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Enhancing Writing Skills through Literary Texts

the Case of Writing Classes in Nov 1st, High School in Laghouat

A Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirements for
the Degree of Masters in Civilization and Literature

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Dedication 1

I dedicate the fruit of my years of study in its various stages to the one who enlightened me the horizons of my life since I saw the light and the most precious thing that this world has given me

To my dear parents, may God protect them

To the candles of my life, my brothers and sisters, and all the family and relatives

To my colleague on this project, Meriem Sahraoui

To all those with whom the spirit of love and friendship brought me together at the university

Especially my dear friends Sumaya and Ferial

I also don't forget my dear friends Maria and Wafa

Imane Roummane

Dedication 2

The tears of my joy at my graduation and my sadness were mixed with the farewell of my dear parents, my grandbrother Al-Zubayr, and my grandfather, the father of my mother, the virtuous professor and the educator of generations.

My father the instructor of my life. My father earning an honest living for us and for supporting and encouraging me to believe in myself.

My mother, the virtuous professor for many generations .my mother a strong and gentle soul who taught me to trust allah, believe in hard work and that so much could be done with little.

My beloved brothers sisters (zoubir elmarhoum, Asmaa, Khaled, Abdelkader, Yamna) thank for your teaching experience at university, your endless love, sacrificis, supports and advices especially my sister asmaa my spanish teacher at high school and my instructor after my parents.

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Abstract

Literature is the creative, original and specific use of language in a way which makes it different from that of practical everyday language. This is accomplished through word manipulation, alliteration, assonance, and other rhetorical techniques. With this in mind, the aim of this research is to incorporate reading literary texts into English as a foreign language in order to assist students develop their reading and subsequently their writing skills in their writing classes. In so doing, they will likely be able to communicate and express their beliefs and ideas more efficiently. The findings of this paper reveal that the students' proficiency in writing in English is low, and that the use of the literary text as a learning platform, or tool, can help students improve their writing and language skills.

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List of abbreviations

EFL:English foreign language

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General Introduction

General Introduction

Literature is a phrase with a qualitative connotation, not just a generic term for writing. without the author's suggestion and view that some aspects of literature are best appreciated when given in a literary history This endeavour to place the most memorable English writing in an understandable historical context is presented as a public service. The reader will enjoy literature and be interested in learning more about it. Literature, as a rhetoric, satisfies human desire and passion by expressing ideas and messages of societies in a variety of ways. As a matter of fact, EFL students, in particular, need to master writing skills in order to be able to speak and express their ideas and thoughts clearly provided that a great deal of communication takes place in written forms. After all, knowing how to write effectively is one of the abilities that language learners must develop. The aim of this research work is to help high school learners to develop themselves with skills and techniques that enable them to gain increased knowledge. In addition to that, it help them communicate their ideas clearly. Furthermore, it will use English literary texts to try to improve and strengthen students' English proficiency

Rao (2007) asserts that writing in English as a foreign language (EFL) is beneficial in two ways: first, it drives students' thinking, i.e., it aids in the organization of ideas, and it improves their capacity to summarize, analyze, and criticize; second, it improves the process of learning among students. Additionally, writing abilities are required in numerous industries and professions, as well as in academics. Naturally, involving EFL students in the reading and writing processes will result in the development of the afore-mentioned skills. Reading literary texts will also present learners with a variety of concepts, vocabulary, grammar, paragraph structure, and writing styles, all of which will help them increase their language proficiency level and expand their creative thinking in expressing thoughts and opinions Thus, encouraging students to investigate literary language will subsequently urge them to consider and become familiar with the language's conventions. Furthermore, reading plays a vital role in writing as they both complete each other. Notwithstanding, most EFL teachers complain about their

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students' scarcity of readership especially in English that subsequently makes them hardly able to distinguish between the different writing styles. Even worse, the difficulties that such students encounter in language exponents including grammar, cultural and inter-textual background, lack of vocabulary, all often stand as a barrier toward discussing and expressing their ideas clearly. Therefore, this research aims at helping high school learners develop themselves with skills and techniques that enable them gain increased knowledge and communicate their ideas clearly. With this ultimate goal in mind, we shall seek to improve and strengthen students' English proficiency levels through literary texts emphasising those recommended in the official high school syllabuses. As such, the main question that rummages for an answer in this paper is how literary texts might be used to help students improve their writing abilities under which the following sub-questions could be formulated:

a) How can we help and urge EFL students make use of the reading material available? b) And subsequently, how can we exploit those literary texts so that students' thoughts and skills will be efficiently promoted? As a result, we offer the following hypothesis : Students may benefit from reading literary texts to write their diaries, developing speaking and discussion abilities, as well as developing verbal abilities. Furthermore, they will be familiar with various linguistic forms, grammar, sentence discourse functions, structures, and various ways of connecting ideas, all of which will enhance their own writing ability. With pertinent conversation, organized and developed ideas, proper explanations and exemplifications, students' writing will become clearer after reading a literary book. There are three chapters in this research. The first chapter looks at four main theories and the research literature connected to the study project; it emphasizes the relationship between reading and writing as well as the advantages of incorporating literary texts in the writing classroom. Meanwhile, The second chapter, is devoted to introducing methodologies and design. The research approach, techniques, and equipment employed in this study are described in the first section of the chapter. The second component, on the other hand, is concerned with the data gathering technique as well as the observations

General Introduction

and procedures used in the study. Finally, the third chapter is based on an analysis of the data acquired through the research instruments (observation and interviews), as well as a summary of the main findings.

Literature review :

This topic's literature review reveals that literature and language skills are linked. According to Frank,(1995) literature is the best stimulus and encouragement for students to grasp the art of writing.

Thus, Frank encouraged English teachers in their study to use literature as a fuel for familiarizing students with the textual environment. Furthermore, Frank emphasizes the importance of employing literature in the classroom to help students enhance their writing skills.

Moreover, Frank stated that literature has the ability to produce effective and creative writers. Finally, Frank stated that if teachers use literature in the classroom effectively, it may be considered an authentic backup to help students enhance their writing talents.

Sapkota (2012), in a similar vein, underlined the importance of literature in the classroom.

According to Drucker (2015), literature is defined as "writings that, despite the passage of time, continue to provoke admiration, thought, and emotion in readers."

The term "literary" has a qualitative connotation, not only a catch-all word for all types of writing without the author's implied conviction that some aspects of literature are best understood when given in the context of a literary history. Literature is a well-traveled path, albeit the destination, if ever achieved, is rarely satisfying.

The majority of attempted definitions are broad and ambiguous, as they evolve throughout time.

General Introduction

In fact, the only thing definite about literature is that its meaning will shift throughout time.

According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is not just about conveying content but also about the representation of self.

Writing is about more than making our thoughts and idea visible and concrete (Ghaith, 2002). Nystrad (1998:75), states that writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. And process of reading is a matter of predicting text in accord with the reader assumes about the writer's purpose.

Writing is a form of thinking; it is thing king for particular audience, and for particular occasion. Consider that writing is also the important expression language activity, pretty and jensen have an opinion that writing is process of expression thought, of thing king and feeling and of shaping experiences, and it is an important medium for self expression, for communication, and for the discovery of meaning (Pretty and Jensen, 1980:369).

From definition above the research concludes that writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. it is influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the particular political and institutional context. It is also a process that we write, is influenced by constraints of genre and has to be present in learning activities.

Chapter one

Theoretical Framework

Introduction

Combining literature and writing can significantly improve pupils' reading and writing skills. The most significant advantage of employing literary texts in a composition lesson is that it gives inexhaustible resources for improving students' writing skills. As a result, the first section of this chapter aims to provide an overview of the writing talent and process, as well as the various applications of literary texts in the EFL classroom.

I.1 Definition of literature

Literature is defined by many writers and thinkers in different ways. For example, (Lambar) describes literature as a work that expresses thoughts and ideas through creative thinking. Furthermore, the 11th edition (Merriam) dictionary defines literature as writing with quality of form or and expressing ideas of permanent or universal importance. Literature, in general, refers to any written work. Writing is formalized with letters, though some definitions include spoken or written words. More restrictively, it is chortled. Furthermore, there are three types of literature, which are summarized in the diagram below.

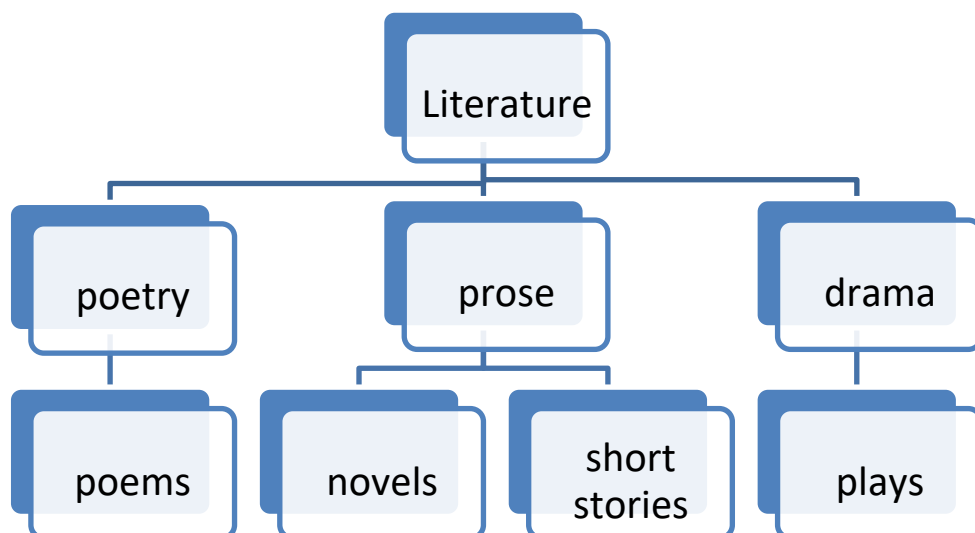


Figure 1 Diagram of types of literature our elaboration
Source: A self-made diagram based on personal research

The diagram above depicts the general literary genres, which include poetry written in poetic prose, prose which may be novels, such as fables, or non-fiction, such as autobiography, and the final drama, which is typically tragic comedy or tragedy.

I.2 Definition of Literary Text

A literary text is a piece of literature or writing that belongs to the artistic genre of literature and writing. The format in which the message is to be delivered, as well as the content of the message, are both extremely important. In a literary work, the author is free to write whatever he wants. It is usually written in a poetic language and style. (essay keeper)

<p>Checklist for choosing a literary text:</p> <ul style="list-style-type: none"> • Type of course • Level of students • Students reasons for learning English
<ul style="list-style-type: none"> • Kind of English required • Length/ intensity of course • Type of students • Age • Intellectual maturity • Emotional understanding • Interest/ hobbies • Cultural background • Linguistic proficiency • Literary background

Figure 2 Checklist for choosing a literary text (Lazar)

I.3 Strategies for reading comprehension

The ability to comprehend or grasp what you're reading is known as reading comprehension. This is an active and intentional element of reading that occurs before, during, and after you read anything. You can extract meaning from the text and better understand what the author is attempting to convey if you can understand what you're reading (Team).

Text comprehension and vocabulary knowledge are the two components of reading comprehension. Text comprehension is the ability to understand the language being used, whereas vocabulary knowledge is the ability to use that language to acquire an awareness of the meaning behind the text. There are six strategies we need to follow :

Improve your vocabulary

Understanding the meaning of the words you're reading can help you comprehend the meaning of the text. If you want to improve your vocabulary, there are a few things you may do to determine your current level of vocabulary understanding, take an online vocabulary quiz.

Once or twice a week, use flashcards to quiz yourself on words you don't know.

Make an effort to incorporate freshly learnt vocabulary into your spoken and written communication.

To improve your ability to guess what a word means in a specific situation, read as much as possible.

As you read, make a list of unusual words and look them up in the dictionary.

Come up with questions about the text you are reading

By allowing you to become immersed in the book, asking questions about what you're reading can help you enhance your reading comprehension.

The following are examples of questions you could pose as you read:

What was the author's motivation for starting the book there?

What kind of bond exists between these two characters?

What do we know about the protagonist so far?

Is there a recurring theme in the novel? What do they imply, if that's the case

Use context clues

Even if you don't know all of the words used, using context clues might help you grasp what you're reading. Context hints can be found in the words and sentences that surround the unfamiliar term. You can utilize context clues to deduce the primary concept of a sentence or paragraph by focusing on significant phrases or ideas in the sentence.

You can also check for synonyms or antonyms of the unknown term in the area.

Look for the main idea

The value of an article can be determined by identifying the primary concept of a paragraph or article. Understanding why what you're reading is significant can help you understand what the author is attempting to say. Pause every few paragraphs while reading to see if you can figure out what the main point is. Then, for a better understanding, try putting the primary idea in your own words.

Write a summary of what you read

Writing a summary is a fantastic approach to gain a better understanding of what you've read. To summarize, you must first determine what is most significant in the text and then

express it in your own words. Summarizing allows you to assess whether you genuinely grasp what you've read and helps you recall it in the long run.

Break up the reading into smaller sections

Consider breaking up lengthy or more difficult texts into smaller chunks. You could, for example, read two paragraphs at a time and then mentally recap what you just read. Breaking up what you're reading will make you feel less overwhelmed and increase your chances of genuinely grasping what you're reading.

Pace yourself

Pacing yourself allows you to create realistic goals for your reading practice and habits, which helps you improve your reading comprehension skills. This is especially true for novels or other forms of literature that you find difficult to comprehend. Make a daily goal for yourself that you know you can achieve.

Instead of stating you'll read a complete book in two days, say you'll read three chapters each night. This allows you to achieve your objectives while also giving you enough time to comprehend what you've read between sessions.

I.4 Writing as productive skill

According to (R. B. S) Writing as a productive skill necessitates a high level of English language accuracy on the part of the student. Writing is an ability that is sometimes overlooked, but it is just as critical as speaking. Writing is more complicated than speaking, but it prepares students for potential educational assignments and proper professional communication. There are some variations in written language, so they all need to be used and implemented. They vary not only in grammar and vocabulary, but also in pronunciation, handwriting, style, and punctuation, all of which must be learned. While handwriting poses a significant challenge, when presented clearly, it has a positive impact on the reader. For the reader, correct spelling

eliminates misunderstandings and improves communication. Punctuation is a matter of personal preference, and writing layouts benefit from practice and repetition. Company letters and emails are examples of structured layouts. Assigning creative writing assignments that enable a student to create a personal story is one of the most effective ways to prepare a student to improve his or her writing skills and use acceptable language. All things should be encouraged for continued progress, much like speaking.

Though writing is often overlooked in the classroom and can be boring and repetitive for students, the consistency gained can only improve the student's comprehension and proper use of the English language.

I.5 Theories for writing skills

These four theories explain how written competence has changed the role of the learner, from a simple passive learner to an active learner, who does not seek the quantity of the learning but the quality.

I.5.1 The first one :Bloom's Taxonom

In one sentence, Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can, among countless other uses, help teachers teach and students learn.

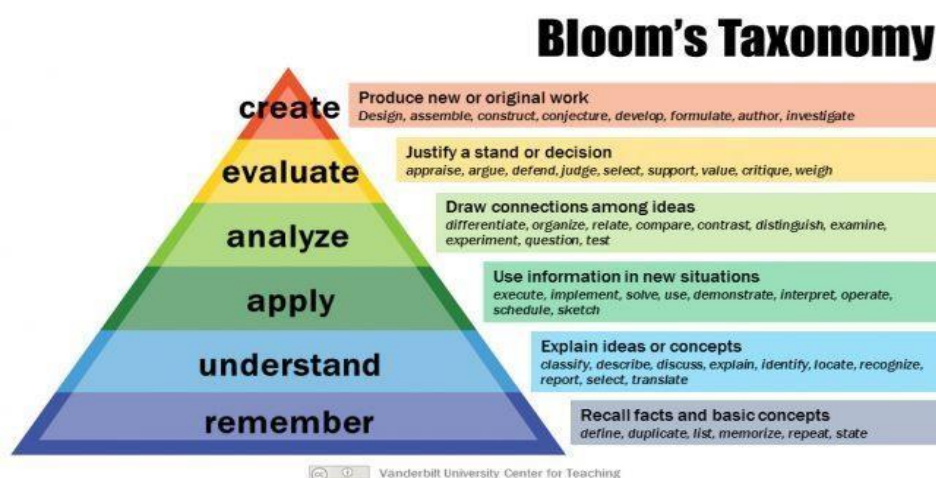


Figure 3: Bloom taxonomy by (Staff)

I.5.2 the second :Cognitive theory

According to Jean Piaget's theory of cognitive development, children's intellect evolves through time.

A kid's cognitive growth entails more than just collecting information; the youngster must also create or develop a mental picture of the world.

Children go through a variety of stages as their cognitive development is influenced by their intrinsic abilities and contextual experiences.

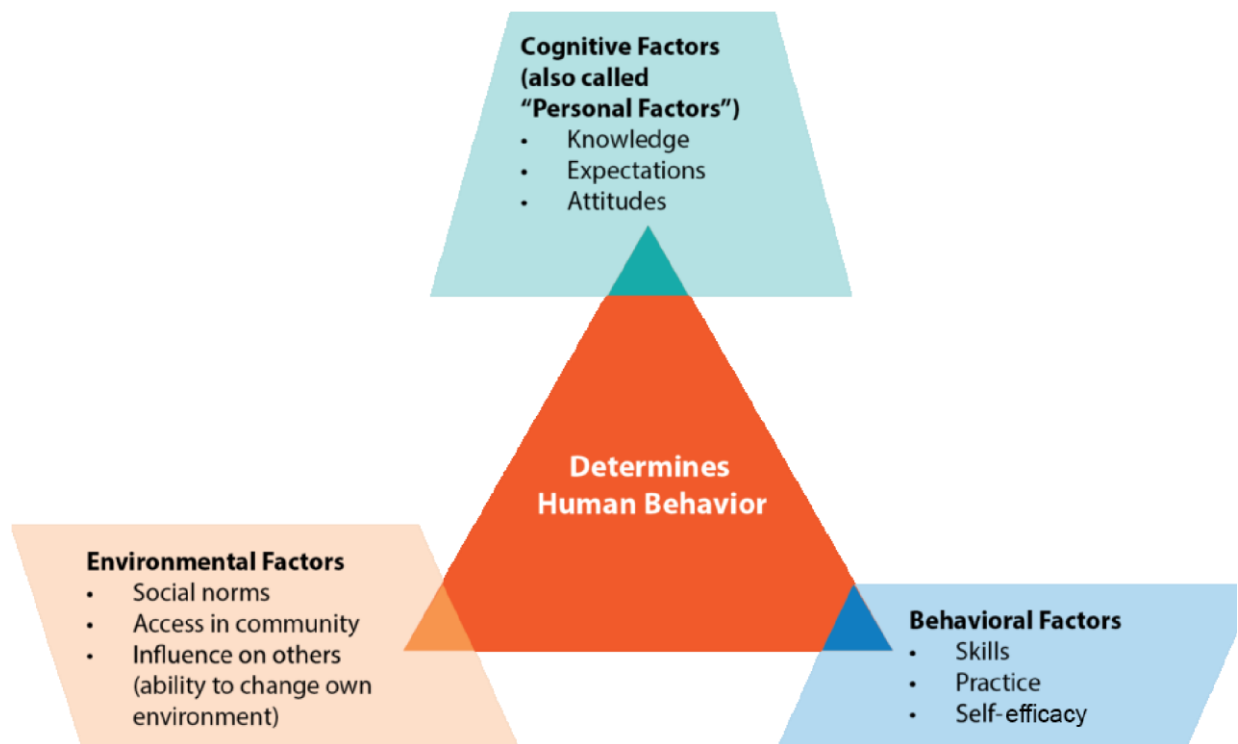


Figure 4:Diagram of Determines Human Behavior (McLeod)

I.5.3 the third:Constructive theory

According to Jean Piaget and John Dewey Constructive theory holds that learners are not passive recipients of knowledge but are more active in the process. They build on previous experience in order to make sense of what they are learning. They are more active in the creation of meaning and knowledge. This leads to a more student-centred approach in which the student guides his own learning.

I.5.4 The fourth :BEHAVIORISM

All behaviors are taught by interaction with the environment through a process called conditioning, according to behaviorism, also known as behavioral psychology. As a result, behavior is nothing more than a reaction to external stimuli.

Behaviorism is only concerned with observable stimulus-response behaviors, as they can be studied in a systematic and observable manner. (Chomsky 35(1))

I.6: The exploitation of literary texts in reading and writing:

we combine reading and writing for functional purposes because they draw upon similar knowledge bases. Our background knowledge helps us interpret what we are reading and also informs what we write.

writing and literacy are skills that depend on each other for improvement. Writing exercises aid in the comprehension of language structure. This improves literacy. Reading provides exposure to linguistic comprehension, a skill that helps us communicate more effectively through writing. The goal is to emphasize the use of literary texts as a popular method for teaching both basic language skills and advanced language skills (i.e reading , writing , listening and speaking).

the reason for using literary texts in foreign language classrooms is to familiarize the reader with the criteria of language teachers using and selecting literary texts. Moreover, the more you read a literary text, the more you broaden your vocabulary and are able to articulate concepts accurately and more effectively to write in correct way.

I.7 Enhancing the writing skills through literary texts .

The benefits of literary reading texts improves reading skills. Reading improve vocabulary, organizational skills ,and analyse text . Moreover , literary text can help students develop the critical thinking skills in order to start writing to improve their level and knowledge .(ICLLE2018)

I.8 Syntax and learning activity reading and begining writing through literary texts .

Table 1: Stesps of Syntax and learning activity reading and begining writing through literary texts.

- 1- listening to students stories
- 2- creating a fairytaleManuscript
- 3-Tale with big book
- 4-discussion
- 5-Master writing
- 6-Reading together and individuals
- 7-write together
- 8-Reareading

Explanation/based on the explanation of the learning stages , it can be understood that the literary work is very capable to be utilized in language learning.

I.9 Writing expression

Writing is a difficult activity that necessitates the use of multiple cognitive processes and their coordination. Many students, particularly students with disabilities, find writing tasks difficult due to their complexities. Writing skills are important for success both in and out of the classroom (e.g., college, work, daily life). As a result, identifying writing instruction and instructional activities that have been shown to be successful in scientific studies of writing interventions is critical.

Written speech is useful for a number of reasons. Students are usually supposed to use writing in school. To assist them in learning new information (e.g., note-taking, summarizing), to express their knowledge, and to help them communicate their knowledge understanding and expression (e.g., short-answer test questions, open-ended essay responses) (e.g., journaling, poetry)(Graham and Perin)

Students must perform a number of mental operations in order to write, including (a) comprehending the writing subject, (b) remembering topic information to discuss the writing topic, (c) setting writing goals and forming writing strategies to achieve these goals, and (d) employing writing process knowledge to bring thoughts and ideas into written form.

Many factors influence a student's ability to balance the various cognitive demands and processes involved in writing, including self-monitoring and self-regulation skills and attitudes about one's own abilities as a writer. Other writing-related abilities, such as handwriting and spelling, also have an effect on a student's ability to express themselves.

I.10 Error Analysis

The field of applied linguistics, as well as second and foreign language learning, is dominated by error analysis. It's also a method for systematically analyzing learners' mistakes.

Errors are not always bad; they are important features and features of the language acquisition process.

They may offer insight into the complex processes of language development, as well as a method for recognizing, describing, and explaining students' errors in a methodical manner.

Errors can also help you understand how to learn a second language or a foreign language better.

(TAYLOR)

Conclusion

The first phase of this research looked at how literary texts can be used as a resource and a stimulus to help EFL students improve their writing skills. A general overview of writing skills was presented, as well as many linkages between reading and writing skills. EFL students are also required to learn both the structural and communicative components of the language. The importance of using literary texts as a resource in the EFL writing instruction was discussed

Chapter two Methodological framework

Introduction:

In this chapter we explore the educational model and the strategies implemented to clarify, introduce and present the conditions and environments in which the class takes place, during our presence in the different classes of English as a foreign language in high school and in the teaching of our country .

To collect the data we have used the observation technique to describe a group of students from the high school of November 1954 in Laghouat .

II.1 The design of investigation:

Design is the path that we are going to take to demonstrate what we have set as objectives, it is a methodological and statistical strategy developed to achieve the objective of the research, this means that there are many and we have used the following:

According to the paradigma	According to the purpose	
Predominant	Theoretical	Application
Qualitative	Descriptive	Cuasi experimental

II.2 Types of study:

Type of descriptive study (according to the theoretical purpose) Descriptive, because we are going to identify, determine, describe, analyze and interpret all the changes that occur during the application of the program, and its central objective is the description of the phenomena; to place the first level of the learner's knowledge, for this reason we use the interview as a descriptive method.

II.3 Methods (experimental .cuasiexperimental)

The quasi-experimental method (depending on the purpose applied) The term quasi means almost so that a quasi-experimental design almost reaches the level of experimental, the criterion that it lacks to reach this level is that there is no type of randomization, that is, there is no way to ensure the initial equivalence of the experimental and control groups. In QuasiExperimental Designs the experimenter cannot randomly assign the subjects to the experimental and control groups. And if he can control: when to carry out the observations, when to apply the independent variable or treatment and which of the groups will receive the treatment. Although these designs do not guarantee a level of internal and external validity as in the experimental ones, they offer a sufficient degree of validity, which makes their use in the field of education very viable. The treatment group serves as its own control ("before" is compared to "after") and time series methods are used to measure the net impact of the program.

II.3.1 Steps of a quasi-experiental:

Decide how many independent and dependent variables should be included in the quasi experiment. Choose the levels of manipulation of the independent variables and translate them into experimental treatments. Develop the instrument to measure the dependent variables. Select a sample of people for the experiment. Recruit the subjects of the experiment or quasiexperiment. Select the appropriate quasi-experimental design for samples, hypotheses, objectives, and research questions. Plan how the subjects participating in the experiment will be handled. Apply the pretests, the respective treatments and the post tests.

II.4 The sample:

There are 27 students (07 boys and 20 girls) aged 15 to 17 who have had four years of studying English in middle school .

II.5 Techniques and instruments used in this study:

At this point, we are going to talk about evaluation techniques, that is, the different strategies used by the evaluator (the teacher) to systematically collect information about the evaluated object, in this case the first-year student; and the instruments rather the tools used by the evaluator (student and teacher) to systematize their evaluations.

II .5.1 Observation:

One of the most essential techniques used in research is observations Merriam Webster (WEBSTER) affirms “she considers that observation is an act of recognizing and noting a fact or occurrence often involving measurement with instruments. a judgment on or inference from what one has observed.

Through this technique we can obtain a lot of data, we use a visual record of what happens, we verify the activities carried out by the apprentice, thus we get to obtain precise and detailed data from the latter, it allows us to know their interest, their learning problem, their attitude, his skill and a lot of things that happens to him throughout the elaboration of his activity in the classroom.

II.5.2 Observation process:

In about 10 to 15 minutes the teacher makes the observations in a natural and spontaneous environment, therefore before observing the appropriate instrument is chosen for the collection of information, it is observed in a systematic way, therefore it is not necessary to grade, if it is not, he must know how to select the relevant facts that deserve to be observed. In this way, with observation, we delimit the problem, collect data, choose an instrument, then analyze the data and interpret the results.

II.6 High school first November:

The institute first of November The institute of November 1, 1954, was inaugurated by the Minister of Urbanism and Construction Ali Ahmed GHAZALI, on January 6, 1982. Its surface is 7 Hectar, it contains 27 classrooms, 8 laboratories: 4 of physics and 4 of natural science, there are also another 4 laboratories, computer science, mechanical engineering, electrical engineering and civil engineering. A stadium and a sports hall, a restaurant, an amphitheater, a meeting room, the offices (of the director and his officials, secretaries, bursar, counselor, security guards and filing cabinet), a teachers room divided into two, one for men and one another for women. A library that contains 12,843 books, in it there is a reading room with 40 tables and 90 chairs.



Figure 5:the entrance to the of November 1954



Figure 6: The entrance door of the high school



Figure 7:Classrooms and playgrounds



Figure 8: The book room and The reading room

II.7 Textbooks for Algerian Secondary Schools

Textbooks are the most important teaching tools. They serve as the foundation for lesson content, skill balance, and the types of language exercise pupils engage in. Apart from the teacher, textbooks may be the primary source of interaction with the language for students.

Secondary school texts were created to follow the reformers' new English syllabuses. Our focus will be on the writing exercises included in the three secondary school textbooks and their alignment with the curricula.

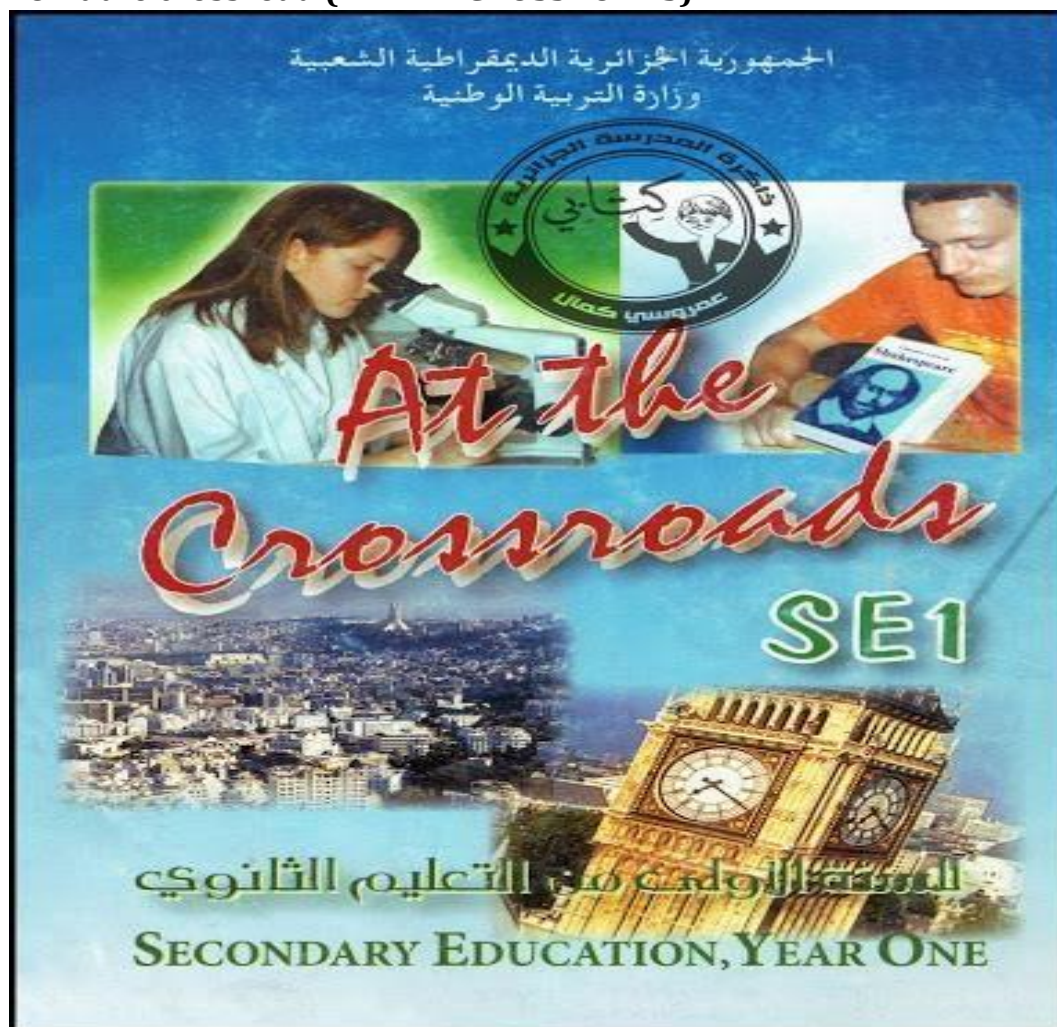
II.8 At the crossroad (AT THE CROSSROADS):

Figure 9: The face of the book « at the crossroads » of English of secondary education, year one

II.8.1 Textbook Description:

This textbook is intended for students who have had four years of English instruction in middle school. It consists of five units, each unit contains four sequences as follows:

- Listening and speaking
- Reading and writing
- Developing skills
- Stop and consider

-Consolidation and extension

-Project workshop

-Check your progress

We choose the seconde unit because it is more nearly to the objective topic of our research.

Once Upon a Time is the second unit.

This is the only unit in the textbook that deals with the use of literature in EFL teaching.

There are five other sections that make up the textbook.

UNIT: 2		SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY	PROJECT : WRITING A BOOK REVIEW
Sequence One	Listening and responding to a tale	Expressing literary preferences	Past simple tense keen on... fond of... Adjectives	Stress in three-syllable words		
Sequence Two	Reading and responding to an extract from a novel Writing a portrait	Describing people's physical appearance and personality features	Prepositions: with, in, etc. What was he/she like? What did he/she look like?	Pronunciation of final '-ed'		
Sequence Three	Reading : - literary extracts (setting and plot) - Writing a personal narrative	Locating places Comparing Narrating	Look like/similar to... past simple/continuous Time expressions and Adverbs: last week, ago, etc. Past simple/continuous + while/when/as Who/whom/which Beside and besides			
Stop and Consider	Reading and writing a short biography	Asking for and giving directions	Time markers: at first/after...			
Sequence Four	Using a street map Writing a folktale	Expressing point of view/opinion	Lexical and grammatical cohesive ties Punctuation/ capitalisation	Falling and rising intonation		

Figure 10: At Crossroad unit

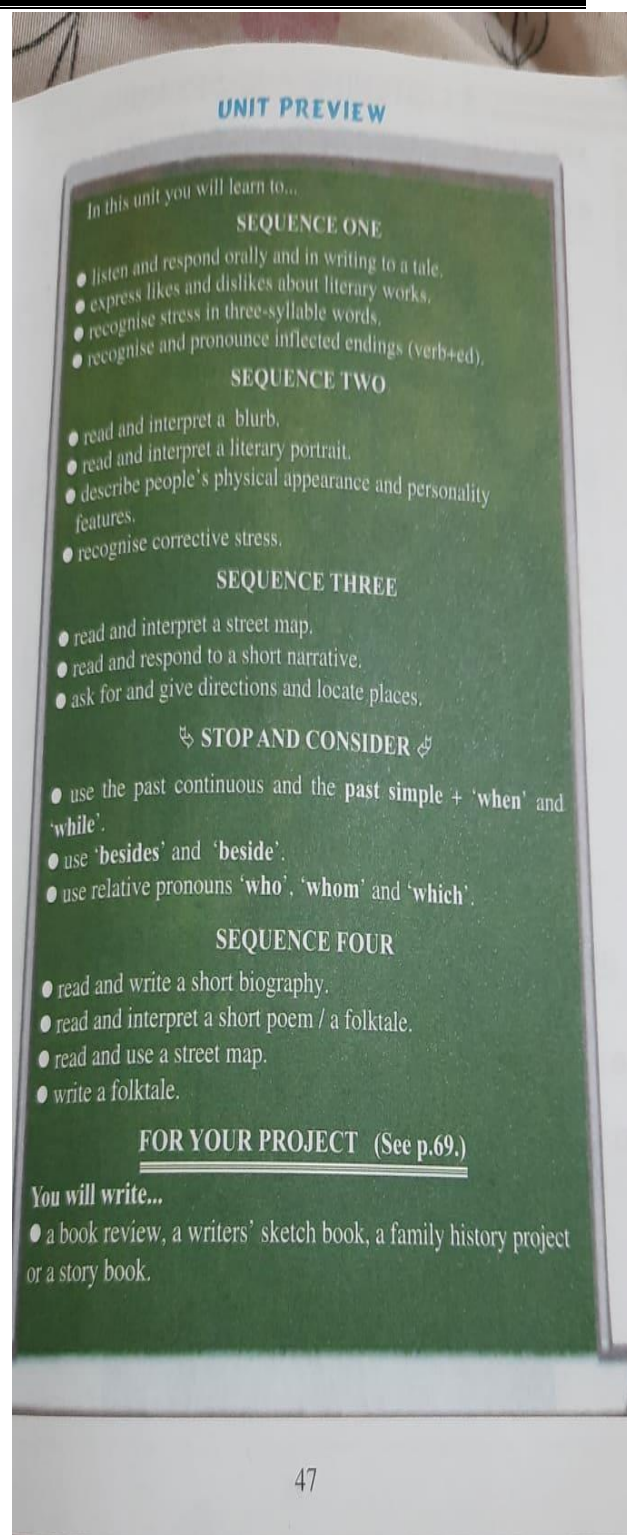
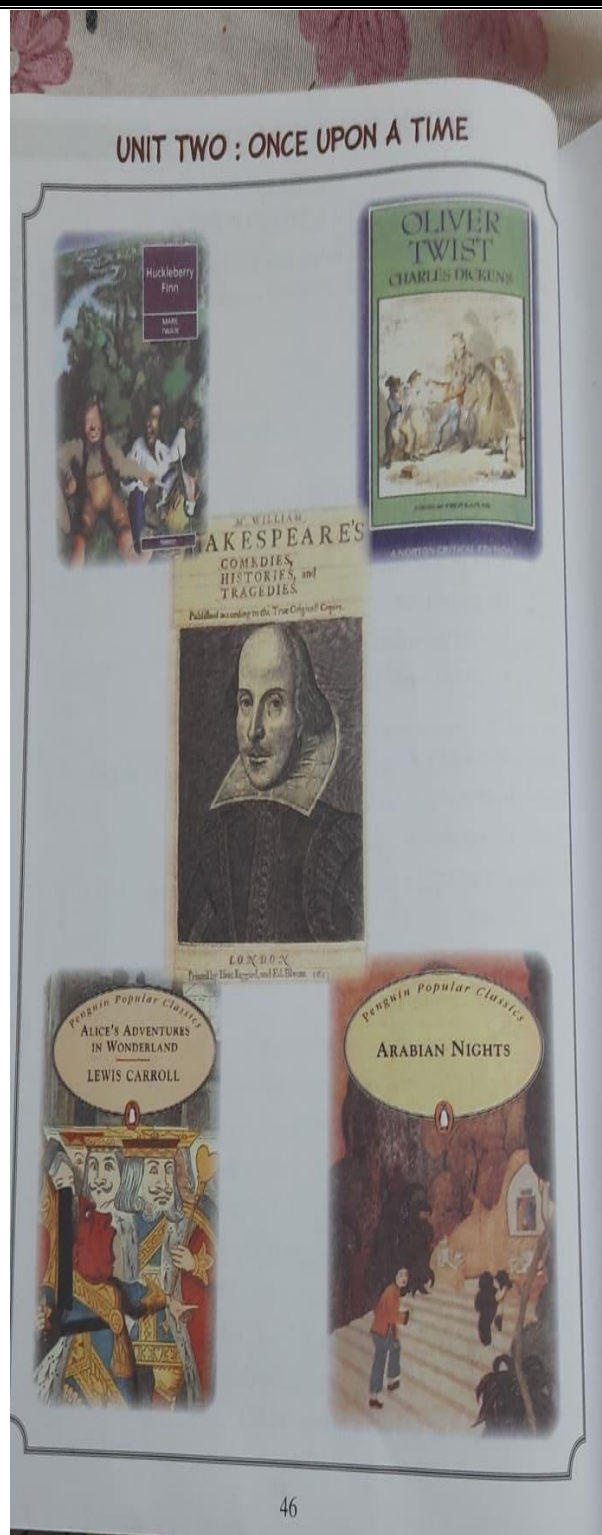


Figure 11: At Crossroad p 46-74

All five units follow a definite pattern to facilitate their use in the classroom. Here is an outline of their contents.

***Listening and Speaking:** Listening for specific information, comprehending and sequencing main concepts, interpreting attitude, and detecting and interpreting context, topic, function, and information are all part of this process. A number of tactics are highlighted and practiced in order to develop these talents. They include concentrating on the issue, dealing with unfamiliar jargon, brainstorming, warming up, and making predictions. It is also divided into rubrics, **Anticipate, listen** and check, **say it clear and it's your turn**.

***Reading and Writing:** Students will discuss and write about topics in numerous fields such as communication, arts, journalism, science, and pollution in this sequence. This section concludes with the “write it right” criteria, in which students are encouraged to apply what they have learned about written language abilities through reading.

***Developing skills:** Learning to apply basic skills such as listening, speaking, reading, and writing, as well as the building and development of social skills, is emphasized.

***Stop and consider:** it's a grammar review that allows you to analyze different aspects of language. In this section, learners will utilize a deductive approach to grammar to look at rules provided in reminders and apply those rules in various activities.

***Consolidation and extension:** “write it out” and “work it out” are the two parts. The former's goal is to improve and solidify the four talents, notably the writing ability. The latter placed the students in a problem situation with the primary purpose of enhancing and solidifying social skills, as well as raising students' awareness of potential pronunciation issues.

***Project work:** project work allocates learners to a project that they must complete.

There is also a project layout and a checklist of directions to follow in order to complete it.

***Check your progress:**It appears toward the conclusion of the section.It includes a set of assessment tasks as well as a checklist that learners must complete based on their level of success in the tasks.Teachers and students are given the opportunity to assess progress and determine whether remedial work is required .

II.1 Analys of the results :

Listening and speaking



Figure 12:At Crossroad p 48 Task

Question: look at the pictures below and guess which of the following tales from the Arabian Nights they illustrate .

- a) Aladdin and the Magic Lamp
- b) Ali Baba and the Forty Thieves
- c) The Voyages of Sindbad the Sailor
- d) The Fisherman and the Jinnee
- e) The Story of King Shahryar and his Brother

Answer :The pictures illustrate C/ The Voyages of Sindbad the Sailor.

Table 2:Analys of task 1

A	B	C	D	E
03	02	11	05	06

Task 2:

Question: Look at the characters in the pictures above again and guess who the hero is .

Answer :The hero is Sindbad; he appears in pictures A, B, E and F. Table

3:Analys of task 2

A	B	C	D	E	F
27	27	02	00	01	07

Task 3:

Question: Look at picture B and guess which part of the world the map represents Circle the correct letter .Justify your answer.

Answer :c- The Middle East (Justification: The Trigris and Euphrates appear clear in picture B. You can also see the Chatt-El-Arab /Persian Gulf)

Table 4:Analys of task 3

A	B	C	D
00	02	25	00

Table 5:Results of task 1,2 Y 3

TASK1	TASK2	TASK3
3	27	00

2	27	2
11	2	25
5	00	00
6	1	
	7	

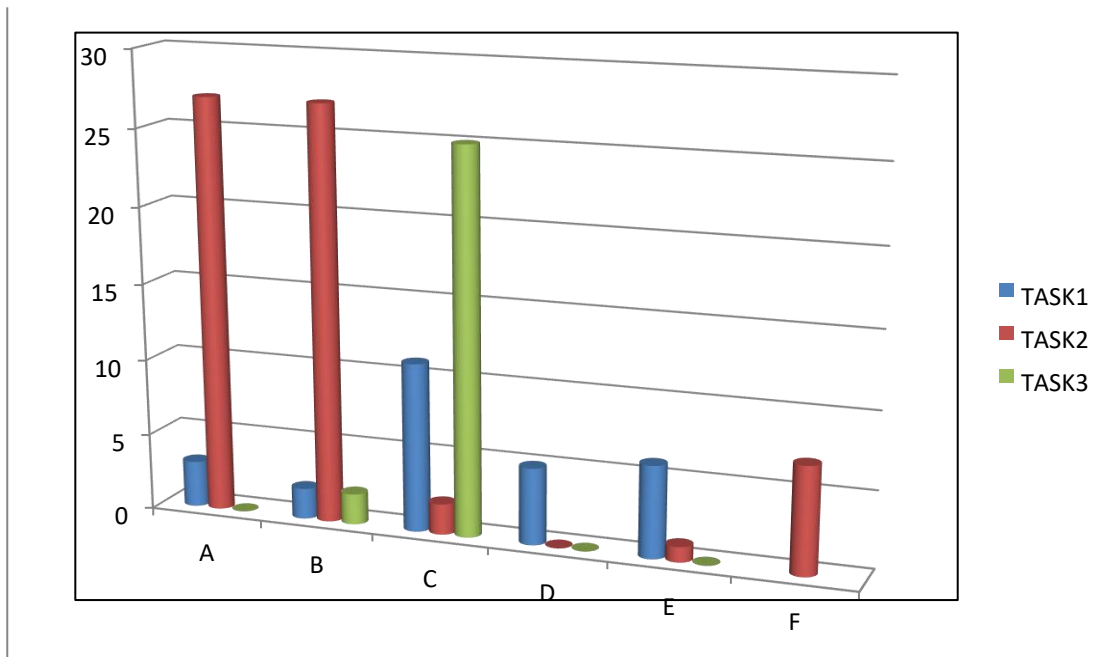


Figure 13: Graphique of result N 1

Observation and analysis

We noticed that in the questions students had a different answers because the pictures reminds them of childhood.

The majority of students guess the story of ALI Baba and the forty thieves plus The voyage of sindibad the sailor .

We observed that in the first answer 12 students answered correctly but 15 students were confused between the rest of the stories .

We observed that in the second and the third answers the majority answered correctly because the hero and the location of the story on the map were clear in the pictures

Reading and writing

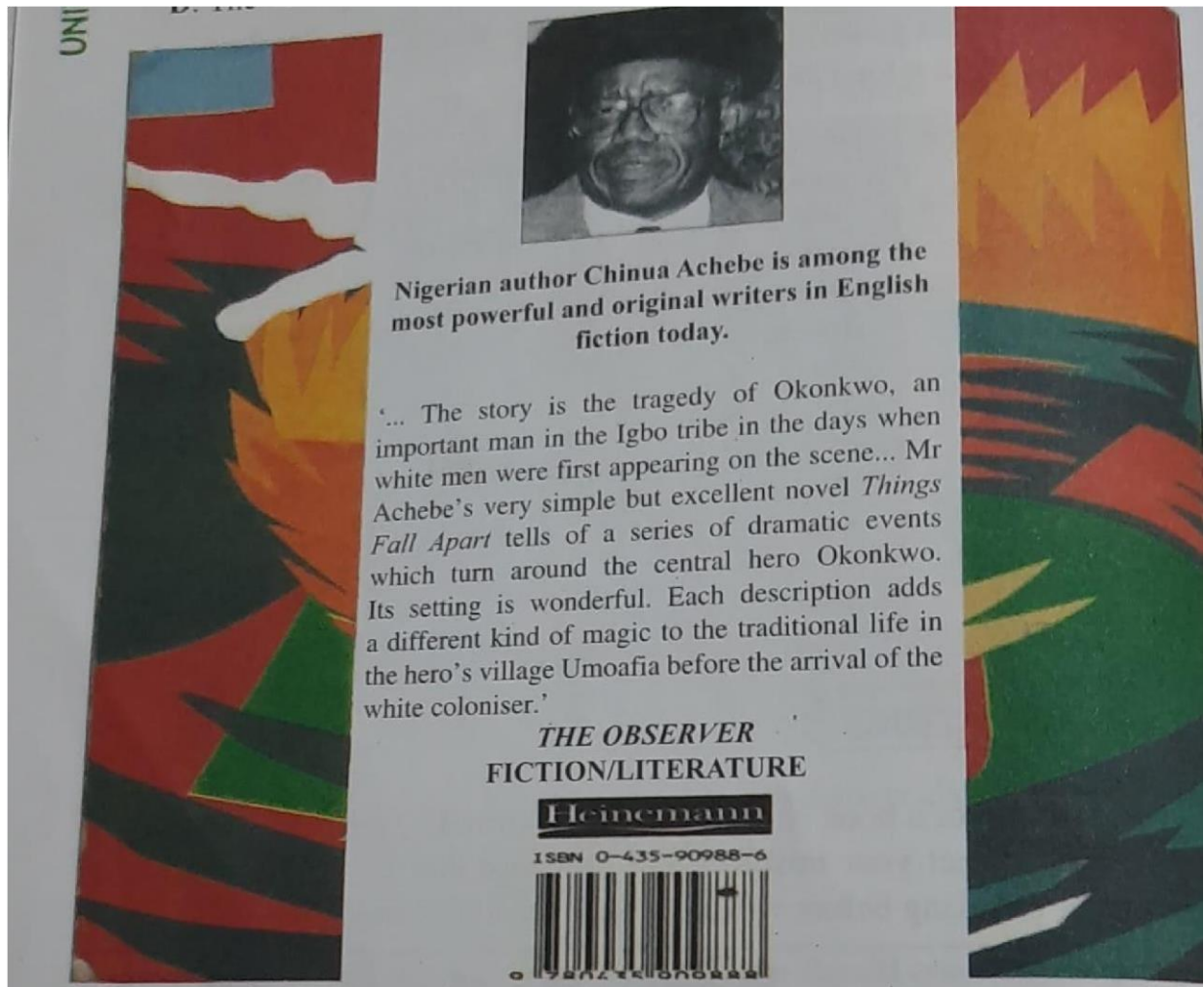


Figure 14: At Crossroad p 52

Task a

Question :Which side of the book cover does the picture show ?The front side or the back or the back side ? justify your answer .

Answer - The picture shows the back page of the book cover

Task b-

Question: who is the author of the book ?

Answer: The author of the book is Chinua Achebe.

Task c

Question: Read the blurb again and guess how the novel will start .Circle the right letter A.B or C

The novel will start with the

- A.description of the setting (the place where and the time when the story takes place).

- B.portrayal of the hero .

- C.narrative of the hero's resistance to the white colonies Answer: The novel will start with the portrayal of the hero. (b)

Table 6:Results of task a,b,c

	Correct answer	Incorrect answer
Task a	26	00
Task b	26	00
Task c	18	08

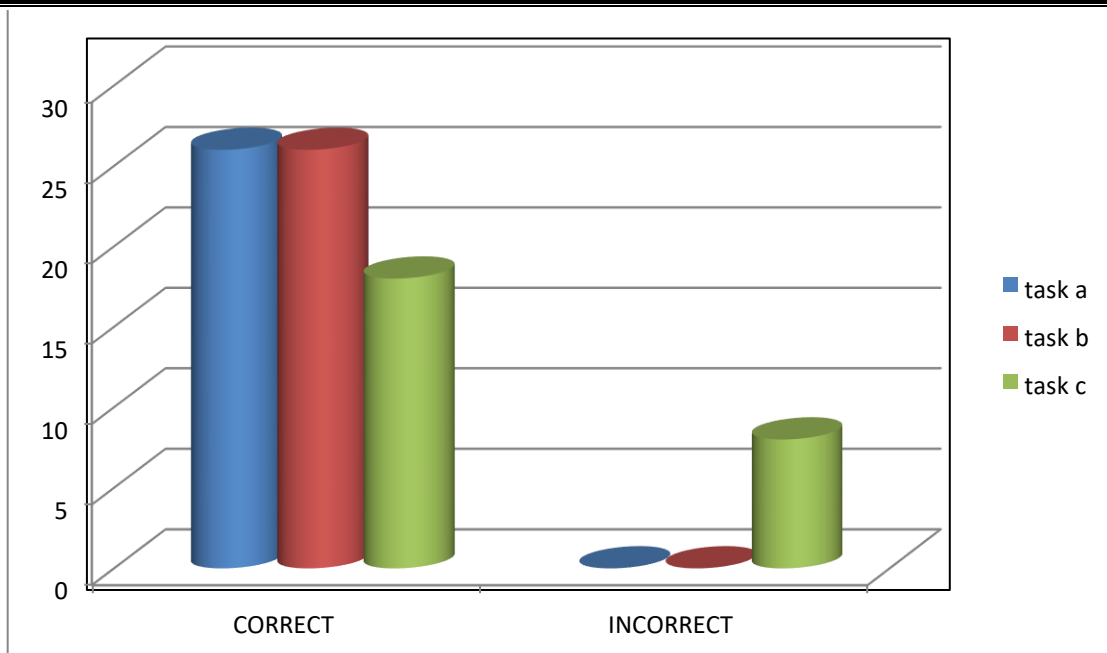


Figure 15:graphique of results of task a,b ;c

Observation and analysis

We noticed that when they read carefully , they could easily answer all the questions correctly . Most of them answered correctly through what was written about the author Chinua Achebe in the blurb .

Reading and writing

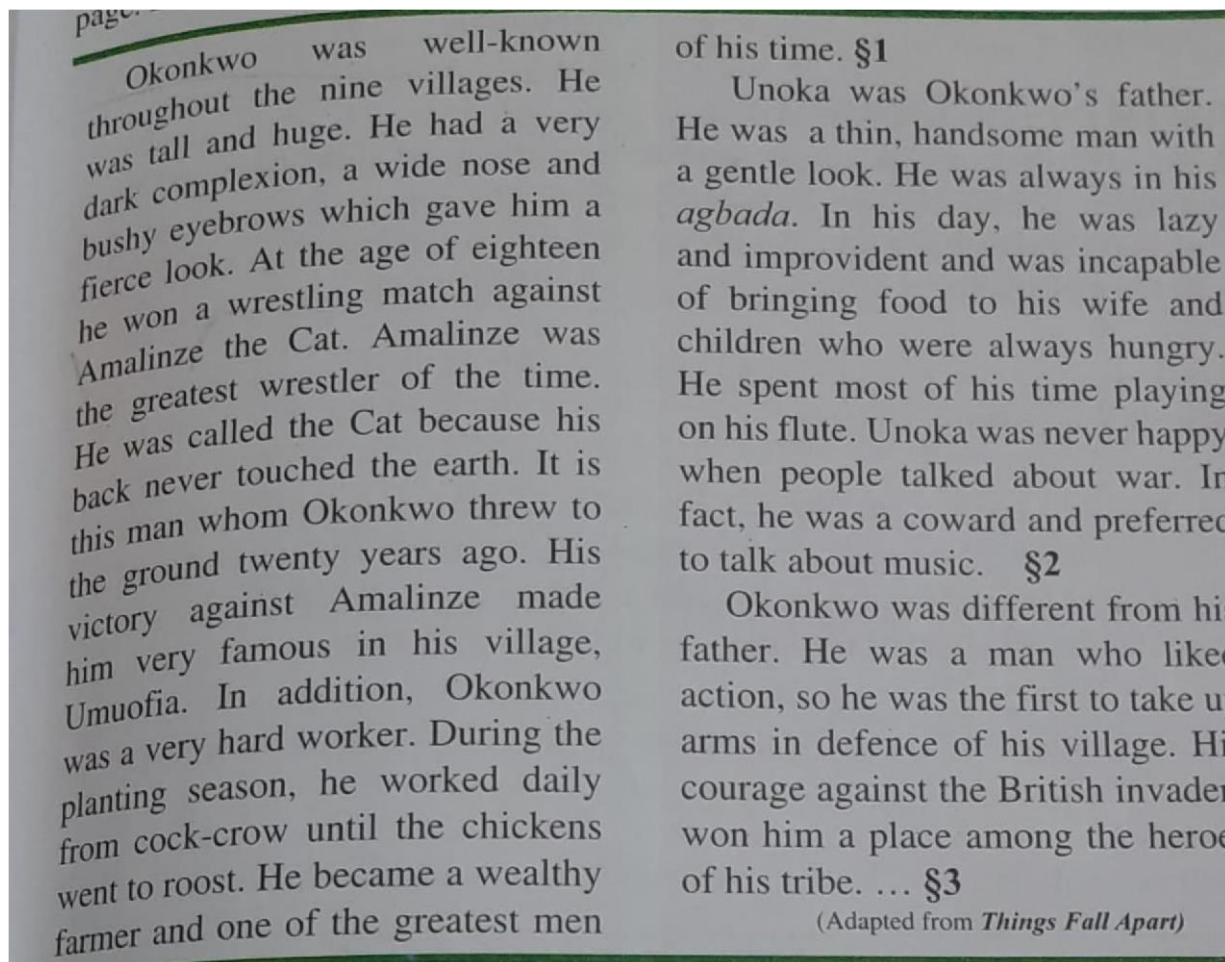


Figure 16:At Crossroad p 53

Task 1

Question :Complete the table below with information from the text above .

Table 7:questions for task 4

CHARACTER TRAITS	OKONKWO	UNOKA
PHYSICAL APPEARANCE		
A.What did he look like ?		

PERSONALITY B.What was he like ?		
LIKES AND DISLIKES C.What did he like /islike ?		

Answer:

Table 8:answer of task 4

CHARACTER TRAITS	OKONKWO	UNOKA
PHYSICAL APPEARANCE A.What did he look like ?	Tall and huge, with a dark complexion, a wide nose and bushy eyebrows.	A thin ;handsomeman . He had a genle look.
PERSONALITY B.What was he like ?	He had a fierce look; He was a very hard worker; He was courageous; He was a hero	He was lazy and improvident (incapable of bringing food to his wife and children). - He was a coward.
LIKES AND DISLIKES C.What did he like /dislike ?	He was a man who liked action.	Playing on his fluteand talking about music.

Table 9:results of task 4

Grammatical mistakes	Spellingmistakes	Use of capital letters	Use of the punctuation
15	17	09	13

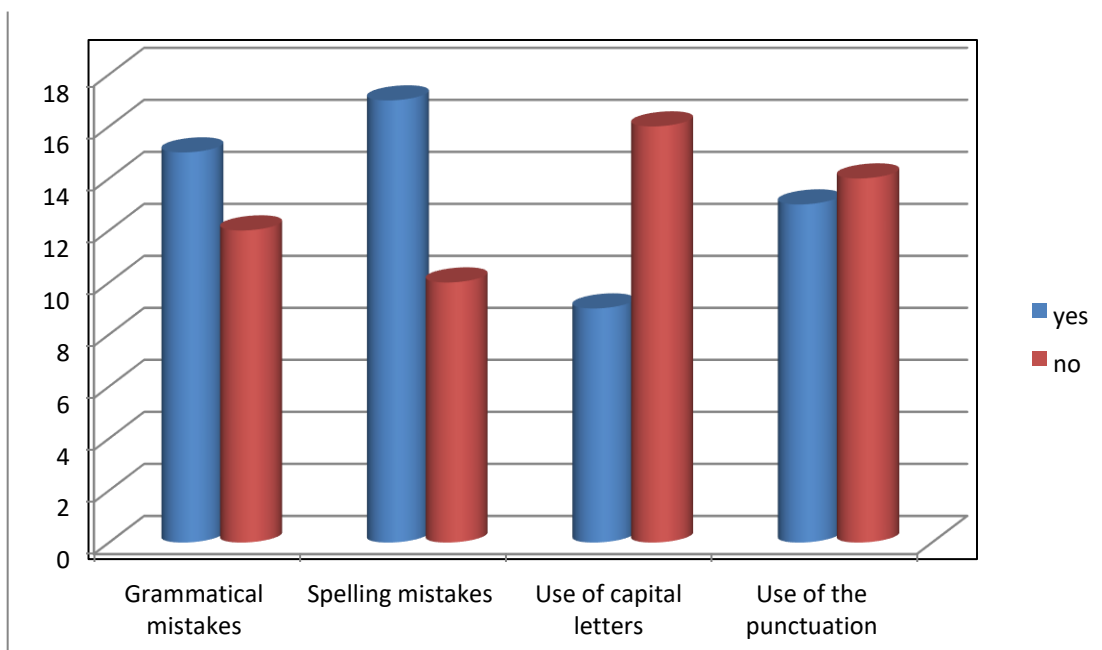


Figure 17:graphique of results of task 4

Observation and analysis

We observed that the text helped them to answer quickly , but the speed of the answer made them make different mistakes .Most of the students have a gramaticalans spelling mistakes ,however we observed that 16 students didn't use a capital letters and 13 of them forgotten the use of punctuations.

Coketown was a town of red brick. It was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river which ran purple with ill-smelling dye. Vast piles of building full of windows trembled all day long because of the piston engines of the machines, which worked up and down monotonously like a melancholy elephant.

Coketown contained several large streets all very like one another, and many small streets still more like one another. The people who lived there were also like one another. They all went in and out at the same hours to work in the textile factories near their homes.

You saw nothing in Coketown but some rare facilities. The infirmary stood next to the town hall. The library was opposite the M'Choakumchild school. The bank was between the Old Church and the prison. All public inscriptions were written in black and white. So all the buildings looked like one another. There was neither a leisure centre nor a public library where children could go.

(Adapted from Charles Dickens' *Hard Times*)

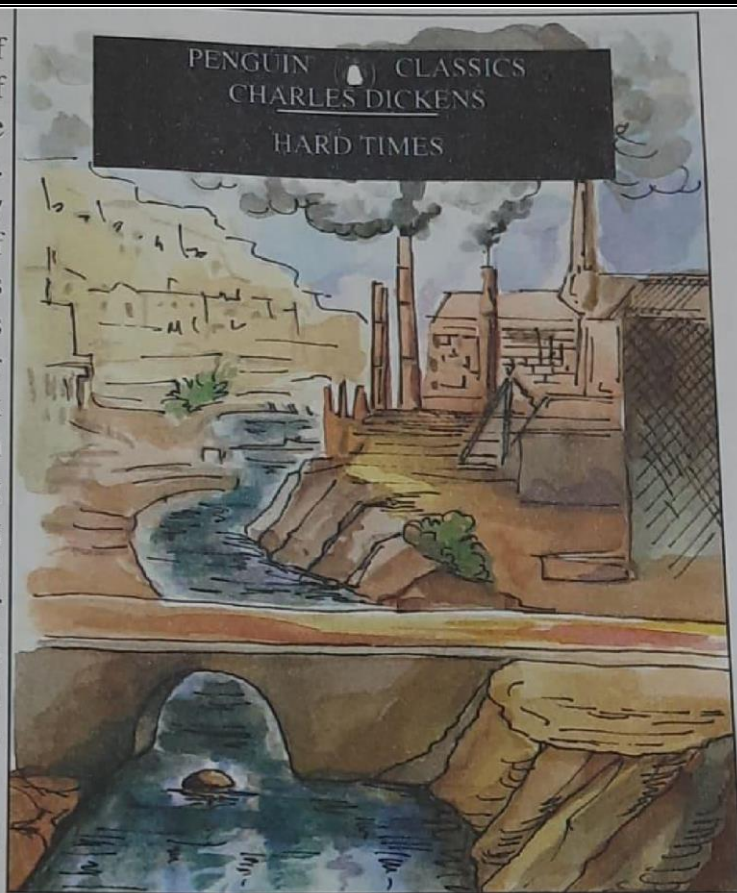


Figure 18:Developing skills

Task 1:

Question A : Who is the author of the book ?

Answer A :The author of the book is Charles Dickens.

Question B : what is its title ? Do you expect the story to be cheerful or depressing ?

Answer B : The title of the novel is Hard Times. I expect the book to be depressing.

Task 2 :

Question :why was the canal black ?

Answer :The canal was black because it was polluted by water from the factories.

Task 3 :

Complete the sentences below with information from the text.

a- The smoke from the factories resembled.....

b- The people who lived in Coketown looked like one

another..... Answers

a- The smoke from the factories resembled

serpents trailing themselves.

b- The people who lived in Coketown looked like one another.

Task 4 :

How does the author convey the following idea

a-

dirtyness in paragraph 1 (&1) ?

b-monotony in paragraph 2 (&2) ?

Answers a-Dirtiness: The author uses words related to colour and smell (black town, smoke, black canal, a river with purple water because of ill- smelling dye). (Visual and olfactory images) b-Streets were like one another; people were like one another. (repetition of the same structure)

Table 10: results of task 5

Grammatical mistakes	Spellingmistakes	Use of capital letters	Use of the punctuation
10	19	05	11

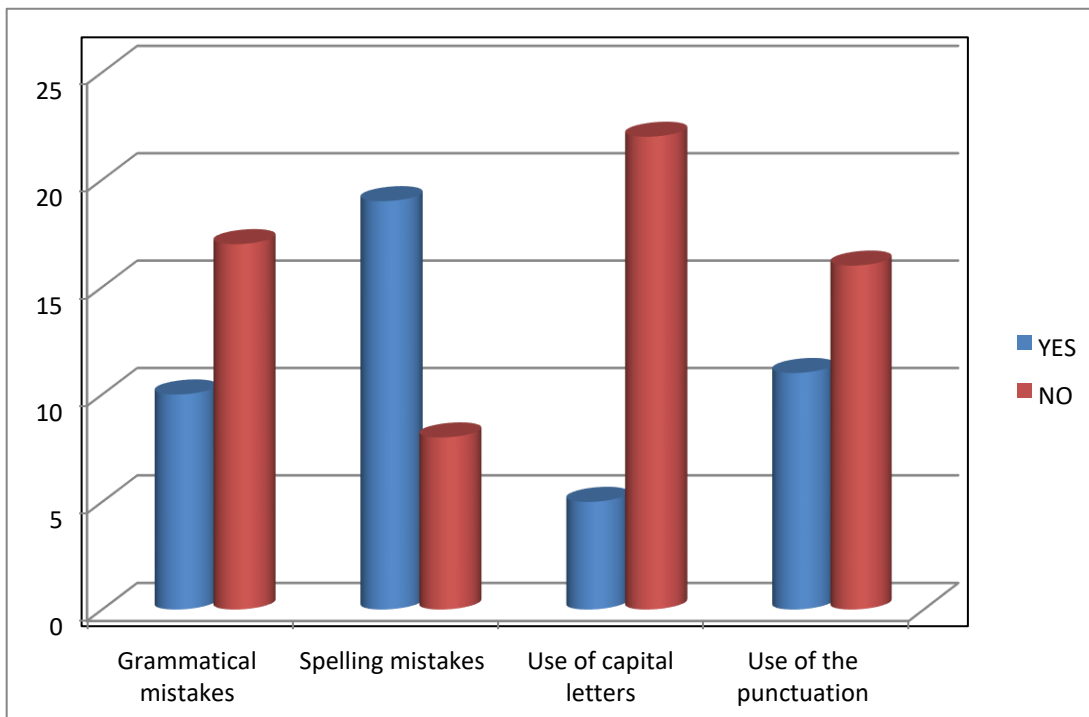


Figure 19:Graphiques of results of task 5

Observation and analysis

We observe that the majority of students they cannot write correctly ;most of them forget a capital letter and punctuation and they make grammatical and spelling mistakes, but when we put our observation some students pay attention to her mistakes .

Conclusion:

We notice that they had a lack of reading and they need to read more in order to have a good writing skill.

Also, we observe that they were more about oral than writing. So, the result for second year in English as a foreign language is best in oral.

with the direct observation we conclude that that the result of the investigation shows that the level of knowledge in the first November high school student is between a range of very good and profitable.

Chapter three

Analytical

Introduction:

This study will investigate the advantages of observations and analysis used by second year EFL students at the high school of first november in Laghouat. Furthermore, the following chapter provided an analysis of teachers interview , observation, and also types of interview . finally we dealt with summary of the main findings.

III.1 Interview:

According to Gary Dessler(DESSLER), “Interview is a selection procedure designed to predict future job performance based on applicants’ oral responses to oral inquiries.” The interview is the most important part of the whole hiring process. It is the principal method for gathering extra information on a candidate. It is used to evaluate an applicant's knowledge, skills, and talents relevant to the job. Its purpose is to determine if a candidate should be interviewed further, hired, or removed from consideration.

III.2 Types of Interview:

There are several types of the interview(iEduNOTE) ;

1. Unstructured (Nondirective) Interview.
2. Structured (Directive) Interview.
3. Situational Interview.
4. Behavioral Interview.
5. Job-related Interview.
6. Stress Interview.
7. Panel Interview (Board Interview).
8. One-On-One Interview.
9. Mass Interview (Group Interview),

10. Phone Interview

III.2.1 Structured (Directive) Interview:

In structured interviews, the interviewer lists the questions and acceptable responses in advance and may even rate and score possible answers for appropriateness. And, we used this type of interview in our dissertation.

- _ What is the best way to study English ?
- _ How do you motivate students to read literary text ?
- _ Tell me about your experience in teaching english high school ?
- _ What is the main writing tasks ?
- _ Reading and writing interrelationship ?
- _ Student ' s reactions about writing after reading a literary text ?
- _ Student's main writing difficulties .
- _ How can the teacher conterbution in developing thier students creative writing abilities ?
- _ How can teachers use of feedback.

III.3 Analysis of teachers interview :

Three EFL teachers are asked to participate in the interview and share their thoughts on the usage of literary texts in EFL writing lessons. Furthermore, the interview will be utilized to determine how reading literary texts affects the students' writing abilities. Moreover, the interview covers nine major topics and has revealed a collection of data that the researcher is attempting to analyze and interpret qualitatively.

1)_The best way to study english :

The most teachers answer that The best way to learn English is through reading and listening, then practicing through speaking and writing. And talk with native speakers via (viber,facebook,instagram), and also Listening to songs/watching films /role acting

2)_how to motivate your students to read :

All EFL teachers agree on that to motivate students we need inviting them to watch an interesting novel-based movie. For example, then asking them to read the original movie. For example Harry potter or, presenting a summary or the synopsis of a novel to encourage them reading it. Ask them to make thierhomeworkes : ask students to make summarries and give them extra marks.

3)_informants experience in teaching english in high school :

Interviewees were responsible for written expression and literature modules, and one of them had a doctorate in literature. At the same time, twoo teachers have TEFL and a master's degree in civilization. In addition, they all have long-term teaching experience. Therefore, teachers' experience helps them try to determine the strengths and weaknesses of students in learning the target language.

4)_The main writing tasks :

-Filling the gaps

-Summaries

-Writing short stories (personal story ,imaginative /free choices..)

-Expressing on openion of something

-Providing a vivid picture :(describing)

-Writing reports/letters/e_mails/presentations

-Diaries/biographies

5)_the relationship between reading and writing :

According to teacher HA1 Reading and writing are interrelated .They effect each other. Reading plays Vital role in writing because we can not write anything if we don't have a background .writing is the act of transmitting knowledge (or previously learned information/in print . Other teachers agreed that reading and writing are inseparable, and integrating reading into English writing classrooms helps learners develop and improve their writing skills.

6)_student's reactions :

Some teachers share the same view on,itdependes on the writing topic you provide them with, generally learners feel at ease and write freely when you ask them to write about their personal experiences .

Learners hate writing scientific topic /procedures or reports They admire giving their opinions.

7)_writing difficulties

All teachers indicated that students' writing skills were weak. Students find difficulties at both the form and content levels. The teachers explained that the main problems of their students' writing are in the aspects of sentence structure, grammar usage, language mechanism, cohesion

and coherence. In addition, students are not used to writing because they rarely practice writing outside the classroom.

8)_Teachers contribution in developing learners writing abilities.

Teacher HA1 stated that EFL learners lack creativity in writing .Encourage them to read ,read and read .she added that Motivate learners to write their own diaries and correct them. Moreover, the same teacher said that she encourages her students to write thier own short stories. Furthermore, teacher AN2 for example declared that we need to Provide learners with proverbs/idioms...so as to make their writing creative.

Pair work/group work for example you give them topics/you ask them to form groups /each group with different topic and each learners,writes and idea/the 1st group who finishes writing the topic is the winner...collaboration

9)_Teachers feed back :

First of all we have types of feed back :

10)-Types of feed back :

_ Oral

_ Written

_ Positive

_ Negative

Feed back should provide an explanation to learners of what they are doing correctly or incorrectly .

_ It should be given immediately after showing proof to make it effective.

You should make a balance between learners feelings and providing prorpferfeedback :
be careful of damaging learners self esteem or discourage him.

The teacher gives feedback to keep learners in regular check.

Feedback can be done orally or in a writting form (it dependes on the situation).

It help you as a teacher to track your learner's progress and as a learner to promote his/her learning capacities.

Summery of the main findings

-The majority of teachers feel that clear writing is necessary for readers to follow phrases, concepts, and details.

-Almost every teacher claims that the majority of their students are unable to write coherently because they do not read in English.

-Teachers believe that selecting the right literary texts will help students improve their writing skills.

-Reading and writing are complementary, according to all teachers. As a result, incorporating reading into the EFL writing classroom will assist students in developing and improving their writing skills.

Conclusion :

The researcher has attempted to analyze, observe, and discuss the conclusions of the major data acquired using various tools in this study in the current chapter. First, an analysis of the data acquired from pupils was shown, followed by a writing test. Following that, the conclusions of the students' observations were discussed. Finally, the results of the teacher interviews were given.

General Conclusion

General Conclusion

General Conclusion

Since writing takes center stage in high school, EFL teachers want their students to be able to explain and communicate their thoughts clearly. Furthermore, it is often believed that reading and writing complement each other. As a result, teachers must expose their students to meaningful, interesting, and relevant language learning materials in order to assist them in improving their writing skills.

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The researcher began by defining literature in general and discussing the link between reading and writing abilities. Then she went on to say how reading literary works can help EFL students learn new ideas and knowledge. The investigator gave a full overview of the research methodologies, sample, instruments, and procedures employed in this investigation in the second chapter. Moreover, the third chapter dealt with the analysis, observation of data obtained

General Conclusion

from the students, and interviews. In addition, the third chapter dealt with data analysis, observation, and interviews.

The findings from high school pupils revealed that learners had difficulty writing because they have not had enough practice writing in the English language. Furthermore, the majority of EFL students said that writing is their least favorite talent because they have to deal with a variety of cognitive abilities such as planning and organizing, as well as skills like spelling, word choice, and grammar, and so on.

As a result, having students write after reading a short story helped them improve some language skills in their writing.

Furthermore, EFL teachers claimed that if literary texts are carefully chosen, pupils will be drawn to the act of reading, and developing speaking and discussion abilities, as well as developing verbal abilities allowing them to improve their writing skills.

These conclusions appear to support the researcher's initial idea to some extent.

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ABSTRACT

Literature is the creative, original and specific use of language in a way which makes it different from that of practical everyday language. This is accomplished through word manipulation, alliteration, assonance, and other rhetorical techniques. With this in mind, the aim of this research is to incorporate reading literary texts into English as a foreign language in order to assist students develop their reading and subsequently their writing skills in their writing classes. In so doing, they will likely be able to communicate and express their beliefs and ideas more efficiently. The findings of this paper reveal that the students' proficiency in writing in English is low, and that the use of the literary text as a learning platform, or tool, can help students improve their writing and language skills.

Résumé

La littérature est l'utilisation nouvelle et innovante du langage autre que l'utilisation dans laquelle il est utilisé dans la vie, et cela se fait en manipulant les mots, en utilisant l'allitération, l'assonance et d'autres méthodes rhétoriques. Ainsi, le but de cette étude est d'intégrer la lecture de textes littéraires en anglais comme langue étrangère qui peut aider la classe d'écriture pour les apprenants à développer leurs compétences en écriture et en lecture. Et aussi communiquer et exprimer leurs opinions et leurs idées à travers des textes littéraires. Les données obtenues ont montré que le niveau de maîtrise de l'écrit en anglais des étudiants est faible et qu'ils rencontrent des difficultés dans leurs études d'anglais comme langue étrangère. A partir de cette plateforme, les étudiants de langue anglaise peuvent bénéficier de textes littéraires pour développer leurs compétences rédactionnelles et linguistiques.

المخلص

الأدب هو استخدام اللغة استخداماً جديداً مبتكراً غير الاستخدام التي تُستخدم به في الحياة ويتم ذلك عن طريق التلاعب بالألفاظ واستخدام الجناس والسجع وغير ذلك من الأساليب البلاغية. و بالتالي، فإن الغرض من هذه الدراسة هو دمج قراءة النصوص الأدبية في اللغة الانجليزية كألغة أجنبية يمكن ان يساعد الفصل الدراسي في الكتابة بالنسبة للمتعلمين على تطوير مهاراتهم في الكتابة و القراءة. و أيضا التواصل و التعبير عن آراءهم و أفكارهم من خلال النصوص الأدبية. لقد أظهرت البيانات المتحصلة عليها بان مستوى الطلاب منخفض من حيث الكفاءة في الكتابة باللغة الانجليزية و انهم يواجهون صعوبات في دراستهم للغة الانجليزية كألغة أجنبية. و من هاذ المنبر فانه يمكن لطلاب اللغة الانجليزية الاستفادة من النصوص الأدبية لتطوير مهاراتهم الكتابية و اللغوية .