentions. Q27 is designed to investigate students' views towards the complexity of the writing skill. The Q28 is addressed to the students in order to investigate their attitudes towards literature as a major source for learning the writing skill. Additionally, Q29 is asked to get students' overall attitudes about their ambitions towards literary texts that affect their way of writing. They are also asked to provide their explanations. Finally, Q30 is included in order to give students the opportunity to have their say on the provided topic.

7. Analysis of Students' Questionnaire

7.1 Section One: Teaching Writing

Background Information

Question 01: Students' Gender

Options	N	%
Male	30	33 %
Female	60	67%
Total	90	100%

Table 3: Students' Gender.

Students' answers reveal that 33 % of the respondents are males while 67% of them are females as the table above shows.

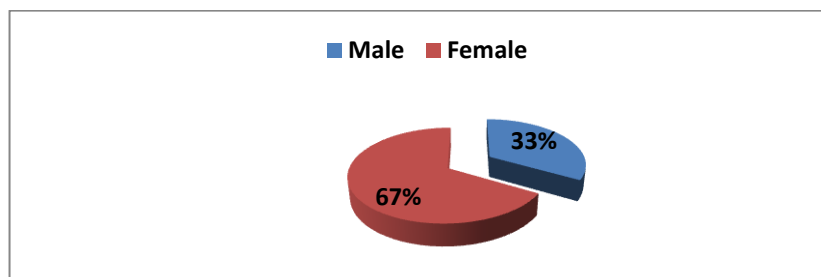


Figure 5: Students' Gender.

Question 02: Students' Age

Options	N	%
18-21	67	75%
22-24	21	23%
25-27	02	2%
Total	90	100%

Table 4: Students' Age.

As the table above illustrates, students' answers claim that 75% of them are aged between 18-21 years old, 23% of them are aged between 22-24 years old and the others 2% of them are aged between 25-27 years old.

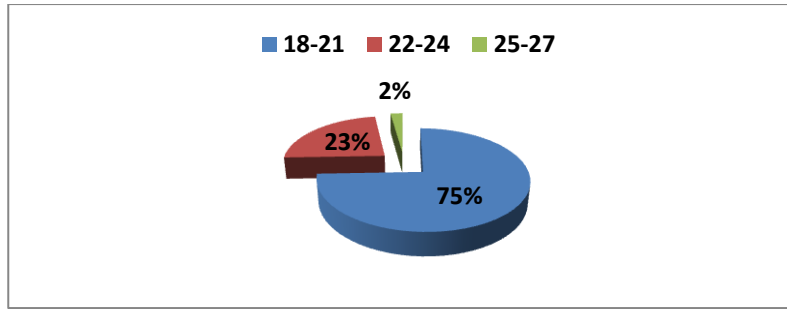


Figure 6: Students' Age.

Question 03: Do you like to learn English?

Options	N	%
Yes	88	98%
No	02	2%
Total	92	100%

Table 5: Students' Opinions about Learning English.

Table 05 presents that more than half of the students (98%) express their 'like' to learn English and this is due to their ambition to study English, whereas 2% of the them show their 'dislike' to learn English. This may reflect the fact that students show low eagerness towards learning English.

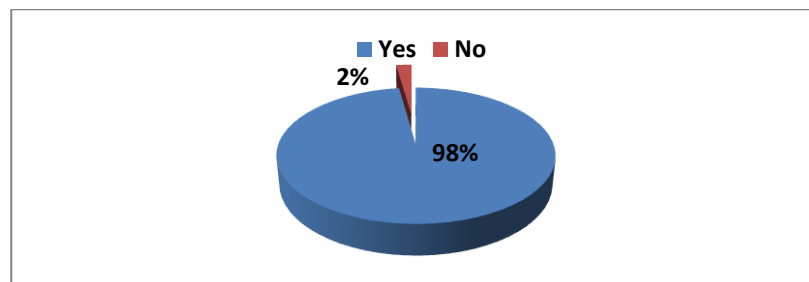


Figure 7: Students' Opinions about Learning English.

Question 04: Do you usually enjoy learning writing?

Options	N	%
Yes	80	89%
No	10	11%
Total	90	100%

Table 6: Students' Views about the Enjoyment of Learning Writing.

The results in table 06 show that the overwhelming majority of the students (89%) express their joy of learning writing. This means that students have a high desire to write and to expand their creativity, while 11% of the respondents demonstrate their lack of joy in learning writing. This view comes as a result of the description of their boredom because they are not motivated and they do not like to write.

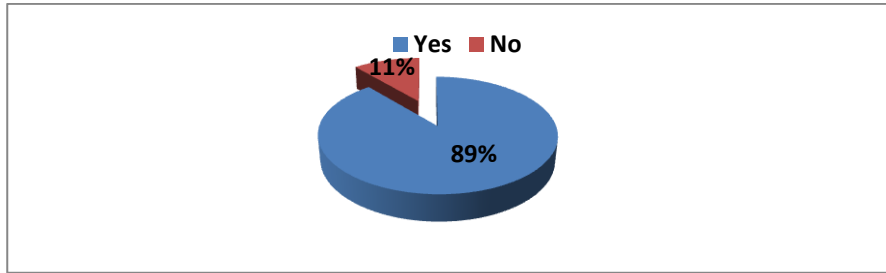


Figure 8: Students' Views about the Enjoyment of Learning Writing.

Question 05: Do you find the writing task:

Options	N	%
Simple	40	44%
Easy	17	19%
Difficult	33	37%
Total	90	100%

Table 7: Students' Views about Writing Task.

As it appears in table 07, the majority of students (44%) say that the writing task is simple, and 19% of them assert that the writing task is easy. This implies that students are aware of the importance of written expression module and its interest. While 37% of students claim that the writing tasks is difficult. This finding confirms that students do not consider themselves as competent writers because they are not sufficiently satisfied with their level in writing.

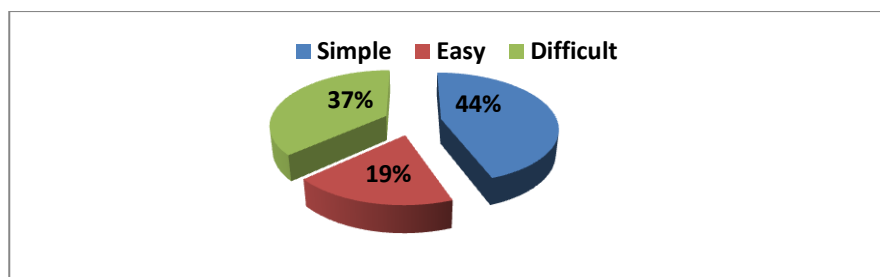


Figure 9: Students' Views about Writing Task.

Question 06: Do you think that successful writing involves?

Options	N	%
Mastering the mechanics.	05	5%
Mastering and obeying conventions of spelling.	05	6%
Using the grammatical system to convey one's intended meaning.	29	32%
Organizing content at the level of paragraphs/essays.	35	39%
More than one response.	16	18%
Total	90	100%

Table 8: Students' Views towards the Involvement of Successful Writing.

The results in table 08 explain that only 5% of the students hold that successful writing involves mastering the mechanics; also 6% of them state that writing involves mastering and obeying conventions of spelling punctuation, 32% of the respondents assert that writing involves using the grammatical system to convey one's intended meaning. 39% of them say that writing involves organizing content at the level of the paragraphs/ essays. While 18% of the participants point out more than one option that are mentioned above. These results prove that successful writing demands mastering the language and caring about the language.

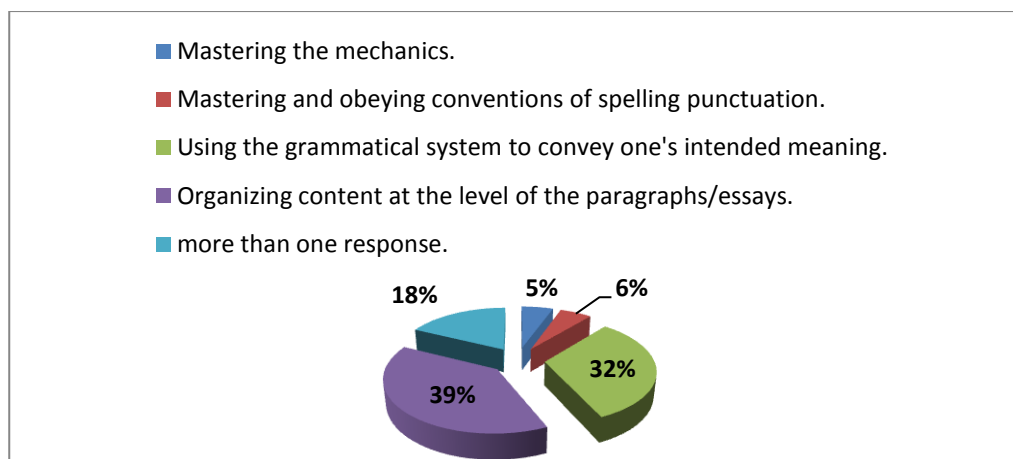


Figure 10: Students' Views towards the Involvement of Successful Writing.

Question 07: Does learning writing in the class help you to?

Options	N	%
Reinforce and commit the English language to memory.	00	00%
Construct proper written texts.	03	3%
Develop your learning styles and strategies.	12	13%
Master punctuation, paragraphs, conventions, spelling, and capitalization.	04	5%
More than one response.	71	79%
Total	90	100%

Table 9: The Appropriate Aspects that Help Students in their Writing.

In this respect, table 09 indicates that none of the respondents choose the first option which states that learning writing in the class help them to reinforce and commit the English language to memory. Only 3% of them state that learning writing helps them to construct proper written texts. 13% of the respondents report that learning writing helps them to develop their learning styles and strategies. Then, 5% of students admit that learning helps them to master punctuation, paragraph, conventions, spelling, and capitalization. Whereas, 79% of them pick more than one option concerning the options mentioned earlier. These findings confirm that the aspects of writing guide the students to produce a well-organized and effective piece of writing.

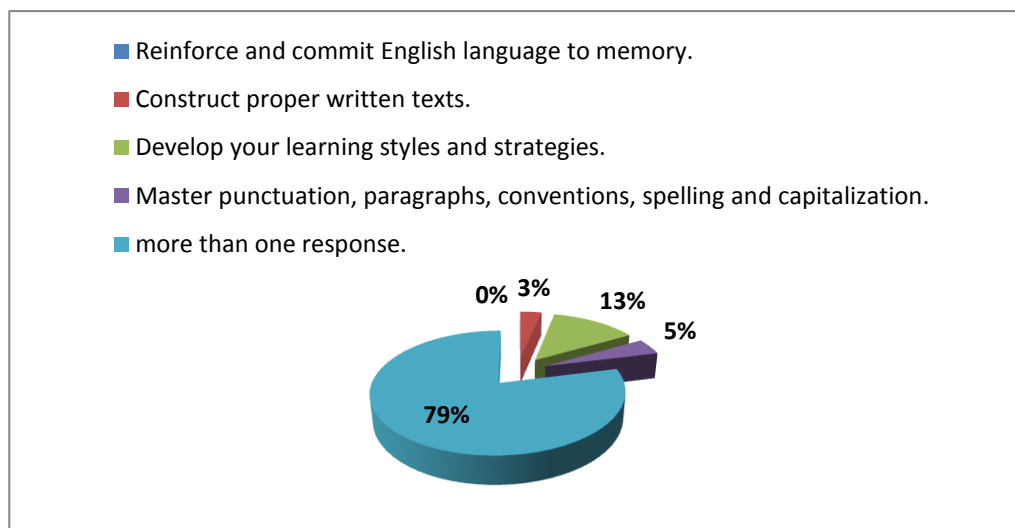


Figure 11: The Appropriate Aspects that Help Students in their Writing.

Question 08: Does the sample text” essay” help you to be familiar with the use of formal features? If yes, please explain why?

Options	N	%
Yes	82	91%
No	08	9%
Total	90	100%

Table 10: Students’ Consciousness about the Use of Formal Features in their Essays.

From the table mentioned above, it can be clearly observed that almost all the informants (91%) claim that the sample texts “essay” help them to be familiar with the use of the formal features. The fact which shows that, an overall view about how to structure a good essay provides the students with some tips that help them in developing a good essay because some of them provide their explanation in the way that formal features give them an idea about the structure of the essay i.e., how to make it cohesive and coherent. While 9% of the participants claim that they are not aware of the use of the formal features during writing their sample text “essay” this is due to their lack of practice.

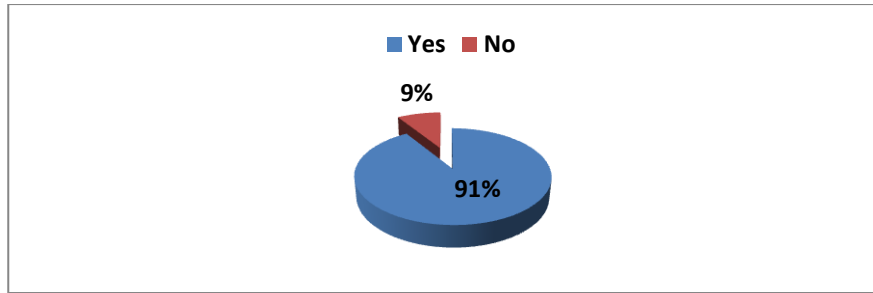


Figure 12: Students' Consciousness about the Use of Formal Features in their Essays.

Question 09: Are the pre-writing stages (planning, drafting, and editing) crucial to the pronunciation of the final version of your writing?

Options	N	%
Yes	78	87%
No	12	13%
Total	90	100%

Table 11: The Usefulness of the Pre-Writing Stages.

In this regard, the above table reveals that the majority of the respondents (87%) find that the pre-writing stages are crucial to the pronunciation of the final version of their writing because they are familiar with these stages. Therefore, they provide their explanation in the way that these pre-writing stages give them an opportunity to carefully organize their ideas and also they can correct their mistakes in the editing stage in order to come up with a good final version. While 13% of the respondents provide their negative side, this indicates that students are not following the pre-writing stages. Thus, they claim that they are not aware of their importance.

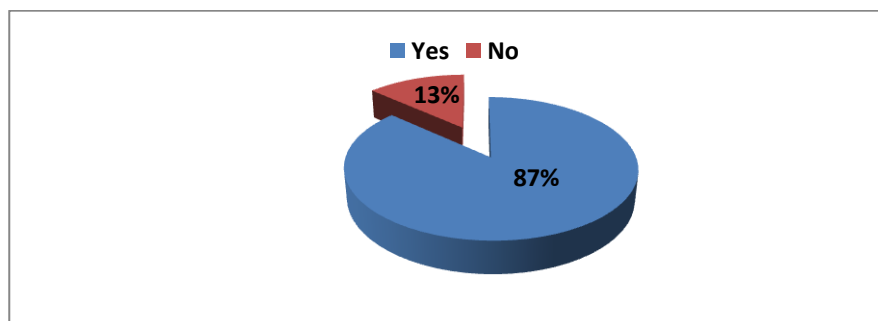


Figure 13: The Usefulness of the Pre-Writing Stages.

Question 10: How do you often use cohesive devices in your own writing?

(Reference, substitutions, ellipsis and conjunctions)

Options	N	%
Always	33	37%
Sometimes	56	62%
Rarely	01	1%
Total	90	100%

Table 12: Students' Frequency of Using Cohesive Devices in their Writing.

The results in table 12 show that 37% of the students acknowledge that they always use cohesive devices in their writing. While 62% of them state that they sometimes use cohesive devices because they do not have much more devices to utilize them. Only 1% of the informants mention that they rarely use them and this indicates that they do not have sufficient devices.

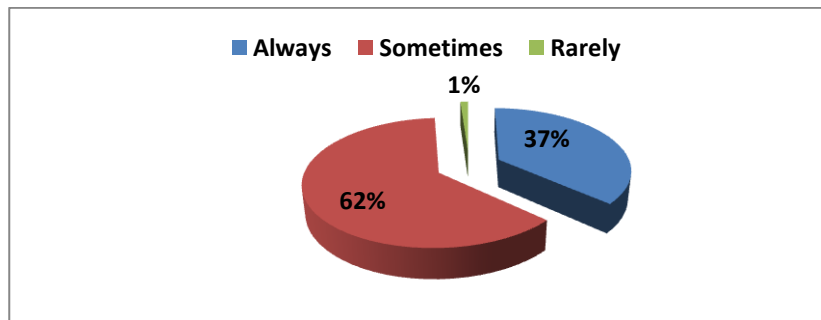


Figure 14: Students' Frequency of Using Cohesive Devices in their Writing.

7.2 Section Two: Literary Texts

Question 11: Literature is a good language learning resource.

Options	N	%
Strongly agree	26	29%
Agree	54	60%
Disagree	07	8%
Strongly disagree	03	3%
Total	90	100%

Table 13: Students' Perceptions toward Literature as a Good Language Learning Resource.

Table 13 indicates that 29% of the students say that they strongly agree with literature as a good language learning resource. While the overwhelming majority of the respondents (60%) assert that they agree, despite the fact that, students hold positive attitudes towards literature. 8% of them state that they disagree and only 3% of the participants say that they strongly disagree because they demonstrate their aversion towards learning literature.

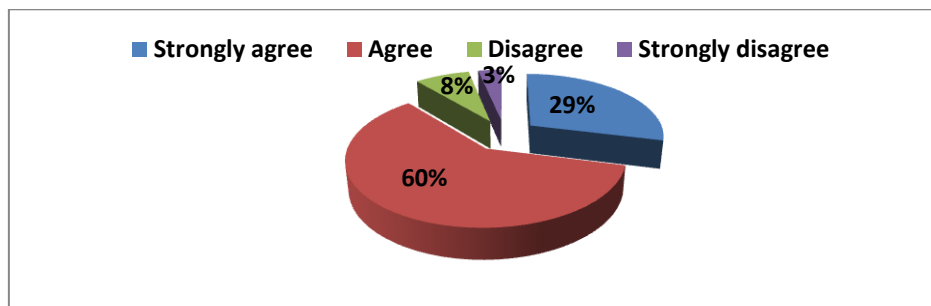


Figure 15: Students' Perceptions towards Literature as a Good Language Learning Resource.

Question 12: Which of the following genres of literary texts do you prefer to read?

Options	N	%
Poems	07	8%
Novels	24	27%
Short stories	36	40%
Plays	03	3%
More than one response.	20	22%
Total	90	100%

Table 14: Literary Text' Genres that Students Prefer to Read.

The results of table 14 present that 8% of the students say that they prefer to read poems because they enjoy reading them. 27% of them claim that they like to read novels this is due to their interest. While the majority of the respondents (40%) assert that they favor short stories, in the sense that, they help them in developing their critical thinking. 3% of them prefer plays because they are willing to expose them to their real life experiences. However, 22% of the students prefer to read more than one genre.

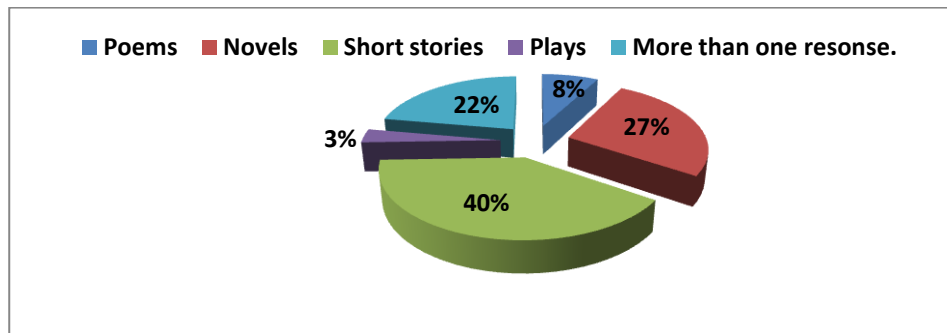


Figure 16: Literary Texts' Genres that Students Prefer to Read.

Question 13: The study of literature can facilitate the development of Students' language proficiency.

Options	N	%
Strongly agree	23	25%
Agree	60	67%
Disagree	07	8%
Strongly disagree	00	00
Total	90	100%

Table 15: Students' Views about the Development of their Language Proficiency through the Study of Literature.

The previous table reveals that 25% of the students say that they strongly agree with the development of their language proficiency through the study of literature. While almost all the respondents (67%) acknowledge that they agree. This is due to their strong views towards the study of literature. Only 8% of them state that they disagree. This result reveals that they hold negative attitudes towards the study of literature. Then none of them pick the last option (strongly disagree).

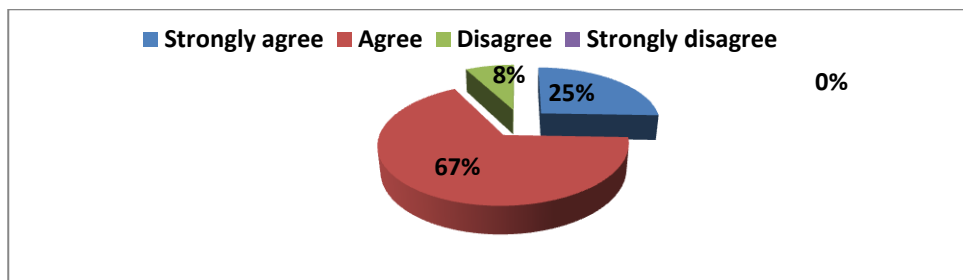


Figure 17: Students' Views about the Development of their Language Proficiency through the Study of Literature.

Question 14: Do you enjoy reading literary texts?

Options	N	%
Yes	71	79%
No	19	21%
Total	90	100%

Table 16: Students' Opinions about the Enjoyment of Reading Literary Texts.

From the results of the above table, it is clearly noticed that of the majority of students (79%) say that they enjoy reading literary texts. This reflects that students have a strong desire to read them. Whereas 21% of them claim that they don't enjoy reading literary texts because they are not interested in reading any literary genres.

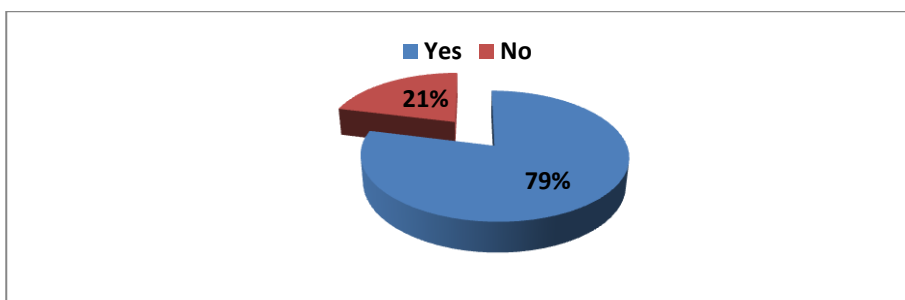


Figure 18: Students' Opinions about the Enjoyment of Reading of Literary Texts.

Question 15: How would you qualify the themes of the texts you are dealing with?

Options	N	%
Highly interesting	13	15%
Interesting	64	71%
Quite interesting	13	14%
Total	90	100%

Table 17: Students' Opinions towards the Themes of the Texts.

In this regard, the above table informs that 15% of the participants qualify the themes of the texts as highly interesting. Almost all the participants (71%) affirm that the themes can be judged as 'interesting'. It can be claimed that these themes touch their feelings, interest, and real life experiences. However, some of them (14%) report that the themes are quite interesting because they do not contribute in the broadening of their thoughts and ideas.

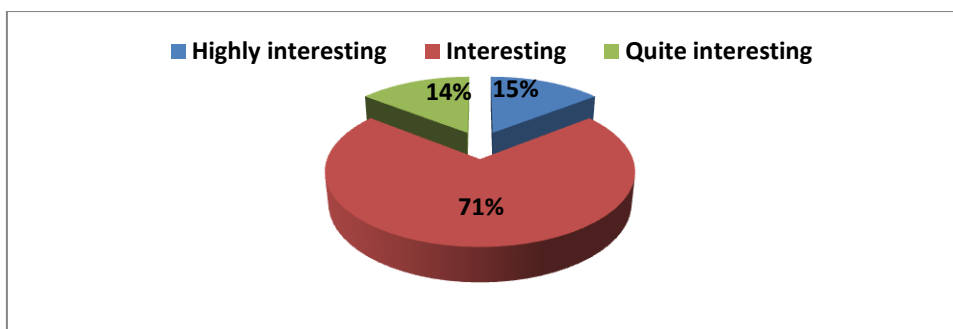


Figure 19: Students' Opinions towards the Themes of the Texts.

Question 16: Please list any norms that you think are important for the selection of literary texts?

Some of the respondents point out that, in order to select literary texts, we have to take into consideration: interesting themes, the writers' style that should be in accordance with the students' level and the requirement of new vocabularies that help them for enhancing their linguistic proficiency. This result indicates that teachers should be aware of texts selection in order to help students develop their language skills.

Question 17: What do you think about reading literary texts?

(You can pick more than one option)

Options	N	%
It displays the learners to a coherent and expert writing which leads to a better writing.	02	2%
It performs to introduce the learners to various styles of writing.	05	6%
It helps learners to get in contact with various models of writing.	03	3%
It expands learners' experiences.	03	3%
More than one response.	77	86%
Total	90	100%

Table 18: Students' Perceptions about Reading Literary Texts.

The results show that only 2% of the respondents say that reading literary texts display them to coherent and expert writing which leads to a better writing. This explains that they get benefit from these literary works to improve their way of writing. 6% of students state that reading literary pieces perform to introduce them to various styles of

writing because students can imitate different writers' styles. While, 3% of the respondents claim that it helps students to get in contact with various models of writing. This is due to the development of their writing skills. Also, 3% of them think that reading literary texts expand their experiences because students implement literary texts to their learning experiences. While a significant number of the respondents (86%) choose more than one option that mentioned above.

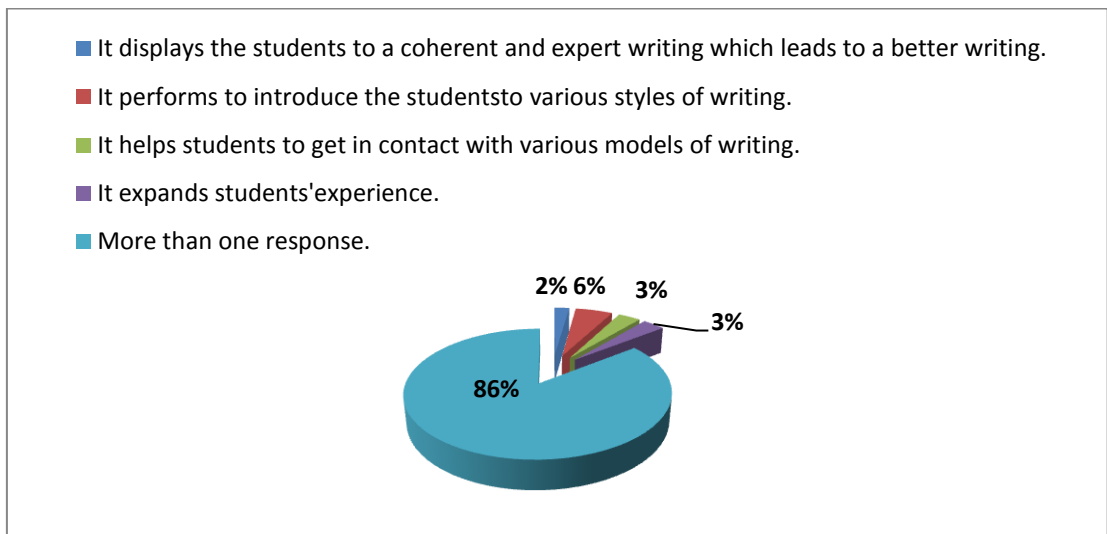


Figure 20: Students' Perceptions about Reading Literary Texts.

Question 18: Literature is a powerful and motivating source for developing writing skills.

Options	N	%
Strongly agree	39	43%
Agree	34	38%
Disagree	15	17%
Strongly disagree	02	2%
Total	90	100%

Table 19: Students' Views towards Literature as a Powerful and Motivated Source.

The table 19 indicates that 43% of the informants strongly agree that literature is a powerful and motivated source for developing writing skills and 38% of them agree. These positive views can be shown due to the fact that literature is really simulating resource that

fosters their writing skills. Indeed, 17% of the respondents disagree. Then only 2% of them strongly disagree. This is owing to their perceptions in which literature is not the only provenance that strengthen their writing.

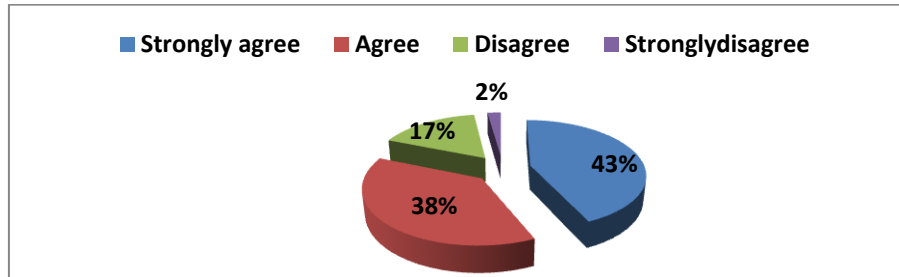


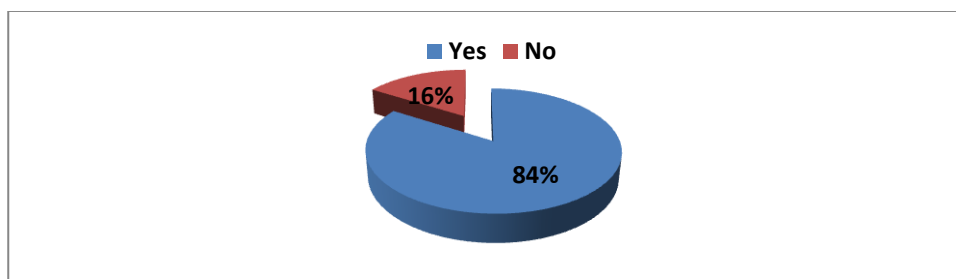
Figure 21: Students’ Views towards Literature as a Powerful and Motivated Source.

Question 19: Short stories are the best models of writing.

Options	N	%
Yes	76	84%
No	14	16%
Total	90	100%

Table 20: Students’ Opinions about Short Stories as the Best Models of Writing.

It can be observed that in the table mentioned above that the majority of the informants (84%) say ‘Yes’ considering short stories as best models for writing. This implies that short stories aid students to extend their vocabulary, grammar, and spelling. Meanwhile, 16% of them say ‘No’. This is due to their beliefs that short stories are not only the best models of writing, but there are other genres that can promote their way of writing.



Graph 22: Students’ Opinions about Short Stories as the Best Models of Writing.

Question 20: Short stories provide a great benefit for the students because:

(You can pick more than one option)

Options	N	%
They make students' reading tasks easier and shorter.	10	11%
They provide creative and challenging texts for learners' writing tasks.	05	5%
They give learners the chance to use their creativity and promote their critical thinking during writing.	15	17%
More than one response.	60	67%
Total	90	100%

Table 21: Students' Perceptions towards the Benefits of Short Stories.

The above table displays that 11% of the students assert that short stories provide a great benefit because they make their reading tasks easier and shorter. 5% of them say that they provide creative and challenging texts for their writing tasks. 17% of the participants state that short stories give them the chance to use their creativity and promote their critical thinking during writing. Yet, 67% of the respondents pick more than one option. These perceptions come as a result that short stories will provide students with different features of the written language such as sentence structure, form variety, and various ways of connecting ideas.

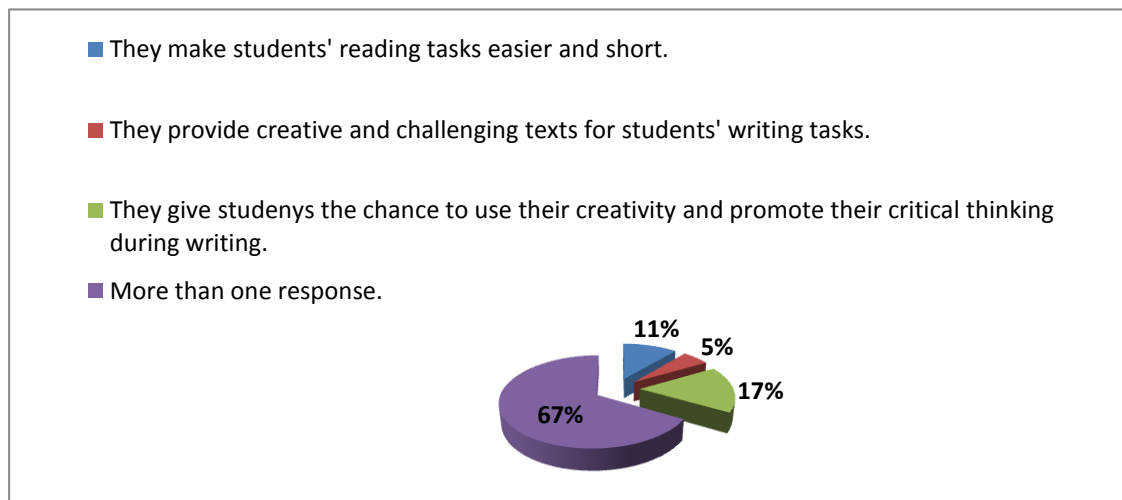


Figure 23: Students' Perceptions towards the Benefits of Short Stories.

7.3 Section Three: Students' Attitudes

Question 21: Attitudes are an abstract concept and a common term used by socialists and psychologists?

Options	N	%
Strongly agree	12	13%
Agree	72	80%
Disagree	06	7%
Strongly disagree	00	00%
Total	90	100%

Table 22: Students' Perceptions towards the Term Attitudes.

The above table explains that 13% of the informants strongly agree and the majority of them (80%) agree. The fact which shows that, students have a general overview about the term attitude. Only 7% of them disagree and no one choose 'strongly disagree'. This result reflects that they are not familiar with this term.

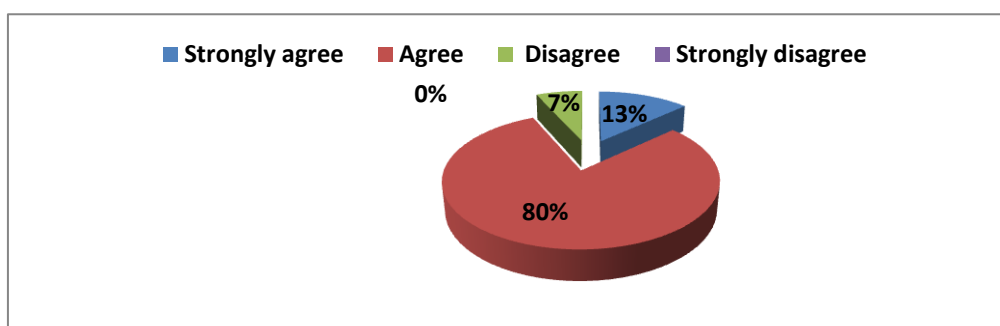


Figure 24: Students' Perceptions towards the Term Attitudes.

Question 22: Do learners' beliefs determine their success in language learning?

Options	N	%
Yes	76	84%
No	14	16%
Total	90	100%

Table 23: Students' Beliefs towards their Success in Language Learning.

In table 23, the results show that almost all the respondents (84%) answer by ‘Yes’. This implies that students hold strong beliefs towards their success. While 16% of them reply by ‘No’ because they have negative beliefs about their success.

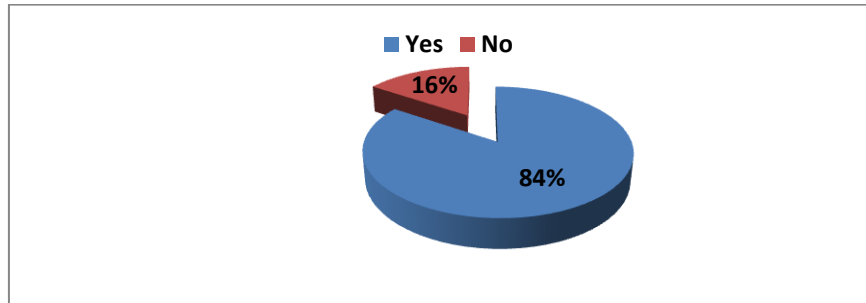


Figure 25: Students’ Beliefs towards their Success in Language Learning.

Question 23: Do you believe that attitudes are a set of norms which are formed through individuals’ experiences?

Options	N	%
Yes	84	93%
No	06	7%
Total	90	100%

Table 24: Students’ Beliefs towards the Form of Attitudes.

It could be noticed in the table mentioned earlier that the majority of the informants (93%) believe that attitudes are a set of norms which are formed through individuals’ experiences. This may indicate that individuals can form their attitudes through their personal experiences. Whereas, 7% of them do not believe that attitudes are formed through individuals’ experiences. This may reflect the fact that attitudes can be formed via other social factors.

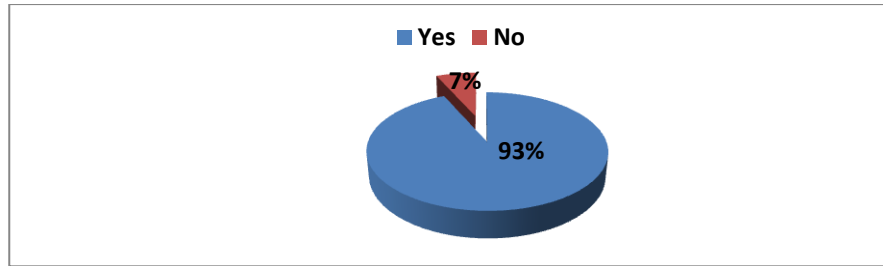


Figure 26: Students' Beliefs towards the Form of Attitudes.

Question 24: Do you think that beliefs motivate instructional practices in the classroom?

Options	N	%
Yes	74	82%
No	16	18%
Total	90	100%

Table 25: Students' Views towards Beliefs that Motivate Instructional Practices in the Classroom.

In this view, the findings mentioned above indicate that 82% of the participants think that their beliefs motivate instructional practices in the classroom. This denotes that beliefs help to shape the teachers' role in the classroom in which they can apply their knowledge in line with the teaching approaches, while 18% of the respondents do not think so because they do not recognize the prominence of interaction with their teachers inside the classroom.

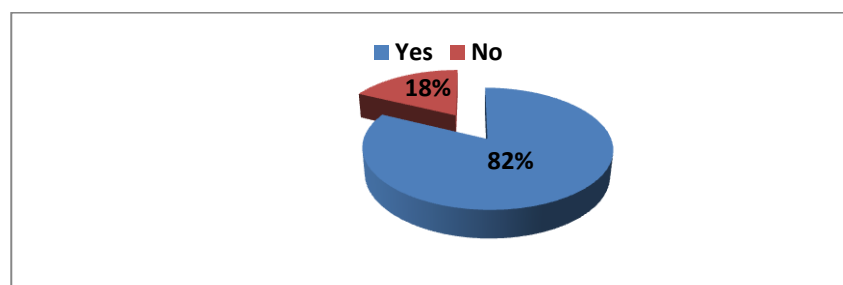


Figure 27: Students' Views towards Beliefs that Motivate Instructional Practices in the Classroom.

Question 25: Do you think that teachers’ feelings play a crucial role in the classroom?

Options	N	%
Yes	74	82%
No	16	18%
Total	90	100%

Table 26: Students’ Views towards Teachers’ Feelings.

The results obtained from the table 26 present that almost all the informants (82%) answer by ‘Yes’. It can be evidenced by the effectiveness of teachers’ emotions which can be emerged from their experiences. While 18% of them reply by ‘No’ this can be the result of the existence of a wide gap between teachers and students.

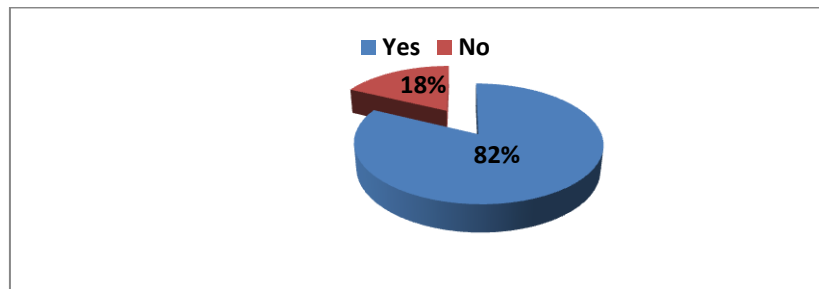


Figure 28: Students’ Views towards Teachers’ Feelings.

Question 26: Behaviors are determined by intentions.

Options	N	%
Strongly agree	21	23%
Agree	53	59%
Disagree	12	13%
Strongly disagree	04	5%
Total	90	100%

Table 27: Students’ Views towards Behaviors.

The previous table shows that 23% of the students strongly agree that behaviors are determined by intentions while a considerable number of them (59%) agree. The fact which shows that student’ beliefs and feelings can be created by their behaviors. 13% of

the respondents disagree and only 5% of them strongly disagree, this means that their intentions cannot determine their behaviors.

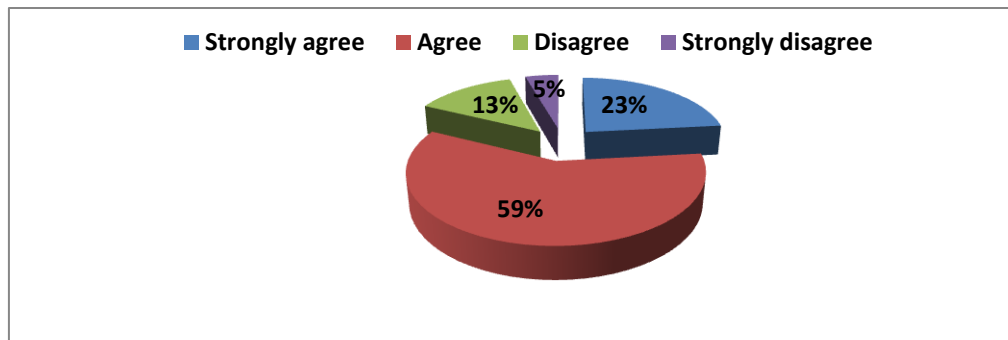


Figure 29: Students' Views towards Behaviors.

Question 27: Do you agree that the complexity of the writing skill is due to the lack of reading?

Options	N	%
Yes	84	93%
No	06	7%
Total	90	100%

Table 28: Students' Views towards the Complexity of the Writing Skill.

Table 28 explains that 93% of the informants agree, in the sense that, the complexity of this skill might be due to the different factors such as the lack of reading which can affect their attitudes negatively, whereas 7% of them do not believe in this view. This is due to the lack of mastering the language or lack of care.

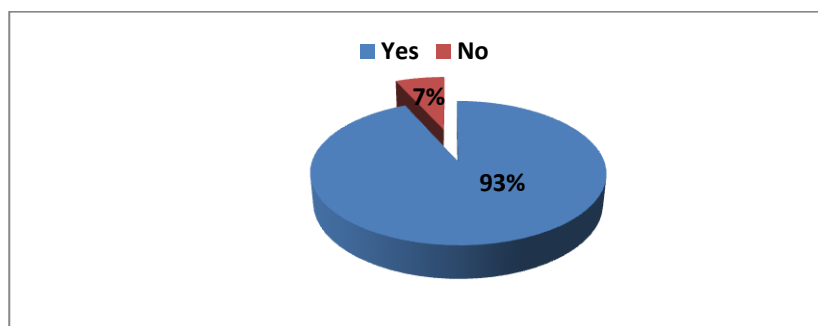


Figure 30: Students' Views towards the Complexity of the Writing Skill.

Question 28: Do you believe that literature is the major source of input for learning language especially the writing skill?

Options	N	%
Yes	57	63%
No	33	37%
Total	90	100%

Table 29: Students' Attitudes towards Literature as a Major Source for Learning the Writing Skill.

From the table 29, it can be noticed that the majority of students (63%) believe that literature is the main source of input, especially, the writing skill. This implies that literature is an essential factor to attain successful language learning in ELT context. Meanwhile, 37% of them do not believe in that because they are not concerned with literature at all.

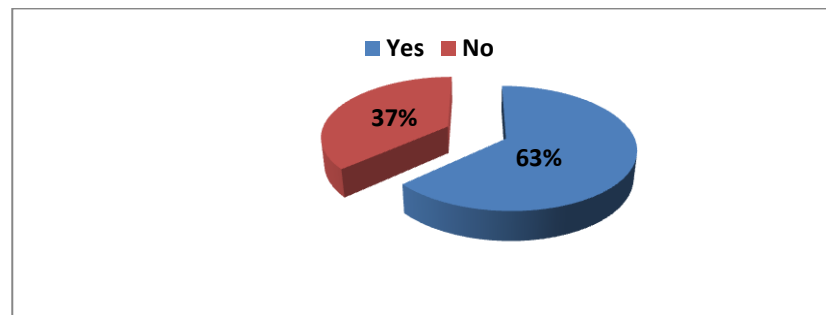


Figure 31: Students' Attitudes towards Literature as a Major Source for Learning the Writing Skill.

Question 29: Do you think that your ambition towards literary texts can affect your way of writing?

Options	N	%
Yes	76	84%
No	14	16%
Total	90	100%

Table 30: Students' Attitudes about their Ambitions towards Literary Texts that Affect their Way of Writing.

The result of the table 30 reveals that almost all students (84%) answer by ‘Yes’. They say that the diversity of literary texts provide us with an overview of many writing styles and skills in which we can get influenced by and we can imitate writers’ styles and try to employ in our writing. They also state that literary texts help enrich our vocabulary, require the beauty of the language because they are full of beautiful words. They provide their explanations by saying ‘the more you read, the more you learn’ and you will expand your imagination and creativity in your way of writing. From all these proposals, we can prove that students hold a strong ambition towards reading literary works. Whereas, those who reply by ‘No’ represent only 16%, they also provide their explanations. They say that reading literary texts are good to get knowledge, but in writing, they can improve their writing from other sources. Others say that literary texts are somehow difficult; their styles are ambiguous to be understood and may affect our way of writing negatively. Also, others state that we dislike literature in general because it is boring and it is hard for them to enjoy it. It can be stated that these views are the results of students’ dissatisfaction.

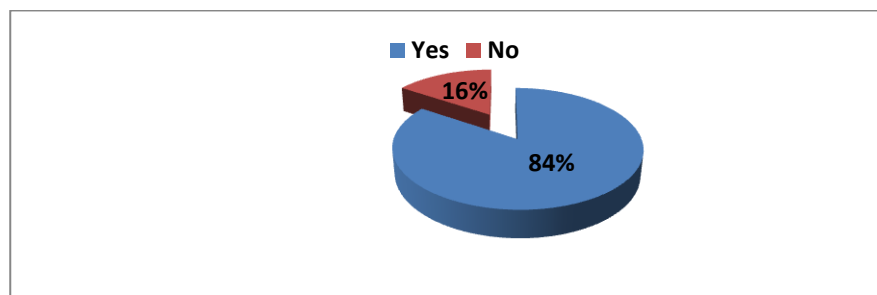


Figure 32: Students’ Attitudes about their Ambitions towards Literary Texts that Affect their Way of Writing.

Question 30: If you have any other recommendations, please add.

Students’ recommendations

This question is included in order to give the students the opportunity to have their say on the topic provided. The students’ recommendations summarized as follows:

- Reading and writing complete each other and to be a good writer, you must read more.
- Literary texts can improve one's language proficiency.
- The teacher should encourage students by providing interesting texts in order to change their perceptions towards literary texts positively.
- Literary texts promote students' creativity and their way of thinking during writing.
- Literature plays a major role in the world of teaching and learning.

As a result, we can conclude that students have a high motivation to study and teachers should help them in creating favorable opportunities to reinforce their desires and wants in order to achieve their academic success.

8. Discussion of the Questionnaire Results

The questionnaire submitted to the students is significantly important to come up with answers to the main queries of the study.

It is first hypothesized that if students are taught writing through literary texts, they would provide positive attitudes. This assumption is confirmed by the majority of the students' responses to question (19) in which they provide strong and positive attitudes towards literary texts and its impact in improving their writing skill. While it is revealed that some of them hold negative attitudes towards reading literary texts. This might be due to the fact that they are not habituated to reading literary pieces or they are not aware of the main reading strategies that will enable them to, efficiently, understand and, ultimately, taste and appreciate literary texts. The first section includes questions that show more interesting facts about the students' opinions towards learning writing in questions (6, 7, 8, 9, and 10). The second section includes questions that demonstrate more enjoyable truths about the students' perceptions toward literature in general and literary texts in particular

in questions (11, 12, 13, 14, 15, and 16). Students with positive attitudes towards literature as a good language learning resource and as a motivated source for the development of their writing skills show their total agreement and they consider literary texts as an invaluable source for the improvement of their language proficiency and as a tool for the promotion of their creativity during their writing skill. Conversely, students who hold negative attitudes towards literary texts dismissed its merits on the basis that it is difficult for them to understand literary language. For the third section in the questionnaire, it is also contained questions that showed students' positive attitudes towards writing and reading relationship.

To sum up, the findings gathered from the students' questionnaire denote that the overwhelming of the respondents hold positive attitudes towards improving their writing skills through the incorporation of literary texts.

Section Two: The Students' Interview

This section is basically an attempt to the description of the student' interview, it displays its analysis as well as its results.

9. Description of Students' Interview

Basically, the structure of the interview is reposed into three main parts. The three first questions are asked about writing, the followed four questions about reading literary texts and the last three ones about students' attitudes towards reading and writing relationship. The interview is used in order to find out how reading literary texts influence the students writing qualities. The interview tackles ten points (see appendix B), and it revealed a compilation of data that we tried to analyze and interpret qualitatively. Ten respondents are concerned with the interview to give their opinions concerning the development of the writing skills through the use of literary texts, the students' answers are documented through note taking, face to face interaction and they are selected randomly i.e., two respondents from each group.

The interview is held with a number of students at the Department of English in Mila University Center in order to obtain information about the students' attitudes towards learning writing through literary texts.

10. The Analysis of the Students' Interview

10.1 The First Part (Q1-Q3)

Question1: Do you think that the time allocated to teaching Written Expression is sufficient to develop your writing skill?

Responding to this question, 5 students admit that time is sufficient because they think that their teachers are supposed to give them just the most important aspects concerning Written Expression courses and the limitation of time has its impact in their way of writing because it obliges them to be concise and to finish at time. The others

confess that time is not enough because teaching written expression is all about practice, this latter needs an extra effort in the sense that they will pay attention to their style, a number of vocabularies they want to employ, and this cannot be done in one hour and a half.

Question2: What motivate you to write?

All the respondents share the view that reading is the best motive for writing because they get influenced by the different writers' styles, and they can earn huge amount of vocabularies that they need to improve their way of writing.

Question3: Do you face any problems or difficulties while writing?

All the informants claim that they face some difficulties while writing, these difficulties can be summarized in the following points: the selection of the most appropriate words or statements to end up with well-formed essays, spelling mistakes, and grammar tenses.

10.2 The Second Part (Q4-Q7)

Question4: What can you tell us about the main objectives that you intend to achieve in learning literature?

Responding to this question, some students admit that literature is related to philosophy and from this view; we can know how people used to think and live in the past; discover different cultures to be able to implement them in their life. Others state that learning literature drives them to read a lot of literary books to foster their curiosity.

Question5: What do you think about reading literary texts?

The respondents' answers to this question reveal that reading literary texts is really interesting, it is considered to be the most important skill that affects the other skills, especially writing because as they say "good readers are good writers", they also report that reading literary texts enrich their vocabularies and enhance their style positively.

Question6: Do you read some literary texts outside of classroom?

The whole respondents' answer to this question disclose that reading literary texts outside of classroom are considered to be their habit and enjoyment because they are interested in reading in general and literary pieces in particular.

Question7: Which kind of literary texts do you prefer to read?

This question receives different answers from our respondents because some of the students prefer to read fairy tales and poems like Shakespearian sonnet. While, others prefer to read short stories like "*The Old Man and the Sea*", "*Pride and Prejudice*", "*The Animal Farm*" and novels such as "*Great Expectation*", "*The Murder*". Only one respondent claimed that he prefers to read all the genres of books.

10.3 The Third Part (Q8-Q10)

Question8: As a learner, how can your teachers help you to improve your writing skills through literary texts?

The whole informants declare that they get 80% of information from literary texts that their teacher is provided in literature module. They claim that their teacher helps them to understand the literary meaning and to get the right interpretation through the integration of these literary works which strengthen their ambition to write and reinforce their creativity to imitate the different writers' styles.

Question9: Can you describe your writing after reading literary texts?

Some of the respondents state that "I feel happy and excited; I feel that I offered a sense of creativity in my writing, i.e., swim in my mind" Another one claim that "after finishing a literary work, it gives me a sense of motivation to read another work and to write". The other respondent report that "plenty of help, I get inspired by what I had previously read. In the sense that, it provides me with efficient vocabularies, helps me to

write coherent sentences and well-developed paragraphs or essays. Concerning the rest, they feel that they are satisfied and motivated when writing after reading a literary text.

Question10: Do you think that reading and writing are interrelated to each other?

All the respondents share the view that reading and writing are closely related and correlated to each other because it is said that “ a good reader is a good writer” and for the one who does not read, he may lack the ambition to write because as they prove “the more you read, the more you can write”. One of the respondents provides his advice he said that “if you want to evaluate the level of your students in writing, ask them if they read”.

11. Discussion of the interview results

The interview with the second year students is enabled us to have a clear picture about learning writing through literary texts.

In the first part, that contains three elementary questions, the students are supposed to answer whether time allocated to teaching written expression is sufficient to develop their writing skill, what motivate them to write, and if they face any difficulties while writing. The five respondents’ answer to the first question reveal that time is sufficient. While the others stated that it is not enough. The second question’s answer clarify that reading is the best motive for writing. Concerning the third question, students’ answers announce that they face some difficulties during writing.

The second part of the interview consists of four questions. The first one is asked to know the students’ objectives towards learning literature. The second one is directed to gather students’ thoughts about reading literary texts. The third question is about whether they read some literary texts outside of the classroom or not and the last question is about which kind of these texts they prefer to read. The respondents’ answers to the first question imply that they get a great benefit from literature. The second question’ answer elucidates that students are more interested in reading literary texts because they enjoy reading this

beautiful language and they have the curiosity to discover this world. The answer of the third question demonstrates that poems, short stories, and novels are their most preferable.

The third part of the interview deals with students' attitudes about reading and writing relationship, it contains three questions (8, 9 and 10) in which they demonstrate their positive and strong attitudes towards the benefit of literary texts in improving their writing skills. The first one is about how can teachers help students to improve their writing skills through literary texts. The second one is about the students' reaction when writing after reading literary texts. The last one is about students' views towards reading, writing and if they are interrelated to each other. The respondents' answers to the first question reveal that their teacher provides a significant help for them to enhance their writing skill through the integration of literary texts. The second answer clarify that students feel motivated and satisfied when writing after finishing a literary work. In the last answer, students' responses demonstrate that reading and writing are two correlated pillars that cannot be separated.

In short, the results obtained from the students' interview responses of the three parts reveal that the majority of the participants held positive attitudes towards learning writing through the use of literary texts.

12. Discussion of the Main Findings

The results of the present study have confirmed our assumption that if students' are taught writing through literary texts, they would provide positive attitudes. The majority of the respondents provide their strong and positive attitudes towards literary texts and its impact in improving their writing skills because they consider literature as a good, a powerful, a motivated language learning resources, an invaluable provenance for the improvement of their language proficiency, and for the promotion of their creativity to end up with a good and a decent level in writing. Conversely, few students justify their

negative attitudes on the basis that they do not have the interest and the ambition to embrace literary texts.

Section Three: Pedagogical Implications

Introduction

At this stage of the current study, we have strived to come up with some worthwhile recommendations that, hopefully, might improve the students' way of writing through the use of literary texts. Therefore, in the light of the main findings obtained from the study, and for the sake of supporting, consolidating, and fostering students' positive attitudes towards learning writing through literary texts, a set of recommendations will be dealt with in this section.

13. Writing Guidelines

Our suggestion is to opt for students' writing improvement. This latter tries to propose a solution as a way to improve the students' writing skill. In this sense, students' way of writing will be developed and improved through focusing on the needs of their readers and thinking about how their piece of writing will communicate their messages. Whatever students write, their aim should be to make their text as clear as possible, to present their ideas clearly and concisely, and to avoid ambiguity or redundancy. Achieving this stage can be easier to practice writing as students will begin to develop their confidence in their writing style. The teaching of writing skills must be innovative and attractive in order to get effective learning outcomes through the following suggested proposals.

13.1 The Teachers' Role

Teachers play many roles in the teaching and learning process, including leading and managing the students' learning process. In line with this, Brown (2001, p. 167) points out that the roles of teachers are as controller, director, manager, facilitator and the resourceful innovator within the learning process. In teaching writing skill, the teachers need to know the students' needs and abilities. This is necessary as they ought to consider

what to teach and how to teach writing to the students. Also, they are required to be creative and innovative in developing inputs to explore the students' writing potencies.

13.1.1 Feedback

EFL teachers have to provide their students with a commodious feedback in order to come up with a good piece of writing. In this sense, Williams (2003, p. 140) states “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”. Thus, students' writing essays, as an example, should be adequately valued by their teachers through offering encouragement and supplying various writing practices to help them build up self-confidence. Admittedly, providing students with feedback will support their writing development, identify their strengths and weaknesses and help them improve their writing abilities.

14. Literary Texts Suggested Course Outline

In designing a task-based literature course, it is suggested that the teacher might adopt the following course outline (Adapted from Khatib et al., 2011) which it is hoped, to be of great interest and help:

14.1 Course Pre-Requisite

For the sake of making the students responsible for their own learning, the teacher assigns a research work through which the students gather information about the literary texts, the author, and his/her famous works.

14.2 Pre-Reading

This phase is set to increase the students' involvement in the topic. The teacher, then, might use a picture or a video, if available, to brainstorm the theme of the studied material.

14.3 Lower Order Thinking Skills

This section comprises two main instructions:

(a) Vocabulary and allusion: the students use their dictionaries to look up the most difficult words. Allusions are most of the time cultural references which have to be provided by the teacher.

(b) Basic Comprehension Questions: this instruction consists of questions that seek to check the students overall understanding of the text. In other words, the students skim the text for the gist.

14.4 Advanced Order Thinking Skills

It is a section wherein the students penetrate the text. It is mainly devoted to the analysis of the questions and literary aspects of the text.

14.5 Presentation

At this stage, the students are supposed to present the data gathered about the author's biography, the historical, social and cultural aspects of the literary text.

14.6 Post Reading

The post reading phase includes two major points:

a) Personal response: it is a space where the students freely express their opinions on the text, orally and in writing.

b) Reflection: the students focus on the literary devices used in the text. And if any element seems still strange, the teacher is supposed to further exemplify it through tasks.

15. Writing and Reading Integration

The present study proved that the use of literary texts is highly helpful and beneficial for the development of students' writing abilities and for the promotion of their reading competencies. Since literature plays an important role in teaching the skills like reading and writing, teachers should note that when using literature in the language

classroom skills should never be taught in isolation but in an integrated way. Admirably, texts which are used in the writing classroom should be flexible in order to cater for the students' needs, interests and abilities. Teachers, then, need to carefully select literary texts to help their students learn more effectively. After selecting a literary text EFL teachers need to select different writing activities to enhance students' writing skills and stimulate their motivation and interest. Students' reception for the appropriate use of literary texts would help them produce an effective and readable piece of writing. The study of literature in a language class, though being mainly associated with reading and writing, can play an equally meaningful role in teaching both speaking and listening also. Oral reading, role-playing, discussion, and group activities may center on a work of literature.

Conclusion

Primarily, the current chapter has successively dealt with the aim of the research, the participants involved, the research instruments, and the methodology applied as a research layout. At a second phase, this chapter also consisted of three main sections, namely as, the student questionnaire, the students' interview, and the pedagogical implications. It has presented the data collection via the students' questionnaire and the interview. We have strived to analyze and discuss, in- depth, the main findings gathered through these two different research tools.

General Conclusion

Teachers need to display their students to a meaningful, interesting and relevant language learning materials in order to help them reinforce their attitudes towards learning writing through the incorporation of literary text. Since the ability of writing is becoming widely admitted as a crucial skill for educational reasons. However, some EFL students face certain difficulties in writing and they considered it as a challenge for them to pursue their studies.

In essence, the present dissertation has been an endeavor to investigate second-year students' attitudes towards learning writing through literary texts. Its aim is to point out their attitudes towards the incorporation of literary texts in EFL writing classrooms.

This study has almost confirmed the hypothesis which stated that if students are taught writing through literary texts, they would provide positive attitudes; this latter has been evidenced by the students' responses to question 19 with high rate of (84%). The procedures carried out in this research are divided into two chapters; theoretical and practical parts. In the first chapter, namely as theoretical background, this latter contains three sections: teaching writing, literary texts, and students' attitudes. We started first by dealing with the nature of writing. Then, we moved to the relationship between reading and writing skills, and how EFL students could benefit from reading literary texts by learning new approaches and criteria, finally, we dealt students' attitudes towards writing and literature. The second chapter of the research comprises also three sections, the students' questionnaire, interview and pedagogical implications. A considerable number of students showed positive attitudes towards learning writing through literary texts. Such students seem to be well aware of this limitless value of literature in gaining proficiency in their writing skill. They also consider literary texts as an efficient avenue to get insight into

the various styles and different writers to improve their writing style. Moreover, they reckon the motivational role of literary pieces towards better learning of the English language. This enthusiasm once might assert, has to be further encouraged by teachers.

However, few numbers of students have reflected a lack of interest in learning literature. Regardless, of the main factors that have shaped this negative stance, the teachers' lack, one might think, is to find a way as how to alter it. This might be achieved if the teaching methodology fits the students' main needs and major concerns. That is why the present work has, with security, examined the different teaching approaches of both writing and reading skills that the teacher employs.

As a concluding remark, we can say that the hypothesis was set to evince that if literary texts are carefully selected to be taught, students will be attracted by the act of reading, hence, they will provide positive attitudes. The results obtained from this study have confirmed our hypothesis. Therefore, the majority of the students held positive attitudes towards the outstanding benefits that they have gained from the use and the incorporation of literary texts in EFL writing classrooms which absolutely resulted in the development of their writing skills.

References

- Alderson, J. C. & Short, M. (1989). Reading literature. In M. Short (ed.), *Reading, analyzing and teaching literature*. Harlow: Longman.
- Ariougul, S. (2001). *The teaching of reading through short stories in advanced classes*. Hacettepe University, Ankara.
- Baldick, C. (2008). *The oxford dictionary of literary terms (online)*. Oxford: Oxford University Press.
- Banisalama, Y., & Fatihi, A. R. (2010). Cohesion and coherence in the novel: The portrait of a lady by Henry James. *Language in India*, 10(9), 101-110.
- Bordens, K. S., & Horowitz, I. A. (2002). *Social psychology. Malwah*. New Jersey: Laurence Erlbaum Associates, Inc.
- Brown, H. D. (2000). *Principles of language learning and teaching*. New York: Pearson.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.
- Brumfit, G. J., & Carter, R. A. (1986). *Literature and language teaching*. Oxford: Oxford University Press.
- Butler, I. (2002). Literature in the ESL classroom through language: An action research report on the English too course at the University of North West Malickney. *Litenator*, 23(2), 33-50.
- Byrne, D. (1991). *Teaching writing skill*. London: Longman.
- Carter, R., & Long, M. N. (1991). *Teaching literature*. Harlow: Longman.
- Carter, R., & Long, M. N. (1996). *Teaching literature*. London: Longman. Group UK Limited.
- Clark, I. L. (2003). *Concepts in composition*. New Jersey: Laurence Erlbaum Associates; Inc.

- Cohen, L., Manion, L., & Morison, K. (2007). *Research methods in education*. London: Routledge.
- Collie, J., & Slater, S. (1987). *Literature in the language classroom*. Cambridge: Cambridge University Press.
- Collie, J., & Slater, S. (1993). *Short stories for creative language classroom*. Cambridge: Cambridge University Press.
- Collie, J., & Slater, S. (1994). *Literature in the language classroom*. Cambridge: Cambridge University Press.
- Crystal, D. (2006). *The encyclopedia of the English (2nd ed.)*. Cambridge: Cambridge University Press.
- Dorneyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Duff, A., & Maley, A. (2011). Resource book for teachers series (2nd ed.). Oxford: Oxford University Press.
- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Forth Worth, TX: Harcourt Brace Jovanovich.
- Elliott, R. (1990). Encouraging reader-response to literature in ESL situations. *ELT Journal*, 44(3), 191-198.
- Eskey, D. E. (2002). Reading and the teaching of l2 reading. *TESOL Journal*, 11(1), 5-9.
- Flower, L., & Hayes, J. (1980). The dynamics of composing: Making plans and juggling constraints. In L.M. Gregg and E.R. Steinberg (Eds.), *Cognitive process in writing*. Hillsdale. New Jersey: Laurence Erlbaum Associates.
- Ford, M. I. (1994). Teachers' beliefs about mathematical problem solving in the elementary school. *School Science and Mathematics*, 94(6), 314-322.

- Gajdusek, L. (1988). Toward wider use of literature in ESL: Why and how. *TESOL Quarterly*, 22(2), 227-257.
- Galko, F. D. (2001). *Better writing right now*. New York: Learning Express.
- Gardner, R. C. (1985). *Social psychology and second language learning. The role of attitudes and motivation*. London: Edward Arnold Publishers.
- Gibova, K. (2012). *Translation procedures in the non-literary and literary text*. Compared. [http:// www. academic. edu/3592010/](http://www.academic.edu/3592010/) Translation procedures in the non-literary and literay texts compared based on an analysis of an EU instructional legal text and novel excerpt the shack by William p. Young.
- Gilham, B. (2000). *The research interview*. London: Continuum.
- Gutwinski, W. (1976). *Cohesion in literary texts*. Netherlands: Juna Lingarum.
- Gwin, T. (1990). Language skills through literature. *Forum XXVII*, (3), 10-13.
- Halliday, M. A. K., & Hassan, R. (1976). *Cohesion in English (1st ed.)*. London: Edward Arnold.
- Halliday, M. A. K. (1978). *Language as social semiotics*. London: Edward Arnold.
- Harmer, J. (2001). *The practice of English language teaching (3rd ed.)*. Pearson Education: Longman.
- Harmer, J. (2004). *How to teach writing*. Pearson Education: Longman.
- Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.
- Hirvela, A., & Belcher, D. (Eds.). (2001). *Linking literacies: Perspectives on second language reading-writing connections*. Michigan: Michigan Applied Linguistics.
- Hismanoglu, M, M. (2005). Teaching English through literature. *Journal Language and Linguistics Studies*, 1(1), 53-66.
- Hyland, K. (1996). *Second language writing*. UK: Cambridge.

- Hyland, K. (2004). Disciplinary interactions: Metadiscourse in L2 postgraduate writing. *Journal of Second Language Writing, 13*, 133-151.
- Ibnian, S. K. (2010). The effect of using the story mapping techniques on developing tenth grade students' short story writing skills in EFL. *English Language Teaching, 3*(4), Canadian Center of Science and Education.
- International Dictionary of Education. (1977). London: Kogan Page.
- Katz, D. (1960). The functional approach to the study of attitudes. *Public Opinion Quarterly, 24*, 163-204.
- Kramsch, C., & Kramsch, O. (2000). The avatars of literature in language study. *Modern Language Journal, 84*(4), 553-573.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. New York: Longman.
- Krashen, S. (1989). *Language acquisition and language education*. UK: Prentice Hall International.
- Lazar, G. (1993). *Literature and language teaching: A guide for teachers and trainers*. Cambridge: Cambridge University Press.
- Mackey, S. (1986). Literature in the ESL classroom. In C. J. Brumfit & R. A. Carter(Eds.), *Literature and language teaching*. Oxford: Oxford University Press.
- Maley, A. (2001). Literature in the language classroom. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Mackey, S. (1982). Literature in the ESL classroom. *TESOL Quarterly, 16*(04), 529-536.
- Mueller, R. M. (1986). *Teaching writing through literature: Toward the acquisition of a knowledge base*. ST Louis: Midwest regional council, NCTE.
- Murdoch, G. (2002). Exploiting well-known short stories for language skills development. *IATEFLSSIO Newsletter, 23*, 17-19.

- Neranjani, E. S. (2011). Enhancing literary competence through activity based literature learning. *Published master thesis of education in teaching English for speakers of other languages (TESOL)*. University of Colombo.
- Nunan, D. (1989). *Designing tasks for the communicative classrooms*. Cambridge: Cambridge University Press.
- Nunan, D. (1991). *Language teaching methodology*. London: Prentice Hall.
- Nunan, D. (1992). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Oshima, A., & Hogue, A. (1990). *Writing academic English*. New York: Addison Wesley Longman.
- Oshima, A., & Hogue, A. (1999). *Writing academic English (3rd ed.)*. Addison Wesley: Longman.
- O'Malley, J. M. & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Orey, M. (2010). *Emerging perspectives on learning, teaching, and technology*. Proofreader: Catherine Land.
- Oster, J. (1989). Seeing with different eyes: Another view of literature in the ESL class. *TESOL Quarterly*, 23(1), 85-103.
- Pathan, M. M., & El-Dersi, Z. E. Z. (2013). Investigating the role of short stories in overcoming the problems faced by the Libyan EFL learners in reading comprehension skill. *The Criterion an International Journal in English*.
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford: Oxford University Press.
- Richard, K. (2008). *Literary and language teaching*. Oxford: Oxford University Press.
- Sage, H. (1987). *Incorporating literature in ESL instruction. Englewood cliffs*. New Jersey: Prentice Hall.

- Sárosdy, J., Bencze, T. F., Poor, Z., & Vadney, M. (2006). *Applied linguistics I: for BA students in English*. BOLCSEZ Konzorcium.
- Savvidou, C. (2004). An integrated approach to literature. *TESOL Quarterly*, 18(5), 36-42.
- Schmitt, N. (Ed.). (2010). *An introduction to applied linguistics (2nd ed.)*. Hodder Education: An Hachette UK Company.
- Serir, M. I. (2012). *Analyzing English poetry an overview*. Tlemcen Dar Eladib.
- Spack, R. (1985). Literature, reading, writing, and ESL: Bridging the gap. *TESOL Quarterly*, 19, 703-725.
- Stotsky, S. (1983). Research on reading/writing relationships: A synthesis and suggested directions. *Language Arts*, 60(5), 627-642.
- Swales, J. (1990). *Genre analysis: English in academic and research setting*. Cambridge: Cambridge University Press.
- Tanskanes, S. (2006). *Collaborating towards coherence*. Philadelphia. USA: John Benjamin.
- Vandrick, J. (2003). *Literature in the teaching of second language composition in krole. Exploring the dynamics of second language writing*. Cambridge: Cambridge University Press.
- Verdonk, P. (2002). *Stylistics*. Oxford: Oxford University Press.
- White, R. V. (1988). *Academic writing process and product*. London: British Council.
- William, J. D. (2003). *Preparing to teach writing research theory and practice (3rd ed.)*. New Jersey: Laurence Erlbaum Associates, publishers.
- Zamel, V. (1983). Teaching those missing links in writing. *ELT Journal*, 37(1).

Appendix A

Students' Questionnaire

Dear students,

We would be so grateful and thankful if you could answer the following questions under the goal of gathering and collecting data concerning your attitudes towards learning writing through literary text.

Please, put a cross (x) to the appropriate answer in the corresponding box.

Section One: Teaching Writing

Background Information

1. Gender:

a. Male b. Female

2. Age:

a. 18- 21 b. 22 -24 c. 25- 27

3. Do you like to learn English?

a. Yes b. No

4. Do you usually enjoy learning writing?

a. Yes b. No

5. Do you find the writing task?

a. Simple
b. Easy
c. Difficult

6. Do you think that successful writing involves?

(You can pick more than one option)

- a. Mastering the mechanics.
- b. Mastering and obeying conventions of spelling punctuation.
- c. Using the grammatical system to convey one's intended meaning.
- d. Organizing content at the level of the paragraph/ essays.

7. Does learning writing in the class help you to?

(You can pick more than one option)

- a. Reinforce and commit The English language to memory.
- b. Construct proper written texts.
- c. Develop your learning styles and strategies.
- d. Master punctuation, paragraph, conventions, spelling, and capitalization.

8. Does the sample text "essay" help you to be familiar with the use of formal features?

- a. Yes
- b. No

If yes, please explain why?

.....
.....

9. Are the pre-writing stages (planning, drafting and editing) crucial to the pronunciation of the final version of your writing?

- a. Yes
- b. No

Please, explain why?

.....
.....

10. How do you often use cohesive devices in your own writing?

Reference: the link between sentences. **Substitution:** replace one item by another one to avoid repetition. **Ellipsis:** the omission of part of sentences. **Conjunctions:** and, but, well, furthermore, moreover, because, since... etc.

- a. Always b. Sometimes c. Rarely d. Never

Section Tow: Literary Texts

11. Literature is a good language learning resource.

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

12. Which of the following genres of literary texts do you prefer to read?

(You can pick more than one item)

- a. Poems b. Novels c. Short stories d. plays

13. The study of literature can facilitate the development of students' language proficiency.

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

14. Do you enjoy reading literary texts?

- a. Yes b. No

15. How would you qualify the themes of text you are dealing with?

- a. Highly interesting b. Interesting c. Quite interesting

16. Please list any criteria that you think are important for selecting literary texts for language learning?

.....
.....

17. What do you think about reading literary texts?

(You can pick more than one item)

- a. It displays the students to a coherent and expert writing which leads to a better writing.
- b. It performs to introduce the students to various styles of writing.
- c. It helps students to get in contact with various models of writing.
- d. It expands students' experiences.

18. Literature is a powerful and motivating source for developing writing skills.

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

19. Short stories are the best models of writing.

- a. Yes b. No

20. Short stories provide great benefits for the students because:

(You can pick more than one item)

- a. They make students' reading tasks easier and shorter.
- b. They provide creative and challenging texts for students' writing tasks.
- c. They give students the chance to use their creativity and promote their critical thinking during writing.

Section Three: Students' Attitudes

21. Attitudes are an abstract concept and a common term used by social and psychology?

- a. Strongly agree Agree Disagree Strongly disagree

22. Do students' views determine their success in language learning?

- a. Yes b. No

23. Do you believe that attitudes are a set of norms which are formed through individuals' experiences?

- a. Yes b. No

24. Do you think that beliefs motivate instructional practices in the classroom?

- a. Yes b. No

25. Do you think that teachers' feelings play a crucial role inside classroom?

- a. Yes b. No

26. Behaviors are determined by intentions.

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

27. Do you believe that your emotions help you in expressing your thought?

- a. Yes b. No

28. Do you believe that literature is the major source of input for learning language especially the writing skill?

- a. Yes b. No

29. Do you think that your ambition towards literary texts can affect your way of writing?

- a. Yes b. No

Please, explain?

.....
.....

30. If you have any recommendations, please add.

.....
.....

Thank you for your collaboration

Appendix B

Students' Interview

Dear students,

We would be so grateful and thankful if you could answer the following questions under the goal of gathering and collecting data concerning your attitudes towards learning writing through literary text. Thank you so much in advance for your cooperation.

Miss. Asma Kharifa

Miss. Nawal Soucha

The First Part: Q1-Q3

Question1: Do you think that the time allocated to teaching written expression is sufficient to develop your writing style?

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

Question2: What motivate you to write?

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

Question 3: Do you face any problems or difficulties while writing?

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

The Second Part: Q4-Q7

Question 4: What can you tell us about the main objectives that you intend to achieve in learning literature?

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

Question 5: What do you think about reading literary texts?

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

Question 6: Do you read some literary texts outside classroom?

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

Question 7: Which kind of literary texts do you prefer to read?

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

The Third Part: Q8-Q10

Question 8: As a learner, how can your teachers help you to improve your writing skills through literary texts?

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

Question 9: Can you describe your reaction when writing after reading literary texts?

.....

.....

.....

Question 10: Do you think that reading and writing are interrelated to each other?

.....

.....

.....

تعتبر النصوص الأدبية مصدرا أصيلا للكتابة الناجحة وهي المعول عليه في الإنتاج الأدبي. ويتجلى جوهر أطروحتنا في اكتشاف مواقف الطلبة نحو تعلم الكتابة من خلال النصوص الأدبية, و اخترنا لهذه الدراسة عينة من طلاب السنة الثانية بميلة. والهدف الأساسي هو دراسة مواقف الطلبة من خلال دمج النصوص الأدبية باللغة الإنجليزية في المنهاج الدراسي السنوي لتحسين مهارات الكتابة لديهم. ولتحقيق ذلك طرحنا سؤال على العينة المختارة للحصول على إجابة موثوقة على بيان المشكلة. ويتمثل السؤال الأول في (1) مامواقف متعلمي اللغة الإنجليزية سنة الثانية بجامعة ميلة نحو تعلم الكتابة من خلال استعمال النصوص الأدبية؟ ويستند هذا البحث على الفرضية القائلة بأنه إذا كان الطلاب يدرّسون الكتابة من خلال النصوص الأدبية فإنهم سيقدمون مواقف إيجابية. وعلى أساس هذا الهدف كان تصميم البحث المنفّذ وصفيًا واعتمدنا وسائل إنجاز كميّة و نوعية على السواء. حيث تم إعطاء الاستبيان إلى تسعين طالبا وتم إجراء عشرة مقابلات حوارية ولقد اختيروا بشكل عشوائي. وتبين من خلال النتائج المتحصل عليها ان أغلبية الطلاب كان لديهم مواقف إيجابية اتجاه الفائدة الكبيرة التي اكتسبوها في تعلم الكتابة من خلال دمج النصوص الادبية في المنهاج و عليه تم تأكيد الفرضية. في النهاية هذه النتائج الايجابية تعكس فعالية النصوص الادبية للرد على احتياجات الطلاب و اقترح بعض الآثار التربوية لمساعدة الأساتذة للحصول على نتائج فعالة.