Students' and Teachers' Attitudes Towards the Use of Literary Texts in Teaching Academic Writing through Content-Based Instruction
(The Case of Algerian Third-Year Students in Selected Algerian Universities)

اتجاهات الطلاب والمعلمين نحو استخدام النصوص الأدبية في تدريس الكتابة الأكاديمية من خلال التعليم المبني على المحتوى
(طلبة السنة الثالثة في بعض الجامعات الجزائرية انموذجا)

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Abstract :

This study demonstrates that teaching academic writing through content-based instruction using literary texts, which are taught through the integrated model, seems to be a highly effective method for helping students master the target language. The researcher used two questionnaires, administered to teachers and third-year LMD learners at three Algerian universities to investigate the extent to which teachers of academic writing in Algerian universities explore literary texts and the extent to which students and teachers are familiar with the techniques and practices derived from content based instruction and the integrated model. The findings demonstrated that both teachers and students hold positive attitudes towards the use of the target method. This study fills a research gap by focusing on the significance of literary texts as authentic and rich sources for learning academic writing in Algerian universities. The paper concludes with some suggestions and recommendations for implementing the target method.

Keywords: academic writing, content-based instruction, literary texts, integrated model, teaching English

ملخص:

نود دراسة الكتابة الأكاديمية من خلال التعليم القائم على المحتوى باستخدام النصوص الأدبية، والتي يتم تدريسها من خلال النموذج المتكامل، يبدو أنه وسيلة فعالة للغاية لمساعدة الطلاب على إتقان اللغة المستهدفة. لأجل الوصول الى هدف البحث، استخدم الباحث استبيانين تم تطبيقهما على الأساتذة وطلاب السنة الثالثة في ثلاث جامعات جزائرية لمعرفة مدى استغلال النصوص الأدبية من طرف معلمي الكتابة الأكاديمية في الجامعات الجزائرية ومدى إلمام الطلاب والأساتذة بالتقنيات والممارسات المشتقة من التعليم منهج التعليم القائم على المحتوى والنموذج المتكامل. وأظهرت النتائج أن كلا من المعلمين والطلاب لديهم اتجاهات إيجابية نحو استخدام الطريقة المستهدفة. تسد هذه الدراسة فجوة بحثية من خلال تركيزها على أهمية النصوص الأدبية باعتبارها مصادر لغوية أصلية وغنية لتعلم الكتابة الأكاديمية في الجامعات الجزائرية. ويختم البحث ببعض المقترحات والتوصيات لتطبيق الطريقة المستهدفة.

كلمات مفتاحية: الكتابة الأكاديمية، التعليم المبني على المحتوى، النصوص الأدبية، النموذج المتكامل، تدريس اللغة الإنجليزية

Introduction:

Writing is, indeed, one of the most exciting skills with which the learner can demonstrate that he is no longer a recipient of knowledge but rather an active agent in the process of knowledge construction. Given the fact that students encounter difficulties in writing, researchers and education specialists have always attempted to find ways to facilitate the learning of this productive skill. Teaching of writing skills has been approached differently throughout its history and remains a subject of research in many countries. In Algeria, researchers have dealt with this topic, including Lahouari, A., & Mouzoud, M. (2023); Bensalem, E., & Benmoussa, F. (2023); Kheddouci, R., & Saoudi, L. (2022); Zouaoui, M., & Amari, S. (2022); Cheriet, S., & Mebarki, Y. (2021); Bouzar, K., & Belkaid, A. (2021). Accordingly, the existing literature provides valuable insights into the use of literary texts to enhance academic writing skills in Algerian universities. However, several research gaps remain. Therefore, the overarching aim of this paper is to fill a research gap by promoting the adaptation of literary texts in written expression classes and familiarizing learners and teachers with practical techniques and methods derived from content-based instruction and the integrated model for teaching literary texts. Accordingly, this paper argues that the incorporation of writing and literature can be an efficient way in which students and teachers can prove positive attitudes towards the advantages of using literary texts in their writing classes.

Indeed, writing, a communicative medium that demands both aesthetic finesse and conscious effort, has been a focal point for many researchers. They aim to devise innovative techniques for teaching this challenging skill at the university level. In Algerian universities, the Department of English has dedicated considerable attention to writing as a skill. However, the quality of the written language could be better, with a significant number of third-year LMD learners needing help to produce good essays across various modules. This issue is of significant concern, as it hampers the overall academic progress and proficiency of students. Furthermore, the incorporation of literary texts, a crucial aspect, needs to be urgently and adequately explored in this context to enhance the learning experience. The integrated model is a comprehensive approach that aims to enhance students' language skills through the study of literary texts.

Accordingly, the vital aim of the present study is to point out students' and teachers' attitudes towards the incorporation of literary texts using the integrated model in EFL writing classrooms. Moreover, the objectives of the study focus on familiarising students and teachers with practical techniques, strategies and

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methods derived from content-based instruction and the integrated model for teaching literary texts, equipping them with the necessary tools for effective teaching, promoting learners' levels, and improving their reading skills.

To achieve the aim of the study, the following research questions are asked:

- What are the attitudes of students and teachers of written expression towards the use of literary texts within content-based instruction to teach academic writing?
- What are the techniques derived from content-based instruction to teach writing skills?
- Are teachers and students familiar with the integrated model for teaching literary texts?
- To what extent are literary texts well-explored in Algerian universities to teach academic writing?

Therefore, this paper gives a general overview of the approaches to teaching writing skills with a focus on the content-based approach. It also highlights the different models of teaching literary texts. Students' and teachers' attitudes are checked out in the practical part by following a given method. The paper ends with suggestions and recommendations to encourage written expression teachers to adopt the target method.

1. The literature review:

1.1. Teaching writing skills through content-based instruction:

1.1.1. The nature of writing:

There is a multiplicity of definitions of writing because each researcher defines it according to his understanding. However, no one definition can cover all the writing systems that exist. For example, Crystal (2006) specifies that "writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression" (p.257). Of course, the meaning of writing is not restricted to the boundaries of graphic symbols or visual images; instead, Byrne (1991) sees it as the combination of sounds into words according to certain conventions and rules. Words, on their part, are arranged to form sentences until we produce what we call a text that communicates a given message and expresses our thoughts and feelings (p.1). So, the act of learning to write is a cognitive process that requires conscious and

mental efforts to deliberately focus attention on various observable and deeper aspects. Ultimately, learning to write calls for a wide range of tasks, which range from mechanical aspects of writing to more complex acts of composing.

1.1.2. An overview of content-based instruction:

Content-based instruction is one of the most important arrays of communicative-based methodological options. It has been provided with different yet compatible definitions. According to Richards and Rodgers (2001), CBI is "an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (p.204). In line with this idea, Short (1993) states that "in content-based instruction, language teachers use content topics, rather than grammar rules or vocabulary lists, as the scaffolding for instruction" (p.629). In other words, the proponents of this approach view language as a medium for learning content and content as a source for learning language and that language proficiency is achieved through a focus on subject matter rather than grammar rules or vocabulary. Stryker and Leaver agree that CBI proposals are designed to meet four primary characteristics: the subject matter core, the use of authentic texts, the learning of new information and contents, and topics and themes that should be selected and appropriated to the learners' proficiency level, their cognitive abilities, and their specific needs (Cited in Dueñas, 2004, p.75). As theme-based courses integrate a variety of text types and discourse samples, it is argued that CBI is highly effective in teaching writing skills, especially at the university levels.

1.1.3. The incorporation of literary texts in teaching academic writing within content based instruction

Indeed, the primary concern of content-based instruction is to help learners develop and acquire 'communicative competence.' The objective of teaching literature, that is basically designed to promote an aesthetic approach to text reception, is seen within the framework of three main interrelated models: the language model, the personal growth model, and the cultural model. However, the integrated model, which incorporates different techniques and methods derived from these three models, stands out for its ability to achieve its objectives effectively and comprehensively.

To start with, the cultural model is a traditional approach to teaching literature that aims to communicate the learners' feelings and emotions. The

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focus is on interpreting the social and cultural aspects of society. Besides being teacher-centred, this model offers little opportunity for learners to promote their language skills as it did not give much importance to the study of individual texts (Bottino, 1999, p.211). Moreover, teaching literature for its use in language development, with a focus on its linguistic features, is the main objective of the language model (Savviddou, 2004). Bottino (2013) claims that this model is rejected on the basis that the 'mechanized process' of analyzing texts makes the learners less motivated (p. 212). Furthermore, the personal growth model focuses on the particular use of language and engagement with literary text without ignoring its cultural context (Savviddou, 2004). Themes are appropriated to the level of the learners to encourage them to express their feelings, emotions, and personal opinions, and construct text's meaning on the basis of their own personal and cultural experiences (Bottino, 1999, p.212; Savviddou, 2004). In order for teachers to achieve different objectives and make the teaching of literature more beneficial, Savviddou (2004) views that teachers have to integrate different elements from these three models.

The rationale for an integrated model for teaching literature is justified on three grounds: linguistic, methodological, and motivational. Linguistically, literary texts provide learners with a wide range of authentic language use and difficulties in the English language. Methodically, literary discourse stimulates the process of reading and makes readers use their schema and different reading strategies. Lastly, motivationally, the integrated model can engage readers in an interpretative process on the basis of their own experiences and offer them a wide range of topics and themes, thereby enhancing their language development and motivation. Indeed, linguists and specialists widely support this beneficial model because it incorporates interpretation and stylistic analysis and can be appropriated at all levels (Savviddou, 2004)

Moreover, Savviddou (2004) suggests six main stages for teaching literary texts following the integrated model. The first stage, "preparation and anticipation," aims to stimulate the learners' personal or literary experiences by presenting the main themes and contexts of the texts. In the second stage, "focusing," teachers should provide learners with some comprehension questions to focus their attention on the specific content of the text. In the third stage, "preliminary response," learners produce their initial response to the texts either by writing or by speaking. In the fourth stage, "work it out-I," the learners' attention is focused on understanding 'the first level of meaning' through

intensive reading. In the fifth stage, "Working at it—II," the learners make deeper analyses of the stylistic features of the texts in an attempt to discover what a text means. In the last stage, "interpretation and personal response," learners' enjoyment is enhanced as they are encouraged to interact with the text and make their interpretations.

In a nutshell, writing is a learned activity that demands excellent effort on the part of learners and teachers alike. Content-based instruction is one of the most salient approaches that aims to develop the learners' 'communicative competence.' Its proponents advocate the use of authentic texts, they acknowledge the benefits of using literature as a source of language. The integrated model is regarded as the most beneficial model because if applied effectively, it can enhance the learners' involvement with the text, their appreciation of reading, and their motivation to indulge in written tasks.

2. Method:

This second section, which stands as the fieldwork of this study, is devoted to the analysis and interpretation of the results of our two questionnaires: the students' questionnaire and the written expression teachers' questionnaire. It was designed and administered to students and teachers of written expression who belong to three Algerian universities: Mila University Centre, Mentouri University, and Jijel University. The sample selected consists of 100 third-year students at these universities who were preparing for a BA degree within the LMD system during the academic year 2021–2022. So, they have studied written expression courses for three years. As for teachers, the selected sample includes 14 teachers who were teaching the module of written expression in the same academic year.

The students' questionnaire is divided into four sections comprising 11 questions. The first section seeks to obtain the participants' background information, while the second section is designed to obtain information about the extent to which the learners read literary texts outside the classroom. Furthermore, the third section is designed to probe students' attitudes towards the exploration of literary texts in the written expression module and intends to check students' familiarity with strategies and practices of teaching a literary text. It also aims to find out the extent to which students learn academic writing through reading literary texts.

The teachers' questionnaire is divided into four sections comprising 17 questions. The first section attempts to elicit the participants' background

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information, while the second section is designed to obtain information about the teachers' approaches, methods, and procedures while teaching writing skills. Moreover, the third section is determined to check out the extent to which written expression teachers are familiar with the techniques of content-based instruction. Finally, the fourth section is designed to obtain information about teachers' familiarity with the models and strategies of teaching literary texts, with a focus on the integrated model for teaching literary texts. It also seeks to determine the extent to which literary texts are well-explored in the classroom to teach academic writing. The gathered data from both questionnaires were calculated manually; they were reported and analysed, respectively in accordance with the questionnaires sections.

3. Results:

3.1. Analysis of the Questionnaires:

3. 1.1. Analysis of students' questionnaire:

Section One: General information

Q1. What was your baccalaureate stream?
Q2. How many years have you been studying English?
Q3. Are you satisfied with your current level in academic writing?

Table 1

General Information about the participants

Questions	Q1		Q2			Q3	
Options	Literary stream	Non-literary stream	9 years	10 years	11 years	Yes	No
%	55	45	55	38	7	39	61

Source: Data collected from Students' Questionnaire

Table 1 shows that 55% of the total sample studied English in a literary stream before they started university. Moreover, it reveals that 55% of students have been studying English for nine years, and 38% of them for ten years. Learners' appreciation for continuing their studies in English Language at the university level is evident. However, after having studied for three or more years at the university, 61% of the total sample acknowledged that they were unsatisfied with their level of academic writing.

Section two: Students' voluntary reading of literary texts

Q4. If you like reading, what genres or materials do you find most captivating?
Q5. How many fiction books have you read till now?

Table 2

Students' attitudes towards the voluntary reading of literary texts

Questions	Q4		Q5		
Options	Literary works	Non-literary works	No one	From 1 to 3 books	More than 3 books
%	33	67	40	35	25

Source: Manuel data collected from the Students' Questionnaire

Table 2 shows students attitudes towards voluntary reading of fiction books. Students' answers on Q4 confirm that they did not really give significant importance to reading fiction books so that 40% of the total sample reported never having read a fiction book, while only 25% confirmed having read more than three books. This table reveals that most students (67%) did not take the initiative to read literary texts outside the classroom. This suggests that they might not understand the significance of enhancing their academic writing through reading literary texts. These findings highlight the urgency of addressing this lack of awareness and the need for strategies for reading literary works.

Section three: Exploring literary texts in written expression module

Q6. To what extent are the texts given by your teachers of written expression during the course helpful in acquiring the techniques of academic writing?
Q7. Do your teachers of written expression support their lessons using literary texts?

Table 3

Exploration of literary texts in written expression class

Questions	Q6			Q7			
Options	to a great extent	Somehow helpful	Not helpful	Sometimes	Very often	Rarely	Never
%	25	42	17	53	38	15	134

Source: Manuel data collected from The Students' Questionnaire

Table 3 shows that only 42% of the total sample think that the material utilized by their written expression teachers was somehow helpful in learning academic writing. Comparatively, only 17% of these students believe that the materials provided by their teachers are not helpful. However, what is truly

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noteworthy is that 53% of students understand the importance of literary texts in their academic writing.

Q8. While reading literary texts, what are you stimulated to do?

Table 4

The importance of literary texts and their utility to learn writing skills

Questions	Q8			
Options	Learn vocabulary and grammar	Learn poetics expressions and techniques of writing	Do stylistic and linguistic analysis of the text	Pass time and for pleasure
%	67	5	5	23

Source: Manuel data collected from the Students' Questionnaire

Table 4 provides additional information about learners' attitudes towards the importance of literary texts and their utility in learning writing skills. The learners' response to Q8 indicates that most students (67%) stating that their reading of literary texts stimulated their vocabulary and grammar learning, while only 5% of the total sample engaged in stylistic and linguistic analysis of these texts with their teachers. Furthermore, 23% of the total sample confirmed that they solely read literary texts for leisure and entertainment. According to these results, it is possible to suggest that teachers of written expression were relying heavily on the language model to teach literary texts in their classrooms.

Q9. Are you aware of the contribution that literary texts make to improve your academic writing?

Q10. Are you familiar with the strategies and techniques for reading literary texts to improve your writing skills?

Table 5

Students' awareness of the importance and strategies of reading literary texts

Questions	Q9		Q10	
Options	Yes	No	Yes	No
%	56	44	30	70

Source: Manuel data collected from the Students' Questionnaire

Table 5 aims to further check the learners' attitudes towards reading literary texts. It indicates that most students (56%) have positive attitudes towards using literary texts, as they acknowledge their importance. More importantly, the fact that 70% of the total sample acknowledged that they were not familiar with the

reading strategies confirms our hypothesis about their attitudes towards the voluntary reading of literary texts.

Q11. Have you ever requested to focus on the stylistic and linguistic analysis of literary works or texts while analysing literary texts?

Table 6

Students' responses towards the use of stylistic approach for reading literary texts

Questions	Q11			
Options	Very often	Sometimes	Hardly ever	Never
Percentage %	11	24	25	40

Source: Manuel data collected from the Students' Questionnaire

Table 6 reveals students' response to the question about their teachers' use of a linguistic and stylistic analysis of the texts. A significant 40% of the total sample reported that their teachers 'never' asked them to do so, while only 11% stated that their teachers' very often' follow an integrated model of teaching literary texts. Students' responses further underscores the disparity in the preceding questions and reveals much about their teachers' practices and strategies while teaching academic writing.

3.1.2. The analysis of written expression teachers' questionnaire:

Section One: General Information

Q1. What is your field of study?

Q2. How many years have you been teaching academic writing?

Q3. Are you satisfied with your students' academic writing levels?

Table 7

General information about written expression teachers

Questions	Q1			Q2		Q3	
Options	Linguistics	Applied Linguistics	Literatures and Civilizations	1 to 3 years	More than 3 years	Yes	No
Percentage %	50	50	0	80	20	14,28	85,72

Source: Manuel data collected from the Teachers' Questionnaire

Table 7 presents general information about the selected sample of written expression teachers. It reveals that, given the field of their study (50% linguistics, 50% applied linguistics), most of them are qualified to teach the module because

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they have enough knowledge about the approaches and techniques of its teaching. However, 80% of the sample has fewer than three years of teaching experience. What is interesting is that most of them (85,72%) were dissatisfied with their students' academic writing level.

Section two: Exploring literary texts in the written expression classroom

Q4. Your techniques and methods of teaching writing are derived from:

a. Process approach   b. Product approach c. Pattern approach d. Content-Based approach

Table 8

Teachers' preferable approach and text types while teaching literary texts

Questions	Q4			
Options	Process approach	Product approach	Pattern approach	Content-Based approach
%	76,93	30,76	23,07	23,07

Source: Manuel data collected from the Teachers' Questionnaire

Table 8 shows that written expression teachers still prefer to implement traditional approaches to teaching writing skills; 76.93% affirmed that they use the process *approach*, and 30.76% of them tend to use the product approach. In comparison, only 23,07% of them declared that they followed content-based instruction techniques. This suggests that they are not up to date with the new developments in language teaching and learning.

Q5. What type of texts do you usually use to exemplify the writing process to your students during the writing instruction?

Table 9

The text type preferred by written expression teachers

Question	Q5			
Options	Scientific texts	Texts from Magazines, and newspapers	Literary texts	Personal writing
%	43,54	13,46	33	10

Source: Manuel data collected from the Teachers' Questionnaire

Table 9 demonstrates that teachers rely on both literary and scientific texts to illustrate aspects under study. *Literary texts* account for 33% of the materials used, while *scientific* texts account for 43,54%. This is a positive indication that teachers are using a significant portion of literary texts to teach academic writing.

Q6. Do you actively promote the reading of fiction among your students as a means to enhance their vocabulary, grammar, and writing style?

Q7. If you recognize the importance of literary texts in improving students' academic writing, do you feel that you are fully exploring their potential?

Table 10

Teachers' exploration of literary texts to teach writing skills

Questions	Q6		Q7	
Options	Yes	No	Yes	No
%	92.86	7,14	30,76	60,24

Source: Manuel data collected from the Teachers' Questionnaire

Table 10 demonstrates teachers' awareness of the effectiveness of exploring literary texts in their classroom. Teachers' responses to Q6 and Q7 indicate that *most* of them (92,86%) acknowledged the importance of literary texts in improving the learners' writing skills and stated that they encouraged their learners to read fiction books outside the classroom. However, 60.24% of the total sample admitted that they were not well-exploring literary texts. This contradiction between the teachers' thoughts and their practices suggest that they did not ignore the importance of literary texts, but they were not aware of the best strategies that could better help their learners.

Section three: **Teachers' familiarity with the strategies and practices of content-based instruction**

Q8. Are you familiar with the strategies and techniques for teaching academic writing through literary texts?

Q9. If you stimulate your learners to respond by writing while analysing a literary text, how do you feel about their progress?

　　a. They are motivated and are able to respond by writing

　　b. They are motivated but are not able to respond by writing

　　c. They are not motivated and are not able to respond by writing

Table 11

Teachers' strategies for teaching academic writing while using literary texts

Questions	Q8		Q9		
Options	Yes	No	A	B	C
%	35,72	64,28	69,24	30,76	0

Source: Manuel data collected from the Teachers' Questionnaire

Table 11 shows learners' responses to the strategies used by their written expression teachers while using literary texts. In response to Q8, the *majority* of teachers (64, 28%) disregarded the recommended teaching strategies for literary texts. This means that teachers who could not motivate students to work with

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literary texts were treating them like any other text. What is positive is that when they were able to stimulate their learners to respond by writing, most of them (69, 24%) felt their learners were motivated and were able to write something. On the other hand, only a few teachers (30,76%) felt that their learners were motivated, but they were not able to respond by writing. This may suggest that these teachers ignore the strategies of motivating their learners.

Q10. If you follow a stylistic analysis of literary texts in your classroom, how do your learners find them?

Table 12

Learners' responses towards literary texts when used in the classroom

Questions	Q10			
Options	Difficult	Easy	Interesting And motivating	Not interesting and not motivating
%	71,42	28,71	42.85	57,15

Source: Manuel data collected from the Teachers' Questionnaire

Table 12 displays learners' reactions to reading literary texts and their reactions to their teachers' strategies. The results show that most teachers (71.42%) declared that their learners found literary texts difficult. Moreover, (57.15%) of the teachers stated that their learners found literary texts "not interesting" and that they felt uninterested and bored when they used literary texts to teach academic writing.Yet, only (42.85%) of the total sample of teachers confirmed that their students found literary texts "interesting" and that they felt "interested" and "motivated" to learn the writing skill from these texts. Literary texts can become captivating if the teachers know how to better explore them.

Q11. To what extent do you think that a stylistic and linguistic analysis of literary texts can significantly enhance the learners' ability to master academic writing and improve their levels?

Table 13

The effects of using literary texts on Learners' achievements

Questions	Q11		
Options	To a great extent because there is rapid improvement	Somehow because there is slow improvement	not at all with no explanation
%	71,42	28,58	0

Source: Manuel data collected from the Teachers' Questionnaire

Table 13 presents the effects of implementing stylistic analysis in the classroom. The results show that (28, 58%) of the total sample, observed that

there was a slow improvement in their learners' level when they applied a stylistic analysis of the literary texts. However, most of them (71, 42%) agree that stylistic enabling learners to acquire language skills. What is important is that these results reveal that teachers are eager to use literary texts for teaching writing, even over the long term.

Section Four: The models and strategies used to explore literary texts

Q12. What model do you usually follow to teach literary works?

Table 14

Preferable models used for teaching literary texts

Questions	Q12			
Options	Cultural model	Language model	Personal growth model	Integrated model
%	62,5	15	12.5	10,5

Source: Manuel data collected from the Teachers' Questionnaire

Table 14 shows the type of model that teachers typically use when teaching literary texts. In their responses to Q12, *most* teachers (62, 5%; 15%) reveal that the *cultural* and *language models* are the most used models in their classroom. Yet, the personal growth model and the integrated model receive less emphasis. This suggests that teachers are not up to date with the new emerging models.

Q13. Does teaching literature following the cultural model or language model help learners to acquire the skill of writing academic English?

Table 15

The usefulness of cultural model and language model in teaching academic writing

Questions	Q13	
Options	helpful	Not helpful
%	37,5	62,5

Source: Manuel data collected from the Teachers' Questionnaire

Table 15 shows the usefulness of the cultural model and the language model in teaching literary texts. It is found that, most of participants (62,5%) believe that these two models "are not sufficient" and "are not helpful" for learners to acquire the writing skill. This suggest that these two traditional models are not really useful for teaching literary texts to teach academic writing. Therefore, we can presume that these teachers concentrated on teaching literary texts without gaining a deeper understanding of their teaching methods.

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Q14. Are you aware of the contribution of literary texts in improving academic writing?

Q15. Are you well-exploring them?

Table 16

Teachers' awareness of the importance of exploring literary texts

Questions	Q14		Q15	
Options	Yes	No	Yes	No
%	57,5	42,5	37,5	62,5

Source: Manuel data collected from the Teachers' Questionnaire

Table 16 underscores a significant finding of our research as it shows that a majority of teachers (57,5%) are aware of the potential of teaching academic writing through literary texts. However, (62,5%) admitted that they were not fully exploring this potential due to their lack of familiarity with different techniques of teaching language through literature. As indicated above by the students, these teachers generally focus on the thematic critical analysis of the texts while paying less attention to their stylistic analysis

Q16. Do you usually stimulate your learners to respond to literary texts by providing their personal interpretations?

Q17. Do you ask your learners to write short stories or poems?

Table 17

Teachers' attitudes towards boosting learners' creative writing

Questions	Q16			Q17			
Options	Very often	Sometimes	Never	Usually	Sometimes	Rarely	never
%	12,5	50	37,5	1	42,86	28,57	27,57

Source: Manuel data collected from the Teachers' Questionnaire

Table 17 reveals teachers' attitudes towards boosting learners' creative writing. Regrettably, only a small minority of teachers (12, 5%) reported that they frequently ask their students to write their responses after reading literary texts. These teachers certainly follow the personal growth model, or integrated model. Therefore, we can infer that a majority of teachers do not thoroughly explore literary texts to teach writing, even implicitly. Moreover, teachers' responses to Q 17 indicate that most of them (28,57%; 27,57%) did not encourage their learners to write creatively and to produce poems or short stories so that learners could apply the different stylistic features that they had learned during the

lecture. This highlights the urgent need for more support from policy- makers in integrating creative writing into teaching literary texts.

3.1.3. Discussion of the results:

Therefore, the analyses of both questionnaires do not indicate that learners or teachers in these three Algerian universities place significant emphasis on reading literary texts *to* learn academic writing or enhance learners' proficiency levels. This is a pressing issue that needs immediate attention. Although these learners have been studying English for a long time, 61% of the total sample acknowledged that they were unsatisfied with their academic writing level. Despite the fact that 53 percent of students understood the importance of literary texts in improving their academic writing, the majority (67%) did not take the initiative to read them outside the classroom. This stark contrast between the students' awareness of the value of literary texts and their lack of initiative to engage with them outside the classroom is a significant point of concern. Their teachers confirmed that they employ the process approach (76.93%) and prioritize language and personal growth models when instructing students on literary texts. This leads us to presume that literary texts, often neglected in the written expression classroom and taught through traditional methods, have yet to achieve prominence in Algerian universities.

Furthermore, the teachers' questionnaire analyses elucidate that the classroom treats literary texts like any other text type, emphasizing teaching vocabulary and grammar structure (92.86%). This approach may be limiting the potential benefits of literary texts, as it may contribute to the perception of literary texts as complicated. However, a shift in focus towards the stylistic and creative aspects of literary texts could enhance learners' enjoyment, critical thinking, and creativity. Teachers' knowledge and practice in the classroom provide one explanation for this phenomenon. More interestingly, a majority of teachers (71, 42%) agree that stylistic analysis of literary texts is not only practical but also significantly helpful in enabling learners to acquire language skills. Nevertheless, 62,5% of the total sample acknowledged that they were not adequately exploring literary texts to enhance learners' proficiency in academic writing. In fact, despite their understanding of the value of reading and utilizing literary texts as a source of authentic language, 64,28% of the total sample were not familiar with the practical strategies and techniques for incorporating these texts into their writing instruction.

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Although it serves to fill in the gap in this area of research by arguing that the incorporation of writing and literature can be an efficient way for students and teachers to prove positive attitudes towards the advantages of using literary texts in their writing classes, such as fostering a richer language experience and improving writing versatility, the results of our research reinforce to some extent what other researchers have found in the Algerian and African contexts.

Indeed, a series of studies conducted by Algerian researchers on teaching writing skills at universities have shed light on the efficacy of integrating literary texts in academic writing instruction. Notably, the research of Lahouari, A., & Mouzoud, M. (2023) has shown that literary texts play a crucial role in bridging the gap between theoretical knowledge and practical writing skills, thereby enriching the language experience. Similarly, Bensalem, E., & Benmoussa, F. (2023) found that exposure to diverse literary genres enhanced students' writing versatility and depth of expression.

In fact, the findings of our research reinforce the results of researchers like Kheddouci, R., & Saoudi, L. (2022), Zouaoui, M., & Amari, S. (2022), who have highlighted the role of literature in developing a more vital argumentative style in students' writing. They also pointed out that interpretative practices taught through literature enhanced students' analytical skills, crucial for academic writing. Furthermore, our research confirms that reading literature can significantly enhance students' motivation, as found by researchers such as Cheriet, S., & Mebarki, Y. (2021) and Bouzar, K., & Belkaid, A. (2021). Literature, as a tool for teaching writing, not only improves language proficiency but also increases students' engagement and motivation by connecting them with complex themes and enhancing their empathy and cultural understanding. These results collectively demonstrate literary texts' significant role in enriching university students' academic writing skills, suggesting a robust pedagogical tool within the Algerian educational context.

In a broader context, the results of our research align with several studies that discuss the integration of literary texts in teaching written expression at the university level in different contexts, including Africa. For instance, Dhanapal (2010) explores stylistic and reader response as an integrated approach to teaching literary texts, providing valuable insights for enhancing reading and writing skills in English language classes. Similarly, Divsar and Tahriri (2009) investigate the effectiveness of an integrated approach in an EFL context, emphasizing the benefits of combining literature teaching with language skill

development. These researchers underscore the potential of literary texts to enrich language learning with specific literary content by incorporating them into the curriculum. They also stress the importance of fostering deeper engagement, interpretation, and understanding among students, thereby highlighting the significance of the audience's work. More importantly, they shed light on the challenges that might encounter course designers, particularly in adapting these approaches to diverse educational settings.

Therefore, as indicated in our research, although content-based instruction and the integrated model for teaching literary texts are effective in most countries, our universities have yet to implement them due to a lack of awareness among teachers and learners.

3.1.4. Suggestions and recommendations :

The following suggestions are likely to aid in the implementation or incorporation of content-based instruction and the integrated model into the teaching of literary texts, thereby enhancing learners' writing abilities:

- Teachers of written expression should receive adequate training in the new methods to teaching academic writing to provide better instruction for their learners, making them proficient readers.

- Following content-based instruction, teachers should use captivating texts and explore them using innovative methods. It is crucial that these methods are adaptable to their learners' level, age, needs, interests, main preoccupations, and emotions. This consideration ensures that learners can easily develop their responses and creative thinking.

- In the written expression class, teachers must encourage their learners to use their schema and personal experience to comprehend a literary text while reading it. They should guide their reading by asking questions about form and content following the steps in the integrated model.

- Teachers of written expression should create a collaborative atmosphere in the classroom, where learners play an active role. The active participation fosters a sense of responsibility and engagement, motivating and assisting each other in improving their learning strategies and developments.

Conclusion:

This research probes the issue of teaching academic writing through literary texts in Algerian universities. The findings from both questionnaires' analyses have proven that both students and teachers held positive attitudes toward teaching academic writing through content-based instruction using literary texts,

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with a focus on the integrated model. We can confirm that literary texts, with their beautiful language and real-life settings, can significantly improve the writing of third-year LMD students when they are studied in depth using specific methods and strategies from content-based instruction and the integrated model.

Additionally, although many teaching literature models have different effects on the learning process, the cultural and language models in Algerian universities are the most commonly used models. These models focus on the thematic study of the text and do not give much importance to the learners' responses and creativity. However, when literary texts are taught using the integrated model, they become a powerful pedagogical tool that can inspire learners to write correctly, freely, and creatively, thereby enhancing their writing skills and fostering a sense of inspiration and motivation.

Indeed, the significance of this research study lies in its potential to significantly contribute to educational research, particularly in light of the limitted number of similar studies that explore literary texts as authentic sources of English as a foreign language to enhance learners' writing skills in Algerian universities. As a result, the application of content-based instruction and an integrated model in Algerian universities' written expression classes could lead to significant advancements. It is highlighted that while challenges exist, particularly in adapting this approach to diverse educational settings, the significant benefits of student engagement and language proficiency cannot be overstated. Indeed, addressing other gaps can lead to a more comprehensive understanding and effective integration of literary texts in academic writing instruction, offering a promising future for academic writing in Algerian universities.

Appendices :

Appendix I:

Questionnaire for Students

Dear students,

You are kindly invited to fill in the following questionnaire that aims at investigating the importance of reading literary texts in the improvement of academic writing of LMD learners at Algerian universities and the extent to which they are explored. I would be very grateful if you could answer the questions below.

Section One: General information

Q1. Baccalaureate stream

Literary ☐   Non-Literary ☐

Q2. How many years have you been studying English?

9 years ☐   10 years ☐   11 years ☐

Q3. Are you satisfied with your current level in academic writing?

Yes ☐   No ☐

Section Two: Students' Voluntary Reading of Literary Texts

Q4. If you like reading g, what genres or materials do you find most captivating?

Literary Works ☐   Non-literary works ☐

Q5. How many fiction books have you read till now?

No one ☐   From 1 to 3 books ☐   More than 3 books ☐

Section Three: Exploring literary texts in Written Expression module

Q6. To what extent are the texts given by your teachers of written expression during the course helpful in acquiring the techniques of academic writing?

To a great extent ☐   Somehow helpful ☐   Not helpful ☐

Q7. Do your teachers of written expression support their lessons using literary texts?

Sometimes ☐   very often ☐   never ☐   rarely ☐

Q8. While reading literary texts, what are you stimulated to do?

a. Learn vocabulary and grammar ☐

b. Learn poetic expression and dynamic of writing ☐

c. Analyse it technically following a given theory of reading ☐

d. Pass time and for pleasure ☐

Q9. Are you aware of the contribution that literary texts make to improve your academic writing?   Yes ☐   No ☐

Q10. Are you familiar with the strategies and techniques for reading literary texts to improve your writing skills?   Yes ☐   No ☐

Q11. Have you ever requested to focus on the stylistic and linguistic analysis of literary works or texts while analysing literary texts?

Yes ☐   No ☐

Appendix II

Questionnaire for teachers of written expression: Dear teachers,

You are kindly invited to fill in the following questionnaire that aims at investigating the importance of using literary texts to teach academic writing in the Department of English in Algerian universities and the extent to which they are well-explored. I would be very grateful if you could answer the questions below.

Section One: General information

Q1. What is your field of study?

Linguistics ☐   Applied Linguistics ☐   Literatures and Civilizations ☐

Q2. How many years have been teaching academic writing?

1 to 3 years ☐   More than 3 years ☐

Q3. Are you satisfied with your students' academic writing levels?

Yes ☐   No ☐

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Section Two: Exploring Literary Texts in the Written Expression Classroom texts

Q4. Your techniques and methods of teaching writing are derived from:

Process approach ☐   Product approach ☐   Pattern approach ☐

Content-based approach ☐

Q5. What type of texts do you usually use to exemplify the writing process to your students during the writing instruction?

Scientific texts ☐   Articles, magazines and Newspapers ☐

literary texts ☐   personal writing ☐

Q6. Do you actively promote the reading of fiction among your students as a means to enhance their vocabulary, grammar, and writing style?   Yes ☐   No ☐

Q7. If you recognize the importance of literary texts in improving students' academic writing, do you feel that you are fully exploring their potential? Yes ☐   No ☐

Section Three: Teachers' familiarity with the strategies and practices of content-based instruction

Q8. Are you familiar with the strategies and techniques for teaching academic writing through literary texts?   Yes ☐   No ☐

Q9. If you stimulate your learners to respond by writing while analysing a literary text, how do you feel about their progress?

  a. They are motivated and are able to respond by Writing.
  b. They are motivated and are not able to respond by writing.
  c. They are not motivated and are not able to respond by writing.

Q10. If you follow a stylistic analysis of literary texts in your classroom, how do your learners find them?

Difficult ☐   Easy ☐   Interesting and motivating ☐

Not interesting and not motivating ☐

Q11. To what extent do you think that a stylistic and linguistic analysis of literary texts can significantly enhance the learners' ability to master academic writing and improve their levels?

To a great extent because there is rapid improvement ☐   Somehow because

there is slow improvement ☐   Not at all with no explanation ☐ **Section**

Four: The models and strategies used to teach literary texts

Q12. What model do you usually follow to teach literary works?

Cultural model ☐   Personal growth model ☐   Language model ☐

Integrated model ☐

Q13. Does teaching literature following the cultural model or language model help learners to acquire the skill of writing academic English?

Helpful ☐   Not helpful ☐

Q14. Are you aware of the contribution of literary texts in improving academic writing?

Yes ☐   No ☐

Q15. Are you well-exploring them?   Yes ☐   No ☐

Q16. Do you usually stimulate your learners to respond to literary texts by providing their personal interpretations?

          Very often ☐   Sometimes ☐   never ☐

Q17. Do you ask your learners to write short stories or poems?

     Usually ☐   Sometimes ☐   Never ☐   Rarely ☐

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