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Perceptions about the Place of Literature-Based Instruction in Teaching and

Learning Academic Writing

Case of Study: Second Year Master Students at the University of Mohammed Seddik Ben

Yahia- Jijel

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Dedications

To

The great parents that brought me to this life and raised me with love … my beloved

"Mother" and "Father"

My family, and my friends that I consider as family

Everyone who loves me, and loves seeing me happy and successful

Anyone who helped me, believed in me and motivated me to never give up on my dreams

Last but not least, myself!

Yousra

Dedications

I dedicate this work to

To my inspiration, my lovely mother,

To my source of braveness whose his love requires millions of hearts to hold, my father

To my brothers Rabeh and Sedam and my dear cousin Abdou,

To sisters and their cute children for their big love and infinite patience, prayers and continuing support to complete this research work.

To my sisters and my brothers in law for their support and valuable prayers.

To my grandmother my only one

To my lovely supervisor Dr. Houda BOUHADJAR and all my close friends and teachers for their keen interest.

To my best friend and partner Youssra

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Abstract

The present study investigated the role of literature-based instruction in enhancing EFL learners' academic writing. It aimed at finding out whether written expression teachers use literature-based approach in the EFL classroom and the attitudes of both teachers and learners towards this approach. In order to achieve the objectives of this study one questionnaire was administered to fifty EFL master 2 learners, and another one was designed for teachers of written expression at the department of English at the University of Mohamed Seddik Ben Yahiya, Jijel. The findings of the research revealed that both teachers and learners have positive attitudes towards literature-based instruction which is used by a considerable number of written expression teachers to teach academic writing. They use literary texts as formal and thematic models through guided writing tasks. Insights into teachers' views revealed teachers consider literature-based instruction effective in improving the coherence of EFL learners' academic writing particularly thematic organisation. However, the use of this approach dictates a consideration of some factors before text selection and use such as students' linguistic level and cultural background.

Keywords: Academic writing, literature-based instruction, thematic organisation, literary texts, EFL learners, teachers.

List of Abbreviations and Symbols

%:   **Percentage**

EFL: **E**nglish as a **F**oreign **L**anguage

ESL: **E**nglish as a **S**econd **L**anguage

P: **Page**

Q: **Q**uestion

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General introduction

1. Background of the Study

Over the last few years, the role of literature has seen a great shift from an aim of English instruction to a source of authentic texts and a basic component of the language curriculum.

Morley and David (2007) pointed out that reading works of literature, such as novels and poems, is the reason behind the wish of many individuals to become a writer. Also, McKay (1980) argued that literature increases all language skills, for literature enhances linguistic knowledge by giving evidence of widespread and rich vocabulary usage and complex and exact syntax.

Littlewood (1986) observed that literary texts are not only valuable for developing language skills, they can also be exploited for the purposes of explaining grammar and indicating various types of language usage. Likewise, Collie and Slater (1987) were in favor of the inclusion of literature in classroom language teaching. They claimed that literature provides valuable authentic material and develops the students' personal participation and contributes to the enrichment of culture and language.

 Lazar (1993) pointed out that literature should be seen as valuable resource of motivating material that would provide access to cultural background. Further, Lazar believed that literature enhances language acquisition and expands the students' language awareness and abilities of interpretation. She thought that the use of literary texts in language teaching provide the students with the cultural knowledge about the target language and its use in context. It also helps good interpretation. She believed that teaching literature can help to stimulate the imagination of learners, develop their critical abilities and increase their emotional awareness.

Stern (2001) has also supported the view that literature can be a rich and inspiring source for writing; both as a model and as a subject matter. Literature as a model can be found in the

students' writings which will closely resemble the original works or great literary writers or imitate the content, theme, organization or style. Students can show literature as a subject matter while showing their original ideas, interpreting or analysing all of which may have evolved from or have been inspired by the literary works they have read. Stern believed that the learners' writing is better improved when they are exposed to literary texts.

2. Statement of the Problem

For EFL learners, learning English is quite challenging. In this enquiry, they encounter difficulties in mastering the four skills particularly writing. One of the challenges they face is writing academically. Although they spend much time throughout graduation and postgraduation studying academic writing, their written productions be they exam answers or research papers lack some characteristics mentioning coherence, correct grammar and suitable vocabulary. Students need to be provided with authentic materials such as novels and short stories. Literature-based instruction seems to be the approach that adopts these materials. However, very few could hardly link between literature as a motivating and rich source for learning to write in academic settings.

3. Aim of the Study

This research aims to explore role that literature-based instruction plays in developing EFL learners' academic writing, by investigating the use of literary texts in the EFL classrooms and teachers' and learners' attitudes towards it.

4. Research Questions

Based on the stated problem, the present research work attempts to answer the following overarching questions:

1. Do EFL teachers at the department of English at Mohamed Seddik Ben Yahia University use literature-based instruction in teaching academic writing?

2. How do EFL teachers use literature-based instruction in teaching academic writing?

3. What are the teachers' and students' attitudes towards the effectiveness of literature-based instruction?

5. Hypotheses

The present research seeks to examine the following hypothesis:

1. If teachers favour the use of literature-based instruction in teaching academic writing, they would state that it is effective in improving students' writing.

6. Significance of the Study

Writing is a very important skill to develop for EFL learners especially in academic settings. It is usually taught through different approaches in the university curriculum. The significance of the present research work lies in driving attention to a less traditional approach in academic writing EFL classroom that may enhance the quality of the learners' academic writing; such approach is literature-based approach.

7. Research Design

A quantitative date collection and analysis is used. The research tool used to collect data is the questionnaire: one is directed for the teachers of written expression and the second for EFL master 2 students at the University of Mohamed Seddik Ben Yahia, Jijel.

8. Structure of the dissertation

The first chapter has a main concern with academic writing as a very important element in the EFL classes. Basically, it deals with the definition of academic writing, its features, types and the purposes. Moreover, the purposes of writing academically, the different approaches to teach academic writing and the importance of academic writing in an EFL context. The second chapter covers the role of literature in enhancing EFL learners' skills and the advantages of implementing a literature-based approach. On the other hand, the third chapter presents the practical part of the study. It describes the methodology of the research study including

instruments, data analysis, and discussion respectively. It ends up with by suggesting some

pedagogical recommendations.

Chapter one: Academic writing in the EFL classroom

Introduction

Writing is a skill that is required in many contexts throughout life. Academic writing in particular, follows a particular tone and adheres to traditional conventions of punctuation, grammar, and spelling. This chapter provides the definition of academic writing, its features, types and purposes. After that, the importance of teaching academic writing along with the approaches and the purposes of its teaching are presented.

1.1. Definition of Academic Writing

Broadly, academic writing is any writing assignment achieved in an academic manner such as writing books, research papers, conference papers, academic journals, dissertations and theses. More precisely, it is a writing activity performed to accomplish a requirement of a college, university, conference, and publication. Academic writing has been defined by a number of scholars. According to Murray (2005) academic writing is defined as the set of agreements used to publish a paper, or to write a thesis in a certain discipline. It can also be defined as a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills in thinking, interpreting, and presenting (Irvin, 2010, p.8). Likewise, Oshima and Hogue (2007) view that academic writing is the kind of writing used in high schools and college classes, which is clearly different form personal and creative writing. In brief, academic writing is a type of formal writing that is determined with specific intellectual boundaries and area of expertise.

Godev (2000) explains the notion of academic writing by writing: "The term academic writing seems to escape any definition that may try to encompass every writing task likely to be encountered in any of the academic disciplines." (p. 636). In other words, it is almost impossible to formulate a definition that covers all the aspects of academic writing. This is due

to the huge number of tasks and their variant applications in scientific or academic disciplines. Hence, any definition that pretends to be all-encompassing necessarily misses on some aspects of writing in at least one or two academic disciplines.

Academic writing is a well-structured product with careful considerations to specific factors and conventions. Academic writing is writing done by scholars for other scholars. It is considered as a crucial part of thinking and learning in school context, specially, in the light of 21st century demands (Johannessen, 2001). In addition, academic writing is a way for students to make meaning for themselves in all content areas (Bereiter and Scardamaria, 1987 as cited in Brihan, 2017) and to acquire cognitive and communicative skills in their particular domain. (Birhan, 2017).

From the aforementioned definitions, it is clear that academic writing is a very essential skill that is very different from other writings because it follows its own set of rules. As well as it must be developed in order to be able to communicate in academic settings.

1.2. Features of Academic Writing

Academic writing in English is linear, that is to say, it has one inside point or theme with every part adding to the main line of arguments, without movements from the main point or repetitions. It aims to inform rather than entertain (Birhan, 2017). Jordan (1986) claims that academic writing is distinguished from other formal styles of writing such as official and business letters. Academic writing has specific features and characteristics. According to Birhan (2017), a good piece of academic writing should be complex, formal, cohesive, coherent, objective, explicit, hedged, and responsible. Also, its language must be used precisely and accurate.

1.2.1. Complexity

It is known that written language is relatively more complex than spoken language (Biber and finegan 1988). The written form of the language is composed of longer words; it is seen to be lexically dense and has more varied vocabulary. In its nature, writing uses noun-based phrases more than verb-based phrases. Unlike the spoken texts written texts are shorter and the language has more grammatical complexity. According to different linguists, among the basic aspects of language acquisition is the students' development of an ability to produce and understand complex sentences of various kinds. According to Lees (1960) the complex sentence is composed of an independent clause and at least one dependent clause. An independent clause is a phrase that would make sense if it were a sentence on its own, whereas a dependent clause will not form a sentence on its own. When these two types of clauses appear in a sentence, it becomes a complex sentence.

1.2.2. Formality

According to Birhan (2017) formality is a necessary element to elevate the standards and qualities of academic writing. Jordan (1999) declares that academic writing must take a convenient formal style. Hamp-Lyons and Healsy (2006) refer to "academic writing" as a formal piece of paper that contains specific grammatical patterns, organization and argument i.e. in this context writers should avoid colloquial words and personal expressions.

1.2.3. Coherence and Cohesion

According to Birhan (2017) academic writing needs good flow of ideas and it is necessary to have good use of linking words to join the ideas within and between sentences and paragraphs, and an excellent usage of "signposting words" to show the development of our argument. (p.105). This means it is a requisite to have a flux in meaning and structure in every piece of academic writing.

1.2.3.1. Coherence

Carter (1999) states that coherence means that the text must make sense and cohesion referes to the appropriate structure and interlink by using suitable signposts and linking words. Also, Yule (2006) states that "Coherence is everything fitting together well, and it is not something that exists in words or structures, but something that exists in people" (p.126). Coherence is the result of the interpretation of the meaning of the text, and it depends on the relation between the audience and the text. (Tanskanen, 2006). i.e. the reader should have a pre-existed knowledge about the written text in order to interpret the linkage of messages in the discourse. Poudel (2015, p.8) clarifies the previous quote with the following example that illustrates the difference between coherent and non-coherent texts:

(i) A text with coherence: A: Did you bring the car?

                                B: Yes, I brought it yesterday.

(ii) A text with no coherence: A: Where did you go last week?

                                 B: That sounds good. My brother paints it.

1.2.3.2. Cohesion

"Cohesion refers to the relations of meaning that exist within the text, and is expressed through the stratal organization of the text… It occurs when the interpretation of some elements in the text is dependent on that of another." (Halliday and Hasan, 1976, p,4). Likewise, Taboada (2004) defines cohesion as 'the internal hanging together of the text'. In other words, the connection within the text should be tied.

1.2.4. Objectivity

Birhan (2017) points out that in composition writing in colleges and universities, students are always expected to present their views objectively. (p.105). Swales and Feak (1994) who also assert that writers must be objective in their writing, focus on using appropriate

pronouns, impersonal passives, and hedged claims. Objectivity is a necessity in academic writing which can be reached through using impersonal language and avoiding the usage of personal pronouns "I", "me", "in my opinion" and so on. However, it may include words that refer to the writer but the main focus is on the information that he/she provides with arguments rather than his/her assumptions and attitudes.

1.2.5. Explicitness

Academic writing should be always explicit and clear. To illustrate, it is explicit in its signposting of the organization of the ideas in the text (Biber, Johansson, Leech, Conrad & Finegan, 1999, p. 880-882) and clear in its recognition of the sources of the ideas in the text. Anderson and Poole (2009) suggest that an academic paper should include an introduction, body and conclusion. They believe that the introduction has to start with an obvious statement of the problem, and wage the readers with all essential data that is to follow. Also, they argue that the body "should be an attempt at a progressive solution to the problem said in the introduction", and the conclusion should present the solution of the problem that has been set. Additionally, Brown and Hood (1998) view that spelling and punctuation are writing sub-skills, and they provide several examples and exercises to avoid confusion and making mistakes.

1.2.6. Hedging

One of the features of communication style in academic context is the occurrence of hedging (Hyland, 1994). Birhan (2017) defines hedging as "the expression of tentativeness and possibility in language use, and it is crucial to scientific writing where statements are rarely made without subjective assessments of truth." (p. 105). In other words, hedging is the use of certain linguistic expressions in scientific writing to indicate that the claims made are only tentative and do not equal truth, hence, it is not certain whether an interpretation of findings, for instance, is the actual fact; and writers may at some point be subjective and hedging is therefore crucial to avoid subjectivity. Moreover, Riekkinen (2009) states that "hedges can be

defined as communicative strategy composed by words or phrases which enable speakers to make them more acceptable to the interlocutor". (p.109). That is, it is necessary for writers to make decisions and arguments about their stance on a particular subject so the interlocutor except it.

1.2.7. Responsibility

In academic papers, the writers must be responsible for the explanation of the source text, and they should prepare a proof and justification for any claim they make (Birhan, 2017). However, students rarely engage in discussions of what they have read, how to write and interpret, analyze, or respond to texts, they simply focus on remembering factual reading rather than analytic reading or independent writing while they are writing their senior essays (Wade and Moje, 2000). In this regard, writers must reinforce their claims with evidence and justification. Additionally, Brihan (2017) recommends, "It is advisable for university students to be responsible during writing academically; and it is essential to put their arguments and counter-arguments with their claims as well as with their supportive evidence in their original papers." (p. 106).

1.2.8. Precision

Academic forms of English, or academic registers of English, are often defined by their use of complex syntax, detached stance, and precise vocabulary (Schleppegrell, 2001; Snow & Uccelli, 2009). Beside using complex and detached stance, effective academic writing requires to be precise in terms of using information, dates or figures. Unclear word combinations like "a lot of people" or "someone said" are not believed as good academic writing expressions. However, using terms like 50 thousand, 76%, 1789 miles, year 2011 fit academic writing much better.

1.2.9. Accuracy

Jordan (1986) offers a number of examples and exercises that show the importance of using accurate grammar, vocabulary, spelling, and punctuation in academic writings. Therefore, writing an accurate academic paper requires the use of appropriate linguistic patterns.

1.3. Types of Academic Writing

Essays, reports, dissertations/ thesis and research papers are considered as the most common types to write academically.

1.3.1. Essay

An essay is a piece of writing on a specific topic. It usually contains a combination of facts and the writer's point of view. It must include several important components and appropriate strategies of expressions to make the information flow in a logical way, in order to convince the reader. The essay is a non-fictional document which is relatively subjective. Essays can be literary criticism, political manifestos, learned arguments, events of daily life, recollections, and reflections of the author. A good essay consists of three main parts: introduction, body, and conclusion.

- **Introduction**: An introduction must begin with a sentence that grabs the reader's attention, or at least make the essays interesting. For example, using a quote about the particular topic. It moves from general to specific in regards to the topic. At the end of the introduction, there should be a thesis statement which is considered as the most important component because it states the aim of the paper.

- **Body:** The body refers to the developing paragraphs that include a topic sentence and ideas together with supporting evidence that relates the discussion back to the thesis. A logical ordering of ideas is very essential, there are three types of ordering: Chronological order

which means order of time and it is good for narratives, spatial order which is good for descriptions of locations and emphatic order which is the most common for college writing.

- **Conclusion:** This section restates the thesis and summarizes the arguments and the supporting points in a simplified manner.

1.3.2. Report

Krevolin (1983) defines a report as an objective oral or written presentation structured to communicate information, investigate a problem, record ideas and facts, or provide solutions to a problem. P (39). A Report, then, is a factual document which includes accurate data that provides an analysis and description of a situation, a process, a method or a system. Some reports are conducted to record the methodology, results and conclusions of investigations. Furthermore, reports hold information of objectives. Ngozi and Chniwe (2017) says that reports can differ in size from short to a lengthy one such as progress reports, health and safety reports, cost-benefit analysis, proposals, research and field reports. Hence every report has a particular goal to achieve and the final product of the report is a concise, objective, well-articulated document presented for assessment.

1.3.3. Dissertation and Thesis

The dissertation and thesis are considered as two main permanent records of any original research. The students submit a dissertation to obtain a master degree while obtaining Ph.D. adheres the students to submit a thesis. This distinction is based on the British academic institutions while in the American institutions they follow the converse. (Paltridge and Starfield, 2007)

1.3.3.1. Dissertation

Conducting a dissertation is concerned with graduated master students, it is an approved creative project or an interpretive, analytical work that offers evidence of an original point of view, supported by original research and the results of that research. In completing a

dissertation, the student demonstrates a capacity for independent research, an ability to organize and present empirical evidence logically. The final written dissertation demonstrates originality, critical and independent thinking, appropriate format, organization and thorough documentation.

1.3.3.2. Thesis

Writing a thesis requires an ability to do competent and reliable research, organize materials effectively, write clearly, and make sound interpretations and conclusions from facts presented. Each statement within the thesis should be supported reinforced by a reference to published scientific literature, or by the researcher's own original work. However, a thesis should avoid the repetition of details of the previous published sources (critical thinking and analysis), it should instead use the published work's results as scientific fact and refer readers to it as a source for additional detail. The essence of a thesis is to demonstrate the critical thinking skills, not merely presenting experimental data.

1.3.4. Research Paper

The research paper is a 'way of reporting research for professional journals or edited collections' (Seliger and Shohami, 1989. p. 250). It is defined by Day (1998) as a written report that entails the description of original research results. A research paper focuses mostly on the major features of the research such as the purpose, review of the literature (often referred to as background) procedures used for carrying out the research accompanied by tables, charts and graphs and interpretation of results (often referred to as discussion) (Seliger and Shohami,1989). A research paper is written as a part of a subject and does not usually count as a separate subject or module and thus does not require an individual supervisor (Paltridge and Starfied, 2007). The content and emphasis of the research paper differs depending on the intended readers. Thus, the researchers should be mindful concerning the background and interests of the readers of the journals. Articles that are designed for practitioners will

emphasize the practical implications and recommendations of the research, while articles designed for researchers will carry description in detail the methods used to collect the data, the construction of the data collection procedures and the techniques used for analyzing the data. (Seliger and Shohami, 1989).

1.4. The purpose of Academic Writing

Academic writing is basically the writing that is used in every academic setting. Any academic work is done to answer a posed question or treat an issue. According to Whitaker (2009) the very common purposes in academic writing are to persuade, analyse/ synthesize, and inform and each of these functions differently:

1.4.1. Persuasive Purpose

Argument plays a significance role in the academic context. argumentative/persuasive writing becomes the typical genre that undergraduate student writers have to write (Christie, 1997; Mei, 2006). In this sense, the work of the academics is characteristically written in an argumentative way. According to Whitaker (2009) The purpose in persuasive academic papers is to get the reader to embrace the answer to the posed question, then the relevant answer will be chosen and this answer should be supported and reinforced depending on reason along with evidence seeking to change the readers' position towards the tackled topic. Persuasive writing assignments include argumentative and position papers.

1.4.2. Analytical Purpose

Academic writing represents the analytic version of the viewpoint. In the presentation the student needs to answer "why" and "how" questions more than "what" questions. (Irvin, 2010). According to Whitaker (2009) the aim of analytical academic writing is the explanation or evaluation of possible answers to the question. The step of choosing the best answer is based on the writers' own criteria. Such type of assignments often investigates causes, examine effects, evaluate effectiveness, assess ways to problems solving, find the relationships between

various ideas or analyses in the arguments of other people. Furthermore, the synthesis part of the purpose comes when the writer puts together all parts and come up with their own answer to the question, the examples of such assignments include analysis paper and critical analyses.

1.4.3. Informative Purpose

According to Whitaker (2009) informative academic writing aims to explain possible answers to the question, providing the readers with new information about the treated topic. This differs from an analytical topic in that the writer do not impose his or her opinion on the reader but rather tries to enlarge their view.

1.5. The Importance of Teaching Academic Writing

Academic writing has become an increasingly important element in education. According to Bacha (2002), writing is highly important in students' academic course, because most examinations, research work, and reports rely on it. Students need to develop the skills of academic writing in order to succeed at any formal setting that demands a written form. In other words, learning how to write strong essays is significant not just for getting good grades but also for appropriate written expression in academic contexts.

Writing is a key skill for all academic professions, not only for academic education. In this accordance, Barras (2005, p.1) states that " writing is important in studying all subjects and in all professions, only by writing well, you can give a good account of yourself as a student or when applying for employment, or in a career when writing email, memoranda, letters, instructions and reports, it is by your writing that may people judge you." In other words, a presentable academic writing would lead students to higher prospects in any field they opt for. It is known that the workplace is where the students' writing will be judge. So, having good writing skills can increase the person chances for getting a job. Bean (1996) also stresses that it is not only a prerequisite for academic performance, but one of the core features that provides

people with a set of vigorous aids for the mastery of all intellectual tasks. Thus, teaching writing should be a part of all academic education programs.

Writing is inseparably linked with the creation of knowledge, because it is a technology of its own. An analysis of the cognitive processes in writing reveals important heuristic and epistemological principles that underlie the production of knowledge (Molitor & Lübbert, 2001 as cited in Björk et al., 2003). Writing in this way merits significantly more reflection as a methodological principle like other essential methodological procedures, and should be institutionalized as an academic subject.

1.6. Approaches to Teaching Academic Writing

Academic writing is taught differently depending on the students' levels and uses of writing. At the university, the process of teaching demands serious endeavors. Meanwhile in both primary and secondary schools, this process of teaching is reached through uncomplicated requirements. Tribble (1996) states in this regard: "Learners who wish to write in new academic setting have to gain a mastery of the concepts and content of their subject area as well as developing an ability to express themselves effectively and appropriately in the foreign language" (83). Yet, the teaching of academic writing necessitates a great focus on the aspects of content knowledge such as theories, principles and facts along with teaching foreign language skills. The approaches used in teaching academic writing include: the product, the process, and the genre approaches.

1.6.1. The Product Approach

The product approach is a traditional approach in which students are asked to mimic a model text, usually after it is presented and analyzed by the teacher. (Gabrielatos 2002). In this approach, the focus is on linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices. As Silva (1990) claims that the product approach was used in order to highlight form and syntax and the emphasis was on rhetorical drills. In brief,

writing is viewed as being primarily concerned with the knowledge about the structure of language, and writing development is mainly the result of imitating the form of texts provided by the teacher (Badger and White 2000).

The product approach comprises of four stages: familiarization, controlled writing, guided writing, and free writing. The familiarization stage aims to make students knowledgeable about certain grammar and vocabulary, usually through a text. In the controlled and guided writing sections, Students tend to imitate model texts, and practice the skill of writing with certain freedom in order to be ready for the free writing tasks in which students are asked to write short stories, letters and essays just as that of the model text. (Badger and White 2000).

The weaknesses of this approach are giving more importance to the product than the process, and the skills of writing are underestimated (Badger and White 2000). To illustrate, the focus is on the linguistic knowledge that learners can present through mimicking texts.

1.6.2. The Process Approach

Most research in writing pedagogy today concludes that the process approach is the most effective way to teach writing. In this approach, writing has a major emphasis on a linguistic skill such as planning and drafting, and there is much less focus on linguistic knowledge such as grammar and text structure (Badger and White 2000). That is, the process approach focuses on the process by which learners need to create a piece of writing. According to Nunan (1991) "the process approach treats all writing, as it includes steps in producing a written material". However, there are different views on the stages that writers go through in order to produce a piece of work, but a typical model identifies four stages: prewriting, drafting, revising, and editing and proofreading (Tribble, 1996).

- Step one: Prewriting is finding the ideas, gathering information, then organizing them. This stage includes such strategies: brainstorming, free-writing and journal writing. After that, students begin to organize by mind mapping, clustering, and branching.

- Step two: Drafting: in this stage students develop the meaning using ideas in prewriting strategies, from broad to narrow, and remove or add information.

- Step three: In revision, students write a piece and let it for a while before coming back to it with fresh mind to revise it because it allows the students to see the gaps in the writing task.

- Step four: The final stages include polishing the text and it is called editing and proofreading. Students revise mechanics used for writing including formatting and language accuracy.

Like the product approach, the process approach has also been criticized because it uses the same steps to write different types of texts, without giving importance to the type or the reason of the written text (Badger and White 2000).

1.6.3. The Genre Approach

The genre approach appeared in different forms in different parts of the world in language teaching since the 1980's. As well as it has different goals and focuses on different areas of teaching. However, there are strong similarities with the product approach and it can be regarded as an extension of product approaches (Badger and White 2000). Similarly, Grami (2010, p.30) defines the genre approach as "the approach that again focuses on writing as a product, and in some ways as an extension to product approach, but with attention being paid to how this product is shaped according to different events and different kinds of writing." In addition, a lot of discussions concerning this approach explained that in genre approach writing differs regarding to the social context in which it is produced. For Martin et al (2003), genre is "a staged, goal-oriented social process" (p. 7). It is "Social" in that people take part in genres

with other people; "goal-oriented" since genres are used to have things done; "staged" since it consumes a few steps to achieve the goals wanted (p. 7-8 as cited in Zeyneb, 2019). Hyon (1996, p. 695) states that scholars in the field of genre have identified genres as "oral and written text types" described by "formal qualities and communicative purposes in a social context". These kinds of writing such as sales letters, research articles, and reports which are related with different situations (Flowerdew 1993, as cited in Badger and White 2000).

Furthermore, according to Badger and white (2000) the objective of genre theories is not the only focus, there are a number of components of a genre to support writing which are "the subject the matter, the relationships between the writer and the audience, and the pattern of organization". They also claim that this approach gives the students the opportunity to acquire consciously the writing skill through imitating certain genres of texts.

However, this approach also has been criticized because it limits learners' knowledge about language in terms of vocabulary and ideas, as well as they find difficulties in expressing what they want to write. As Badger and White (2000) say writing is undervalued within this approach because it neglects the writing skills students need to write.

1.7. The Purposes of Teaching Academic Writing

Students' academic writing is always at the center of teaching and learning processes in higher education, in order to achieve a range of purposes that depends on the nature of what is taught. These purposes include:

1.7.1. Assessment

It is often a major purpose for student writing (see National Committee of Inquiry into Higher Education, 1997 as cited in Coffin et al., 2003 p.2). Students are continuously asked to write essays, written examinations, or laboratory reports to prove their understanding and mastery of the disciplinary course content. Lectures assess both the content and the form of

such writing, that is to say, they assess the language used, the text structure, the argument construction, grammar and punctuation. Students can also participate in assessing their own works in planning how they will study and learn a second language, i.e. they can be engaged in the early stages of the process of self-assessment. Gensee and Upshur (1996) note that classroom assessment and evaluation is mainly concerned with enhancing teaching to help facilitate learning for the students. They summarized the context of classroom assessment and evaluation (1996):
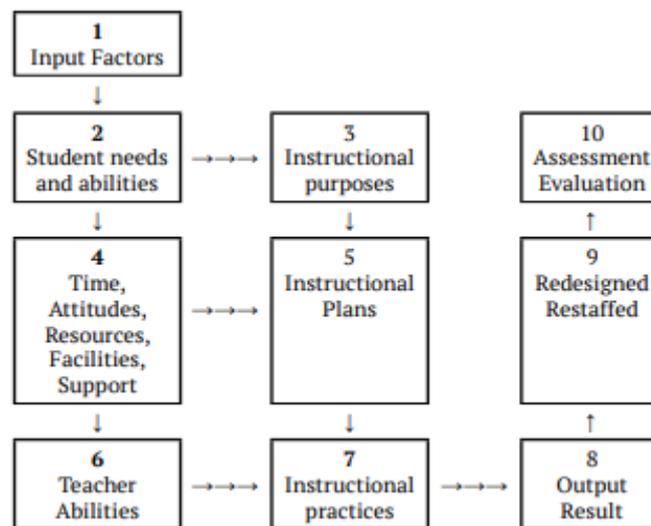
Figure 1: the context of classroom assessment and evaluation Gensee and Upshur (1996)

1.7.2. Learning

It can help students grapple with disciplinary knowledge as well as develop more general abilities to reason and critique (Hilgers et al., 1999 as cited in Coffin et al., 2003 p.2). Separately from or simultaneously with writing for assessment, students may also be asked to write texts, or journals where they record thoughts, questions, problems, and ideas about readings, lectures, and applied practice that trace their reflections on the learning process itself.

1.7.3. Entering Particular Disciplinary Communities

Students get involved in particular disciplinary communities, whose communication norms are the fundamental means by which academics transmit and evaluate ideas (Prior, 1998 as cited in Coffin et al., 2003 p.2). As students advance through the university, they are often expected to produce texts that increasingly convergent the norms and conventions of their chosen disciplines, with this expectation peaking at the level of postgraduate study.

Conclusion

The process of writing academically is complex for English native learners, let alone for non-native ones. The current chapter has offered an overview of the concept of academic writing discussing its related features, types and purposes. Furthermore, it has presented the purposes along with the importance and approaches of teaching academic writing. As a conclusion to this chapter, academic writing should be taught to EFL learners as a primary exigency.

Chapter Two: Literature-Based Instruction in the EFL Classroom

Introduction

Literature is largely considered as a rich authentic material which is very advantageous in English language teaching. Therefore, implementing literature-based instruction in teaching English language skills particularly academic writing can be an effective method that results in improving the learners' academic writings. The aim of this chapter is to introduce literature-based instruction in an EFL context. The light will be shed on the definition of literature, types and features of literary texts, in addition to the history and the definition of literature-based instruction. Moreover, this chapter will deal with the relationship between literature and skills development, criteria of selecting literary texts and the advantages of implementing literature-based instruction in enhancing EFL learners' academic writing.

2.1. Definition of Literature

There are several definitions of Literature from different points of views. Generally speaking, it can be defined as "an umbrella term giving information on every business". (Moody, 1971, as cited in Türker, 1991, p. 299). Therefore, literature is concerned with all kinds of business and it can be the best way to transmit information about any subject such as: literature for medicine and science. Moreover, Carter and Long (1991) claim that literature is like "the window to the world. it is a product of cultures that has a compendious store of information through which learners can gain insights as to the history, traditions, and conventions of the target language" (As cited in Sidhu et al., 2010, p. 54).

According to Onyeka (2008) "Literature springs from our inborn love of telling a story, of arranging words in pleasing patterns, of expressing in words some special aspect of our human experience." (p. 2). In other words, literature is an innate habit that expresses the human experiences interpreted and organized in amusing words and expressions. He also defines it as

an art that shows the imagination of writers to express feelings and thoughts of situations that happen around them.

Khatib and Mellati (2012) state that:

> "Literature is the way life is imagined and thought. It is the way through
>
> which people, around the world, at all times contact each other to collect
>
> the gathered wisdom of human experience. It is also the way through
>
> which people can communicate with future (p. 18).
>
> (as cited in Kendouci, 2017, p.11)

Blake (2003) also defines literature as "those pieces of writing which, despite the passing of years and even of the centuries, still inspire admiration, reflection, and emotion in readers" (p. 2). Based on the pervious definitions, literature is the existence of pleasure through writing and reading texts about the human experience.

However, in language teaching point of view "literature" can be defined as "the proper place where language gets the superb position. Literary works provide additional material of grammar practice, vocabulary learning, translation." (Liaw 2001; cited in Khatib et.al 2012, p.32). The consideration of the value of literature in language learning is very crucial because it gives perfect models particularly for learning writing. According to Alexander Baird (1968, p.203) "Literature is the use of language effectively in suitable conditions" (As cited in Türker, 1991, p.300). In his view, literary texts can be used in language teaching, because the used language is suitable for the contexts of the events.

From the various functions of literature that are mentioned in the definitions above, literature is an authentic material because it expresses other people's life experiences. It is a

way for communication as well as transmitting information, and most importantly a good material that can be used to develop language learners' skills.

2.2. Types of Literary Texts

Types of literary texts mean genres of literature. The term "genres of literature" is "a kind or style of writing" (Stephen, 1986, p. 30). So, it is used to describe the various types of literature. In this context, Serir (2012, p. 10) summarizes three major genres of literature as follows: 1) drama: plays, 2) poetry, 3) prose: novels and short stories.

2.2.1. Drama

The term 'drama' is defined by Esslin as ''a manifestation of the play instinct as in children who are playing mother and father''. (Esslin 1977, P. 10). Drama is innate in any human being even at very early ages. He also states that, ''Drama is mimetic action, action in imitation or representation of human behaviour'' (p. 10). That is, drama reflects the human reality, what happens in humans' life is interpreted in a dramatic piece of art.

- Plays

In defining the term play, Dryden (1903) says that it is a "just and lively image of human nature, representing its passions and hum-ours and the changes of fortune to which it is subject for the delight and instruction of mankind" (p. 166). According to this quote, the play is considered as a vivid picture, it manifestates its passion, sense of humour and wealth changes that are the subject of joy and humanity.

2.2.2. Poetry

According to bennet and Cristopher (2011) poetry can be evaluated in form of verbal and written art that uses a heightened sense of language to convey experience, feeling, or modes of consciousness. There is no concrete definition for poetry. In the same flow, Ollila and Jantas

(2006) see poetry as any kind of verbal or written language that takes a rethmical structure and is meant to tell a story, or express any kind of emotion, idea, or state of being.

2.2.3. Prose

Years ago, the study of prose has been overlooked and its definition was at some point very vague and cannot be precised. In the new oxford American dictionary, it is defined as "written or spoken language in its ordinary form, without metrical structure." In the same vein, Setyowati (2018) declares that, within the different genres of literary text, prose is the type of literary genre which is widely available and can be found in any means of communication.

- **Short Stories**

According to Thiyagarajan (2014) short stories are refered to as the authentic literary genre that is most fit to use in the English language teaching classrooms to enhance learners' communicative competencies easily and effectively. Short stories are seen as well "as a narrative that can be read at one sitting of one and a half hour to two hours, and that is limited to 'a certain unique or single effect', to which every detail is subordinate" (Abrams, 1970 as cited in Ceylan, 2016, P. 312).

- **Novel**

The Oxford Twentieth Century Dictionary defines the novel as "a fictional prose narrative or tale presenting the picture of real life, especially the emotional crises in the life-history of the men and women portrayed." That is to say, the prose stands for interpreting the real human life typically from the emotional side. It is also defined as "a fictitious prose narrative of considerable length, portraying characters, actions, or scenes representative of real life in a plot of more or less intricacy" (Harmsworth, p.78 as cited in Onyeka, 2010, P. 38.)

2.3. Features of Literary Texts

"literary text is a literary featured result of a finished speech creation process. It is a creative work that bounded with different lexical, grammatical, logical, stylistic connections, which has certain purposefulness, pragmatic principle'' (Galperin, 1981, as cited in Akkuzova et al., 2018, p.26). Literary texts are a very helping for the process of learning because they function as motivational means to read and write, leading to improve better writing and reading skills proficiency. According to Gajdusek (1988), there are two basic features of literary texts:

2.3.1. Internal Coherence

Internal coherence describes the connections between paragraphs in a literary text, and how each paragraph is related to the next paragraph in a piece of writing. Ellestrom (2018) claims despite the ambiguity and the incomprehensibility in narratives, it is ultimately internally coherent enough not to fall into separate pieces. Internal coherence makes literature a very aiding instrument for improving learners' communicative competence (Gajdusek, 1988). Learners generate abundant coherent texts when they are engaged to reading literary works because of the mutual liaison between their utterances. Maccrimmon (1967) states that "If the paragraph is coherent the reader moves easily from one sentence to the next without feeling that there are gaps in the thought, puzzling jumps, or points not made" (p.120). In other words, coherence facilitates the learners reading and understanding of the literary texts. Basically, in a paragraph, if all sentences tackle the same idea that is mentioned in the topic sentence, and when the developing sentences are following each other in a logical order through the use of transitional signals, the piece of writing is, then, unified and coherent.

2.3.2. Conscious Patterning

Literary texts are considered as a rich source of eloquence, intersting expressions and suitable vocabulary items filled with connotative meanings (Khan and Alasmari, 2018). The

more readers explore about the meanings and the structures of the literary texts, the more they get into reading and start engaging with the text and consequently, improving their comprehension and enriching their linguistic proficiency. In the same flow, Musalat (2012) views literary texts as a source and an agent of knowledge that provides learning about the beauty and richness of the language (As cited in Zeyneb, 2019). Ibnian (2010) identifies some leading features of literary texts:

•**Plot:** It is an important element of literary work; it shows the correlation between events that shape and build the story up.

•**Theme:** In any story the theme is the basic idea or the crucial point that constructs the story together. The theme must constitute the whole part of the story, because theme is a basic development of this story. Generally, the theme is the underlying meaning of the literary works.

•**Character:** It is considered as the vehicle in any literary work; thus, the character is the pillar that a story is based on that facilitates conveying the author's view.

•**Setting:** The setting in literary works is referred to as the place and location where the story occurs as well as the timing.

•**Style:** Is the ''How'' language is used. It can involve word choice and language usage that convey the writer's ideas in a particular way: imagery, metaphor, symbol and sound devices such as alliteration, rhyme, rhythm, etc., may be used in a literary text.

2.4.   The history of Literature-based instruction

The shifting relationship between language learning and literature still has a great deal of debate. From the 1940s through the 1990s basal programs have been documented as the dominant reading materials used for instruction in US elementary classrooms (Shannon, 1989 as cited in Morrow et al., 2000, P 349). However, over the past decade there has been a shift towards the inclusion of literature in the reading curriculum because of some factors including

the availability of high-quality literature (Cullinan, 1989, as cited Morrow et al., 2001), the popularity of the whole-language movement (Fisher and Hiebert, 1990 ; Goodman, 1989), and the prominence of reader-response theory (Rosenblatt, 1978).

During the 1980s and 1990s, literature-based instruction was the primary form of literacy education in the United States, offering students the opportunity to read and to explore literary texts in ways that supplemented learning, not just in language arts, but across disciplines (Arya et al., 2005). This type of instruction provides authentic learning experiences and activities using literature or "real" books to foster literacy. Furthermore, Kramsch & Kramsch (2000) have dealt with these issues and illustrate the movement from literature as part of an elitist study of foreign languages at the beginning of the 20th century to a view of literature as an authentic source of language at the end of the century.

However, there was another shift over the last decade in the United States, commercial basal readers and decodable texts, as well as scripted discussions of these materials, have replaced literary studies in the classroom, a change promoted by No Child Left Behind legislation and the publication of research studies sponsored by the publishers of commercial reading programs (Arya et al., 2005, as cited in Kristi, 2013). Even in ESL classroom instruction adopts basal readers and they have become the primary source of literacy education. While some mainstreamed students are learning to read using basal readers for native English speakers (Bello et al., 2003), others are exposed to basal readers and curriculum produced and designed specifically for English language learners. (Kristi, 2015).

While basal series are developed specifically for English language learners to help teachers with ESL instruction (Bello et al., 2003), research suggests that basal readers may affect the students' comprehension due to the artificial, prescriptive nature of the text (Hare, Rabinowitz, & Schieble, 1989).On the other hand, literature-based instruction , in the elementary classroom has a major role in improving literacy development in all students,

particularly in English language learners (Tunnell & Jacobs, 1989). Furthermore, Bredella (2000) points out that "literary texts in the foreign language classroom are not only important for foreign language learning, but also provide it with significant educational goals" (As cited in Paran, 2008, p.). Hence, learning a language is not only about language leaning but is also about education, and literary texts are the best way to provide them both.

2.5.   Definition of Literature-Based Instruction

High-quality literature, including narrative and expository works, are the core materials used in literature-based instruction to support young children develop literacy (Scharer, 1992). A study comparing literature-based and basal-based reading programs, Arya et al. (2005) describes the literature-based classroom as one in which instructors use authentic fiction and nonfiction trade books as a core feature of reading instruction. Current definition of literature-based instruction emphasizes high-quality literacy works, usually trade books, as the core instructional materials to be used to support literacy development (Harris & Hodges, 1995; Huck, 1997; Scharer, 1992, as cited in Morrow et al., 2000). At the most basic level, instructors may implement literature-based instruction through the simple incorporation of class libraries and shared book experiences, but they can also use literature of all genres in content subject area in order to supplement, or even substitute for, textbooks (Harris, 1993).

Literature-based instruction is much more than giving students quality literature; it is doing the authentic things with the literature i.e. reacting naturally to what they read, and give students support with these activities as they need it. As Hart-Hewins and Wells (1990) points out, children and young adults improve literacy (reading, writing, thinking) by having real literacy experiences and getting support from more-experienced individuals, who may be adults or peers. Research clearly shows that literature-based instruction aids all students become better readers, writers, and thinkers (Tunnell & Jacobs, 1989).

Classrooms that give literature a central role are distinguished by specific pedagogic strategies that foster literacy development and reading comprehension. Arya et al. (2005) observe that literature-based instruction frequently includes experiences such as shared, guided, and independent reading, as well as interactive, guided, and independent writing activities to reach students' literacy development. More specifically, Huck (as cited in Scharer,1992) illustrates five features of the literature-based classroom that develop student literacy success: a significant read-aloud program, the opportunity for reading self-selected books, discussion groups, interdisciplinary literature units, and the opportunity to respond creatively, whether through visual or written arts. On the other hand, Harris (1993) describes other standard pedagogical features of literature-based reading programs, including the following: student-centered pedagogy; a large, diverse collections of books; collaborative groups; the minimal use of worksheets; and the use of alternative forms of assessment, including student portfolios.

2.6. Literature and the Four Skills

Literature can be a great potential resource in language teaching, and developing the students' four skills. It is rich with innumerable authentic tokens of language for the development of reading, writing, speaking and listening skills (Belcher et al., 2000 as cited in Mohammed). Similarly, Yilmaz (2012) also argues that "both literature and language can serve as the complement to each, which is conductive to the development of language skills" (as cited in Garzón & Castañeda- Peña, 2015, p. 180). That is, it is widely acknowledged that literature with richness and variety can be a beneficial tool to provide inspiration with wisdom and ideas of learning a language.

2.6.1 Literature and Writing Skill

For writing purposes, literature seems to make a good ground for writing practice. It can be "a valuable and reliable source for developing writing skills in foreign language classes" (Babaee and Yahya, 2014, p. 81). Among the different types of literary texts, Mohamed (2011)

claims that it is very encouraging for students to finish a poem or a short story, and to re-write the story that they have read in their own words. Which means through poems and short stories students can discover useful thoughts and interesting meanings to develop their understanding and writing abilities. Additionally, the novel is considered as "a very rich source for developing linguistic structures as well as learning the target language. It is beneficial for developing both oral and written language skills" (Babaee and Yahya, 2014, p. 81). Particularly, literature make students exposed to a number of writing styles in which their own writing style can be evolved unexpectedly. As Babaee and Yahya (2014) claim that:

> Literature provides the learners with a model that provokes them to write
>
> like the original work in content, theme, style and organization. Also,
>
> literature embodies variety of themes to write on. Thus, it can give enough
>
> ideas to the learners to start their writing with. (p. 81)

2.6.2   Literature and Reading Skill

Literature is said to have a great impact on the improvement of students' reading skills. According to Mohamed (2011) novels and poetry can provide good opportunities for extensive and intensive reading, also for practicing reading subskills including skimming, scanning, and extracting the main ideas. A comparison is made by Lao and Krashen (2000) between a group of learners who read literary texts and who read non-literary texts at a university in Hong Kong. The results revealed that were that the group who read literary texts made better improvement in vocabulary and reading (as cited in Pardede, 2011, p. 19). Needless to say, that, through reading the different types of literature one can learn writing, speaking, vocabulary items, grammar, spelling, and other language aspects, as well as reading skills.

2.6.3 Literature and Listening and Speaking Skills

Literature is said to be a beneficial tool to develop both listening and speaking as major skills. Moody (1971) states that "literature stimulates and improves students' listening ability and encourages oral practice through discussion, as well as offering many interesting chances to write" (as cited in Sage, 1987, p. 6). Mohamed (2011) claims that learners can be exposed to audio versions of the poems or the short stories which stimulate the learners' desire to imitate the native speakers; thus, approximating their speaking patterns to them. Babaee and Yahya (2014) point out that:

> "Literature can be a valuable source for teaching speaking and listening
>
> skills, activities such as oral reading, dramatization, pantomiming,
>
> discussion and group activities can be considered as the ways through
>
> which language teachers can improve the students listening and speaking."
>
> (p. 81)

2.7. Criteria of Selecting Literary Texts

Teachers should help learners develop their language skills and appreciate not only the used literary text but also literature as a whole (Holden, 1987). Selecting suitable literary texts is important in order to use them effectively in foreign language classes. Furthermore, the task of selecting literary texts is a very crucial issue because language teachers should take into consideration some criteria to select properly what aid the learners to assimilate easily what they study. Lazar (1993) advances three criteria for texts' selection: readability, suitability of content and exploitability.

2.7.1. Readability

Lazar (1993) recommends to use texts that have a suitable level, so that students could cope with. In addition, the selected text should not be too long because students may lose interest in it, and the chosen text must meet the students' linguistic proficiency. If the language used is far beyond their linguistic level, they will become frustrated and the text loses its role as a teaching aid. In order to ensure language skills' development, the literary text should be written in a comprehensible manner, which is very complicated in terms of linguistics, context, or style (Holden, 1987). Krashen (1985) states that, learners acquire language by comprehending linguistic input that is slightly beyond their level of competence (i+1). In his view, the primary means of developing language skills for learners is through reading exposure i.e. by introducing learners to the reading process, they will not only increase their comprehension of reading and vocabulary acquisition but also enhance grammar growth and writing style. (Krashen 1989).

2.7.2. Suitability of Content

The literary text must be suitable in terms of the content and the way such content is presented to students. It must serve the aims of the course by matching the remainder of the syllabus, and motivates the students by presenting a material that is appropriate to their age and intellectual level. In addition, the literary text chosen as a teaching tool should present a culture that the students are familiar with. They need to have a sufficient cultural background to understand the literary text because a learner cannot understand some of the language expressed in literature unless he/she "understands the meanings of the culture expressed by the words of the language and unless the values and cultural experience against which the literature is written are also understood." Kramsh (1985, p.357). When students are not familiar with the culture they study in the literary texts, they will face problems in understanding the meaning of some

cultural details like those of religion, politics, social conventions and customs, social class distinctions ...etc.

2.7.3. Exploitability

According to Lazar, exploitability means facilitating learning by using different activities i.e. reading the chosen literary texts should achieve the different purposes that the teacher wants to reach such as: writing, discussing the writer's point of view ...etc.

Lazar (1993) proposes a checklist which summarizes various criteria when choosing a literary text:

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

Table.1: Checklist for Choosing Literary Texts Lazar (1993)

Teachers should take the checklist into consideration when opting for a literary text. If the criteria are carefully respected, teachers will use the appropriate literary texts for their

students. This list has three main areas: the type of course to be taught, the type of students to teach, the specific factors about the topic itself.

To sum up, exposing leaners to suitable literary texts allows them to read and understand the language used. However, Teachers should take into consideration specific factors that make the literary texts suitable for their students in terms complexity of syntax and vocabulary of the literary works, content, also the literary text must achieve the different purposes that instructors want to achieve. Thus, it can be said that the choice of suitable literary works is a basic factor to promote success in using literature in EFL classes.

2.8. Advantages of Implementing Literature-Based Instruction

Literature-based instruction is considered as a guiding and an inspiring method, it is very reliable in improving learners' writing, for it gives them effective vocabulary background and a working coherent style. Kim (2009) states that the power of literature-based instruction is in the power of stories. As a core material in literature-based instruction, stories provide a "whole world" to the students, and an imagination that not all the writing styles can have. Kim also finds that literature instruction helps students experience meaningful language learning that leads them to become better language users. In this context, a study conducted by Fries (1992) shows that in writing, the theme is a very important cohesive element that must be taken seriously into consideration. Moreover, there has been a consensus that teaching English should include instruction in Theme and thematic progression. (Wei, 2014). For instance, Ventola (1994) believes that academic writing courses in a foreign language should improve learners' consciousness and linguistic skills in organizing information in texts in a way which was referentially and thematically cohesive. (As cited in Wei, 2014).

Kristi (2015) claims that "Literature-based thematic units are lessons that use a unifying topic to connect learning activities across disciplines." P (12). She also claims that they are a great way to improve English language learners' skills. These thematic units contain series of

learning experiences that focus on a specific theme which has a learning outcome for students. Ebrahimi (2008) investigates the possible thematic organization and thematic progression patterns and their relation to students' level of language proficiency. The result suggests that using themes and rheme pattering in classes can be very effective on students' writing. Students will be aware of their weaknesses in making effective arguments because of the problems they encounter with either thematic progression or thematic selection, or both.

A guiding principle of the literature-based perspective states that acquiring reading and writing occurs in a book-rich context where there is an abundance of purposeful communication and meaning is socially constructed (Cullinan, 1987 in Cooper, 2000). By providing themes with several pieces of the same type of literature, students could reflect what they experienced in the story with their own life; thus, it will be meaningful for them in the sense that they can assimilate and contextualize the ideas of the story, and have templates to use in their writing. Moreover, in order to become effective constructors of meaning, students must learn to understand the differences in narrative and expository texts (Beach & Appleman,1984; Taylor & Beach, 1984). In other words, thematic organization makes various pieces of related literature be grouped together to help students understand how to use different text structures as a way to constructing meaning, as a result, the content and the style of students' writing will be more convenient and convincing.

Teachers use many different approaches to thematic learning, but all forms of thematic approach have in common an emphasis on making connections in knowledge. (Ward, 2003, p.3). In other words, learning through literature-based approach enables students to connect new information with what they already know, they link it with their existing knowledge structures or attaching it to concepts they control. Students are able to build connections and relationships about a given theme by having related, focused literature which is how one develops prior knowledge and uses it to build meaning (Anderson & Pearson, 1984). In other

words, that thematic organization helps to understand the concepts of schema theory and pri

or knowledge. In addition, Coherence is seen as the relationship between various semantic meanings in a text (Canale, 1983, as cited in Wei, 2014), and many scholars agree that the key element that both writers and readers draw on in making and comprehending these semantic relationships is their prior knowledge. (Wei, 2014).

To sum up, literature-based approach plays a major role in teaching English. It promotes the learners' skills, enables them to learn about text structure and supports constructing meaning in a way that makes students' writing coherent.

2.9. Teaching Academic Writing with Literature-Based Instruction

Literary texts effectively enhance English language for EFL learners especially at the level of writing, it aides them while doing this type of tasks to make a good coherent piece of writing. In this concern, Stern (2001) believes that literature is a rich root of inspiration for writing in EFL/ESL both as a subject matter and as a model. Literature readers are motivated to imitate the original writing, its theme, content and style, and in the meantime these readers show their original thinking when they analyze and interpret texts. Classroom activities such as discussion or exercises after text understanding and reading motivate students to analyze, interpret and criticize the work of literature (Stern, 2001). Several contents such as themes, styles and organizations of literary works help in generating original thinking among learners which they tend to write (Hişmanoğlu, 2005).

Widdowson (1978) argues that literature can be used to enhance the linguistic background either on usage or use level. Usage involves the knowledge of linguistic rules, and use requires employing these rules for effective communication. Literary texts are considered as rich sources of figurative language, beautiful sentences, idiomatic expressions, interesting proverbs, and suitable vocabulary items filled with connotative meanings.

Additionally, a range of vocabulary, grammatical structures and style of writing woven into a gripping narration enthrall the readers.

Submerging students in the world of literary texts will eventually expand their learning experience. Since there is a close connection between reading and writing, students will get in contact with different models of writing. Furthermore, reading the literary texts inspires the learners and give them something to write about. When reading is enjoyable, pleasurable it arouses interest and a sense of connection and in turn motivates students to respond in discussion and in writing which is very important in facilitating learners' investment in and improvement made in developing their writing abilities (Vandrick, 2003). Also, it is held that when exposing students to such literary texts, they will get used to a variety of writing styles and this unconsciously will help them develop their own writing style (Muthusawy et Al, 2010).

In literature-based approach, literary texts are used as a tool to teach and learn writing. Teachers resort to it as an effective method for EFL students' writing, meanwhile students utilize it as a means of inspiration also as a helpful guide for making a great cohesive and meaningful writing style, for them, literary texts are a source of a variety of vocabulary items and rich ideas.

Conclusion

In conclusion, it is worth mentioning that Literature-based instruction is very advantageous in helping EFL learners to become better writers in academic contexts. Teaching literature, is very beneficial in skills development. More specifically, it provides students with different models for writing and make them familiar with enormous expressions. Moreover, different types of literature are authentic materials because they make learners experience real life experiences and activate their thinking and imagination. A literature-based approach uses themes that teach students to be effective constructors of meaning and become better language users, as a consequence, the coherence of students writing will be improved.

Chapter Three: Research Design and Data Analysis

Introduction

The aim of this chapter is to find out perceptions about the role of literature-based instruction in enhancing EFL learners' academic writing in terms of coherence at the university of Mohamed Seddik Ben Yahia at Jijel, and if teachers use literary texts to teach writing. In this field of work, the present chapter contains presentation, analysis and interpretation of the data collected. Also, it seeks to answer the research questions and suggest recommendations.

3.1. Population and Sampling

The present study targets a population of second year master students, enrolled at the department of English at Mohamed Seddik Ben Yahia University, Jijel and teachers of written expression at the department. Second year master students are chosen because they have finished studying written expression and developed a writing skill that enables them to write academically. The random sample includes fifty EFL learners and eight teachers at the department of English at Mohammed Seddik Ben Yahiya, University of Jijel.

3.2. Research Instruments

In order to get sufficient quantitative data for this research, one fundamental instrument is used which is the questionnaire. A questionnaire was directed to master 2 students and another questionnaire was designed for written expression teachers.

3.2.1. Students' Questionnaire

3.2.1.1. Objective and Description of the Students Questionnaire

The questionnaire was given randomly to fifty EFL learners from second year master at Mohammed Seddik Ben Yahia University to find out if learners benefit from learning through literary texts in their academic writing. The questionnaire consists of nine open-ended

questions, four close-ended questions and five multiple choice questions which are divided into two sections.

Section one

This section is entitled academic writing in the EFL classroom. It aims to collect information about students' background knowledge about academic writing, and their awareness of its features particularly coherence. (Q1) intended to know the skill that is the most difficult for EFL learners. (Q2, 3, 4) were questions posed to know whether EFL students have a background knowledge about academic writing, then we highlighted the features of academic writing in questions (Q5, 6, 7).

Section two

This part is concerned with literature-based instruction in the written expression class. It attempts to find out students' attitudes towards reading literary texts and in which module they are instructed to read them. It is also designed to gather information about the students' views concerning the use of literary texts in written expression classroom and the precise methods used by teachers' written expression.

This section aims to identify the challenges that students face while learning writing through literature-based instruction and whether they find it effective in improving the coherence of their writing. (Q8, 9, 10) include the frequency and the perspective of students towards reading literary texts, (Q11, 12, 13) are questions posed to highlight the types of activities done while using the literary texts and the challenges students face when learning using this kind of texts. Lastly, (Q14, 15) include the perspective of students towards the use of literary texts in terms of enhancing and developing learners' academic writing.

3.2.1.2. Analysis of the Students Questionnaire Results

Learners' responses to Q01: (As an EFL learner, which skill do you find the most difficult in learning and practice?)

Table 02

The Students' most Difficult Skill in Learning and Practice.

Options	Numbers	Percentage
Listening	09	18%
Speaking	10	20%
writing	30	62%
Reading	00	00%
Total	50	100%

The gathered results show that the minority of master 2 students (18%) opted for listening as the most difficult skill, meanwhile, (62%) of them which is the highest percentage replied that writing is the most difficult, and (20%) of the sample said that it is speaking. From these results, it is noticeable that writing is the most difficult skill for the majority of master 2 students and reading as the easiest because we did not record any case about it.

Learners' responses to Q02: (How do you define academic writing?)

According to the replies of the overwhelming majority, academic writing is defined as follows:

- It is the writing style that is used in academic fields such as research work and exam essays

- Academic writing is to respect the form and punctuation and to link the ideas also the correct use of grammar and vocabulary.

- Academic writing is a formal style of writing, in which the writer has to be clear and concise in order to make the reader understand the expressed idea.

- It is the piece of writing which contains well-organized ideas linked to each other which convey meaningful sentences.

- It is a special type of writing which is characterized by formal features that make this type of writing different from other writing genres.

Learners' responses to Q03: (How do you evaluate your level in academic writing?)

Table03

Students' Self-evaluation in Academic Writing.

Options	Number	Perecentage
Excellent	00	00%
Very good	05	10%
Good	21	42%
Average	24	48%
Poor	00	00%
Very poor	00	00%
Total	**50**	**100%**

The question was posed to choose the students' self-evaluation in academic writing. The results above reveal that none of the students see their academic writing as excellent, poor or very poor. Whereas, a small group (10%) reported that their academic writing is very good. (42%) of the students represent good, and average is selected by the biggest portion (48%).

Learners' responses to Q04: (Are you familiar with the features of academic writing?)

Table04

Students' Familiarity with the Features of Academic Writing.

Options	Numbers	Percentage
Yes	29	58%
No	21	42%
Total	**50**	**100%**

(58%) of the participants stated that they are familiar with the features of academic writing, while (42%) said that they are not. Then those who chose "Yes" where asked to identify the features they know, and their answers include the following: Formality, complexity, coherence, cohesion, precision, objectivity, and accuracy. However, we noticed that there is a repetition of three features: formality, coherence and cohesion from the answers of the majority which means that most students are only familiar with formality, coherence and cohesion.

Learners' responses to Q05: (Among the following features of academic writing, choose the ones you studied in written expression classroom?)

Table05

The Features of Academic Writing Students Studied in WE Classroom.

Options	Numbers	Percentage
Complexity	09	4,20%
Formality	35	16,35%
Coherence	45	21,02%
Cohesion	43	20,09%
Objectivity	27	12,61%
Explicitness	12	5,60%

Hedging	04	1,86 %
Responsibility	05	2,33%
Persuasion	08	3,73%
Accuracy	26	12,14%
Total	**50**	**100%**

This question intended to check if students tackled the features of academic writing in written expression classroom and if they studied coherence. (4,20%) was the percentage of students who said that they studied complexity in written expression classroom, whereas (16,35%) of them replied that they dealt with formality. Meanwhile, the percentage of student who opted for coherence was (21,02%), and (20%) reported that they dealt with cohesion. Also, (12%) from the sample claimed that they were taught about objectivity and (5,60%) of them studied explicitness, but for hedging only (1,86%) declared that they dealt with it. Another low percentage of the sample (2,33%) chose responsibility and (3,73%) went for persuasion; for the last statistic (26%) studied accuracy in written expression module. According to the aforementioned statistics, we deduce that formality, coherence and cohesion are the foremost features that students dealt with in written expression classroom.

Learners' responses to Q6: (Do you find reading literary texts:)

Table06

Students' View Point about Reading Literary Texts.

Options	Numbers	Percentage
Time consuming	02	2,81%
Boring	15	21,12%
Difficult	12	16,90%

Interesting	24	33,80%
Beneficial	18	25,35%
Total	**50**	**100%**

Reading literary texts seems to be time consuming for the minority of students with a percentage of (2,81%), and (21,12%) of them admitted that it is boring. Whereas (16,90%) find it difficult. (33,80%) of the sample which is the highest percentage see that it is interesting and beneficial (59%).

Learners' responses to Q7: (How often do you practise reading literary texts?)

Table07

Students' Frequency of Practicing Reading Literary Texts.

Options	Numbers	Percentage
Always	01	2%
Sometimes	18	36%
Rarely	26	52%
Never	05	10%
Total	**50**	**100%**

The table above illustrates that more than the half of the sample (62%) rarely or never read literary texts and (36%) said that they sometimes read them. but only (2%) stated that they always practice reading literary texts.

Learners' responses to Q8: (When are you instructed to read literary texts?)

Table08

The Modules that Instruct reading Literary Texts.

Options	Numbers	Percentage
In literature classroom	46	69,69%
In civilisation classroom	07	10,60%
In written expression classroom	09	13,63%
In oral expression classroom	04	6,06%
Total	**05**	**100%**

Students are highly instructed to read literary texts in literature classroom because it took the highest percentage (69,69%). However, (10%) of the sample claimed that they are required to read in civilization while, (13,63%) are demanded to do this task in written expression, but only few (6,06%) said that they read in oral expression classroom.

Learners' responses to Q9: (Does your teacher of written expression use literary texts to teach you writing?)

Table09

The Use of Literary Texts by Written Expression Teachers.

Options	Numbers	Percentage
Yes	16	32%
No	34	68%
Total	**50**	**100%**

Relying on the collected data, (32%) of the students claimed that their teachers of written expression use literary texts to teach writing while a high percentage (68%) responded with "no".

Learners' responses to Q10: (Do you like learning writing through literary texts?)

Table10

Students' Attitudes towards Learning Writing Through Literary Texts.

Options	Numbers	Percentage
Yes	33	66%
No	17	34%
Total	**50**	**100%**

(66%) of the sample chose Yes as an answer (34%) expressed their dislike of using literary texts in learning writing.

Learners' responses to Q11: (Which type of activity does your teacher of written expression ask you to do while using literary texts?)

Table11

The Types of Instruction Used with Literary Texts to Teach Academic Writing.

Options	Numbers	Percentage
a	28	56%
b	05	10%
c	02	4%
d	05	10%
e	01	2%
f	08	16%
g	01	2%
Total	**50**	**100%**

Reading and analysing the structure of a literary text is the type of activities that scored high with a percentage of (56%), and (10%) represents the percentage of students are asked to imitate a model of literary texts. Equally, (10%) demonstrates the students who are asked for completing writing an unfinished literary texts task. (4%) of the sample said that reading different literary texts about the same theme is what their teachers instruct them to do when using literary texts in written expression. Another equal percentage of students that equals (2%) claim that they write response papers, and the others opted for writing literary texts. Whilst (16%) replied that writing about a theme is the type tasks they do. Analysing the structure of a literary text is the type of activity that most teachers use to instruct their students while using literary texts.

Learners' responses to Q12: (What are the challenges of learning through literary texts?)

Table12

Students' Challenges of Learning Through Literary Texts.

Options	Numbers	Percentage
Language complexity	34	68%
Lack of cultural background	09	18%
Time consuming	05	10%
Specific structure	02	4%
Total	**50**	**100%**

In this question, students are asked to identify what challenges they face when learning through literary texts. A high percentage of our sample (68%) opted for language complexity, (18%) of them chose lack of cultural background and others (10%) claimed that it is time consuming. However only two students (4%) said that it is challenging due to specific structure.

The major challenge that face EFL learners to learn through literary texts is "language complexity".

Learners' responses to Q13: (According to you, how do you think learning through literary texts develops your writing skill?)

Table13

Students' Perceptions of the Way Literature-based Instruction Develops their Writing Skill.

Options	Numbers	Percentage
A	35	15,41%
b	39	17,18%
c	47	20,70%
d	47	20,70%
e	29	12,77%
f	30	13,21%
Total	**50**	**100%**

The question at hand is purposeful for it tries to dig deeper into the students' perception of how learning through literary texts contributes in developing their writing skill. (15,41%) of the participants said that learning through literary texts develops their writing skill by experiencing meaningful language. Another considerable percentage (17,18%) claimed that it enhances their writing through providing models of writing. (20,70%) of the sample opted for strengthening imagination, creativity and motivation. Equally, (20,70%) chose enhancing linguistic structure as well as cognitive abilities. In addition, only (12,77%) claimed that it provides them with an opportunity for negotiation of meanings and instruction. (13,21%) of the sample stated that learning through literary texts develops their prior knowledge and use it to build meanings. we can conclude that learning through literary texts is very beneficial for EFL

learners to develop their writing skill specially by strengthening imagination, creativity and motivation, as well as enhancing linguistic structure as well as cognitive abilities.

Learners' responses to Q14: (Do you think learning through literary texts will make you write more coherently?)

Table14

Students' View Point about Writing more Coherently when Learning Through Literary Texts.

Options	Numbers	Percentage
Yes	47	94%
No	03	6%
Total	**50**	**100%**

The results revealed that almost all the students (94%) opted for Yes as they think that learning through literary texts make them write more coherently whereas, only (6%) opted for "no".

Explanation (for those who opted for "yes") all the explanations are similar and they revolve around the same ideas that are mentioned in the following statements:

- Learning through literary texts helps to develop and organize ideas and arguments as well as enrich students with a baggage of vocabulary.

- Because you will take example from the texts your read, from the way coherence is achieved in these texts.

- Reading good quality texts develops an unconscious ability to write in a creative and advanced manner.

- It helps in developing the writing skill and enhance the way the learner thinks and reflects to express more and better

- Learning through literary texts makes me write more coherently, because it provides a real example of different styles of writing, the appropriate use of conjunctions and punctuations, and also the smooth flow of ideas. It boosts students' imagination and creativity, and helps them to correct their mistakes.

Those who opted for "no" did not explain their answers.

3.2.1.3. Interpretation of Students Questionnaire Results

The questionnaire of the students was carried out for the sake of gathering information concerning EFL students' overall knowledge about academic writing and their attitudes towards the use of literary texts to enhance their academic writing.

After considering the answers gathered from the questionnaire, we arrived to deduce some basic ideas mentioning that writing is the most difficult skill for learners. However, almost all the students are knowledgeable of what academic writing is, yet the majority of them assessed their level in this type of writing as average. Students' replies show that they are mostly familiar with only three features of academic writing which are formality, coherence and cohesion also, and according to them the aforementioned features are the most dealt with in written expression classroom.

The obtained data also show that most of the students consider reading literary texts interesting and beneficial; however, they claimed that they rarely read literary texts. We observed that students are less exposed to literature outside literature classroom which shows that literature-based instruction is not widely used by teachers in other modules. Indeed, a large number of the students claimed that their teachers do not use literary texts to teach them writing. In addition, more than half of the students' stand point revealed that they like learning the writing skill through literary texts which suggests that some of them already have willingness to receive literature-based instruction.

The results show that the use of literature-based instruction by teachers of written expression is very limited. Most of the students pointed out that when learning writing using literary texts, they are instructed to follow some tasks such as reading and analyzing literary texts as models of certain forms of writing and imitation of literary texts. The previously mentioned tasks are the two tasks that are mostly used by written expression teachers. Language complexity is the major challenge students have when reading literature; however, this does not prevent them from admitting that receiving literature-based instruction develops their writing skill. They view that learning through literary texts develops their writing skill in terms of strengthening their imagination, enhancing their linguistic structure and their cognitive abilities as well as, they admitted that it would help them to write more coherently.

3.2.2 Teachers' Questionnaire

3.2.2.1 Objective and Description of Teachers' Questionnaire

This questionnaire has been administered to eight teachers of written expression at the Department of English at the University of Mohammed Seddik Ben Yahiya, Jijel. The aim behind it is to get information about their stand point concerning the role of literature-based instruction in improving the coherence of EFL learners' academic writing. The questionnaire is a combination of twenty questions which fall into two types: open-ended, closed-ended.

Section One

This section is entitled academic writing in EFL classroom. Questions (Q1-Q2) aims to find out teachers' perceptions of students' academic writing proficiency while (Q3-Q6) are posed to identify the features of academic writing that teachers consider more important in their students' academic pieces.

Section two

The second section seeks to get clearer insights about literature-based instruction in the EFL classroom and its contribution in enhancing EFL learners' academic writing in terms of coherence. In order to achieve this, teachers are asked to identify which approach they use to teach writing and to explain why they use it (Q8-Q9). Teachers are asked to identify the material they use in teaching academic writing (Q10) to know if they use literary texts or not. Then, they are if they are familiar with literature-based instruction and requested to express their views concerning its effectiveness (Q11- Q14). Moreover, (Q15-Q18) seek to gather information about teachers' views concerning the use of literature-based instruction in the classroom including the type of literary texts they use in teaching writing, the limitations of such approach and the factors they consider before using literary texts. Then, teachers are asked if they use thematic based units to teach thematic progression and whether they use literary texts as models for analysis, guided writing and imitation. (Q19) aims to identify the factors behind avoiding this approach in EFL writing classroom. Finally, teachers are asked whether they will use literature-based instruction in the future if it attracts their interest as an approach.

3.2.2.2. Analysis of Teachers' Questionnaire

Teachers' responses to Q01 (How do you estimate your students writing proficiency?)

Table15

Teachers' Evaluation of their Students' Writing Proficiency.

Options	Numbers	Percentage
Very Good	00	00%
Good	00	00%
Average	07	12,5%
Weak		

Very weak	01	87,5%
	00	00%
Total	**08**	**100%**

The majority of teachers (85,5%) evaluated their students' writing skill as average. However, only one teacher (12,5%) considered their students' writing level as weak.

Teachers' responses to Q02 (Do you think it is important to teach academic writing?)

Table16

Teachers' Point of View about the Importance of Teaching Academic Writing.

Options	Numbers	Percentage
Yes	08	100%
No	00	00%
Total	**08**	**100%**

The table above is concerned with the teacher's stand point towards the significance of teaching academic writing. The results show that the overall population (100%) claimed it is important to teach academic writing.

Justification

- Academic writing relates to formal style of writing. EFL learners are expected to learn such style of writing as part of their academic learning of English.

- Writing is important because it is a tool of communication as well. it causes students to think through a plethora of topics so they can take a position and defend it with the necessary arguments in addition to that, it helps the students to gain knowledge, understanding as well as developing their logical and critical thinking which is considered as the best way of presenting their ideas.

- It is needed in future professions and linked to knowledge production and transmission.

- Because it is different from informal writing and has many features of its own in relation to: choice of words, writing form, and so on.

Teachers' responses to Q03 (Which feature(s) of writing do you consider more important in your students' academic writing?)

Table17

The Most Important Feature(s) that Teachers Consider in their Students' Academic Writing.

Options	Numbers	Percentage
Formality	07	17,94%
Complexity	02	5,12%
Coherence	07	17,94%
Cohesion	05	12,82%
Objectivity	05	12,82%
Explicitness	05	12,82%
Hedging	02	5,12%
Responsibility	00	00%
Precision	02	5,12%
Accuracy	04	10,25%
Total	**08**	**100%**

The results Tabulated above show that (17,94%) of the teachers opted for formality and coherence, while (5,12%) opted for complexity, hedging and precision. As well as (12,82%) picked out cohesion, objectivity and explicitness. However, (10,25%) opted for accuracy but no one went for responsibility. Apparently, formality and coherence are considered as the most

important features for teachers in their students' academic writing because they have been chosen from seven teachers out of the total.

Teachers' response to Q04 (In which area do your students face difficulties while writing academic pieces?)

Table18

Students' Difficulties in Academic Writing.

Options	Numbers	percentage
Vocabulary	05	17,85%
Cohesion	06	21,42%
Clarity	04	14,28%
Grammar	05	17,85%
Coherence	08	28,57%
Total	**08**	**100%**

The results tabulated above show that (17,85%) of the teachers opted for vocabulary. (21,42%) chose the second option "cohesion" and (14,28%) opted for clarity, while (17,85%) chose grammar. However, (28,57%) of the teachers claimed that it is coherence. We assume that the most difficult thing that students face in their academic writing is coherence because it was chosen by all the teachers.

If others please mention

From the responses to the previous question, two respondents stated that there are other difficulties that students encounter in their academic writing such as choice of words and form, also students' failure in explaining their knowledge and how to write it.

Teachers' response to Q5 (Which approach do you use in teaching writing?)

Table19

The Approach Teachers Adopt while Teaching Writing.

Options	Numbers	Percentage
The product approach	00	00%
The process approach	03	42,85%
The genre approach	01	14,28%
More than one approach	03	42,85%
Total	**08**	**100%**

As it is tabulated above in the table none of the respondents opted for the product approach. (42,85%) of the whole sample use the process approach, while, (14,28%) use the genre approach. However, (42,85%) of the teachers claimed that they use more than one approach. We conclude that most of the teachers prefer to use the process approach or more than one approach to teach writing.

Explanation:

- Sometimes I use the product when imitation of sample texts is needed and I use the process when they need to write in steps.

- Contextualising writing and studying its structure and the process that leads to elaborating texts are steps that require attention and effort on the part of students. As a result, they engage students in meaningful experiences.

- It depends on the objectives and nature of the writing itself.

- The choice of the teaching approach depends mainly on the students' level and the teaching objectives.

Teachers' response to Q6 (What kind of material do you use in teaching written expression?)

Table20

Materials used in Teaching Written Expression.

Options	Numbers	Percentage
Sample texts	07	63,63%
Literary texts	03	27,27%
Visual aids	01	9,09%
Total	**08**	**100%**

The results shown in the table above reveal that most of the teachers (63,63%) use sample texts in teaching written expression, (27,27%) of the teachers use literary texts and only few of them (9,09%) use visual aids.

If others, please, mention

Some teachers claimed that they use free writing as a material to teach in written expression.

Teachers' response to Q7 (Are you familiar with the term "literature-based instruction"?)

Table21

Teachers' Familiarity with the Term "Literature-based Instruction".

Options	Numbers	Percentage
Yes	06	75%
No	02	25%
Total	**08**	**100%**

The table above indicates that the majority of the teachers (75%) are informed about literature-based instruction. While the rest portion (25%) claimed that they are not familiar with the term "literature-based instruction".

Teachers' response to Q8 ("Literature-based instruction is the type of instruction in which authors' original narrative and expository works are used to teach writing." Describe this type of instruction).

Table22

Teachers' View about the Effectiveness of Literature-based Instruction.

Options	Numbers	Percentage
Effective	08	100%
Not effective	00	00%
Total	**08**	**100%**

The responses of the teachers to the question about describing the literature-based instruction approach show that the whole sample (100%) agreed on the effectiveness of this approach.

Justification

- Students read authentic material and acquire new vocabulary and imitate different forms and styles.

- This definition extracts the main components of such an approach especially in terms of introducing learners to authentic texts that are universally well- appreciated and considered as models to follow.

- By reading a model, the learner learns the rules of writing.

- Literary texts are doubtless challenging, but they are rewarding in that they plunge the learner into a rich and authentic experience, in which a premium is placed on learner involvement.

- This type of instruction seems effective because it provides students with the opportunity to analyze authentic materials.

- Because it is considered as a preparatory stage for developing the writing skill.

Teachers' response to Q9 (Do you use literature-based instruction in teaching writing?)

Table23

The use of Literature-based Instruction in Teaching Writing.

Options	Numbers	Percentage
Yes	06	75%
No	02	25%
Total	**08**	**100%**

The results denote that the majority of the sample (75%) said that use literature-based instruction in teaching writing. While, (25%) of the teachers said that they do not use it.

Justification

- It makes students better readers; it motivates them and gives them models of good writing.

- Because of the originality it causes.

- Literature based instruction requires much time than simple texts. It involves the analysis of different literary key aspects that are used in writing.

- Because it offers a variety of fiction and nonfiction texts which increase the students' feeling of joy and excitement to read books.

Teachers' response to Q10 (If yes, what types do you use?)

Table24

Types of Literary Texts.

Options	Numbers	Percentage
Novels	03	27,27%
Short stories	06	54,54%
Poems	01	9,09%
Plays	01	9,09%
Total	**08**	**100%**

Explanation

- They are practical for their length and easy language in addition to motivating students.

- The rich language used in novels and short stories provides learners with the required resources and mechanics for writing. Short stories and novels contain different types of discourse also and describe reality in creative ways

- Short stories are possible to summaries in class.

- Plays are far easier than poems and much shorter than novels.

Teachers' response to Q11 (Is it easy to use literary texts in teaching writing?)

Table25

Teachers' View about the Facility of Using Literary Texts in Teaching Writing.

Options	Numbers	Percentage
Yes	03	37,5%
No	05	62,5%
Total	**08**	**100%**

The findings show that only (37,5%) of the sample said that it is easy to use literary texts to teach writing, meanwhile, the highest portion (62,5%) said that it is not.

If no, please, mention the limitations

- They need careful selection.

- Time consuming.

- Students lack linguistic abilities and cultural knowledge.

- Specialization from the part of teachers.

Teachers' response to Q12 (What do you consider before choosing a literary text to teach writing?)

The aim behind posing this question is to know what standards teachers resort to before choosing a literary text to teach writing. The answers were as follow:

- Students' linguistic level and cultural awareness.

- Time availability.

- Objectives of the writing course.

- The type of discourse and the variety of vocabulary and grammar used.

- To be compatible with the syllabus and simplicity (appropriate to the level of the students).

Teachers' response to Q13 (Theme is a key literary element; do you use literature-based thematic units to teach your students thematic progression?)

Table26

Using Literature-based Thematic Units to Teach your Students Thematic Progression.

Options	Numbers	Percentage
Yes	04	50%
No	04	50%

Total	**08**	**100%**

The replies to this question had an equal percentage. (50%) of the teachers said that they use literature-based units to teach their students thematic progression, whereas, the other half said that they do not.

Justification

- Some themes motivate students to read and write about an interesting theme in various forms.

- Thematic units provide a chronological progression.

- Sometimes more appropriate for teaching certain language functions like narrating.

- Because of the role it plays in relation with students' level of engagement.

For those who opted for ″No″. They justified their answers saying that

- Time constraint.

- I focus more on covering different discourse functions than on the theme itself. A theme maybe chosen, however, to reflect students' real life and interesting or hot topics, but thematic progression is not central in my design of lessons.

Teachers' response to Q14 (In teaching writing, do you instruct your students to:)

Table27

Type of Instruction Used in Teaching Writing.

Options	Numbers	Percentage
Analyse literary texts	05	26,31%
Imitate literary texts	05	26,31%
Write response papers	03	15,78%
Complete unfinished literary texts	03	15,78%

Write literary texts	03	15,78%
Total	**08**	**100%**

As shown in the table, (26,31%) of the teachers instruct their students to "analyse literary texts", with the same percentage (26,31%) other teachers opted for "imitate literary texts". However, "write response papers", "complete unfinished literary texts" and 'write literary texts" have been chosen by teachers with the same percentage (15,78%).

Teachers' responses of the Q15 (Literature is considered as an authentic material in EFL writing classroom, but teachers do not use it for the following reasons:)

Table28

Reasons Why Teachers Do Not Use Literature in the EFL Classroom.

Options	Numbers	Percentage
The difficulty of selecting literary texts	05	20%
It is time consuming	05	20%
Students' linguistic level	06	24%
Students' lack of cultural background	04	16%
Teachers' unfamiliarity with using literature	05	20%
Total	**08**	**100%**

The statistics at hand show that (20%) of the teachers do not use literature in the EFL classroom because of the difficulty of selecting literary texts, with the same percentage (20%) of the sample claimed that it is time consuming. (24%) of the teachers said that students' linguistic level prevents teachers from using literature. Meanwhile, (16%) of the sample stated claimed that it is due to students' lack of cultural background, and the rest portion (20%) said that it is due to teachers' unfamiliarity with using literature.

Teachers' response to Q16 (If literature-based instruction attracts your interest, would you use it for your future teaching?)

Table29

Teachers' Opinions about the Possibility of Using Literature-based Instruction for their Future Teaching.

Options	Numbers	Percentage
Yes	08	100%
No	00	00%
Total	**08**	**100%**

From the results mentioned above, the whole sample (100%) opted for "yes". In others words, literature-based instruction attracts the teachers' interest, and they would use it for their future teaching.

3.2.2.3. Interpretation of Teachers' Questionnaire Results

Teachers' questionnaire is concerned with collecting information about the use of literature-based instruction in the EFL classroom and its benefits in enhancing students' academic writing.

Depending on the findings on the conducted research, we deduced that the overwhelming majority of teachers stated that their students writing is average, yet few of them declared that their students' performance in writing is weak. In addition, all the teachers' responses show that it is important to teach academic writing because EFL learners are expected to learn such style of writing as a part of their academic learning of English, as well as it is needed in future professions and linked to knowledge production and transmission. Teachers admitted that not only formality and coherence are the most important features they consider in their students' academic writing. They also claimed that students' difficulties in academic writing are

vocabulary, cohesion, clarity, grammar, and coherence. In addition, students have other difficulties such as choice of words and form along with their failure to explain their knowledge and the way to interpret it.

From the second section, the results show that most of the teachers prefer to use the process approach in isolation or more than one approach. Moreover, almost all the teachers revealed that they frequently use sample texts to teach written expression. The obtained data illustrate that most of the teachers are familiar with term literature-based instruction, and they all consider this approach as an effective one. The results denote that a great number of teachers apply the previously mentioned approach to teach writing using short stories often. However, A popularity of teachers see that it is not easy to use literary texts in teaching writing because it is time consuming and requires careful selection to consider students' linguistic level and cultural knowledge. Consequently, teachers consider the previous limitations before choosing any literary text for teaching writing. In addition, teachers approved on the effectiveness of literature-based instruction in teaching coherence in academic writing. The answers show that half of the sample use literature-based thematic units to teach thematic progression for their students. Besides, they instruct their students through analyzing literary texts, imitating literary texts, writing response papers, completing unfinished literary texts, and writing literary texts. All in all, the research study's findings led to a rejection of the first hypothesis which means that written expression teachers at the department of English use literature-based instruction and believe that in its effectiveness in improving the coherence of the academic writing of their students because literary texts give learners good models to support constructing meaning and train them to have thematic progression in writing.

3.2.2.4. Limitations of the Study

This study could not be conducted very successfully and away from being criticized in regards to the obstacles that has confronted during the research process.

- Few references dealing with the reachability of academic writing through literature were found.

- Few studies dealt with the effect, practice or attitudes towards the teaching of academic writing.

3.2.2.5. Recommendations

In the present research, when we analyzed the questionnaire, we have come to disclose the fact that EFL classes use literature-based instruction to teach writing and resort to it as a stimulator for enhancing academic writing. In addition, not all students seem to be aware of the various features of academic writing. Therefore, it is recommended to integrate academic writing as a subject within the EFL curriculum to prevent EFL learners from the obstacles that may hamper their academic writing during their learning period at the university as well as other aspirations for the future like in their careers. In this light, we have some necessary recommendations and useful strategies that can useful to improve students' academic writing. These recommendations are the following:

For Teachers:

➢ Giving feedback on students' academic writing errors is very important.

➢ Using literary texts should be implemented because they seem very interesting and helpful for students to overcome difficulties in coherence in their academic writing by adopting a literature-based instruction approach.

➢ Reading and analyzing the structure of the literary texts, writing about a certain theme in a literary text and completing an unfinished literary text should be assigned by teachers to improve students' academic writing.

➢ To provide a solid ground for students, teachers should encourage the use of literary texts circles in the tasks of written expression discussions to expose students to a variety

of themes in real contexts. This gives them different models to express themselves in different ways.

➢ For the sake of engaging students in writing more complex and well organaised syntactic structures, teachers should teach the different genres of literary texts and different types of figures of speech.

➢ To use thematic organisation to teach writing in order to develop cognitive abilities as well developing prior knowledge and using it to build meanings.

➢ To use literary texts while teaching writing to enable students experience meaningful language and to provide an opportunity for negotiating meanings and instructing new ones.

For students:

➢ To develop their academic writing through the continuous practice inside and outside the classroom.

➢ To follow their teachers' instructions and advice regarding their academic writing mistakes.

➢ To read different genres of literary texts to become familiar with different types and styles of writing, and experience meaningful language to acquire the required skills to write good and coherent academic pieces.

Academic writing is the key to success in both studying and professional life for EFL teachers and learners.

Conclusion

This chapter represents the practical part of the present research work. It is composed of presentation of the research tools that are two questionnaires administered to fifty master 2 students and eight teachers of written expression at the department of English at the university of Mohammed Seddik Ben Yahia, Jijel. It also offers analysis and interpretation of the data

collected. It is worth saying that carrying out a thorough analysis of the research tool deployed

in the present research work has revealed that EFL learners can enhance their academic writing

in terms of coherence by learning through literary texts.

General conclusion

The current study has been carried out to highlight the role of literature-based instruction in improving EFL learners' academic writing. It sought to find out whether the teachers of written expression at the department of English at Mohammed Seddik Ben Yahia University of Jijel use literature-based approach to teach writing or not. Moreover, it attempted to investigate the teachers' and students' attitudes towards the use of this approach and its effectiveness in improving students' academic writing.

The dissertation is made up of three major chapters; the first and the second chapter represented the theoretical part which is an overview of the related literature, while the third chapter is mainly a practical study of the topic of research in which the findings are obtained through a presentation and analysis of the data collected.

The first chapter was devoted to a comprehensive discussion of academic writing as a very important skill in the field of foreign language learning. Academic writing is different from other types of writing because it has its own features such us using a formal, complex, precise, coherent language. Moreover, the chapter presented different types of academic writing namely, essay, report, research paper, dissertation and thesis. It also dealt with the persuasive purpose, analytical purpose and informative purpose as the purposes of writing academically. The chapter discussed the importance of academic writing which is seen as a key skill for academic professions as well as it gives every individual a good account of themselves as a student or when applying for employment. In addition, the three main approaches to teach academic writing which are the process approach, the product approach and the genre approach. Finally, Students' academic writing is always at the center of teaching and learning processes in higher education in order to achieve a range of purposes. This chapter tackled these purposes which are the following: assessment, learning and entering particular disciplinary communities.

The aim of the second chapter is to lay stress on the concept of literature as a rich and authentic material in English language teaching. Basically, this chapter dealt with the different types of literature which are drama, plays, poetry, prose and novel. Then, it discussed internal coherence and conscious pattering as the two features of literary texts in addition to a brief history of literature-based instruction. It also offers a presentation of the significance of literature on EFL leaners' four skills and the difficulties that prevent teachers from using literature in the EFL classroom such as students' linguistic level and their cultural background. By the end, the chapter pointed to the advantages of implementing literature-based approach on EFL learners' academic writing and teaching academic writing with literature-based instruction.

The third chapter represents the field work. It presents the sample, description of the research tool, analysis of the data and interpretation of the results. The results of the study revealed that some teachers of written expression at the department of English at the University of Mohamed Seddik Ben Yahia at jijel use literature-based instruction and all of them believe in its effectiveness in improving students' academic writing. Similarly, students showed their interest to learn writing through literature-based approach.

On the whole, implementing literature-based instruction to teach academic writing in the EFL classroom is very advantageous because literary texts provide good models to help students construct meaning and learn thematic progression in addition to language and style. Indeed, the findings show that literature-based instruction is an effective approach to improve EFL students' academic writing. However, a number of factors such as students' linguistic level must be taken into account before selecting the literary texts that will be used as material in teaching writing.

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Appendices

Appendix I

Teachers' Questionnaire

Dear Teachers,

This questionnaire is part of our research work which aims to investigate the role of literature-based instruction in enhancing EFL learners' academic writing, more precisely how thematic organizatoin can provide learners with a model of writing to improve their academic writing in terms of coherence.

We would be very greatful if you cooperate with us by filling up the present questionnaire, your answers will remain confidential and will be used for reasearch purposes. Please tick the appropriate answer (x) or write full statement answers where necessary.

Thank you in advance for your time and cooperation.

Section One: Academic writing

1-How do you estimate your students' writing proficiency?

a- Very good ☐

b- Good ☐

c- Average ☐

d- Weak ☐

e- Very weak ☐

2- Do you think it is important to teach academic writing?

Yes ☐

No ☐

Why?

……...

3- Which feature(s) of writing do you consider more important in your students' academic writing?

      a- Formality ☐

      b- Complexity ☐

      c- Coherence ☐

      d- Cohesion ☐

      e- Objectivity ☐

      f- Explicitness ☐

      g- Hedging ☐

      h- Resposibility ☐

      i- Precision ☐

      j- Accuracy ☐

4- In which area do your students face difficulties while writing academic pieces?

      a- Vocabulary ☐

      b- Cohesion ☐

      c- Clarity ☐

      d- Grammar ☐

      e- Coherence ☐

If others please mention

………………………………………………………………………….....................................

……………………………………………………………………………………………………

Section Two: Literature-based instruction in EFL classroom

5- Which approach do you use in teaching writing?

      a- The product approach   ☐

      b- The process approach   ☐

      c- The genre approach   ☐

      d- More than one approach   ☐

Please explain

………………………………………………………………………………………………………

………………………………………………………………………………………………………

6-What kind of material do you use in teaching written expression?

      a- Sample texts   ☐

      b- Literary texts   ☐

      c- Visual aids   ☐

If others, please mention

………………………………………………………………………………………………………

………………………………………………………………………………………………………

7-Are you familiar with the term literature-based instruction?

    Yes   ☐

    No   ☐

8- " Literature-based instruction is the type of instruction in which authors' original

narrative and expository works are used to teach writing." Describe this type of instruction:

      a- Effective   ☐

      b- Not effective   ☐

Why?

………………………………………………………………………………………………………

LITERATURE-BASED INSTRUCTION AND ACADEMIC WRITING

9- Do you use literature-based instruction in teaching writing?

Yes ☐

No ☐

Why?

……………………………………………………………………………………………..

10-If yes, what types do use?

   a- Novels ☐

   b- Short stories ☐

c- Poems ☐

   d- Plays ☐

Explain

……………………………………………………………………………………………

11-Is it easy to use literary texts in teaching writing?

Yes ☐

No ☐

If no, please, mention the limitations

……………………………………………………………………………………………

12-What do you consider before choosing a literary text to teach writing?

……………………………………………………………………………………………

……………………………………………………………………………………………

13-Do you think "literature-based instruction" is an effective method to teach coherence in

academic writing

LITERATURE-BASED INSTRUCTION AND ACADEMIC WRITING

Yes ☐

No ☐

Why?

…………………………………………………………………………………………………

14-Theme is a key literary element; do you use literature-based thematic units to teach your students thematic progression?

Yes ☐

No ☐

Why?

…………………………………………………………………………………………………

………………………………………………………………………………………………….

15-In teaching writing, do you instruct your students to:

a- Analyse literary texts ☐

b- Imitate literary texts ☐

c- Write response papers ☐

d- Complete unfinished literary texts ☐

e- Write literary texts ☐

16-Literature is considered as an authentic material in EFL writing classroom, but teachers do not use it for the following reasons:

a- The difficulty of selecting appropriate literary texts ☐

b- It is time consuming ☐

c- Students' linguistic level ☐
☐

d- Students' lack of cultural background ☐

e- Teachers' unfamiliarity with using literature in teaching writing

LITERATURE-BASED INSTRUCTION AND ACADEMIC WRITING

17- If literature-based instruction attracts your interest, would you use it for your future

teaching?

        Yes   ☐

        No   ☐

Appendix II

Students' Questionnaire

Dear Students,

This questionnaire is designed to gather information about the role of literature-based instruction in enhancing EFL learners' academic writing in terms of coherence at the department of English at Mohamed Seddik Ben Yahia University.

Please tick the right answer (x) and write full statements where necessary.

May we thank you in advance for your cooperation and for the time devoted to answer the questionnaire.

Section One: Academic Writing in The EFL Classroom

1- As an EFL learner, which skill do you find the most difficult in learning and practice?

    a- Listening ☐

    b- Speaking ☐

    c- writing ☐

    d- Reading ☐

2- How do you define academic writing?

……………………………………………………………………………………………

……………………………………………………………………………………………

3- How do you evaluate your level in academic writing?

    a- Excellent ☐

    b- Very good ☐

    c- Good ☐

    d- Average ☐

    ☐

e- Poor

f- Very poor

4 - Are you familiar with the features of academic writing?

Yes

No

If yes, please identify them

………………………………………………………………………………..

5-Among the following features of academic writing, choose the ones you studied in written expression classroom?

a- Complexity

b- Formality

c- Coherence

d- cohesion

e- Objectivity

f- Explicitness

g- Hedging

h- Responsibility

i- Persuasion

j- Accuracy

Section Two: Literature-based in written expression classroom

6-Do you find reading literary texts:

1- Time consuming

2- Boring

3- Difficult

4 Intersing ☐

5- Beneficial ☐

7-How often do you practice reading literary texts?

1- Always ☐

2- Sometimes ☐

3- Rarely ☐

4- Never ☐

8 -When are you instructed to read literary texts?

- In literature classroom ☐

- In civilisation classroom ☐

- In written expression classroom ☐

- In oral expression classroom ☐

9 -Does your teacher of written expression use literary texts to teach you writing?

Yes ☐

No ☐

10-Do you like learning writing through literary texts?

Yes ☐

No ☐

11 -Which type of activity does your teacher of written expression ask you to do while

using literary texts?

a- Read and analyse the structure of a literary text ☐

b- Imitate a model of a literary text ☐

c- Read different literary texts about the same theme ☐

d- Complete writing an unfinished literary text ☐

☐

    e- Write a response paper

    f- Write about a theme in a literary text   ☐

    g- Write a literary text   ☐

12-What are the challenges of learning through literary texts?

    a- Language complexity   ☐

    b- Lack of cultural background   ☐

    c- Time consuming   ☐

    d- Specific structure   ☐

13- According to you, how do you think learning through literary texts develops your writing skill?

    a- experiencing meaningful language   ☐

    b- providing models for writing   ☐

    c- Strengthening imagination, creativity, and motivation   ☐

    d- Enhancing linguistic structure as well as cognitive abilities.   ☐

    e- Providing an opportunity for negotiation of meanings and instructing new ones   ☐

    f- developing prior knowledge and using it to build meanings.   ☐

ملخص

إن الدراسة الحالية بحثت في دور التعليم القائم على الأدب في تعزيز الكتابة الأكاديمية بالنسبة لمتعلمي اللغة الانجليزية كلغة أجنبية. حيث تهدف هذه الأخيرة إلى معرفة ما إذا كان مدرسو التعبير الكتابي يستخدمون نهجا قائما على الأدب في فصل اللغة الانجليزية كلغة أجنبية ومنه مواقف كل من الأساتذة والطلاب تجاه هذا النهج. لتحقيق أهداف هذه الدراسة تم توجيه استبيان إلى خمسين طالبا من السنة الثانية ماستر وأخر وجه إلى أساتذة التعبير الكتابي من قسم اللغة الانجليزية بجامعة محمد الصديق بن يحي. جيجل. كشفت نتائج البحث إن كل من الأساتذة والطلبة لديهم مواقف ايجابية تجاه التدريس القائم على الأدب والذي يستخدمه العديد من مدرسي التعبير الكتابي لتدريس الكتابة الأكاديمية. هؤلاء الأساتذة يستخدمون النصوص الأدبية كنماذج رسمية وموضوعية من خلال الكتابة الموجهة. ان المدرسين يعتبرون التدريس القائم على الأدب فعالا في تحسين تماسك الكتابة الأكاديمية للغة الانجليزية كلغة أجنبية وبشكل خاص التنظيم الموضوعي. ومع ذلك فان استخدام هدا النهج يفرض النظر في بعض العوامل قبل اختيار النص او استخدامه كالمستوى اللغوي للطلاب وخلفيتهم الثقافية.

الكلمات المفتاحية: الكتابة الأكاديمية، التعلم القائم على الأدب، التنظيم الموضوعي، النصوص الأدبية، متعلمي اللغة الإنجليزية كلغة أجنبية، الأساتذة، التماسك.