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**"Developing learners writing competence through the use of
literary texts"**

Case Study: 2nd year EFL Students at Chadli Bendjedid University

**Dissertation submitted to the Department of English in Partial Fulfillment of the
Requirement of the M.A.**

Degree in "*Didactique de L'Anglais*"

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DECLARATION OF AUTHENTICITY

We declare that this research study entitled “Developing Learners' Writing Competence through the Use of Literary Texts”, supervised by Ms. Samira Boussaha in the academic year (2025–2026), and submitted to the Department of English at Chadli Bendjedid University, El Tarf, in partial fulfillment of the requirements for the Master's degree, has not been published before. Except for the quotations and references sources from various that are clearly acknowledged, this dissertation is entirely our own work and has been written in our own words. We understand that plagiarism is unethical and strictly prohibited. We accept full responsibility for the originality and authenticity of this work.

Signatures ;

- Rezkallah Leila
- Labbaci Aya

Dedication

We dedicate this humble work to our beloved parents, whose endless love, sacrifices, support, and prayers have been the source of our strength and motivation throughout our academic journey.

To our families, for their encouragement, patience, and belief in our abilities. To our teachers, who have guided us with knowledge and wisdom and have contributed to our academic and personal growth.

To our friends, who shared with us unforgettable moments and provided encouragement throughout this journey.

Finally, to everyone who contributed directly or indirectly to the completion of this Dissertation .



Leila



Aya

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Abstract

Writing is considered one of the most important but also one of the most difficult skills to develop and learn among EFL learners. In Algerian classrooms, traditional teaching designs often prioritize rigid grammar drills and textbook copying instead of engaging through active composition; a method which results in university students lacking initiative and unable to form more complex thoughts. In order to fill this gap, the present thesis investigates the pedagogical use of authentic literary texts (poetry and short stories) to improve overall writing ability of second-year EFL students. Instead, this research investigates both the ways in which learners may be affected by exposure to literary texts (including lexical choice, grammatical accuracy, coherence and surface motivation), as well as the central structural and affective challenges such learners face. The target population that was studied consisted of LMD students at Chadli Bendjedid University of El Tarf through a mixed-methods quasi-experimental research design. With a focus on traditional literary selections, we obtained a convenience sample of students in a quasi-experimental pre-test / post-test framework through multiple series of step-by-step instructional sessions (with the Ratings survey consisting of 12 items along a 5-point Likert scale). Classroom observations of marked behavior engagement were a source for qualitative findings. The intervention was associated with significantly positive change between students in writing performance and overall skills from their prior levels. Data from questionnaires provide descriptive support for this development, showing broad agreement among students that integrating literature enhances contextual vocabulary use, sentence variety and essay coherence. In contrast, the lowest student perception marked as either a learner sense of comfort with speaking or listening, revealing yet another deeper layer of language learning anxiety and insecurity when working through complex texts. At the end, the results demonstrate that this research confirms the main assumption: Literature tasks in a more formalized manner can contribute to stronger basic technical and creative dimensions of L2 writing. This thesis also recommends that teachers use precisely engineered excerpts, explicit vocabulary instructional scaffolding and interactive peer review models to render the deep instructions afforded by literature safely.

Key terms: *literary texts, writing competence*

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List of Abbreviations

DIY: Do It Yourself

EFL: English as a Foreign Language

e.g.: Exempli gratia (for example)

etc.: Et cetera (and so on)

Fig.: Figure

i.e.: Id est (that is)

JFLET: Journal of Foreign Language Education and Technology

L1: First Language

L2: Second Language

LMD: Licence–Master–Doctorate

M.A.: Master of Arts

No.: Number

SPSS: Statistical Package for the Social Sciences

UMGC: University of Maryland Global Campus

v.s: Versus

ZPD: Zone of Proximal Development.

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Chapter one :

Introductory chapter

Introduction

Background of the study

Aim of the study

Statement of the problem

Research question

Hypothesis

Significance of the study.

Limitation of the Study

Structure of the Study

Introduction

Of all the skills that students must learn while studying English as a foreign language (EFL), writing stands out as one of the most important. It also assists students in conveying ideas accurately, arranging their plans, and expressing themselves in both academic and professional environments. Despite this, writing is extremely difficult for most EFL students to master. They are wrestling with grammar rules, vocabulary choice, sentence structure, and how to make it interesting. Teaching writing in the traditional way often emphasizes grammar drills and copying models in textbooks, making lessons dull and unproductive. It examines the role of literary texts (e.g., short stories, poems, plays) in further developing writing abilities. The language, emotion, and culture of literary texts hook students into writing better. The objectives of this study are to use experimental methods (pre- and post-tests in four sessions) and questionnaires to measure the effects of literary texts on writing performance and student attitudes. By integrating theory and practice, this study aims to assist EFL teachers in identifying better ways of teaching writing.

Statement of the Problem

Many problems emerge regarding students' learning of writing skills in EFL classrooms. They first want to address technical issues, such as poor grammar, limited vocabulary, and weak sentences. This is a creative limit because traditional designs highlight rules above expression. Second, students are unmotivated because writing lessons are monotonous and disconnected from real life situations. Teachers also struggle: they spend too much time getting corrections right, and students do not make much progress with the effort. Reckoning with Literary Texts These problems could be solved by the literary corpus, which provides authentic models of language, challenges readers to be creative, and helps them enjoy writing. Many teachers still avoid the heavy use of literary texts in writing classes because they believe that these texts are too difficult for EFL students or that they consume too much time. Little research has been conducted on what kind of literary texts work best, whether exposure to them really improves students' writing skills, or what challenges they present. It also leaves a divide between theory (literary texts are valuable) and practice. To fill this gap, the present study tested literary texts and collected data from students in real-world EFL classrooms.

Despite the growing interest in the use of literary texts in EFL education, limited research has investigated second-year EFL students' perceptions of the role of literary texts in enhancing writing competence, particularly in the Algerian context. Moreover, little attention has been paid to how literary texts contribute to different aspects of writing competence, such as vocabulary, grammar, coherence, organization, and motivation. This lack of research creates a gap between the theoretical value attributed to literary texts and their actual use in EFL writing classrooms.

Therefore, the present study seeks to fill this gap by exploring second-year EFL students' perceptions of the role of literary texts in enhancing writing competence.

Aim of the Study

The main aim of this study is to investigate the effectiveness of using literary texts in developing learners' writing competence.

More specifically, this study seeks to:

- examine the role of literary texts in improving learners' writing skills,
- explore how exposure to literary language influences students' vocabulary, grammar, and writing style,
- identify the extent to which literary texts enhance learners' creativity and ability to express ideas in written form,
- analyze learners' attitudes toward the use of literary texts in writing activities,
- and determine the challenges that both teachers and learners may face when integrating literary texts into writing instruction.

Additionally, this study aims to evaluate whether the use of literary texts can create a more engaging and motivating learning environment that encourages students to practice writing more effectively. It also seeks to provide practical recommendations for teachers on how to select and implement appropriate literary materials in EFL classrooms.

Ultimately, this research aims to provide pedagogical insights into how literature can be effectively integrated into writing instruction in EFL classrooms.

Background of the Study

Writing competence is considered one of the most essential skills in language learning, especially in English as a Foreign Language (EFL) contexts. However, many learners face difficulties in expressing their ideas effectively in written form due to limited vocabulary, weak grammatical knowledge, and lack of exposure to authentic language use. Traditional teaching methods often focus on mechanical aspects of writing, neglecting creativity and critical thinking. In recent years, literary texts have gained increasing attention as valuable pedagogical tools in language teaching. Literature exposes learners to rich vocabulary, diverse sentence structures, and authentic language use, while also stimulating imagination and critical reflection. Through engaging with literary texts such as short stories, poems, and novels, learners can develop not only their linguistic abilities but also their writing competence.

Despite the recognized benefits of literature, its integration in developing writing skills remains insufficiently explored in many EFL classrooms, particularly in the Algerian context. Therefore, this study seeks to investigate how the use of literary texts can contribute to enhancing learners' writing competence.

In recent years, several studies have focused on the usefulness of literary texts for EFL learners in developing their writing skills. For instance, Fodil-Cherif (2021) made a research examined the effects of teaching literature in writing classes and interviewed students. It was noticeable that those who read works of fiction perform better when they write on vocabulary choices and figures = choice of words or phrases that have affective connotations. Other researchers agree that pairing literature reading with writing tasks can motivate students, increase their confidence in L2 English, and improve their writing quality (Tomlinson, 2013; Paran, 2008). Often, students who wrote short stories or poems produced longer texts and made wider use of sentences and language than those using grammar (Fodil-Cherif, 2021; Tomlinson, 2013).

A recent Algerian study focused on the teaching of academic writing through literary texts in Algerian universities, and the results revealed that both teachers and students have positive attitudes towards using stories and novels in the academic writing class (Fodil & Cherif, 2024). The findings revealed that students' academic writing was enhanced through the indispensable use of the process approach and content-based instruction with literary texts, or allowing for periods of planning, drafting, revising, and feedback (Fodil & Cherif, 2024; Hyland, 2003). This, in turn, substantiates previous studies which argue that literary inputs are highly beneficial and powerful tools for enhancing EFL learners' writing competence, especially when used with concrete writing tasks and close teacher guidance (Fodil-Cherif, 2021; Fodil & Cherif, 2024).

Research Questions

- To what extent do literary texts enhance EFL writers' writing skills ?
- What EFL students attitudes toward and challenges in regard to employing literary texts for writing practice,

Hypotheses

The hypotheses tested in this study are as follow

H1: EFL students who are taught using literary texts will perform significantly better in terms of writing skills (grammar, vocabulary, organization, and content).

H2: Students using literary texts will show higher levels of motivation and confidence in writing and fewer difficulties

Significance of the Study

This study holds significant value for both teachers and learners in the field of English language education. It contributes to the existing body of knowledge by highlighting the importance of literary texts as effective tools for developing writing competence.

For teachers, the study provides practical insights into innovative teaching strategies that go beyond traditional methods, encouraging the integration of literature to enhance students' writing abilities. For learners, it offers opportunities to improve their language proficiency, creativity, and critical thinking through exposure to authentic and meaningful texts.

Furthermore, in the Algerian EFL context, where writing remains a challenging skill for many students, this study may help educators adopt more engaging and effective approaches to teaching writing. It also opens the door for further research on the role of literature in language skill development.

Limitation of the Study

Like any research, this study is subject to certain limitations. One of the main limitations is the restricted sample size, as the study focuses on a specific group of learners, which may limit the generalizability of the findings.

Additionally, time constraints may affect the depth of data collection and analysis. The limited duration of the study may not fully capture the long-term impact of using literary texts on writing competence.

Another limitation is related to learners' varying levels of language proficiency, which may influence their ability to engage effectively with literary texts. Some students may find literary language complex and challenging, which could affect their performance.

Finally, the availability of appropriate literary materials and resources, as well as institutional constraints, may also impact the implementation of this approach in real classroom settings.

Structure of the Study

The following structure of this thesis with five chapters serves to illustrate a comprehensive account of the study on the application of literary texts to enhance writing skills in EFL classes.

Chapter one: General Introduction is devoted to the background of the study, aim of the study, statement of a problem, two research questions, hypotheses, significance of the study, limitations of this study, and structure.

Chapter Two: Theoretical Background outlines the important concepts relevant to the research. In section 1, you can learn what writing is (Definition, Types (narrative, descriptive, argumentative, expository), Skills of writing (Grammar Vocabulary Organization Coherence), Techniques of writing (Brainstorming Outlining Drafting Revising Editing), and Learners' Difficulties in Writing (Grammar errors Lack of ideas Poor structure Fear of mistakes). Section 2 focuses on literary texts — what they are, types (short story, poems, drama, essays), styles in literary texts (narrative, descriptive, and persuasive), and figurative language in literary texts: Metaphors/ similes/ personification/ imagery.

Chapter Three: Methodology outlines the research design of the study. It explains the methodology design (experiment + questionnaire), population and sampling (EFL students, sample size), and data tools (pre-test, post-test, questionnaire).

Chapter Four: Results it consists of: (a) description of the questionnaire, (b) administration of the questionnaire, (c) questionnaire results analysis (percentages, charts), and (d) results and discussion. It includes the description methods and pre-test to post-test to compare scores.

Chapter Five: Conclusion includes a discussion of the main findings, implications for EFL teaching, including pedagogical recommendations, and suggestions for future research/practice.

Chapter two:

Literature review

Introduction

Overview of Literary Texts in Language Education

Theoretical Foundations

Writing Skills in EFL: Definitions and Challenges

The Role of Literary Texts in Developing Writing Competence

Previous Research on Literary Texts and Writing Development in EFL

Gaps in the Literature and Relevance to the Algerian Context

Definition of Writing Skills

Types of Writing Skills

Skills of Writing

Writing Techniques

Learners' Difficulties in Writing

Literary Text

Conclusion

Introduction

This chapter provides the theoretical framework underlying the present study and reviews the major concepts and previous research related to the use of literary texts in developing EFL learners' writing competence. It first presents an overview of literary texts in language education and discusses the theoretical foundations supporting their pedagogical use, particularly reader-response theory and social constructivism (Rosenblatt, 1994; Vygotsky, 1978). The chapter also examines the concept of writing skills, their cognitive and linguistic dimensions, their importance in academic and professional contexts, and the different types, techniques, and stages involved in the writing process (Oxford, 1990; Zamel, 1983; Rajkumar, 2013). In addition, it highlights the common difficulties EFL learners encounter in writing, including problems related to content generation, organization, vocabulary, and language use (Weigle, 2002; Nation, 2013; Ferris, 2002). Furthermore, the chapter defines literary texts, presents their different types, stylistic features, and figurative language, and explains how they can contribute to enhancing learners' writing competence by providing authentic language models and stimulating creativity (Tomlinson, 2013; Lazar, 2005; Carter & Long, 1991; Duff & Maley, 2007). Finally, it reviews previous studies and identifies the gaps in the literature, with particular emphasis on the Algerian context, in order to justify the significance of the present research and its contribution to EFL pedagogy (Fodil-Cherif, 2021; Fodil & Cherif, 2024).

Overview of literary texts in language education

Abstract Literary texts refer to stories, novels, poems, and plays with aesthetic features (Tomlinson, 2013; Lazar, 2005) created in a creative and artistic way. Since these texts are abundant in vocabulary, grammar, and different styles of writing, they are useful for helping students with this skill (Collie & Slater, 1987; Duff & Maley, 2007), so many teachers make use of them in class. In contrast to grammar exercises, reading literary texts provides EFL learners with genuine examples of how words and sentences operate in the real world in an emotional manner (Byram, 1997; Carter & Long, 1991). For this reason, researchers claim that literary texts serve very well as teaching materials for all four language skills of speaking, listening, reading, and writing (Nuttall 1996; Paran 2008).

In addition, literary texts stimulate students' interest as they are often concerned with themes such as love, conflict, identity, and social issues which are relevant to learners (Carter & Long, 1991; Duff & Maley, 2007). Students who read texts that are interesting and engaging to them are much more likely to write about them, describe characters in the plot, and share their perspectives on what they read (Tomlinson, 2013; Paran, 2008). In this sense, literature in the language classroom is more than understanding the story; it is about using the text as a model

and inspiration for writing produced by learners (Byram, 1997; Lazar, 2005).

Theoretical foundations (e.g., reader response theory, social constructivism)

Some of the main theories that underpin the value of literary texts in writing are reader-response theory and social constructivism. Thus, reader-response theory describes that the meaning of literary texts is not something unchanging; it originates when readers make connections between the presented text and their own experiences, emotions, or knowledge (Rosenblatt, 1994; Iser, 1978). This means that students are interpreting and responding to the same story, but their interpretations are fundamentally different on a personal level, which serves as the springboard for writing activities, including reflection, personal essay responses, or creative writing (Rosenblatt, 1994; Rosenblatt, 1978) in the classroom. Writing about what they "feel" or "think" after reading gives students an opportunity to write from a meaningful and personal context, rather than just mimicking grammar rules (Paran, 2008; Tomlinson, 2013).

Social constructivism (Vygotsky, 1978) highlights the fact that students learn better when they are working in a social setting, either through pair work or peer discussion (Lantolf & Thorne, 2006). For an example of using the communicative function of writing, learners can talk about a story in pairs or groups and discuss what each thinks (Alcón, 2010; Zhao et al., 2020), and then write together or one of them corrects their text based on this discussion (Hyland, 2003; Lantolf & Thorne, 2006). In this view, the teacher is there to facilitate such interaction, provide feedback, and lead students in gradually constructing their writing ability (Vygotsky, 1978; Hyland, 2003). Thus, student-text and student-student connections support

Writing competence through reader-response theory (Rosenblatt, 1994) and social constructivism (Vygotsky, 1978).

Writing skills in EFL: definitions and challenges

Summary Writing Competence in EFL refers to the ability of the learner to produce coherent, accurate, and well-organised texts that convey messages (Hyland, 2003; Flowerdew & Peacock, 2001). Writing is more than just rules of grammar and spelling; it includes choices about ideas, organising paragraphs, linking sentences with words that create cohesion, and using style appropriate to the task at hand (Nation, 2013; Hyland, 2003). Almost all agree that, especially in the academic writing context, writing is a sophisticated skill relying on linguistic knowledge, thinking, and cultural understanding, or a combination of these three (Flowerdew & Peacock, 2001; Hyland, 2003).

By EFL learners, we mean people who are learning English as a foreign language; for example,

Algerian students being EFL learners have always faced serious problems in writing. A key issue is the lack of sufficient vocabulary and grammar knowledge to communicate their thoughts accurately (Nation, 2013; Ferris, 2002). This is even more common because many students are not accustomed to planning prior to writing or linking sentences and paragraphs using topic sentences with supporting ideas to provide a coherent structure (Hyland 2003; Flowerdew & Peacock 2001). Moreover, in many Algerian classrooms, writing is still taught through memorisation, and copying from textbooks does not stimulate creativity or critical thinking (Fodil, 2021; Fodil-Cherif, 2021). Students tend to not stress or even have lamentation themselves as —afraid in a word of English writing assignment, resulting from requests that sometimes students write long essays/para (Ferris, 2002; Namdar, 2012).

The role of literary texts in developing writing competence

Many of these writing challenges can be overcome through the use of literary texts, as they offer authentic models of language in use (Carter & Long, 1991; Paran, 2008). A story or poem can show students how adjectives, adverbs, and complex sentences play their role in the real context of our language use, enabling them to imitate these patterns (Nuttall, 1996; Duff & Maley, 2007) during writing. It is, indeed, supported by many studies that state using literature within the writing class enhances students' vocabulary, grammar, and style as they absorb language in a natural context through reading to use it for their writing (Tomlinson, 2013; Fodil-Cherif, 2021).

As a result, using literary texts also helps students when they are at a loss for ideas and themes to write about, thus mitigating the so-called fear of the blank page that plagues many learners (Byram, 1997; Lazar, 2005). They could even write a character profile, a diary entry written from the character's point of view, and an alternative ending after reading a story (Nuttall, 1996; Paran, 2008). This type of creative writing task allows students to exercise themselves in language as well as imagination, feeling, and self-expression which are integral components of writing proficiency (Tomlinson, 2013; Fodil-Cherif, 2021). Therefore, several researchers have claimed that literary texts are appropriate not only for reading comprehension but also for writing instruction in EFL settings (Carter & Long, 1991; Hyland, 2003).

Gaps in the literature and relevance to the Algerian context

Despite the presence of many studies that have already confirmed the advantages of using literary texts as a writing tool, there are still few articles in this field, not to mention the lack of research in the Algerian context. First, this research on peer feedback took place mostly in Western or Asian countries, and very few studies focused on EFL learners at the Secondary or

University level in Algeria (Fodil & Cherif, 2024; Fodil-Cherif, 2021). Literature-based writing activities need more local studies to observe their functionality in Algerian classrooms (Fodil & Cherif, 2024; Fodil, 2021) because the way that writing tends to be standardised is fairly typical of many international contexts, leading us into a pedagogic culture where creative and even literary texts are not much used when teaching writing (at least within the Algerian context). 2nd, relatively few studies have focused on how to manufacture writing tasks that are step-by-step and dependent on short stories or poems (Fodil & Cherif 2024; Nation 2013) specifically for Algerian learners and at the pre-university level.

An additional gap concerns studies related to cooperative and technology-enhanced writing tasks using literary texts in Algeria, which are few. Despite methodological recommendations (Hyland, 2003; Lantolf & Thorne, 2006), few studies have compared delivery methods, such as using peer review versus group writing or using digital matter after reading a story. Due to these lacunas, the current research is pertinent to the Algerian context as it attempts to systematically demonstrate how literary texts can be used to enhance the writing competence of EFL learners in Algeria and provides practical suggestions for instructors who want to steer clear of traditional, grammar-based teaching methods (Fodil & Cherif, 2024; Fodil-Cherif, 2021).

Definition of Writing skills

Writing is one of the foremost writing skills of language proficiency. It is regarded as the most complex language skill, and this complexity is influenced by cognitive, linguistic and affective factors (Rajkumar, 2013). Writing is not simply the transcription of information onto a page; rather, it involves organizing thoughts, ideas and knowledge into meaningful and coherent messages in written form. Writing is a cognitive activity, requiring sustained intellectual effort (Oxford, 1990; Zamel, 1983).

Writing is considered as a process of thinking and one demands higher level of mental engagement to place ideas in an organized manner (Rajkumar, 2013). As Hilton & Hyder (1992) note, writing is a more formal act than the spoken word and results in a permanent record. But unlike speech, where you can read the listener's understanding and correct yourself immediately when you make an incorrect statement, writing a text requires that the writer's message be unambiguous and clear in as few words as possible since the writer cannot use immediate feedback to ensure comprehension (Rajkumar, 2013).

Rajkumar (2013) also states that writing is the representation of spoken words in graphic form (letters and punctuation). It records prior developments in a way so that the ideas can be

revisited which enables reflection and deepening of ideas. Writing, in this sense, is a way to construct knowledge and express ourselves.

But teaching is not merely about writing words on a page. One of the distinctions between writing and talking is that speaking does not have an archival property whilst writing does. As Hardaway (1978) and Rajkumar (2013) note, writing engenders a greater need for the writer to be organized, coherent, and clear than does oral expression. Writing effectively therefore requires high levels of mental discipline and technical skill.

The Cognitive and Linguistic Dimensions of Writing

Writing is a complex cognitive task that involves many processing components. Writing is a cognitively demanding act that requires an interplay of cognitive skills such as planning, organizing, revising and editing (Oxford 1990; Rajkumar 2013). Writers need to clarify their thoughts, organize ideas chronologically, and write them successfully. Not only do these skills assist in the writing of a text itself, they are utilized for revising that writing to be clear and coherent.

A. Cognitive Load: Writing requires holding multiple threads of information in mind, which contributes to cognitive load and is one challenge writers face. (Rajkumar 2013) explained the difficulty novice writers, in particular, experience with this complex integration and how it hinders their ability to generate coherent and cohesive text (Rajkumar, 2013).

B. Linguistic Skill: Writing, in addition to cognitive skill, is heavily reliant on knowledge of language. That's, grammar, syntax and vocabulary (Rajkumar et al. 2013) When we write, unlike the 'real time' experience of speech — where speakers can return to their mistakes and correct themselves on the spot, writers face a double jeopardy; at one point, coming up with grammatically accurate content in a succinct way.

C. Writing as Thinking: Zamel (1983) contends that writing is a device for thinking itself. It allows writers to string their thoughts together in an organized way. Writing as a process allows humans to give meaning to their world and structures thoughts, ideas that otherwise exist only in their heads into tangible forms that are both permanent and accessible. Writing helps with reflection, promotes critical thinking, and gets students to rub their minds deeper into the content (Gautam, 2019). Writing becomes externalized thought, and this is especially important in academic and professional contexts that require effective communication of complex thoughts and ideas.

The Importance of Writing as an Academic and Workforce Skill

Writing is not just a personal or mental aptitude but also a professional requirement. Writing

is central to success in academia, whether that writing takes the form of essays, research papers, dissertations or reports. Unlike other types of writing, academic writing has a specific style and structure as well as level of formality (Gautam, 2019).

Academic Writing: Writing is also an enormous part of your professional success after school. A lot of written communication is necessary in many kinds of professions, including emails, reports, proposals and other types of documents. Individuals proficient in writing possess not only the grammatical skillsets but also the ability to articulate their ideas more effectively, which is crucial in increasing influence over decision-making processes and adding value to organizational growth (Graham & Alves, 2021). In some fields, such as law, medicine, journalism and education, writing is not just an important skill — the ability to distill complex information has far-reaching effects.

The Process of Academic writing: Academic writing has a process that involves several steps. You are taught the four stages of writing that include prewriting, when ideas are generated and organized; drafting, where those ideas become text; revising, which is all about strengthening the clarity and structure of what's written; and editing, to make sure it's free from grammatical errors. Studies have shown and proven consistently that process-oriented ways of writing are more effective in learning how to write quality work (Brown, 1994).

In a nutshell, writing skill is a sophisticated, multidimensional cognitive and linguistic capacity critical for achievement in standard educational as well as career environments.

Writing takes thought, planning, and revision as well as control over all sorts of linguistic and mental processes. Writing presents formidable challenges — cognitive overload, obstacles to transmission of the message, language itself — but these can be mitigated with targeted teaching strategies and practice. Make no mistake, writing is not simply an academic exercise; it is the cornerstone of learning and communication in every part of life.

Types Of Writing Skills

With both academic and professional life heavily relying on written skills, writing is a basis of communication. It is the most intricate language skills which needs combination of cognitive processes, linguistic proficiency and emotional intelligence. It can serve many roles, such as expressing ideas, informing others, telling stories and persuading people depending on its intention. Writing skills have different types that can be utilized for distinct purposes and desired outcome. Typically, those are grouped into narrative, descriptive, expository and persuasive writing. They all have specific functions when we are communicating, and learning these types

of communication will enable people to be effective communicators depending on the context. We will delve into these significant forms of writing in this paper, discussing their purposes, features, and the processes used to create each (Savage et al., 2012).

Narrative Writing

Definition and Purpose

Narrative writing is a kind of story-telling. It narrates events or happenings, usually in the order that they happened, featuring a primary conflict or challenge and its solution. The story we tell can be fictional or non-fictional depending on the intention of the author. In fiction, narrative writing fantasizes worlds and characters; in non-fiction it might relay actual events and individual moments in time (Garba, 2022). ([link. springer. com](https://link.springer.com))

Narrative writing focuses on telling a story that has the ability to resonate with the reader. It usually consists of components such as character development, setting, dialogue and action. A good narrative style writing renders the reader a feeler and allows the reader to feel like what is happening in front of him/her.

Structure of Narrative Writing

Narrative writing is usually shaped around a certain structure:

- **Act One:** Sets up the show, characters, world and central conflict.
- **Plot:** You develop the plot and characters; you tell us what happened before the resolution.

Conclusion: Offers a resolution to the conflict, providing closure to the story (Study.com, n.d.; Alloprof, n.d.).

Types of Narratives

Narrative writing is highly versatile. Examples include:

- ✓ Short stories
- ✓ Novels
- ✓ Autobiographies
- ✓ Personal essays
- ✓ Biographies
- ✓ Journal entries (Lumen Learning, n.d.; EDU.com, n.d.)

The utility of narrative writing in education, literature and general engagement lies in its ability to connect readers with the experience of characters in a text; allowing for empathy or relation, as to why it is so pervasive.

Descriptive Writing

Definition and Purpose

Simply put, descriptive writing uses words to paint a picture. The main purpose of description is to depict an image in the mind of the reader about a person, place, event or object. Sensory language plays a big role in descriptive writing, appealing to the reader's senses of sight, sound, touch, smell and taste. Whereas narrative writing aims to tell a story, the purpose of descriptive writing is to make the reader —feel, smell, and see (Open Oregon n.d.) what it is being written about. (openoregon. pressbooks. pub)

Characteristics of Descriptive Writing

Descriptive writing is characterized by: Descriptive details that paint a picture in your head. Sensory words that evoke emotions.

Using figurative language like metaphors/similes to give power to the descriptions.

For example, instead of: —It was a nice day|| descriptive writing might say: —The sunlight poured down from above in warm golden rays that twirled on dew-covered grass, illuminated the air with the scent of flowers and earth.|| This small detail allows the reader to ground themselves in the setting.

Types of Descriptive Writing

Landscape or environmental descriptions: commonplace in travel writing, nature poetry, environmental essays.

- **Character descriptions:** Employed in narrative and character-driven non-fiction writing. A character description is used in narrative writing to show a person's traits, personality, and appearance clearly.
- **Vivid descriptions of an event or moment:** Capturing the tone of something larger than life — a party, a moment, some drama, something very intimate. A vivid description of an event or moment presents a detailed and expressive account of a scene to capture its emotions and atmosphere.

Descriptive writing appears in other genres, too — poetry or nonfiction (travel writing or memoirs) and is essential to creating a sense of place and atmosphere.

Expository Writing

Definition and Purpose

Expository writing aims to explain, inform or clarify a topic for the reader. It relies on facts

and evidence, rather than the writer's personal opinions, and is intended primarily to increase the reader's understanding of a topic. Expository writing is objective, in contrast to narrative and descriptive writing, because its purpose is to provide clear, accurate information (Graham & Alves, 2021). (link.springer.com)

Types of Expository Writing

Some common types of expository writing are:

- **How-to guides:** Step-by-step tutorials for how to do something, like cooking recipes or building a DIY project.
- **Reports** are objective documents, listing researched and documented facts on a single topic.
- **Essays:** Communicates ideas in a coherent order, supported by evidence.

Expository writing is meant to be clear and organized, which often means that it follows a certain structure:

- **Introduction:** Introduction of the topic.
- **Body Paragraphs:** Explanation with proof, or support
- **Conclusion:** Summarizes the key points.

Research has shown that this type of writing is very important as its often-what students are asked to write, whether a research paper, essay or science report; they'll be required to explain concepts and present factual information (Garba, 2022).

Persuasive Writing

Definition and Purpose

Persuasive writing is designed to get the reader to agree with the writer's opinion or take action. This synergetic blend of reason and emotion creates a unique tool, suitable for encouraging social, political or even personal change. Persuasive writing is used in advertisements, opinion pieces, and essays from convincing the audience their opinions (Wikipedia 2026). (en.wikipedia.org)

Key Features of Persuasive Writing

- **Argumentation:** The author presents the rationale and evidence to back up their perspective. (EBSCO Research Starters, 2023).
- **Emotional appeal:** The author taps into their audience's feelings to make a more compelling argument. (EBSCO Research Starters, 2023).
- **Those Arguments/Counterarguments:** An effective persuasive writer will acknowledge

opposing argument(s) and explain why they are invalid or irrelevant. (Wikipedia, 2026).

- **Conclusion:** The end of persuasive writing also includes an ability to call people to action. (Gender Study Guide, 2025).

a. Common Uses of Persuasive Writing

b. Advertisements: To influence consumer choices.

c. Political speeches: To convince the masses to endorse a policy or candidate.

d. Op-eds: A place to say what you think and influence public discourse. (EBSCO Research Starters, 2023 ; Gender Study Guide, 2025).

For example, for an essay that is arguing that uniforms help you academically, one would introduce their evidence like a research study or how an expert has said this or even real-life examples. The writer will fight back on the oppositions side against school uniforms and talk about the pros to them & how they can work, persuading the reader that they meter of statement is true.

There are many types of writing that one has to know about. Depending on their point, writers need to write in either narrative (if they are telling a story), descriptive (they describe of a scenario), expository (explaining facts), or persuasive manner (tries to persuade the reader about his/her standpoint). Readers benefit from being aware of what kind of writing they are reading, which helps understand the author's purposes and consider their success at those purposes. (Reading Rockets, n.d.; Purdue OWL, n.d.).

Being able to write well in multiple genres also makes a writer more versatile. Good writers understand that writing takes on many forms, and what would be appropriate to do for one audience in one situation may not have the same impact in another (Open Oregon, n.d.).

There are multiple forms of writing, each with structures and purposes. Between narrative storytelling, expository explanations, descriptive imagery and persuasive arguments, the types of writing vary in style, technique and purpose. Therefore, observing these forms of writing is very crucial to both those who are experimenting with language and speech writers. Each one of these four major types—narrative, descriptive, expository and persuasive writing has its own set. This is how writers can express themselves clearly and concisely through all forms be it academic writing, professional communication or creative endeavors (Nordquist, R, 2020).

Writing is a powerful tool that allows individuals to connect, inspire, and provoke thought—skills each of the different types of writing possess.

Skill of Writing

Writing is also one of the four basic pillars of literacy communication, education and personal expression. Writing is not just about filling in a word document; rather, it's all about structure, messaging and engaging readers. To be a good writer, people need to learn writing skills such as planning, organization revision and language (Gillespie 2017).

The writing process includes critical skills that all work together to help you create clear, cohesive, and impactful text. This can involve skills such as brainstorming, outlining, drafting, revising and editing in addition to mastery of grammar, syntax and style (Williams, 2008).

Brainstorming and Idea Generation

The first step in the writing process. Writing well starts with critical thinking about a topic and fluency of ideas and perspectives (Gillespie, 2017). Freewriting, mind mapping, listing—these techniques help writers come up with what they are going to write about and how they can approach a particular topic.

After all, brainstorming encourages writers to move beyond basic ideas and create more complex, original concepts. This is also a means to shake off writer's block, taking the burden of too much context pressure from your system as thoughts spill on paper (Williams, 2008).

Planning and Outlining

Conduct a plan and outline (Once Ideas Are in Place) through good planning, the writer is able to identify the purpose of the text, choose its structure and decide on key points to make. By outlining their writing, writers can keep track of their ideas in a logical manner, ensuring that their writing has a clear direction and flow (Gillespie, 2017).

Outlines generally have an introduction, body paragraphs with supporting details and a conclusion. An outline allows the writers to stay on course with their content and deliberative points instead of getting lost in tangential arguments. Furthermore, planning will also ensure that you establish the right tone and style that is suitable for your audience (Williams 2008).

Drafting

Drafting is the first step in which the writer puts ideas into sentences and paragraphs. The intention behind drafting is to get words on the page without too much concern for perfection (Gillespie, 2017). While we want to be clear and coherent in our drafting, we also want to free ourselves up to experiment with how we get there.

At this point, the author is asked to write fast and concentrate on content less than style or

mechanics. Drafting is creating the initial framework of the text, which will later be restructured (Williams, 2008).

Revising

Think about revision as one of the most important aspects of a writing. Whereas editing typically deals with surface-level features such as spelling and punctuation, revision encompasses changes to structure and content that will make material clearer, more coherent, or simply more effective (Gillespie 2017). It asks the writer to evaluate it critically, deciding if the arguments are supported well enough, if ideas flow logically and whether or not the writing serves its purpose.

Revising may include rearranging paragraphs or improving transitions between ideas, adding more support to the argument as necessary. This also includes tuning the writing's tone and voice to captivate the reader more (Williams 2008).

Editing and Proofreading

Editing and proofreading is the final stage of writing development that focuses on improving grammar, spelling, and punctuation (Gillespie, 2017). Edit refers to the process of dealing with issues in sentence structure, clarity, and consistency whereas proofreading is a review for minor errors.

Good editing and proofreading help to ensure that the final product is polished and free from distracting errors or ones that undermine the writer's credibility. It is advised that writers return to these tasks with fresh eyes after allowing some time to pass from when they wrote the piece so as to catch mistakes they previously missed (Williams, 2008).

Mastering Grammar, Syntax, and Style

Besides the writing process, lesson on Grammar, Syntax and Style are very important. While grammar is more about the rules that make up a sentence: how words are formed and used; syntax encompasses the order of words in a given sentence to take meaning (Gillespie, 2017). What this provides is a clear, concise and readable writing that is easy to understand.

Style, in contrast, is related to the writer's distinctive voice and their cadences. It includes things like tone, formality, and word choice and can be adjusted based on the purpose of the text as well as its audience (Williams, 2008). Used correctly, grammar, syntax and style can create writing that is more than right but interesting and persuasive.

Writing for Different Purposes and Audiences

One of the most important parts of writing is adjusting the writing to various audiences and

purposes. Part of what makes effective writers is understanding that the style, tone and structure of a text will differ based on whether they are writing academically, persuasive or narrative (Gillespie, 2017). Academic writing, for example, will have certain expectations around formal language and clear argumentation backed by researched evidence, whereas a narrative story may be less concerned with those aspects and more about character development and emotional engagement.

Contextualizing writing for different audiences is a crucial skill needed to thrive in diverse avenues of writing that extend from business and academia to journalism and creative writing (Williams, 2008).

Writing Techniques

Students need to learn how to write well because they have to write about everything from tests and essays to reports and other things. Writing is a process, and grammar and spelling are important, but writers can express their ideas in a systematic way or repeat them without just focusing on the end result (EBSCO Research Starters, 2024; Scribbr, 2025). Writing as a structured process helps students take on difficult tasks with more confidence and clarity.

Teachers who help students learn how to organize, draft, revise, and edit are an important part of good writing. They encourage students to not only think more deeply, but also to say things more clearly and go beyond just correcting mistakes (Reading Writing & Thinking, 2025; Purdue OWL, 2026). These writing tips help students at every step of the writing process, from coming up with ideas to making the final version of the text.

In this section, you'll learn about some good ways to help students improve their writing skills. Brainstorming, outlining, drafting, revising/editing, peer review, and using writing models are all ways to help with the writing process. For example, brainstorming and outlining help writers come up with and organize their ideas before they start writing (Nguyen, 2021). Revising or editing, on the other hand, help improve the content and clarity of ideas in later stages (Wikipedia, 2026a; Wikipedia, 2026b). Peer review gives students feedback from their peers that helps them feel more confident and see how different people see their work (Wikipedia, 2026c).

Understanding Writing Competence

Before getting into the techniques themselves, it's necessary to understand what writing competence means. Writing competence is defined as the ability to write clearly, well-organized coherent text. English is more than just grammar or vocabulary, but also about expressing ideas syntactically and semantically. A capable writer can plan, arrange, and revise to make their writing clearer and more accurate. Writing Competence: As Graham and Perin (2007) point out,

it is essential for students to be able to express their ideas on a topic in multiple domains.

Writing competence involves several components. First and foremost, students must be able to generate ideas in a coherent manner. Second, appropriate language that is clear and concise needs to be applied. Third, they need to have the ability to revise and edit their work for accuracy and coherence. All these components are crucial to writing that is well-formed linguistically as well as semantically intelligible, effectively communicating the desired contents of thought.

Key Writing Techniques

Teachers must expose students to different techniques to help them navigate the writing process in order to create a writing competent student. Some of these techniques are brainstorming, outlining, drafting, revising and editing writing models. There's a technique for each part of the writing process, from generating ideas to increasing clarity.

Outlining

Through the brainstorming process, students need to be able to get their ideas in order. This is exactly where outlining comes in handy. An outline allows students to organize their thoughts in a systematic manner, which helps them expand on every idea and ensures that the writing has a coherent flow.

There are usually three main categories to an outline: the introduction, the body and conclusion. Students need to state the main idea and provide a thesis statement in the introduction. The body explains the arguments that support the thesis, as well as the conclusion that summarizes key points. Support each point in the body with supporting details, examples, or evidence.

A conclusion is the key take out from your piece of writing. It gives students an overview of their work before they start drafting. As noted by Graham (2018), having an outline provides students with a tangible plan to follow, keeping them on track and minimizing tangential details.

Drafting

Once students have the outline, they draft. Drafting, is the act of writing down the initial form of the write-up according to the outline structure. In this phase, students write their ideas on paper and give less importance to perfection. The purpose of drafting is to get the ideas out, knowing that there will be an opportunity to revise and improve the prose later on.

While drafting students may experience obstacles such as writer's block or searching for precise words. But students ought to keep writing, without pausing to fix every error. Graham and Perin (2007) suggest that work free writing, spending time to get the ideas out on paper even if it is bad

work. That way, they can generate momentum and work towards the final product.

Revising

The second stage is revision, after drafting. Editing is considered when you check the draft and edit it to enhance its content, structure, and clarity. Unlike editing, which is about fixing grammar and spelling mistakes, revising means reorganizing ideas.

Unlike editing, which is focused on correcting grammatical errors and problems with spelling and punctuation, revising focuses on how you are organizing and articulating your ideas."

In revising, students should consider:

- ✓ Is the writing well-organized with a clear focus on the main idea?
- ✓ Concept Development: Are the concepts fully realized with examples?
- ✓ Do you take the reader logically from one point to the next?

Revising and editing pushes kids to consider what they write and how to enhance the quality. This is one of the most influential strategies to convert rough draft into a polished product (Graham & Perin, 2007)

Editing

Once the writing has been improved, students have to move on to editing. Editing involves fixing grammar, punctuation, spelling and other language errors. Editing makes sure the final piece is grammatically correct and easy to read.

Students should check for

Subject-verb agreement

Verb tense consistency

Correct punctuation (e.g., commas, periods)

Spelling mistakes

Editing allows students to generate clean, error-free writing. It is a crucial component of the writing process because errors in grammar or punctuation do not only tend to distract the audience but may undermine and damage the message (Graham 2018).

Peer Review and Feedback

Peer review is another crucial technique, on the way to writing competence. Even a method called peer review in which students are able to give and receive feedback on each other's work. When providing feedback on a peer's writing, students should consider not just the

content but also the language.

They should offer constructive criticism that helps the author better their paper.

For peer review, students can ask:

- **Is the main idea clear ?**
- **Are the arguments convincing ?**
- **Is the text organized well ?**

Peer review pushes students to be more critical readers and better writers. It also helps them practice offering useful feedback and accepting constructive criticism (Troia & Graham, 2003).

Writing is a complex skill that requires deliberate practice and mastery over multiple processes in order to help students organize their ideas and convey them clearly. Studies of the writing process suggest that skilled writers go through stages, including brainstorming (prewriting), outlining, drafting, revising and editing to transition from idea generation all the way to polished text; providing such a detailed framework for students helps them approach complex tasks in manageable steps rather than just focusing on grammar and spelling (Scribbr, 2025; EBSCO Research Starters, 2024; Purdue OWL, 2026). These early steps help all students engage in idea generation and information segregation before they draft (Cambridge University Press, 2021; UMGC Writing Center, n.d.), while drafting gives them a framework for translating ideas into substance that can be revised later (Purdue OWL, 2026; Wikipedia, 2026a). Revision and editing to improve clarity, coherence and correctness almost always require several rounds of rethinking and reshaping the text (Wikipedia, 2026b; Scribbr, 2025).

By practicing these strategies with teachers that provide peer feedback, students build the skills necessary to communicate more functionally and confidently to academic or real-life situations (Writing Commons, 2023; Athens State University, n.d.). Structured techniques result in clear, coherent writing because students think analytically about their audience, purpose, and organization from the beginning of the writing process to the end (EBSCO Research Starters, 2024; Scribbr, 2025).

Learners' Difficulties in Writing

Because writing is an important ability both academically and in the real world (Weigle, 2002), for many students—particularly those studying in a second language (L2) context—it can be fraught with challenges. These challenges often manifest across disparate areas of writing, including content, organization, vocabulary use, grammar and mechanics. All three of these areas

can limit students' ability to convey their thoughts and ideas in a clear manner. In this article, we will elaborate these common difficulties and refer to different studies so as to see how students have issues with writing its long format and how the educators can help them for writing in academics.

Content and Idea Generation

Generating relevant content and ideas is one of the biggest hurdles that students must face when writing. Writing requires a solid understanding of a topic and listening helps a student organize their thoughts especially before writing an expository essay or even during recount text, it's all comes from previous knowledge. Having students generate original content that is factually accurate and information dense relevant to the purpose of writing has been challenging for many of students. For instance, Siska et al. (2025) points out that success for the student is often evidenced by their ability to come up with a topic, in areas of deeper level commitment to materials. This challenge becomes especially problematic in academic writing, where students must interweave outside resources, references and quotes to support their arguments.

They also stress we should note that in academic writing, the process of discovering viable sources and being able to adequately employ them is particularly difficult (Long & Teopilus, 2023). Part of this challenge stems from students' inexperience with finding their way through academic databases, or choosing relevant studies to cite. Incorporating these references into their own writing, without breaking the flow of their ideas is yet another task that many students struggle with.

Strategies like these are particularly useful for addressing issues of content generation, and can be incorporated into classroom activities (e.g., brainstorming exercises, mind mapping, etc.) or even just discussions that encourage students to engage with topics more deeply.

These strategies can help students disassemble the complexity of writing assignments and gain confidence in generating ideas before they start drafting.

Organization and Structure

Not only does that make writing a major challenge for students, organizing and structuring written content is an entirely separate problem! Be it recounts, expository essays or discursive papers students often find arranging their ideas in a logical and coherent manner the most challenging. According to Siska et al. According to Long and Teopilus (2023), and Ozfidan & Mitchell (2020), students often struggle to build a strong structure, including writing thesis statements and topic sentences that lead the reader through their writing.

More common challenges include writing clear topic sentences for each paragraph and ensuring that body paragraphs support the main argument. Another frequent concern is maintaining logical transitions between ideas without sacrificing coherence. Many students fall into the trap of linking ideas but not showing how they relate to one another and as a result their argument becomes disjointed and scattered.

Outlines are one powerful way to assist students in getting their organizations, and structures, down on paper. Gives students a map to organize their ideas in the right order before starting to draft. This can be especially useful when writing academic text, where structure is crucial. Students can also be prompted to reread through their drafts and reorganize where paragraphs may necessarily need to be moved so that the structure is clear. Educators can also highlight the need to structure writing around a clear introduction, body and conclusion, a guideline that helps students get results in their writing (Bean, 2011)

Vocabulary and Language Use

Challenges in academic writing – Vocabulary and language. In fact, many students struggle to articulate their ideas due to a lexical deficiency. Siska et al. (2025), and Long & Teopilus (2023) also note that students, up to this point in the timeline of an article, are generally only using rudimentary words and phrases, which do not fulfil the complexity of their ideas. This becomes especially apparent with academic writing, which demands a more specialized vocabulary and formal language. Moreover, students can have difficulty selecting the right words in a given context which can also have an impact on their writing quality.

Language difficulties may also include problems with grammar, including incorrect verb tenses or subject-verb agreement. While discussing past events or facts, students may use the wrong tense, which results in sentences that are confusing or even ungrammatical. Moreover, the students might struggle with an academic tone throughout their written assignment as they are still learning how to write in the target language (Ozfidan & Mitchell, 2020).

Having students read regularly—and practicing writing expressively consistently—are key both in addressing students' challenges with vocabulary and in overcoming their struggles expressed in writing. This ideal of engagement with academic texts relevant to their field, exposing learners to discipline-specific language and offering examples of exemplary writing they can replicate in their own output (McArthur & Bishop, 2021; Nation, 2013). Things like vocabulary exercises, word banks and practicing using new words in context allows learners to build mastery over word choice as well as deepening their understanding of meaning and usage (Webb & Nation, 2017). Also, targeted grammar instruction — such as concentrating on verb tense accuracy —

and organized peer review can bring language concerns to the forefront of students' minds while boosting writing quality overall (Ferris, 2018; Hyland & Hyland, 2006).

There is so much nuance in writing and way too many things that need to go into making it a promising piece of work; practice, lots of edits etc. Students learn to communicate effectively and produce clear, organized, and coherent texts when teachers guide learners through the entire writing process—brainstorming, outlining, drafting, revising and editing along with peer feedback (Scribbr 2025; Purdue OWL 2026). These approaches ease learners into grammatically effective and stylistically fluent writing: because process strategies are embedded in the cycle of experimentation, reflection, and revision that interconnects practice with improvement (Flower & Hayes, 1981; Leki, 1992).

As their writing skills grow, students become more prepared to do well not just on academic assessments but also in communicating through a wide variety of other contexts in which clarity, precision and audience awareness are central (Council of Writing Program Administrators, 2011; Graham & Perin, 2007).

Literary Text

Definition

A literary text is any creative work of writing. Unlike informational texts, whose primary goal is to present facts or instructional material in a straightforward manner, the purpose of literary texts is to capture and stimulate readers' emotions, challenge their thinking, and illuminate human experience. These texts sometimes employ language in a stylized, innovative way, driven by style and meaning, and are rich with complex thoughts. Literary texts are the bedrock for studying literature and culture, both a reflection of and window into various facets of society and the human experience (Wellek & Warren, 1956).

The following article analyzes the definition of literary text, what it means for a text to be literary, and what elements make it different from other types of texts. The following questions help us understand the characteristics and functions of literary texts in educational practices:

So, a literary text is a creative work written (not only) in an original language. It is not only to tell but also to fill something with artistry; it causes an effect. [Teacher's Note: Literary texts can include novels, short stories, poems, plays, and essays.]

Literary texts, as Barry (2002) notes, manifest aesthetic language with the purpose of going beyond an immediate reaction and instead creating an emotional/intellectual experience that the reader engages in traversing. Literary texts, on the other hand, tend to use more figurative language based on devices such as metaphors, symbols, and allegories. Literary texts stand out

among other kinds of writing, which tend to favor clarity and factuality above stylistic matters. Literary text is not primarily concerned with informing or persuading but rather thematically exploring and creatively expressing an idea or something about the human condition. An example of this could be a poem that uses vivid imagery and rhythm to explore the theme of love, in contrast to a novel that maybe uses character and plot development to depict human conflict and development.

Types of Literary texts

Literary texts are types of writing that develop ideas, relate narratives, expose feelings, and examine human experiences using imaginative language and artistic form (Kennedy & Gioia, 2019). Once we have an idea of the work literary texts do, it matters that they come in many forms and styles, structures and purposes. While most teaching often only covers the one form of writing that literary texts are, it is worth noting that there are many categories within a literary text that differ based on how they deliver their message and engage with readers (Murfin & Ray, 2013). Analyzing these types will lead students to read literature more critically and appreciate it.

In this part, we describe the primary types of literary text and how each one functions

— along with why that matters for readers (and learners) alike. We look at big types like prose, poetry and drama but also the subtypes under them like novels, short stories and essays. These forms have been cultivated over hundreds of years and remain integral to studies of literature internationally (Barry, 2009).

- Prose

Prose is one of the largest categories of literary texts. Prose is a writing system in which the speech and rhythm of ordinary language are followed. It's composed in sentences and paragraphs, without the formal rhythmic or rhyming structure to which poetry typically adheres. Kennedy & Gioia (2019) explain that prose is highly adaptable: it can be used in various ways across styles, genres, forms etc.

Fiction and non-fiction are both included among prose. In the world of literature, prose as a literary text refers to mostly fictional stories in novels or short story formats. Fictional prose tells invented stories and employs characters, settings, and plots to examine human experiences and themes. An example could be the way a novel encapsulates complex ideas regarding identity, society, or morality through characters' actions and growth throughout time (Kennedy & Gioia, 2019).

Here are some of the most common types of prose fiction:

- **Novels:** Long works of prose that flesh out characters in status quo by having plot certain diseases. Novels Cover a Broad Spectrum of Themes and Provide Readers with In-Depth Displays of Characters' Lives and Relationships (Murfin & Ray, 2013)
- **Short Stories:** Short stories are much shorter than novels. They typically center on a specific event, moment, or idea and generally seek to deliver a powerful emotional impact or moral lesson found in small forms (Murfin & Ray, 2013).
- **Novellas:** These are longer than short stories, but shorter than novels. They allow more development than a short story but remain focused and concise (Barry, 2009).

Literary prose refers to written material that describes rather than visually depicts—prose or narrative—which is essential to literature and has connection with forms containing both factual and fictional elements (for example, literary journalism, creative non-fiction, autobiographical fiction) but the element kept central in literary prose is the act of telling a story (Kennedy & Gioia, 2019).

- **Poetry**

The other major category of literary text is poetry. Poetry functions in a more concentrated, musical and expressive way with language. Poetry, unlike prose, often takes the form of lines and stanzas; it relies on sound devices like rhythm, rhyme, and repetition to achieve meaning and emotional impact (Murfin & Ray, 2013).

In poetry, ideas and feelings are suggested through the use of imagery and figurative language like metaphors and symbols to help a reader connect with the text on an emotional as well as intellectual level. An example of a poetry book is one that could be short and simple or long and complex, but the goal is always to use language in some thoughtful way that will invoke emotion (Barry, 2009).

Narrative poetry is a form of poetry that tells something about a story.

- **Lyric Poetry:** A poem that is of a short variety and usually expressed feelings and emotions in the first person (Murfin & Ray, 2013).
- **Epic Poetry:** Long narrative poems, telling tales of heroes and events that were often grand in nature (e.g. ancient epics) these stood as the pinnacle of literature long ago (Barry, 2009).
- **Dramatic Poetry:** Poems that are intended to be recited or acted out; they often contain a voice, character and dialogue (Murfin & Ray, 2013).

Poetry is one of the oldest and most universal forms of literary expression, so students learn to read poetry not just for meaning but artistic and rhythmic qualities (Kennedy & Gioia, 2019).

- **Drama**

Drama is a form of literary text that is intended for performance. Dramas are tales intended to be performed onstage, onscreen or in other performance environments. They provide storytelling using dialogue, action and stage directions instead of paragraphs or narrative prose (Barry, 2009).

Drama includes several genres, such as:

- **Tragedy:** A grave drama that usually concludes in heartache and addresses profound themes including destiny, despair or radical human suffering (Barry, 2009).
- **Comedy:** A form that is humorous in content and generally ends happily (Murfin & Ray, 2013).
- **Modern Plays:** Contemporary narratives that often combine and compensate drama with humor or defy conventional forms (Barry 2009).

This makes drama a useful vehicle for both language and life — it mimics working human livelihoods and cultural themes. As drama is written to be performed, its words are inseparable from action and visual expression (Kennedy & Gioia, 2019).

Fiction vs. Non-Fiction

More generally, there is the distinction between fiction and non-fiction literary text forms (Murfin & Ray, 2013).

Non naked verbs are stories invented by authors. That includes most novels and short stories, as well as dramatic works that do not portray real events or real people. In fiction, even though it is made-up and imaginary, writers and readers can identify with the human psyche and explore potential possibilities (Kennedy & Gioia, 2019).

Non-fiction literary texts may present real events or describe people who are real, but they still make use of artistic or expressive language. Memoirs, literary essays, travel writing, and biographies that do not simply relay facts but also provide reflection or creative interpretation (Barry, 2009).

And not just by form, but also style, tone and conventions—which is how text scholars theorize these types. A prose novel and a poem will have different conventions of narrative, even though both are literary texts in general (Murfin & Ray, 2013).

- **Sub-Categories and Hybrid Forms**

Among the major types of literary texts, however, there are numerous sub-categories and hybrid forms that combine traits of different kinds. For example:

- **Graphic Novels:** This is a prose narrative with visual artwork which combine literary and

artistic forms (Barry, 2009).

- **Verse Novels:** A novel whose narrative is written in poetic form combining the expansive narrative of prose with the structure and rhythm of poetry (Kennedy & Gioia, 2019).
- **Creative Essays:** Essays that use narrative, descriptive or reflective techniques to explore personal or social themes (Murfin & Ray, 2013).

Hybrid forms present literary texts in fluid and mutable matter. The Writers experiment with language, technology and cultural expectations creating new forms (Barry, 2009)

Knowing the literary text types makes a learner to do well in them. First, it enables readers to identify the structure and purpose of a text, which facilitates reading comprehension (Murfin & Ray, 2013). For instance, reading a poem is not the same as reading a novel. Second, it allows students to appreciate the artistic choices authors have when they write. In addition, awareness of genre distinctions also assists learners in their own writing as they become familiar with the expectations and features associated with each genre. Finally, engagement with literary types exposes students to cultural history, as each form—drama or prose or poetry, for example—encapsulates the artistic traditions of its time and locale (Kennedy & Gioia, 2019).

Styles in Literary texts

It deals with how and what writers do with language to express meaning, evoke emotion, voice an artistic style. A particularly useful way to study the techniques authors use to tell their stories, poems, and plays is through stylistics exercise in analyzing these elements specifically in literary texts. Through the study of stylistics, readers are able to better appreciate and understand how individual choices in language work together to create a text's deeper meaning and significance (Carter & Nash, 1990).

There are several elements that contribute to literary style, including word choice, sentence structure, figurative language, tone and the use of literary devices. By means of stylistic analysis, scholars and readers can detect patterns in a text that shape its aesthetic features and create emotional response (Leech & Short, 2007)

The Role of Styles in Literary Texts

Stylistics is the study of the artistic methods and quality in a literary work. It looks at how a language creates effects like tension or humor, pathos—and is indicative of the narrative's themes and characters. Writers choose words with precision, construct sentences artfully, and use rhetorical techniques to reach out to readers and challenge them (Carter & Nash, 1990).

Stylistics also aids in differentiating among genres of literature. For example, poetic stylistic options—rhyme, rhythm, and meter—are different from those found in prose or drama. Readers

can then also see how different novels achieve their effects by analyzing the stylistic features (Leech & Short, 2007).

Key Stylistic Features of Literary Texts

Word Choice (Diction): Diction is the word choice of an author or speaker. Writers frequently choose words not only for their meanings, but also for their connotations and the sounds and rhythm that they produce; affecting themes and emotions expressed in text (Carter & Nash, 1990). Such as: A formal is going to create different impact in a serious scene, whilst for instance colloquial use would do the opposite in a casual dialogue.

Sentence Structure (Syntax): The way sentences are constructed is another contributing factor to the stylistic elements of a literary text. For example, short, staccato sentences might produce urgency or drama (Leech & Short, 2007), though longer and flowing ones may suggest contemplation or leisure. Rhetorical questions, parallelism, and repetition is also part of syntax as it emphasizes certain ideas or creates rhythmic patterns.

Figurative Language: Literary texts frequently employ figurative language, including metaphors and similes as well as personification among others. Dialogue, fragmentation and narrative devices that integrate different forms of text add complexity to the narrative and enable readers to link abstract concepts with vivid images (Carter & Nash, 1990). The same is true of Shakespeare's *Macbeth*, where the metaphor of blood becomes a symbol for guilt and violence—creating complex layers of potential meaning within the text.

Tone: The tone is basically the author's attitude towards the subject and his audience. It can be formal or informal, serious, ironic, humorous or tragic and helping to set the mood of the text. Tone is a stylistic choice that may reflect themes in the work itself as well as guide the emotional responses of readers (Leech & Short, 2007).

Rhetorical Devices: Authors often use rhetorical devices like alliteration, hyperbole, irony and symbolism to elevate their storytelling. These devices can achieve a rhythmic effect, reinforce certain concepts or present difficult ideas in more accessible terms (Carter & Nash, 1990).

Stylistics and Meaning

Stylistic analysis ultimately aims to understand a literary text by analyzing its use of language in relation to meaning. Examining the stylistic elements of a text allows readers to understand something about why the author has written what they have, as well as how language can shape a reader's understanding of the events happening in a story or poem. An author thus may use a referential voice to create a sense of authority, or solemnity through e.g. elevated diction and syntactic structures or they may finely exploit the irony aspect in order to criticize social norms or human behaviour (Leech & Short, 2007).

And stylistics can uncover how a text's form and content interrelate. The way a poem is constructed, for example—its meter and rhyme scheme; its line breaks—affects the ways in which readers encounter the themes and emotions of the poem (Carter & Nash, 1990). Much like in a book, the choice of narrative perspective, organization of plot, and development of characters all play into an overall stylistic effect.

The Significance of Stylistics in Literary Analysis

Literary work also possesses stylistic elements that enable to enrich the reader's experience and have a better understanding of literature. The framework of stylistics provides insights into how language is used by writers to achieve particular effects and build overreaching readers such as making a tragic drama, a humorous short story or a meditative poem (Leech & Short, 2007).

Through the study of stylistics, students and scholars can cultivate a greater appreciation for the craft of writing and the role of language in shaping human experience. This prepares readers to look for more than just literal meanings in a text and helps them appreciate the artistry behind registering various layering meaning.

Figurative Language in Literary Text

Analyzing Figurative Types in Literary Texts as Galliard Elements;

One of the most important aspects of literary texts is figurative language—by which a writer means something other than the literal meaning, revealing deeper meanings, provoking feelings and creating mental pictures. Whereas literal language states facts directly, figurative language uses similes and metaphors, hyperbole, and symbolism to convey meaning more effectively. Learning the differences between types of figurative language in literature could enhance readers' engagement with a text and offer further insight into its topics and characters (Cuddon, 2013).

Metaphor, simile, personification, hyperbole and symbolism are all types of figurative language. These devices help to embellish the text, providing multiple meanings (beyond the literal meaning of words) (Abrams, 1999) This article discusses different types of figurative language typically found in literary texts and the importance of these devices in enriching a writer's expression as well as creating a reader's understanding.

Metaphor

One of the most effective and common forms of figurative language used in literature is a metaphor. It compares two unlike things by saying that one thing is the other. A metaphor is often used in order to help explain or enhance the meaning of an idea or experience (Cuddon,

2013). One of the great exemplary lines is in Shakespeare's *As You Like It*, —All the world's a stage,^l which is an analogy comparing life to a play and conveying the idea that people have parts to act in a larger whole.

What makes metaphor work is the way it conjures an image while inviting the reader to engage with the text at a more abstract level. They create different layers of meaning but also the potential for multiple meanings of themes, emotion and actions (Abrams 1999).

Simile

A simile is similar to a metaphor, but it uses the words "like" or "as" which makes the comparison explicit. Similes often create memorable images and bring emotions down to a more human level. A *Narrow Fellow in the Grass*, which makes is so that with an ornamental human metaphor compares to such a bad feeling to encounter: / A narrow fellow in the grass / Occurs (Dickinson, 1890)

By drawing a comparison to something that readers are likely to know about, similes provide a way of clarifying and demystifying abstract or complex concepts (Cuddon, 2013).

Personification

Personification is a figurative language that attributes human properties to inanimate objects or abstract ideas. This device, when used properly, creates a meaningful sense of emotion or conveys an idea in more tangible ways. For example, in the following lines of William Wordsworth's 1807 poem —*I Wandered Lonely as a Cloud*,^l the poet applies personification to daffodils: —Ten thousand saw I at a glance, / Tossing their heads in sprightly dancell (Wordsworth). The personification of the flowers creates an image of nature that is lively and joyful, in contrast to the speaker's alone state.

Personification will plant a bridge between human nature and the natural world, making it much easier for readers (Abrams, 1999).

Hyperbole

Hyperbole (overstatement)—is a deliberate exaggeration that is used to draw attention to one particular quality or aspect of the person, often for comical or dramatic purposes. Hyperbole is used by writers to exaggerate situations, emotions, or actions to a degree that heightens their meaning. For example, the hyperbole of the famous line in *A Modest Proposal* by Jonathan Swift, —I can think of no occasion that could be more proper than this for my own purposell emphasizes the absurdity of his satirical case for selling children as food (Swift 1729). Hyperbole emphasizes the exaggerated elements of an idea or situation, potentially offering readers a different lens and producing humor, irony or dramatic tension (Cuddon, 2013).

Symbolism

Symbolism is a literary device that uses symbols to represent larger ideas and concepts. It is a way of making something normal or mundane more meaningful. For example, the great green light at the end of Daisy's dock in F. Scott Fitzgerald's *The Great Gatsby* represents Gatsby's hope and his unreachable dream of a future life with Daisy (Fitzgerald 32).

Symbols can be culturally or contextually relevant, they can have a different meaning as the narrative unfolds. They work to support the story — there are links between objects and intangibles (Abrams, 1999).

Other Figurative Devices

Alliteration: The repeating of consonant sounds at the start of words each near other. If you need an example, here you go: Alliteration is frequently used to create rhythm and musicality in a text (Cuddon, 2013).

Onomatopoeia: Words that make sounds, like —buzz! or —splash! This type of literary device is called onomatopoeia (Abrams, 1999).

Irony: The use of words in such a way as to convey a meaning opposite to the literal meaning; incongruity between what might be expected and what actually occurs (Cuddon, 2013).

Figurative language is used to make literary texts more dimensional, complex, and emotive. It also enables writers to express intangible concepts, convey feelings, and create lasting impressions that readers can connect with. Metaphor, simile, personification, and other devices allow writers to represent important elements of the world while also constructing new modes of understanding (Cuddon, 2013)

Figurative language adds texture and depth to our lives as readers. Figurative language encourages them to read beyond the lines on the page and reflect on what they mean. It challenges the reader to read between the lines of symbolism, feeling, and purpose within the page (Abrams, 1999).

➤ Conclusion

To sum up, writing is an integral part of extremely important life skills which kindle academic as well as profession success. This makes it one of the most sophisticated communication systems, requiring a blend of cognitive, linguistic and emotional abilities. Writing is a process that involves thought and reflection to make sure you present the information correctly. The first four types of writing — narrative, descriptive, expository and persuasive — all have their own unique styles and strategies. Each of them is a type of writing,

whether you are telling a story, explaining a concept or persuading someone to think differently, we make our ideas understood through one form or another.

Moreover, writing (brainstorming-drafting-revising-editing) offers framework to produce coherent and well-structured texts. And mastering these — and understanding the stylistic choices that create a text's own meaning and tone — is essential to becoming an effective writer. Understanding these multiple ways of writing and applying them in practice, can go a long way to create clear and persuasive communications for students or organizations alike.

In addition, the figurative language included in literary texts gives them more depth and a deeper sense of meaning; thus, these become more catchy or thought-provoking. When understanding how devices such as metaphors, similes and personification work, it enables readers to both appreciate the artistry behind writing but also a deeper engagement with complex ideas.

Writing is much more than sentences; it is a living and breathing document that helps the writer think, critically create, reflect. Developing writing skills and techniques is an essential step in establishing effective communication, either with academic papers, professional documents or creative works. And while writing is a thing you do and get better at over time, given the right approach anybody can transform their skills into confident competency.

Chapter three:

Methodology

Introduction

Methodology

Conclusion

Introduction

This chapter describes the methodology adopted to investigate the effectiveness of literary texts in developing learners' writing competence. It presents the research design, the target population and sample, as well as the data collection instruments used in the study. It also explains the procedures followed to collect and analyze the data in order to answer the research questions.

Methodology :

This study adopts a mixed-methods approach, combining both quantitative and qualitative methods to investigate the research problem effectively.

The quantitative approach is used to collect numerical data through pre-tests, post-tests, and questionnaires, allowing for an objective measurement of learners' progress in writing competence. On the other hand, the qualitative approach is employed through classroom observation, which provides in-depth insights into students' behavior, engagement, and interaction with literary texts during the instructional sessions.

The integration of both approaches enables the researcher to obtain a comprehensive understanding of the impact of literary texts on learners' writing competence, as it combines statistical analysis with descriptive interpretation.

Research Design :

This study employs an experimental research design to examine the effectiveness of literary texts in enhancing learners writing competence. The experimental design is based on a pre-test and post-test structure, which allows for the comparison of students performance before and after the implementation of the instructional treatment.

At the beginning of the study, a pre-test was administered to assess the initial level of students' writing competence. This step aimed to identify learners strengths and weaknesses in writing prior to the intervention.

Following the pre-test, the experimental phase was conducted through four instructional sessions. During these sessions, literary texts were integrated into writing activities in order to expose students to authentic language, enrich their vocabulary, and enhance their ability to express ideas effectively.

After the completion of the instructional sessions, a post-test was administered to evaluate the extent of improvement in students' writing performance. The comparison between pre-test and post-test results enables the researcher to determine the effectiveness of the treatment.

This experimental design is considered appropriate for the present study as it provides measurable evidence of learning progress and allows for the identification of cause-and-effect relationships between the use of literary texts and the development of writing competence.

Population and Sampling :

The target population of this study consists of second-year LMD students of English at Chadli Bendjedid University of El Tarf. The total number of students in this population is ninety (90). These learners are considered appropriate for the study as they are engaged in developing their writing competence within an EFL academic context.

From this population, a sample of forty-five (45) students was selected to participate in the experimental phase of the study. This sample represents 50% of the total population, which allows for the collection of relevant and representative data.

The sampling technique used in this study is convenience sampling, as the participants were selected based on their accessibility and availability. This method is justified by practical considerations, including time constraints and ease of implementation in a classroom setting.

All selected participants took part in the different stages of the study, including the pre-test, the instructional sessions, the post-test, and the questionnaire. This ensured consistency in data collection and enhanced the reliability of the findings.

Data Collection Tools :

In order to achieve the objectives of this study, multiple data collection tools were employed, namely questionnaires, classroom observation, and pre-test/post-test assessments. The use of these tools reflects the mixed-methods nature of the study and allows for a comprehensive analysis of both quantitative and qualitative data.

The questionnaire was administered to students to gather information about their attitudes, perceptions, and experiences regarding the use of literary texts in writing activities. It consists of structured questions based on a Likert scale, which facilitates the collection of quantifiable data for statistical analysis.

Classroom observation was conducted during the instructional sessions to monitor students' engagement, participation, and interaction with literary texts. This tool provided valuable

qualitative data and deeper insights into learners' responses to the teaching approach.

In addition, pre-test and post-test assessments were used to measure students' writing competence. The pre-test was administered before the implementation of the treatment in order to evaluate the initial level of students. It was conducted over six sessions to ensure a thorough assessment of learners' writing abilities.

The treatment phase consisted of four instructional sessions in which literary texts were used as a teaching tool to enhance writing skills. Finally, the post-test was administered in one session after the completion of the treatment to evaluate students' improvement and compare it with their initial performance.

The combination of these tools ensures the validity and reliability of the study by allowing for the triangulation of data from different sources.

➤ **Conclusion :**

This chapter has presented the methodological framework adopted in this study. It has described the research design, the population and sampling procedures, as well as the data collection tools used to gather relevant data.

The use of a mixed-methods approach, combined with an experimental design, provides a solid basis for investigating the effectiveness of literary texts in developing learners' writing competence. By integrating both quantitative and qualitative data, the study ensures a comprehensive and reliable analysis of the research problem.

The next chapter will focus on the analysis and interpretation of the collected data in order to present the main findings of the study.

Chapter four :

Results

Introduction

Analysis odd students pre-test scores

Description and analysis of the reflection questionnaire

Analysis odd students post- test scores

Pre – test Vs post – test scores

Description and analysis of the reflection questionnaire

Introduction :

This chapter presents the statistical analysis of the data collected from both the pre-test and the post-test administered to second-year EFL students. The main objective of this analysis is to evaluate students' writing performance before and after the implementation of the experimental teaching method.

To achieve this, several statistical measures were used, including the mean, the standard deviation, and the t-value. These measures help in identifying students' initial level, examining the variability of their scores, and determining whether there is a significant improvement after the instructional intervention.

The results are presented in tables, followed by detailed explanations and interpretations in order to provide a clear understanding of the impact of the experimental method on students' writing skills.

Analysis odd students pre-test scores :

Student 01	00
Student 02	00
Student 03	12
Student 04	12
Student 05	13
Student 06	11
Student 07	14
Student 08	10
Student 09	01
Student 10	10
Student 11	12

Student 12	13
Student 13	12
Student 14	13
Student 15	13
Student 16	10
Student 17	01

Table 01: Students pretest scores

Statistic	Value
Number of students (n)	17
Mean (m)	9.24
Standard deviation (sd)	5.22
T-value(t)	0.85

Table 02 :Pretest results

The pre-test session was conducted on 22 February 2026 in Room 14 with Second-Year Licence students (Group One). The instructional session was based on the poem “Becoming” by an unknown writer and aimed to explore the impact of literary texts on students’ writing performance.

Classroom Implementation Step 1 : Exploring the Poem

At the beginning of the session, students were asked to read the poem carefully and silently. They were instructed to focus on understanding the general meaning of the text. No explanation was provided at this stage in order to allow learners to construct their own initial interpretations and develop independent comprehension.

Step 2 : Interpretation and Discussion

After the reading phase, the researchers explained the poem and clarified its central idea. Particular attention was given to the major themes addressed in the text, including growth, emotional strength, and personal transformation over time. Figurative expressions and symbolic meanings were also highlighted and discussed. Students were encouraged to participate actively by sharing their interpretations and reactions. This stage aimed to deepen learners' comprehension and promote classroom interaction.

Step 3 : Vocabulary Identification

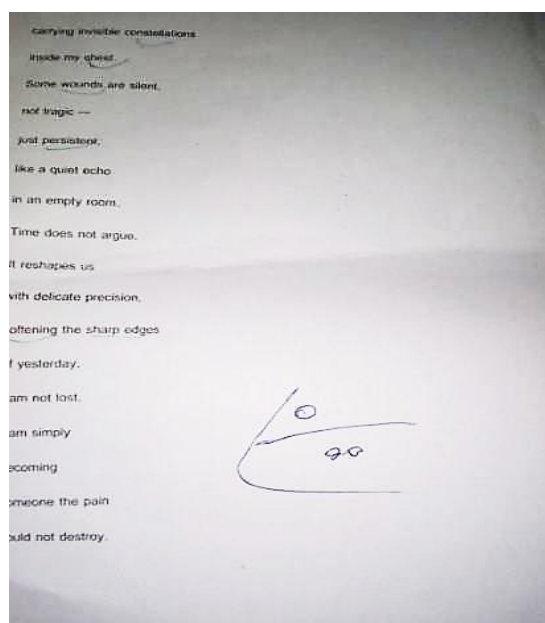
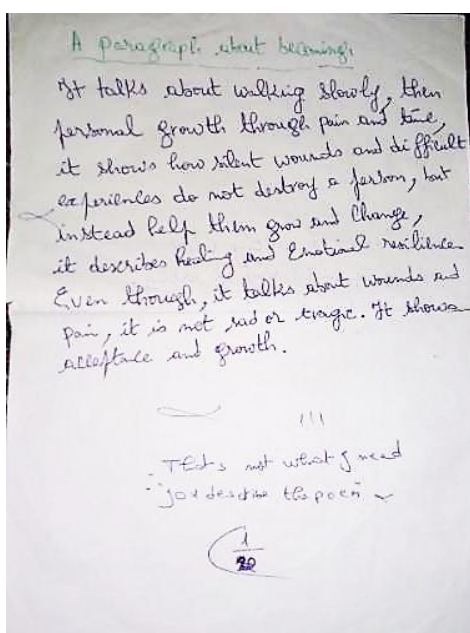
Students were then asked to identify and highlight unfamiliar words encountered in the poem. Among the vocabulary items selected were constellation, chest, wounds, and painstar (among others). These words were carefully explained, and their meanings were clarified to ensure students' understanding and enrich their lexical knowledge.

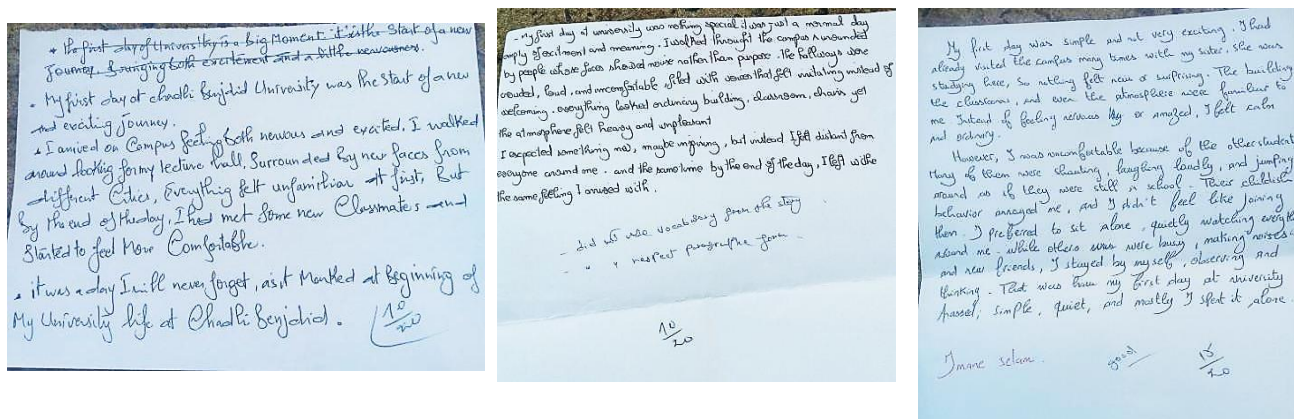
Step 4 : Writing Activity

As a final activity, students were given the following writing task :

“ In a well-organized essay, describe your hometown ”

Students were encouraged to incorporate some of the newly acquired vocabulary from the poem into their compositions. This activity was intended to assess their writing abilities and to examine the extent to which literary texts and vocabulary enrichment could support their written production.





sample of students written by session 1

■ Session Two

The second session was conducted with second-year Licence students in Classroom 14 from 8 :00 a.m. to 9 :30 a.m. as part of the experimental study.

At the beginning of the session, the teacher distributed copies of William Wordsworth's poem Daffodils and asked the students to read it carefully. They were instructed to identify unfamiliar vocabulary and highlight the literary devices used in the poem. Afterward, one student volunteered to read the poem aloud while the teacher provided explanations of difficult words. For example, wandered was explained as walking without a specific purpose, fluttering as moving lightly and quickly, sprightly as lively and energetic, glee and jocund as joy or happiness, vacant mood as an empty or absent-minded state, inward eye as memory or imagination, and bliss as great happiness.

Next, the teacher and the students worked together to identify and analyze some literary devices found in the poem. The expression "I wandered lonely as a cloud" was identified as a simile, "A host of golden daffodils" and "Stars that shine" were recognized as examples of imagery, while "Bliss of solitude" was discussed as a metaphor.

At the end of the session, the teacher assigned a writing task in which students were asked to write an essay entitled "Compare the Impact of Nature and Urban Life on Human Happiness." The activity aimed to encourage students to connect the themes of the poem with their own ideas and develop their writing skills through comparison and critical reflection.

The relationship between our living environment and our sense of happiness is a vital topic today, especially as most people move to major cities while the urban areas provide advanced services, opportunities and technology, nature remains the sanctuary we retreat to for rest, flow, then, do both environments affect our psychological state?

on one hand urbanization offers a life full of activity and activity, urban life offers... but it often leads to mental fatigue due to constant noise and fast-paced lifestyle, in contrast, nature acts as a rest for the senses.

exposure to green spaces reduces stress hormones and helps the mind regain the focus consumed by crowded city living.

in conclusion, true happiness does not mean choosing one over the other, instead, it lies in integrating the urban development for professional growth while regularly retreating to nature to maintain psychological balance and serenity.

24th October, 2024

Why do some people feel happier in the countryside while others prefer the city? The answer lies in how different environments affect human happiness. Both nature and urban life shape people's feelings, but in different ways.

Natural environments often create a sense of peace and comfort. Quiet places, fresh air, and green landscapes help reduce stress and make people feel more relaxed. Being in nature also allows individuals to disconnect from daily problems and enjoy simple moments, which improves overall well-being.

On the other hand, urban life provides energy and opportunity. Cities are full of jobs, schools, and social activities that help people achieve their goals and stay connected with others. This can create a feeling of success and excitement. However, the busy lifestyle, noise, and pollution in cities can also cause stress and mental fatigue.

Label a human
arg

Nature and Urban life are two contrasting aspects of human life, and each one of them has specific influence on people's mental state and their specific characteristics and features.

First and foremost, nature has a profound effect on human happiness. For example, just being in a natural space, like a forest or a beach, can help the need of our brain extremely and inspire their imagination. Even after returning home, one can still feel the presence of nature in their mind, reminding them of the beauty and tranquility of the natural world.

Have you ever noticed how quiet and calm you feel when you walk in nature, while a busy city makes you feel both excited and nervous at the same time? Human happiness is greatly influenced by the environment in which people live. Two common environments are natural places like forests and fields, and cities. Each environment affects human happiness in different ways.

Nature usually has a positive effect on human happiness. It helps people feel calm and relaxed, and walking through trees and breathing in fresh air helps you to reduce stress and improve your mood. The calm atmosphere of nature allows them to escape from daily stress, think clearly, and feel peaceful.

On the other hand, urban life provides many opportunities and offers them various benefits. It provides jobs, education, and entertainment which allows people to achieve their goals more easily.

In sum up, both nature and urban life influence human happiness in different ways. Nature gives peace and joy, while urban life provides opportunities.

Dehshil Chaudhary

compare about the impact of nature and urban life on human happiness

Human happiness is deeply influenced by the environment in which people live. Life in nature and life in the city are very different and each one affects happiness in its own way.

On one side, nature makes people feel calm and relaxed. Fresh air, green spaces, and quiet places help reduce stress. Being in nature also helps people think clearly and feel peaceful. It can create positive feelings that last for a long time. On the other side, urban life has many advantages. Cities offer jobs, schools, hospitals, and entertainment. People can achieve their goals and enjoy modern life. However, cities can also be noisy, crowded, and stressful. This can make people feel tired or unhappy.

In a comparison, nature gives deep and lasting happiness.

Sample of students written by session 2

■ Session three:

The third session was held with second-year Licence students in Classroom 14 from 9 :45

a.m. to 11 :00 a.m. First, the teacher provided the students with copies of two poems by William Blake, namely The Chimney Sweeper and A Little Black Thing Among the Snow. She asked them to read the poems carefully and silently and to highlight any unfamiliar or difficult words. Afterwards, she invited one of the students to read the poems aloud. As the student was reading, the teacher explained each verse and guided the learners in identifying some literary devices used in the poems, such as repetition in the expression "Weep ! Weep !". She then discussed the general idea of the poems and their themes. Finally, the teacher assigned a writing task in which

students were asked to write an essay about child labor, encouraging them to use vocabulary and literary devices drawn from the poems in their compositions.

Child labor means that children work at a very young age. It is a global social problem.

Many poor families send their children to work to help the family. However, this prevents children from enjoying their childhood and getting an education.

In conclusion, child labor must be stopped every child deserves a safe life and a good education.

11
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[illegible]

Child labour is a serious problem in many parts of world. It refers to when working of a young age instead of going to school and enjoying their childhood. Many children work in factories, farms, shops, etc. because their families are poor. Child labour can be harmful to children's physical and mental health. Many children work long hours in dangerous conditions and receive little or no education. As a result, their future opportunities become limited. According to an organisation and union, millions of children around the world are still involved in child labour. These organisations work to protect children's rights and promote education.

To reduce child labour, governments should take a law that protect children and reduce that all children have access to education. Besides, also need to support that children and give them the opportunity to go to school. Let's Society.

good 15
30

[illegible]

Organized crime is a threat
always performing long groups of people
and animals being children to
Keep police away from them and
their mother children participating in
since in young age and become expert
and hard guys with time.

As a conclusion, animals make
children life for that work and child
to let our in had some we have to
fight and work together to live in
safety world.

Follow instruction

13
90

sample of students written by session 3

- *Session four:*

The fourth session was held with second-year EFL students in Classroom 14 from 9 :45 a.m. to 11 :00 a.m. As part of the experimental study, the teacher introduced the short story *The Black Cat* by Edgar Allan Poe and provided students with some background information about the author and the story. She then asked the learners to read selected passages carefully and identify unfamiliar vocabulary. Afterward, the teacher explained the difficult words and discussed the main events of the story with the students to ensure their comprehension.

Next, the teacher guided the learners to analyze the major themes presented in the story, such as guilt, violence, madness, and the dark side of human nature. She also drew their attention to some

literary devices used in the text, including symbolism, imagery, and irony, and explained their significance within the story.

Furthermore, the teacher encouraged classroom interaction by inviting students to express their opinions about the narrator's behavior and discuss the consequences of his actions. This discussion enabled learners to think critically and share different perspectives regarding the events of the story.

Finally, the teacher assigned a writing task in the form of an argumentative essay entitled "Is Human Nature Inherently Good or Evil ?". Students were asked to support their arguments with relevant ideas and examples inspired by the story and the classroom discussion.

17
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The question of whether human nature is inherently good or evil has been debated for centuries. Some argue that humans are born with kindness and compassion, while others believe selfishness and cruelty are natural instincts. In reality, human nature is complex, shaped by both positive and negative tendencies.

On one hand, many believe that humans are naturally good. Even in early life, children often show empathy, helping others without being taught. Acts of kindness, like helping a stranger or comforting a friend, are common. However, critics argue that such behavior may be influenced by upbringing and social expectations rather than pure innate instincts.

On the other hand, human behavior often reflects on circumstances. A person may act kindly in one situation but selfishly in another. This suggests that humans are not strictly good or evil, but capable of both. As the saying goes, "Man is neither angel nor devil, but both at once," highlighting the dual nature within every individual.

17
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Human nature has long been a subject of debate among philosophers and thinkers. Some believe that humans are naturally good and kind, others argue that they are selfish and evil. In reality, human beings possess both good and evil, their actions depend on their choices.

On the one hand, humans show many signs of natural goodness. From an early age, people demonstrate empathy, kindness, and the help of others, generosity and compassion can be seen, especially in time of difficulty. These behaviours suggest that goodness is an essential part of human nature.

On the other hand, humans are also capable of harmful actions.

13
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The human with his nature born with goodness and with the love of goodness, he is the human like Aristotle, Plato, and Aristotle, without greed, without hate, and he loves all people, by the time, human can change his way of thinking, and his thoughts, and feelings about life.

For us, human nature is not goodness but that appears through from his childhood. He loves all people, he doesn't hurt any one, he likes helping others.

Firstly, human loves all people by nature, he is friendly, sociable, kind, peaceful, peaceful.

He likes helping others, and so, he is trying to give them the hand, and even he though he himself needs the help.

Human doesn't like hurting others; so he always is not to hurt them morally and physically.

On the other hand, many people believe that the evil is integral part of every person, who tend to adopt bad behavior regardless the conditions where they live. For example, two brothers from the same family who live the same life with same parents, one adulthood can have extremely different character that differentiate between kind and evil behaviors.

In conclusion, the human nature is so strange that there are good and evil, even if you lived bad life it wouldn't justify your future acts because your future believe your hands, not your conditions.

17
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The question of whether human nature is inherently good or evil has been debated by philosophers, psychologists for years. While some argue that humans born naturally with good, while some argue that humans born naturally with evil, many more and empathy that guides their actions, others claim that humans are naturally selfish and aggressive, suggesting that evil is a part of human behaviors.

Humans often display empathy and kindness from a very young age, which suggest that goodness is innate. For instance, frequently share comfort or help from others, demonstrating that caring for others is natural rather than learned. Even in difficult circumstances, people tend to act compassionately, showing that moral are deeply embedded. Philosophers like Immanuel Kant argued that humans possess a natural moral law within themselves, meaning that if unburdened by social pressures, people can act according to virtue and ethical principles, and in morally positive way.

17
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sample of students written by session 4

Analysis of the students post-test scores :

Student 01	19
Student 02	00
Student 03	17
Student 04	15
Student 05	15
Student 06	15
Student 07	15
Student 08	15
Student 09	13
Student 10	12
Student 11	12
Student 12	10
Student 13	10
Student 14	10
Student 15	10
Student 16	03
Student 17	00

Table 03 :Students post test Scores

Statistic	Value
Number of students (n)	17
Mean(m)	11.24
Standrad deviation (sd)	5.55
T-value(t)	0.98

Table04: Post-test results

The session was held with second-year Licence students in Classroom 14 from 9 :30 a.m. to 11 :00 a.m. as part of the experimental study. First, the teacher provided the students with a passage from *The Second Coming* by William Butler Yeats and asked them to read it carefully and highlight unfamiliar vocabulary and literary devices. After that, one of the students volunteered to read the poem aloud, and the teacher explained some difficult words, such as gyre (a spiral), falcon (a trained bird), anarchy (complete disorder), loosed (released), conviction (strong belief), revelation (a sudden truth), and slouches (moves slowly). Then, the students were guided to identify the literary devices used in the poem. They recognized examples of symbolism, such as the widening gyre and the falcon and falconer ; imagery, as in “blood-dimmed tide” and “the sands of the desert” ; repetition, in expressions like “Surely... surely” and “The Second Coming... The Second Coming” ; metaphors, including “the centre cannot hold” and “blood-dimmed tide” ; and personification, as illustrated in the line “The ceremony of innocence is drowned.” At the end of the session, the students were asked to write an essay comparing hope and despair in times of major changes in society.

Table 4 present the findings of the post – test .The post-test was conducted after the implementation of the experimental teaching method in order to measure students’ progress in writing skills. The results indicate an improvement in the mean score ($M = 11.24$), showing that students performed better compared to the pre-test. The standard deviation ($SD = 5.56$) shows that there is still variability among learners, but the overall performance has improved. The t-value ($t = 0.98$) reflects a higher statistical result.

Tania Maria

in periods of major the human experience is often caught between the opposing forces of hope and despair. These emotions do not merely exist as internal feelings. They act as a primary drivers of how a civilization manages the collapse of the old and the birth of the new.

As despair usually arises first during a crisis, when economic systems fail or social contracts break. The resulting despair can lead to a dangerous paralysis. However, this darkness serves a purpose, it highlights exactly what is no longer working. It is not a blind optimism that ignores the pain of change, but a strategic resilience.

hello

Major changes in society, such as wars or revolutions, can do substantial impacts on people's emotions deeply. During those times PPL often feel two opposite emotions (hope/despair).

Hope is a positive feeling. It gives PPL strength and makes them believe that the future will be better. In contrast, despair is a bad feeling it makes PPL feel hopeless.

However, both hope and despair appear during times of major social change. They're both strong emotions that affect PPL's thoughts and actions.

In conclusion, hope and despair are opposite emotions, but both have common during major changes in society.

13/20

When society goes through a big change, people usually feel two strong things: hope and despair. While both good and bad things happen, these two feelings help us see how progress affects everyone.

Both hope and despair are similar because they focus on the future. Whether we expect a bright or dark future, reacting to the end of the old way of doing things is what everyone's going through. The change is big enough to affect everyone's life. They are two different responses to the same part of our existence.

The difference lies in how they affect people. Hope is an open door; it gives people the energy to learn new things and believe in better life. Despair is a closed door; it makes people feel left behind or afraid of losing their jobs and traditions. While hope looks forward to a gain, despair reminds us of a loss.

In conclusion, hope and despair are both natural parts of big change. One provides the drive to move forward while the other shows the pain of leaving things behind. For progress to work, society must embrace the new opportunities of hope while helping the struggling with despair.

15/20

Hope and despair in times of major change in society

During periods of great change in society, people often swing between two powerful emotions: hope and despair. These feelings appear opposite, yet they're closely connected because both both are reactions to uncertainty and transformation.

Hope and despair share a common origin. Both arise when people face situations they cannot fully control or predict. When traditions shift, economic struggle or new ideas replace old ones, individuals begin to question what future holds. In such moments, hope gives people the strength to imagine a better tomorrow, while despair reflects the fear that things may never improve. In this way, both emotions are responses to the same reality of change.

Despite this similarity, hope and despair influence people differently. Hope encourages action and resilience, helping society adapt and grow. Despair leads to fear and passivity, making change harder to move forward. While despair holds them back.

17/20

Social change often creates a state of chaos in the environment; people usually face two conflicting emotions: hope and despair.

First, hope is positive feeling we have to find ourselves first before the other happens is something inside us before it be in the social.

Second, despair is negative feeling we should know how to deal with but cause it can destroy our life if we couldn't control it.

In conclusion, social change is not that big deal we have to be strong and endure everything and don't lose our hope.

12/20

sample of students written by post-test session

Pre-test Vs post -test

Pre-test	post-test
00	19
00	00
12	17
12	15
13	15
11	15
14	15
10	15
01	13
10	12
12	12
13	10
12	10
13	10
13	10
10	03
01	00

Table05 : pre test and post test students scores

Statistic	Pre-test	Post-test
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Number of students (n)	17	17
Mean(m)	9.24	11.24
Standrad deviation(sd)	5.22	5.55
T-value	0.85	0.98

Table06: pre test and post test results

The table 05 presents a comparison between the pre-test and post-test scores of the participants. It includes the individual scores obtained by each student before and after the implementation of the experimental treatment.

The results clearly show an improvement in students' performance in the post-test compared to the pre-test. This increase in scores suggests that the teaching intervention had a positive effect on learners' writing skills.

Moreover, the variation between individual results indicates that while all students benefited to some extent, the degree of improvement differs from one learner to another.

Overall, the comparison highlights a noticeable progression in students' writing ability after the application of the experimental method, which supports the effectiveness of the instructional approach used in this study.

The Table 06 presents The comparison between the pre-test and post-test results clearly shows an improvement in students' writing performance after the application of the experimental method. The mean score increased from 9.24 to 11.24, indicating that students developed better writing skills after the intervention. Although the standard deviation slightly increased, this still reflects the presence of individual differences among learners.

The increase in the t-value from 7.29 to 8.33 confirms that there is a positive development in students' performance. Overall, the results demonstrate that the teaching method used in this study had a beneficial effect on improving EFL students' writing ability.

- The study was conducted collaboratively throughout all stages of the research process. Concerning the absence of a control group, this decision was mainly due to practical and time constraints. In addition, the study focused on the same group of students using a pre-test and post-test design in order to measure their progress before and after the intervention.

Given the limited time and the small sample size, it was more feasible to work with one intact group rather than dividing participants into experimental and control groups. This allowed for consistency in data collection and ensured the smooth implementation of the study within the available academic schedule.

Description and analysis of the reflection questionnaire

Five-point Likert scale was used to measure respondents' answers to the questionnaire statements, as it is considered one of the most commonly used scales in social and human studies. Respondents were asked to indicate their degree of agreement or disagreement with a set of specific statements. This scale consists of five graduated options, where the respondent selects one of them as shown in the following table:

Classification	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Degree	5	4	3	2	1

Table 07: Five-Point Likert Scale Degrees

Regarding the limits adopted for interpreting the arithmetic means of the variables, five levels were determined: very low, low, moderate, high, and very high.

The category length was calculated according to the following formula: Category Length = (Maximum value – Minimum value) / Number of levels

$$= (5 - 1) / 5 = 0.8$$

Accordingly, the levels were determined as follows:

- [1.00 – 1.80] = Very Low
- [1.80 – 2.60] = Low
- [2.60 – 3.40] = Moderate
- [3.40 – 4.20] = High
- [5.00 – 4.20] = Very High

2. Reliability Analysis of the Questionnaire Using Cronbach's Alpha

To examine the reliability and internal consistency of the questionnaire, Cronbach's Alpha coefficient was calculated using SPSS.

Reliability test of the study instrument using Cronbach's Alpha coefficient

Number of items	Cronbach's Alpha coefficient
12	0.851

Table 08: Number of items and Cronbach's Alpha coefficient

The results showed that the Cronbach's Alpha value reached (0.851) for a total of (12) items. This value is considered statistically high and acceptable, indicating a strong level of internal consistency among the questionnaire items.

Since the obtained Alpha coefficient is higher than the commonly accepted threshold of (0.70), the questionnaire can be considered reliable and suitable for data collection and statistical analysis.

These findings confirm that the items of the questionnaire are well correlated and measure the same construct consistently, which enhances the credibility and accuracy of the study result.

It can be observed from the table that the opinions of second-year students regarding the use of literary texts in developing writing skills range between moderate and high levels, with a clear predominance of positive responses in most items. Most statements recorded “High” and “Very High” levels, which reflects a general awareness of the importance of literary texts in improving students’ writing performance.

1: literary texts enrich my vocabulary and improve my lexical choice in writing .

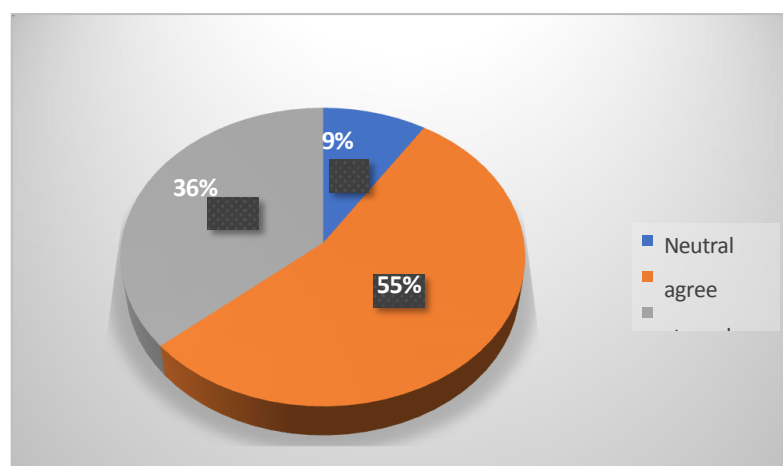


Figure 01: vocabulary enrichment through literary texts

The results show that 36.4% strongly agree, 54.5% agree, and 9.1% are neutral, reflecting a very strong consensus among second-year students regarding the role of literary texts in enriching vocabulary. This is illustrated in the following figure.

2: Literary texts help me use a wider range of expressions and sentence patterns in writing

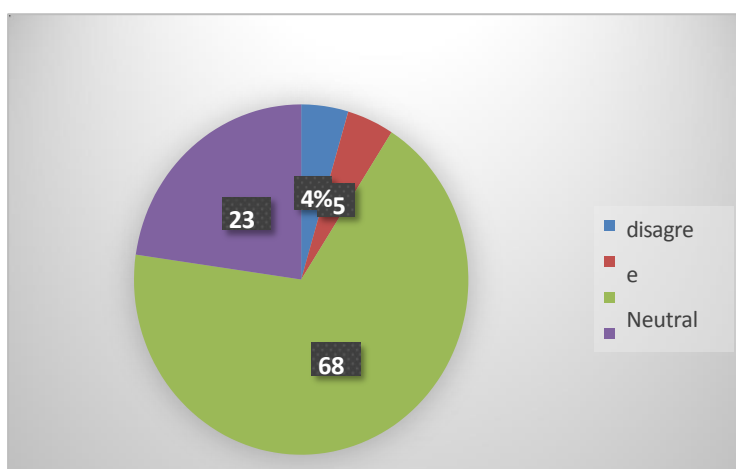


Figure 02: use of expressions and sentence patterns

- The percentages were 22.7% strongly agree, 68.2% agree, 4.5% neutral, and 4.5% disagree, reflecting a strong agreement on this effect.

This is illustrated in the following figure.

5: Literary texts improve the coherence and overall quality of my written productions .

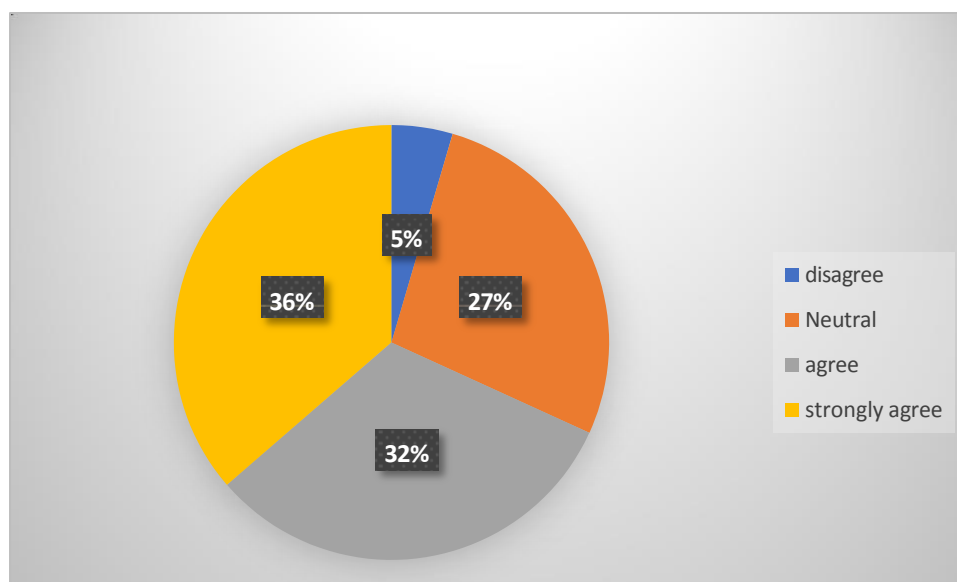


Figure 03: improvement of writing quality .

- The results show 36.4% strongly agree, 31.8% agree, 27.3% neutral, and 4.5% disagree, indicating a generally positive attitude despite some variation.

This is illustrated in the following figure.

10: Literary texts are appropriate for learning writing skills .

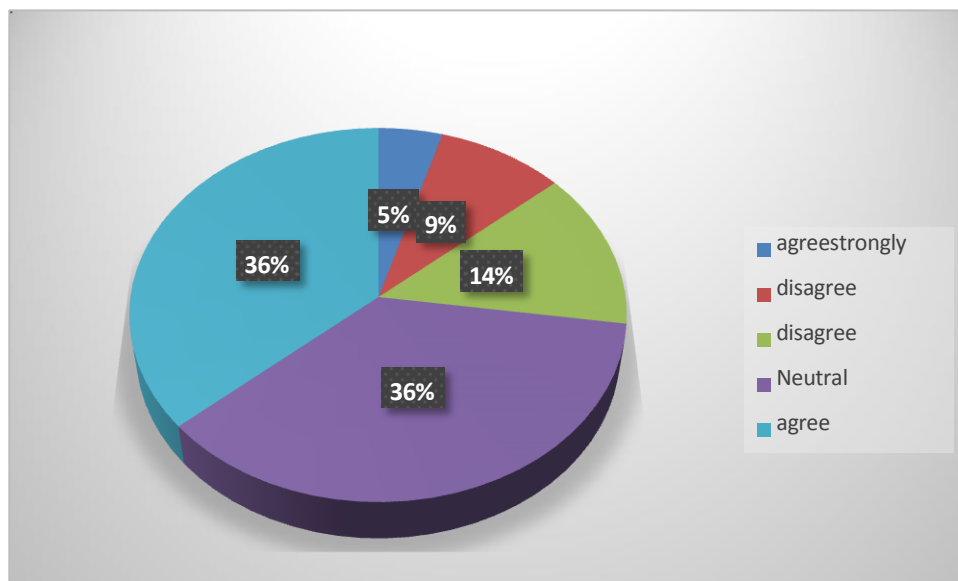


Figure 04 : litenry texts for learny writing skills .

- The responses were 36.4% strongly agree, 36.4% agree, 13.6% neutral, 9.1% disagree, and 4.5% strongly disagree, showing some variation in responses.

This is illustrated in the following figure.

7: i enjoy using literary texts in writing classes

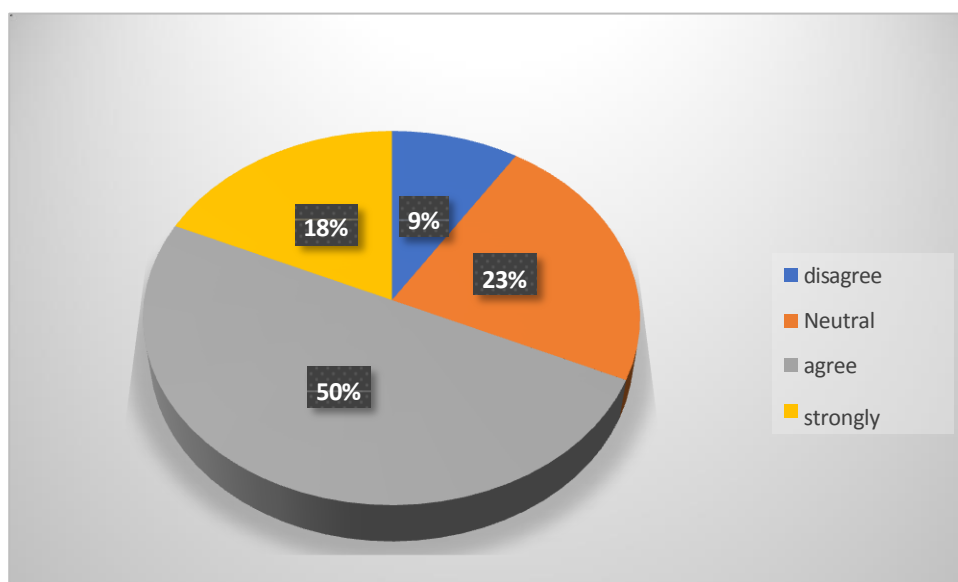


Figure 05: use by literary texts in writing classes .

- The results indicate 18.2% strongly agree, 50% agree, 22.7% neutral, and 9.7% disagree, reflecting an overall positive attitude.

This is illustrated in the following figure.

6: I Find literary texts interesting and engaging .

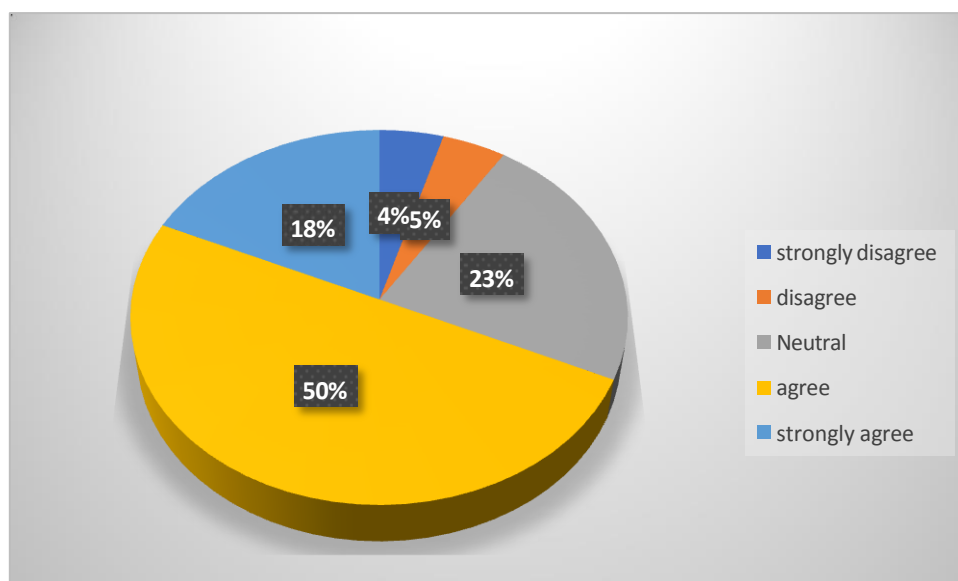


Figure 06: interest and engagement in literary texts

- The percentages were 18.2% strongly agree, 50% agree, 22.7% neutral, and 4.5% for both disagree and strongly disagree, indicating a moderately positive trend.

This is illustrated in the following figure.

12: The use of literary texts increases my confidence when completing writing tasks .

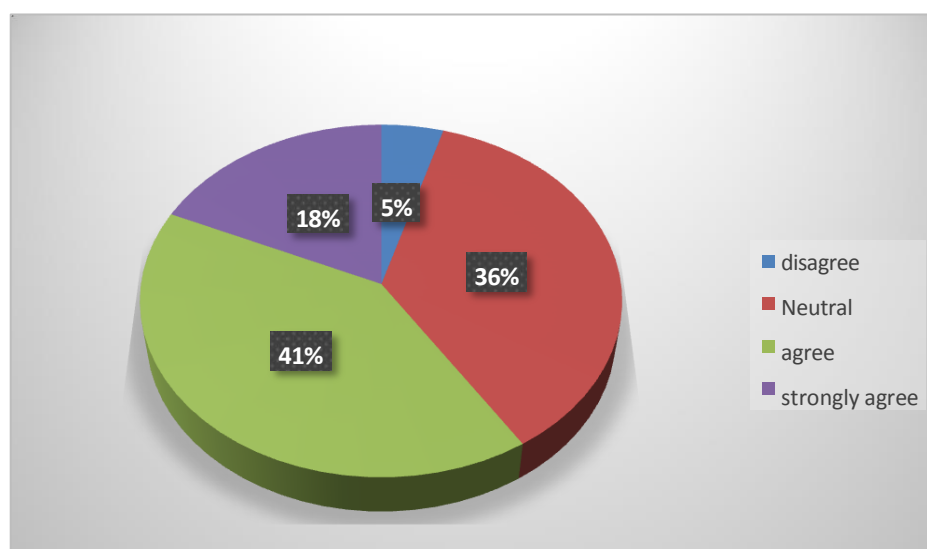


Figure 07 : writing confidence though literary texts .

- The results show 18.2% strongly agree, 40.9% agree, 36.4% neutral, and 4.5% disagree,

indicating a moderate positive effect with some variation.

3: The use of literary texts helps me generate relevant ideas for writing tasks .

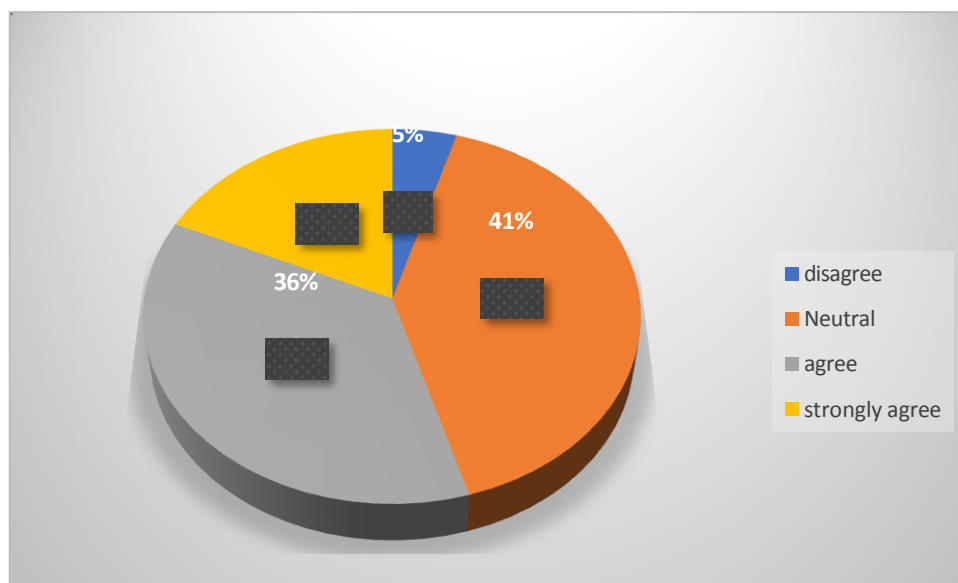


Figure 08: idea generation for writing tasks

Item 8: “Literary texts make writing lessons more enjoyable” recorded a mean of 3.36 and a standard deviation of 1.32. The relatively high percentage of disagreement (31.8%) reflects a moderate evaluation and lower positivity compared to other items.

4 : The use of literary text improves my ability to organize and structure written paragraphs .

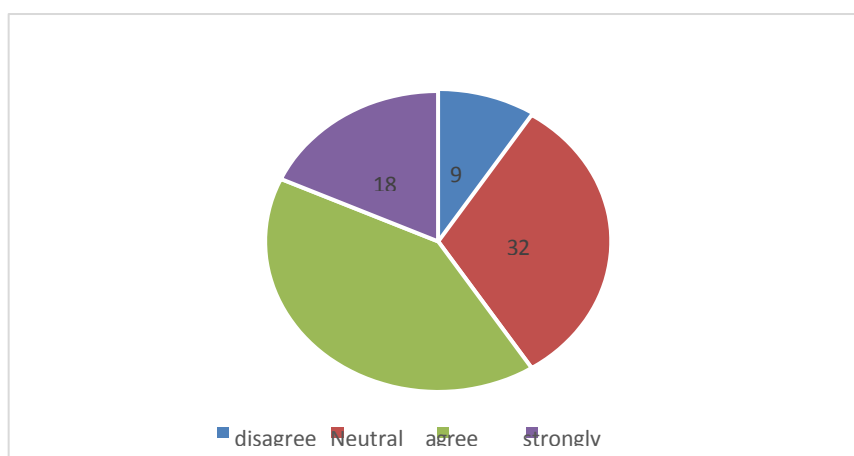


Figure 09: organization and structure of written paragraphs

- Items 3 and 4 share the same mean (3.68) with standard deviations of 0.83 and 0.89 respectively. The results show a generally positive moderate impact of literary texts on idea

generation and paragraph organization.

This is illustrated in the following figure.

8: Literary texts make writing lessons more enjoyable

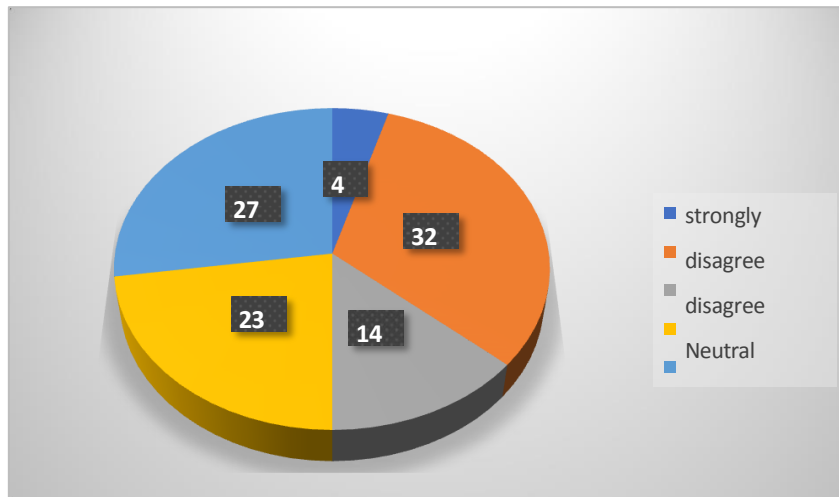


Figure 10: enjoyment of writing lessons

- Item 8: “Literary texts make writing lessons more enjoyable” recorded a mean of 3.36 and a standard deviation of 1.32. The relatively high percentage of disagreement (31.8%) reflects a moderate evaluation and lower positivity compared to other items.

This is illustrated in the following figure.

11: I prefer learning writing through literary texts rather than other materials.

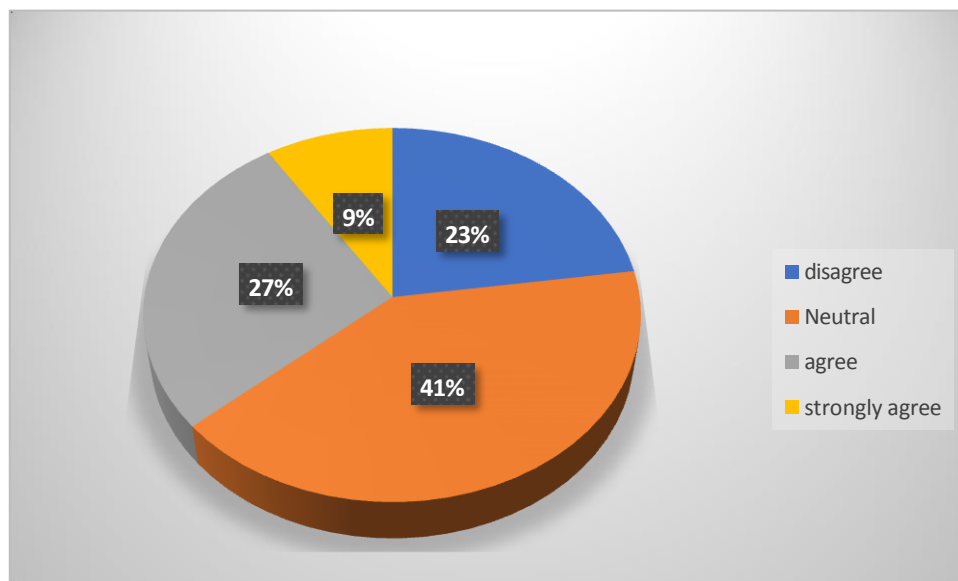


Figure 11: preferences for learning through literary texts .

- A relatively high neutral response (40.9%) indicates uncertainty in student preferences.

This is illustrated in the following figure.

9: I feel comfortable working with literary texts .

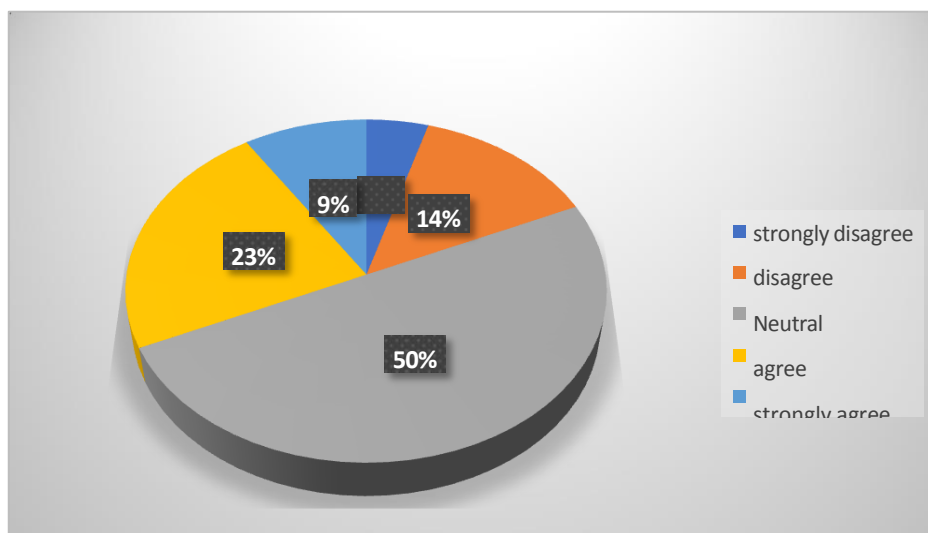


Figure 12: comfort with literary texts .

- Item 9: "I feel comfortable working with literary texts" recorded the lowest mean (3.18) with a standard deviation of 0.95. The high neutral percentage (50%) reflects a lack of strong opinion or indecision.

This is illustrated in the following figure.

-Overall, it can be concluded that the use of literary texts in developing writing skills among second-year students is generally viewed positively, particularly in terms of vocabulary development and writing quality, while some variability appears in aspects related to comfort and personal preference.

We included only 17 students because the others were absent.

Conclusion

In conclusion, this chapter presented and analyzed the data collected through the pre-test, post-test, and questionnaire. The findings showed a noticeable improvement in students' writing performance after the integration of literary texts. The questionnaire results also revealed positive attitudes toward the use of literary texts in writing classes. Overall, the analysis indicates that literary texts contributed to enhancing learners' writing competence and increasing their motivation and engagement in writing activities

Chapter five

Discussion

Introduction

Discussion of the questionnaire

Discussion of the experimental findings

Verification of the research question

Answering the research question

Interpretation and recommendations of the results

Conclusion

Introduction:

This chapter is devoted to the discussion and interpretation of the findings obtained from the questionnaire, the pre-test, and the post-test administered to second-year EFL students at Chadli Bendjedid University of El Tarf. It aims to analyze the collected data in order to determine the effectiveness of literary texts in enhancing learners' writing competence. The findings are also interpreted in relation to the research questions and hypotheses guiding the study.

Discussion of the Questionnaire Findings:

The analysis of the questionnaire revealed an overall positive attitude among students toward the integration of literary texts in writing instruction. The results indicate that learners generally recognize the pedagogical value of literary texts in improving multiple dimensions of writing competence, including vocabulary, grammar, coherence, organization, and motivation.

In terms of vocabulary development, Item 1 recorded the highest mean score ($M = 4.27$). The results show that 54.5% of participants agreed and 36.4% strongly agreed, while only 9.1% remained neutral. This clearly reflects a strong consensus that literary texts play a significant role in enriching learners' lexical repertoire and enhancing their ability to select appropriate vocabulary in context.

Similarly, Item 2 obtained a high mean score ($M = 4.09$), where 68.2% agreed and 22.7% strongly agreed that literary texts help them improve sentence structure and grammatical accuracy. This suggests that exposure to authentic literary language provides learners with meaningful linguistic input that supports grammatical development.

Regarding coherence and organization, Item 5 revealed that 36.4% strongly agreed, 31.8% agreed, and 27.3% were neutral. These findings indicate that while a considerable number of students benefit from literary models in structuring their ideas, a portion of learners still experiences difficulties in transferring these models into independent writing practice.

Motivational aspects also received generally positive evaluations. Item 6 showed that 50% of students agreed and 18.2% strongly agreed that literary texts are interesting and engaging. Likewise, Item 7 revealed identical proportions (50% agreed and 18.2% strongly agreed) regarding their enjoyment of literary-text-based writing activities. These results suggest that literary texts contribute to creating a more stimulating and engaging classroom environment.

However, certain items reflected mixed perceptions. For instance, Item 8 showed that 31.8%

of respondents disagreed, while only 22.7% agreed, indicating that not all learners perceive writing lessons with literary texts as enjoyable. Additionally, Item 9 recorded a relatively high level of neutrality (50% neutral responses), which may reflect varying degrees of familiarity or confidence when dealing with literary materials.

Overall, the questionnaire findings confirm that literary texts have a generally positive impact on learners' writing competence, particularly in vocabulary development (with agreement rates ranging from 54.5% to 68.2%), motivation, and to a lesser extent coherence and organization, although individual differences among learners remain evident.

Discussion of the pre and post-test Findings:

The results of the pre-test revealed that students initially faced considerable challenges in writing. These difficulties were mainly related to limited vocabulary range, grammatical inaccuracies, weak coherence, and insufficient organization of ideas.

Following the implementation of literary text-based activities, the post-test results demonstrated a clear and noticeable improvement in learners' writing performance. Students showed greater ability to construct well-formed sentences, use richer lexical items, and organize their ideas in a more coherent and structured manner.

This improvement can be attributed to the exposure to authentic and contextualized language provided by literary texts, which facilitated vocabulary acquisition and reinforced grammatical awareness. Moreover, literary texts offered learners structural models that guided them in organizing their written production more effectively.

Consequently, the comparison between pre-test and post-test results provides strong evidence that literary texts have a positive and effective impact on the development of EFL learners' writing competence.

Interpretation

Second-year students' passive perception of literary texts in writing classes is highlighted by the literature review and its elaboration through a questionnaire. Several respondents indicated high or very high means, suggesting that students consider literary texts beneficial for developing their writing skills. This is important because it demonstrates that literary texts are not merely considered reading materials but are also useful resources for enhancing writing performance. Hence, the results could indicate that texts containing literature may aid students in developing a more robust vocabulary, better sentence construction, and clearer written work.

The most robust finding relates to vocabulary development. The third item, entitled Literary texts enrich vocabulary and improve lexical choice in writing,” received the highest average on the questionnaire. This indicates that students firmly believe that literary texts introduce them to words, phrases, and other linguistic constructions necessary for good writing. Literary texts are usually written in elaborate and diverse language, allowing learners to notice new vocabulary used in practice, which they can then reuse themselves later in their own compositions. This is why literary texts can be a vital resource for students to use in their learning process by deriving lexical knowledge.

The findings also revealed that literary texts could increase students’ expressions in a more variety of expressions and sentence structures. This indicates that the texts are not only a vocabulary learning aid but also a grammatical and syntactical construction. Reading literature exposes learners to different forms of expression that can be imitated in writing to increase variety and fidelity. This is important in writing, where both correctness and flexibility in the use of language have to be present. The results show the ability of literary texts to develop more complex writing skills.

Another interesting finding is about students’ perception that literary texts are helpful to generate ideas for writing tasks and to manage their paragraphs better. This indicates that literature can support both creative and structural aspects of writing. Literary texts can provide students with ideas for their own writing through themes, events and characters. They are also useful for displaying the hierarchical relationships of how ideas are organised within a text, which can further assist students in comprehension by clarifying paragraph structure and coherence. Thus, literary texts can facilitate meaningful connections from reading to writing for students. The item concerning how to improve coherence and global quality of written production also scored a high mean. This means students believe that literary texts enable them to structure and rationalise their writing. You are learning with November 2023 for data; the coherency of text is part of writing in terms of continuity of ideas, so this element can be useful. Harris proposes that literary texts are good templates for them because they demonstrate how sentences and ideas connect to each other in a text. That is, learners appreciate the texts as a motivation to enhance their compositional complexity.

They considered literary texts interesting and engaging. Most of them said that literary texts are pleasurable and motivating elements in writing classes. Motivation is of utmost importance, as it directly impacts learning. Texts that can grab students’ attention are more likely to capture their attention, participation, and composition efforts. Literature is also a very appealing option for learners because it touches on stories, emotions, and the human condition, which can make

lessons come alive. Consequently, a favourable disposition toward engagement promotes the application of literary texts in EFL writing classrooms.

While some categories were granted extreme measures, modest means were also given to various other items regarding comfort, desire and enjoyment. Table 3 The means and standard deviations of the questionnaire items: Mean (SD) for example, feeling comfortable with literary texts in this item had the mean minimum value. This indicates that, while students appreciate the academic significance of literary texts, some still feel ambivalent or insecure in using them. This may be due to the fact that literary language has been too difficult, unfamiliar, or different from students have met in other contexts of learning. It might even be able to demonstrate a need for other students to have some guidance first in order to derive greater benefit from literary texts.

Low- to moderate-level preferences also point to the lesson that literary texts should not be inflexibly prescribed. Some students may choose simpler or more direct material, especially when developing their writing skills. This does not imply that literary texts are useless. However, it does imply that teachers need to adjust the texts and tasks to match the learners' needs. Well-chosen and well-

supported literary texts have the potential to be far more powerful tools in the writing classroom.

In conclusion, the study indicates that exposure to literary texts has a significant positive impact on several writing skills, including vocabulary enrichment, sentence variety, idea generation, and improved coherence. The data also reveal that students are aware of the academic merit of literary texts, even when they feel less at ease or less assured while working with them. This suggests that literary texts can be a rich source of teaching material; however, this should occur gradually and with sufficient scaffolding. If used correctly, they can enhance students' writing in both the original and technical voice.

Verification of the Hypothesis:

The present study hypothesized that the use of literary texts would enhance learners' writing competence. The findings obtained from both the questionnaire and the experimental phase confirm this hypothesis. The questionnaire results revealed high levels of agreement (reaching up to 68.2%) regarding the benefits of literary texts, while the post-test results showed a clear improvement in learners' writing performance. Therefore, it can be concluded that literary texts significantly contribute to improving vocabulary, grammar, coherence, organization, and overall writing quality.

Answering the Research Questions:

Research Question 1: To what extent do literary texts enhance EFL writers' writing skills ?

Literary texts contribute to the development of writing competence by exposing learners to authentic linguistic input, including vocabulary, grammatical structures, and coherent models of discourse. The questionnaire results, with agreement rates between 54.5% and 68.2%, confirm their positive influence on learners' lexical and structural development.

Research Question 2: What EFL students attitudes toward and challenges in regard to employing literary texts for writing practice,

The effectiveness of literary texts is clearly demonstrated through the comparison between pre-test and post-test results. The noticeable improvement in learners' writing performance after the treatment confirms their pedagogical value in enhancing writing competence among EFL learners.

Recommendations of the results

Recommendations

The following suggestions can be made based on the results to improve the application of literary texts as one element in writing classes. In other words, teachers need to expose students to literary texts more often, but they need to do so with a certain modicum of guidance and level. They should select texts appropriate for students' language levels and avoid passages that are above their level or too lengthy. The language is too difficult, and students will not be able to focus on what the text is about; instead, they will become discouraged. This is why carefully chosen texts are better choices when it comes to effectively supporting learning.

Second, teachers should prepare students for writing about literary texts. As mentioned, preparation involves explaining difficult vocabulary, main ideas, and useful expressions or sentence patterns in the text. This kind of support can embolden students and prepare them to use the text as a model. It also helps lessen anxiety and alleviate the pressure on learners. This type of pre-writing support is vital in terms of reaping the benefits that literary texts offer to students.

Third, literary texts should be connected with easy and multipurpose writing activities. Examples might include students writing summaries, describing characters, completing a paragraph, or writing alternate endings for stories. These tasks allow learners to progress naturally and meaningfully from reading to writing. They also allow students to recycle new

vocabulary and sentence structures into their own writing. Writing tasks should start easy and become more difficult.

Fourth, teachers can help students develop ease and confidence in their use of literary works. The results arguably show comfort as one of the weakest areas, and thus, extra special care should be taken to address this issue. This shows teachers how they can push for pair work, discussions, and guided writing before students have to write independently. Teachers can also provide encouragement and offer guidance in a non-threatening manner. Learners will enjoy and make more use of literary texts, when they are in a safe supportive environment.

Fifth, teachers need to integrate literary texts with a variety of resources for more flexible lesson plans. Writing classes don't have to be just about literary texts. They can be accompanied by images, brief informative texts, outlines, and guided writing models. This helps teachers balance the needs of different learners and ensure that the lesson is comprehensible. A far more effective approach for students who are still becoming comfortable with literary language is the hybrid method.

Sixth, teachers use literary texts to develop students' language awareness. Given that students indicated solid growth in vocabulary and sentence patterns, teachers can build on this aspect of reading by leading learners to identify useful structures (such as form vs. function) in texts together with questions comparing literary language with other types of written work. These types of activities allow students to explore the structure of language and what they can do with it when writing. They also turn reading into an engaging and more meaningful classroom activity.

Seventh, if they're truly literature that requires difficult interaction on a purely textual level to get the most out of them--curriculum designers and teachers should provide more scaffolded support for those students. This might be simple texts, glossaries, guiding questions, and writing in small steps. This support is crucial for some weaker learners and also the occasional child who needs to be cautioned over much reading. That is, when provided with enough support, literary texts can be used to teach more students, not just the most able at the time. This makes the writing classroom more inclusive and effective.

Finally, both require greater attention to the relationship between reading and writing instruction. One solution lies in how we present literary texts; students should view them as writing models rather than simply pieces of literature to read and comprehend. Ultimately, teachers should design lessons in which reading a literary piece will directly lead to a writing task. This helps learners become better writers by improving their vocabulary and making

writing more organized and coherent in paragraphs. This method can significantly improve reading-and-writing skills in the long run.

Conclusion:

This chapter has presented, analyzed, and interpreted the findings of the study. The results indicate that literary texts have a positive and significant impact on learners' writing competence. The questionnaire findings, supported by substantial agreement percentages, together with the experimental results, confirm improvements in vocabulary, grammar, coherence, organization, and motivation.

Overall, the study demonstrates that literary texts constitute effective pedagogical tools for enhancing EFL learners' writing skills and fostering greater engagement in writing activities.

GENERAL

CONCLUSION

The present research aimed to investigate the effectiveness of literary texts in developing learners' writing competence among second-year EFL students at Chadli Bendjedid University of El Tarf. It sought to determine whether the integration of literary texts into writing instruction could enhance students' writing performance and foster more positive attitudes toward writing activities.

The findings obtained from the pre-test, post-test, questionnaire, and classroom observations demonstrated that literary texts can significantly contribute to the improvement of learners' writing competence. Students showed noticeable progress in several aspects of writing, including vocabulary use, grammatical accuracy, coherence, organization of ideas, and overall written expression. The results also revealed that literary texts increased learners' motivation and engagement by providing meaningful contexts and authentic language models that encouraged creative and critical thinking.

Moreover, the questionnaire findings indicated that the majority of participants held positive attitudes toward the use of literary texts in writing classes. They perceived literature as an effective source of linguistic enrichment and a valuable means of generating ideas for written production. These findings support the assumption that literary texts can serve as powerful pedagogical resources in EFL classrooms when appropriately selected and effectively integrated into the teaching process.

Despite the positive outcomes, the study identified certain challenges related to language difficulty, limited vocabulary knowledge, and differences in learners' proficiency levels. Nevertheless, such challenges can be addressed through careful instructional planning, adequate scaffolding, and the selection of literary materials that correspond to learners' needs and abilities.

In conclusion, this study confirms the effectiveness of literary texts as a pedagogical tool for enhancing learners' writing competence. It highlights the importance of moving beyond traditional writing instruction by incorporating authentic and meaningful literary materials that stimulate learners' imagination and language development. Therefore, EFL teachers are encouraged to integrate literary texts into writing courses in order to create more engaging and productive learning environments.

Finally, further research is recommended to explore the impact of literary texts on other language skills, such as speaking, reading, and critical thinking, as well as to investigate their effectiveness with different learner populations and educational contexts.

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ملخص:

تعتبر الكتابة التجريدية واحدة من أهم المهارات ولكن أيضاً واحدة من أصعب المهارات التي يمكن تطويرها وتعلمها بين متعلمي اللغة الإنجليزية كغة أجنبية. في الفصول الدراسية الجزائرية، غالباً ما تعطي التصميمات التدريسية التقليدية الأولوية لتمرين القواعد الصارمة ونسخ الكتب المدرسية بدلاً من المشاركة من خلال التأليف النشط؛ وهي طريقة تؤدي إلى افتقار طلاب الجامعة للمبادرة وعدم القدرة على تشكيل أفكار أكثر تعقيداً. من أجل سد هذه الفجوة، تبحث هذه الأطروحة في الاستخدام البيداغوجي للنصوص الأدبية الأصلية (الشعر والقصص القصيرة) لتحسين القدرة الكتابية لطلاب السنة الثانية من متعلمي اللغة الإنجليزية كغة أجنبية.

بدلاً من ذلك، تبحث هذه الدراسة في الطرق التي قد يتأثر بها المتعلمون من خلال التعرض للنصوص الأدبية (بما في ذلك اختيار المفردات، الدقة النحوية، التماسك والدوافع السطحية)، وكذلك التحديات الهيكلية والعاطفية الرئيسية التي يواجهها هؤلاء المتعلمون. تكونت المجموعة المستهدفة التي تم دراستها من طلاب نظام LMD في جامعة الشاذلي بن جديد في الطارف من خلال تصميم بحث شبه تجريبي مختلط الطرق.

مع التركيز على الاختبارات الأدبية التقليدية، حصلنا على عينة ملائمة من الطلاب في إطار اختبار شبه تجريبي قبل وبعد الاختبار من خلال سلسلة متعددة من الجلسات التعليمية التدريجية (مع مسح التقييم الذي يتكون من 12 بنداً على مقياس ليكرت من 5 نقاط). كانت الملاحظات الصفية للانخراط السلوكي المميز مصدرًا للنتائج النوعية.

Résumé

L'écriture abstraite est considérée comme l'une des compétences les plus importantes mais aussi l'une des plus difficiles à développer et à apprendre parmi les apprenants d'anglais langue étrangère (EFL). Dans les salles de classe algériennes, les conceptions pédagogiques traditionnelles donnent souvent la priorité à des exercices de grammaire rigides et à la copie de manuels au lieu de s'engager dans une composition active ; une méthode qui aboutit à des étudiants universitaires manquant d'initiative et incapables de former des pensées plus complexes. Afin de combler cette lacune, la présente thèse examine l'utilisation pédagogique de textes littéraires authentiques (poésie et nouvelles) pour améliorer la capacité d'écriture globale des étudiants de deuxième année d'EFL.

Au lieu de cela, cette recherche examine à la fois les façons dont les apprenants peuvent être affectés par l'exposition à des textes littéraires (y compris le choix lexical, la précision grammaticale, la cohérence et la motivation de surface), ainsi que les défis structurels et affectifs centraux auxquels ces apprenants sont confrontés. La population cible étudiée était constituée d'étudiants LMD à l'Université Chadli Bendjedid d'El Tarf à travers une conception de recherche quasi-expérimentale mixte.

Avec un accent sur les sélections littéraires traditionnelles, nous avons obtenu un échantillon de commodité d'étudiants dans un cadre quasi-expérimental de pré-test / post-test à travers plusieurs séries de sessions pédagogiques pas à pas (avec l'enquête Ratings consistant en 12 éléments sur une échelle de Likert à 5 points). Les observations en classe de l'engagement comportemental marqué étaient une source de résultats qualitatifs.

L'intervention était associée à un changement significativement positif entre les étudiants en termes de performance d'écriture et de compétences globales par rapport à leurs niveaux antérieurs. Les données des questionnaires fournissent un soutien descriptif pour ce développement, montrant un large accord parmi les étudiants que l'intégration de la littérature améliore l'utilisation du vocabulaire contextuel, la variété des phrases et la cohérence des essais. En revanche, la perception la plus faible des étudiants concernait soit un sentiment de confort avec la parole ou l'écoute, révélant une autre couche plus profonde d'anxiété et d'insécurité d'apprentissage de la langue lors du travail à travers des textes complexes.

À la fin, les résultats démontrent que cette recherche confirme l'hypothèse principale : les tâches littéraires de manière plus formalisée peuvent contribuer à renforcer les dimensions techniques et créatives de base de l'écriture en L2. Cette thèse recommande également que les enseignants utilisent des extraits précisément conçus, un soutien explicite de l'instruction du vocabulaire et des modèles de révision par les pairs interactifs pour rendre les instructions profondes offertes par la littérature sûres.

Mots-clés : Compétence d'écriture, Textes littéraires.

Appendices

Appendies : students questionnaire

Students' Questionnaire

Level : Second-year students

The purpose of this questionnaire is to gather your thoughts and opinions on your experiences during the dissertation journey. Your participation is greatly appreciated, and we kindly request that you complete this questionnaire honestly. Please note that your responses will be kept anonymous and used solely for research purposes.

Instruction : read each statement carefully and tick (✓) the option that best describes your opinion.

Q1 : Literary texts enrich my vocabulary and improve my lexical choice in writing.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q2 : Literary texts help me use a wider range of expressions and sentence patterns in writing.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q3 : The use of literary texts helps me generate relevant ideas for writing tasks.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q4 : The use of literary texts improves my ability to organize and structure written paragraphs.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q5 : Literary texts improve the coherence and overall quality of my written productions.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q6 : I find literary texts interesting and engaging.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q7 : I enjoy using literary texts in writing classes.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q8 : Literary texts make writing lessons more enjoyable.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q9 : I feel comfortable working with literary texts.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q10 : Literary texts are appropriate for learning writing skills.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q11 : I prefer learning writing through literary texts rather than other materials.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Q12 : The use of literary texts increases my confidence when completing writing tasks.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Thank you for your cooperation and participation

- **Pre-test**

Becoming

I walk slowly

through ordinary days,

carrying invisible constellations

inside my chest.

Some wounds are silent,

not tragic —

just persistent,

like a quiet echo

in an empty room.

Time does not argue.

It reshapes us

with delicate precision,

softening the sharp edges

of yesterday.

I am not lost.

I am simply

becoming

someone the pain

could not destroy.

- **Post-test**

The Second Coming

By William Butler Yeats

Turning and turning in the widening gyre

The falcon cannot hear the falconer;

Things fall apart; the centre cannot hold;

Mere anarchy is loosed upon the world,

The blood-dimmed tide is loosed, and everywhere

The ceremony of innocence is drowned;

The best lack all conviction, while the worst

Are full of passionate intensity.
Surely some revelation is at hand;
Surely the Second Coming is at hand.
The Second Coming! Hardly are those words out
When a vast image out of Spiritus Mundi
Troubles my sight: somewhere in sands of the desert
A shape with lion body and the head of a man,
A gaze blank and pitiless as the sun,
Is moving its slow thighs, while all about it
Reel shadows of the indignant desert birds.
The darkness drops again; but now I know
That twenty centuries of stony sleep
Were vexed to nightmare by a rocking cradle,
And what rough beast, its hour come round at last,
Slouches towards Bethlehem to be born?