The Effectiveness of Incorporating Literature on the Syntactic Maturity of EFL Students

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Abstract:

This is a pilot study to test the effectiveness of incorporating literature into EFL classes in enhancing the Egyptian learners' language proficiency. The study addresses the problem that EFL learners are not exposed to much reading outside the assigned language textbooks which rely heavily on well-structured decontextualized sentences. Hence, the study hypothesizes that EFL students who are exposed to reading literary texts demonstrate more syntactic maturity in their writing product. The objective of the study is to investigate how incorporating literature into a language course enhances the growth of the students' syntactic maturity which reflects on improving their writing quality. A questionnaire was created, and a four-levelled checklist was developed based on the statistical findings of the questionnaire. The data comprises samples of the EFL learners' 'pre-and post-writing. The analytical tools of the data comprise: (1) The Web-based L2 Syntactic Complexity Analyzer designed by Lu (2010) to measure syntactic complexities in second language learning based on T-Unit segmentation, (2) the two-way ANOVA statistical program for measuring the differences in syntactic complexity for the students' pre- and post-writing. Findings of the ANOVA statistical analysis for overall group scores on the four levels of syntactic complexity: length of production, sentence complexity, subordination, and coordination show that the students' post-writing exceeded their pre-writing in the overall increase of syntactic maturity at the .001 level of significance. Findings of the analysis also revealed that there is a significant increase in the students' syntactic complexity which has its impact on improving their writing quality after an intensive practice on how to read and respond to a literary text.

Keywords: syntactic complexity, T-Unit segmentation, second language acquisition, literary texts.

1. Introduction:

This research investigates the effectiveness of incorporating literature into English Foreign language (EFL) classes to improve Egyptian learners' writing skill. English language teachers may resort to use literature in EFL classes for a variety of reasons such as pointing out some literary characteristics, cultural issues, or for widening their students' scopes and fostering their imagination. However, literature is hardly used for language sake. Hence, the purpose of incorporating literature in EFL classes is twofold, to manipulate language for the benefit of literature and to manipulate literature for the benefit of language. Throughout the

researcher's extended experience of teaching a course of stylistics to under-and post-graduate students at the English Department in different universities, it has been observed that approaching literary texts of various registers from a linguistic perspective, enhances students' linguistic skills on one hand and improves all the other language skills in general and enables learners to understand and formulate an appropriate interpretation of whatever literary texts they are exposed to, on the other. Hence, literature is an ideal example for language performance. It is a fact that reading literature for language purpose develops the students' writing and reading skills, since literature is the area where all linguistic basic fields and subfields are mingled together for a rich literary experience. Moreover, literary texts are also marked by the fact that their writers tend to deviate from the standard rules of the English language. This may be considered as an advantage because knowing the standard rule enables students to pick out any deviation and stands at its significance.

1.1.   Statement of the Problem:

A common problem that faces EFL learners is that they study the standard syntactic forms void from context. In other words, they memorize the rules without being able to put them into actual use. They are not exposed to much reading outside the assigned language textbooks which rely heavily on well-structured decontextualized sentences. This has the serious consequences on the syntactic growth of the students which reflect highly on their writing production. This is something they might not acquire by studying rules and systematic patterns. Their syntactic maturity, however, may be improved by being exposed to reading a variety of literary genres that constitute a perfect example for language in use. Hence, their implicit syntactic knowledge will eventually grow.

1.2.   Research hypotheses:

The following hypotheses are tested in the study:

1. EFL students who are exposed to reading literary texts demonstrate more syntactic maturity at the syntactic complexity measurements.
2. Incorporating literature in language classes enhances the writing quality of the EFL students.

1.3.   Objectives:

The study aims at:

1. demonstrating that literature provides students of the English language with a richer context where they see the rules of language in actual use.
2. investigating how incorporating literature into a language course can reflect on the growth of the students' syntactic maturity which reflects on improving the quality of their writing.
3. encouraging English language teachers to use literature in their EFL classes as the base for language practice.

1.4. Significance and Scope of the Study

The present study combines premises from applied linguistics, syntax and stylistics for improving the writing skills of EFL learners. It is a pilot study which may be further extended into an intensive empirical study of incorporating literary texts as a flawless example of language in use that may help in advancing all language skills. Literary texts constitute a rich resource for language practice far much better than the decontextualized examples in many grammar books. The writing skill is considered by most EFL learners, as the hardest and most complicated skill to master because it is the skill that demonstrates competence. Thus performance can be highly accelerated, by reading literary texts for sentence combination, clause structure and other factors related to structure and style. The findings of the study intend to have implications that might be helpful to further research in linguistics and pedagogy.

1.5.   Research Questions:

The study addresses the following questions:
1. How can literary texts be utilized for enhancing the writing quality of EFL learners?
2. How can teaching literature enhance the syntactic maturity of EFL Egyptian Learners?
3. What are the contextual cues that help EFL teachers and students develop a discussion of the target text and write a proper literary response?
4. What are the aspects that EFL teachers should focus on while reading a literary text?

1.6. Rationale for the choice of Literary texts:

Literary texts are, after all, made of language tailored and structured in a certain and sometimes unique way to communicate a certain message and a meaning. Whether writers of literature abide by or break the standard rules of the English language, this enhances the basic language skills of

the learners. Abiding by the standard language rules helps the EFL learners to see language as an example of a good piece of writing with well-observed grammatical patterns and structure. This may justify why literary texts construct a good example in writing classes. Similarly, violating the standard linguistic rules may lead students to contemplate the meaning and purpose behind the deviation. In either case, the learner reads the text for language appreciation which develops his writing skill and builds his reading awareness, as well. "Literature was not considered either to have a communicative function or to be authentic example of language use. Nonetheless, in the last decade or so the interest in literature as one of the most valuable language teaching resources available has revived remarkably" (Violetta-Irene, 2015, p. 74). Literature provides EFL students with a variety of exercises that makes the learning situation interactive, because it offers a good opportunity for group work using literature as a potential source for linguistic activities.

1.6.1. Introduction to the Extract

The selected literary text is a short story entitled "The Story of an Hour" by Kate Chopin (1894). It is about a woman, suffering from heart problems, who was struck by the sudden news of her husband's death in a train accident. Surrounded by relatives who are so worried about the impact of the sad news on her thinking that it might be life-threatening, Mrs. Mallard withdraws to her room. Unexpectedly, she has a sigh of relief at the news of death of her husband because she feels she is no longer dependent on him. She is relieved for restoring her liberty. Unfortunately, her sense of liberation is ended by the sight of her husband coming back home alive after all. Upon seeing her husband alive, she released a loud cry and died immediately.

2. Review of Literature

2. 1. Approaches to Teaching Literature in Language Classes:

Violetta-Irene (2015) states the advantages of using literature for language learning. One of these advantages is that "it provides the learner with genuine, authentic samples of language, and also with real samples of a wide range of styles, text types and registers" (Violetta-Irene, 2015 p. 75). The other advantage is that it provides the language learners with the opportunity to see language in a variety of registers and to see the conformity between the register and the style. Literature is a good environment for language to be manifested, not only at the linguistic level, but also at other contextual and extra-contextual levels such as the social and cultural levels (Violetta-Irene, 2015, p.75). Also, learners' attentions are brought to the generated meaning of the text by helping

them reach different interpretations based on the linguistic resources and contextual cues. Consequently, learners are motivated to form their own interpretation of the text. Violetta-Irene (2015) considers short fiction the most suitable literary genre for teaching about language and literature in the EFL context, because of its shortness and simplicity when compared to other long narratives (p. 76). The writer designs a list of exercises for teaching short fiction. Violetta-Irene's (2015) approach is pedagogical enumerating the benefits of teaching literature in general and short fiction in particular in EFL/ESL classes. The current study agrees with Violetta-Irene's (2015) views about teaching literature in EFL classes, but differs in the approach and methodology.

Carter and Long (1991) propose three models for the teaching of literature: the cultural model, the language model and the personal growth model. The culture model investigates how literature reflects culture by exploring the culture background of the text. This culture background is the mingling/outcome of the interface between historical, political, social, economic and religious factors. Students experience a culture, with all its complexities, that is different from their own. Thus, literature is taught for the values it stands for. This is the most adapted approach in literature classes, where the cultural elements are brought into focus. The language model is meant to give learners an exquisite opportunity to see language in actual use. The students adopt a stylistic approach to language that focuses on norms and patterns. The personal growth model, on the other hand, is student-oriented, as it cares for how the literary experience reflects on the students' critical awareness. It nurtures his/her critical thinking. As they read, students respond to the text and relate it to their world. It also fosters their imagination and enhances their personal growth.

Savvidou (2004) argues that literature demonstrates a creative type of language in use, and thus should be implemented in learning classes because it offers "learners strategies to analyze and interpret language in context in order to recognize not only how language is manipulated but also why" (p. 4). The writer believes that the use of literary texts can be a powerful pedagogical tool.

Yimwilai (2015) investigates the effectiveness of the integrated approach in English as a Foreign Language (EFL) classrooms, and how it develops EFL students' critical thinking skills, and attitudes towards reading literature. To investigate this, the writer conducts an experimental study of two groups: the control group and the experimental group in two different regions. The findings of the experiment revealed that the experiment groups were significantly higher than those of the control

groups in the achievement test scores, critical thinking skills improvement, and attitudes towards reading literature.

Giovanelli and Harrison (2018) adopt a cognitive approach to grammar, arguing how key grammatical notions can be valid for stylistic analysis. According to the authors, it is about how to respond to a text as the language aspect by exploring patterns and linguistic choices. These can be achieved "from a number of different theoretical and methodological positions and may involve examining language at a number of different language levels: lexis, grammar, semantics, phonology, discourse and pragmatics" (Giovanelli and Harrison, 2018, p. 2). They also claim that cognitive grammar can replace traditional grammar in analyzing language in context. They apply the concepts and principles of cognitive grammar to a variety of literary and non-literary texts in the fields of politics, news and advertising.

Many studies, (e.g., Finsrud, 2017, Mlčáková, 2013, Tasneen, 2010) that investigate the role of literature in language classes adopt a pedagogical approach. These studies aim at reaching findings that can be applied to the teaching context in their countries for improving the national curriculum at the intermediate and upper level at schools. For instance, Finsrud (2017) conducted a pilot study on upper secondary school Norwegian students "to investigate why English teachers use literature in the English classroom and which methods they apply" (p. 2). He collected his data through interviewing Secondary school teachers. Finsurd's (2017) research findings, through a quantitative analysis, revealed that "teachers use literature for language learning, for the study of literature, for culture studies and for personal development" (p. 2). He also reached the finding that reading and discussion are intensively used by secondary school teachers in teaching literature which students find beneficial (p. 43). While Finsurd (2017) focuses on pointing out the reasons for why teachers apply literature to the curriculum in Norwegian secondary schools, this study focuses on how literature improves the writing quality of college students.

Mlčáková (2013) believes that languages can be acquired inseparably of their cultures, and that learners should develop reading skills in order to be able to read literature. The writer also explores the benefits of teaching literature in Czech secondary schools. A questionnaire is designed to be answered by teachers who either use or show interest in applying literature to their classes. Mlčáková (2013) also designs a literary-based lesson to improve the four skills of the students in general and to motivate their reading skill in particular. Whereas Mlčáková's (2013) study is pedagogical in methodology and approach, this study is linguistically-

oriented, because it borrows techniques from computational linguistics to measure the syntactic growth in the students' writing production.

Tasneen (2010) uses a questionnaire and interviews to find out the problems that hinder using literature in language classes in Bangkok's international schools from the viewpoints of students and teachers. According to students, "the linguistic level of the text and sometimes the cultural unfamiliarity hindered their comprehension of the texts" (p. 173).

Abu Zahra and Farrah (2016) conduct a quantitative and qualitative study to investigate the benefits of using short stories in EFL classes. The objective of their studies is to see whether there is any relationship between the gender of the students and their attitudes towards studying short fiction. Another objective of the study is to measure the effectiveness of teaching short stories on the students' fluency. Accordingly, Abu Zahra and Farrah (2016) developed a questionnaire to be answered by "2nd–4th year students of English major enrolled in the fall semester of the academic year 2014-2015 in Hebron University, Palestine" (Abu Zahra and Farrah, 2016, p. 11). This is followed by a number of exercises on a selected short stories. The researchers develop an intensive analysis of the findings of the questionnaire relating it to gender difference. Unlike the current study, Abu Zahra and Farrah (2016) have not carried out any quantitative/statistical analysis to measure the degree of improvement in the students' fluency after being exposed to a short fiction.

Based on the above review, it can be inferred that there are many studies on the relation of literature to language teaching for either pedagogical, linguistic, or cultural reasons. This study adopts a linguistic approach because it measures the syntactic growth, as manifested in sentence combination and embedded clauses in the students' writing after being exposed to reading and practicing literary texts.

3. Theoretical Framework:

This study is set to measure the syntactic complexity of EFL learners' writing production due to the incorporation of literature into their course syllabus. Syntactic complexity (also called syntactic maturity) refers to the way language users vary their grammatical structures from simple structures to complex ones. The analysis of syntactic complexity measures how complex these structures are. Syntactic complexity is manifested in length, amount of embedding, and frequency of certain sophisticated structures (e.g. non-finite clauses) (Hunt, 1965). In addition, the higher the number of embedded units, the more complex the structure is.

Many studies have investigated syntactic complexity in the writing performance of ESL and EFL classes. Lu (2010) develops a software to automate syntactic complexity analysis of written English language samples produced by advanced learners of English using fourteen different measures proposed in second language development literature. The analyzer takes a written English language sample in plain text format as input and generates 14 indices of syntactic complexity of the sample. Lu (2017) defines syntactic complexity as "the variety and degree of sophistication of the syntactic structures deployed in written production" (p. 494). Lu examines syntactic complexity in a corpora of Chinese learners' writing product. According to Lu (2017), writing comprises different levels made up of orthography, lexicon and grammar which shape all levels into a valid syntactic structure. It is usually the case that raters of writing put the most weight on syntactic structure, because "syntactic complexity constitutes an important part of the grammatical knowledge component of L2 knowledge, which covers knowledge of vocabulary, syntax, phonology and graphology" (Lu, 2017, p. 494). It is an essential aspect in measuring the proficiency and level of performance in second language acquisition (Lu, 2017, p.495). The variety of syntactic structures and the degree of sophistication of such structures reflect the degree of syntactic complexity which marks the learner's development in acquiring the target language.

Lu (2011) applies the 14 syntactic complexity measures to a large scale college-level ESL writing data from the Written English Corpus of Chinese Learners by using a computational tool he himself designed in (2010) to automate syntactic complexity measurement. He uses the T-Unit (minimal terminable unit) segmentation as the base for measuring syntactic complexity in L2 (second language) context. T-Unit refers to a dominant clause and its subordinate clause. It is used by many researchers as a basic indicator of syntactic complexity. Based on Lu (2011), the four types of measurements which generate 14 indices are summed up as follows:

1. Length of Production: measures length of production at the clausal, sentential, or T-Unit level, including 1. mean length of clause (MLC): number of words divided by number of clauses; 2. mean length of sentence (MLS): number of words divided by number of sentences; and 3. mean length of T-Unit (MLT): number of words divided by number of T-Units.

2. Sentence Complexity: comprises a sentence complexity ratio, i.e., clauses per sentence (C/S): number of clauses divided by number of sentences.

3. Subordination: contains four ratios that reflect the amount of subordination, including 1. clauses per T-Unit (C/T): number of clauses divided by number of T-Units; 2. complex T-Units per T-Unit (CT/T): number of complex T-Units divided by number of T-Units; 3. dependent clauses per clause (DC/C): number of dependent clauses divided by number of clauses; and 4. dependent clauses per T-Unit (DC/T): number of dependent clauses divided by number of T-Unit.

4. Coordination: The fourth type includes three ratios that measure the amount of coordination, namely, 1. coordinate phrases per clause (CP/C): number of coordinate phrases divided by number of clauses; 2. coordinate phrases per T-Unit (CP/T): number of coordinate phrases divided by number of T-Unit; and 3. T-Unit per sentence (T/S): number of T-Unit divided by number of sentences based mainly on Hunt (1965).

5. Particular Structures: The final type comprises three ratios that consider particular structures in relation to larger production units, including complex nominals per clause (CN/C): number of complex nominals divided by number of clauses; 2. complex nominals per T-Unit (CN/T): number of complex nominals divided by number of T-Unit; and 3. verb phrases per T-Unit (VP/T): number of verb phrases divided by number of T-Unit.

Lu (2011) defines the measures and the indices as follows, based on Hunt (1965, 1970):

Sentence: a group of words punctuated with a sentence-final punctuation mark, usually a period, exclamation mark or question mark, and in some cases elliptical marks or closing quotation marks. Sentence fragments punctuated as complete sentences are counted as sentences, too.

Dependent Clauses: a finite adverbial, adjective, or nominal clause.

T-Unit and Complex T-Unit: Hunt (1970) defines T-Units as ''one main clause plus any subordinate clause or nonclausal structure that is attached to or embedded in it'' (p. 4). This definition has been consistently followed in L2 writing studies.

Coordinate Phrase, Complex Nominal, and Verb Phrase: Coordinate phrases include coordinate adjective, adverb, noun, and verb phrases. Complex nominals include (1) nouns plus adjective, possessive, prepositional phrase, adjective clause, participle, or appositive; (2) nominal clauses; and (3) gerunds and infinitives in subject, but not object position. Verb phrases include both finite and nonfinite verb phrases.

The current study employs Lu's (2010) four measures and fourteen indices in measuring the syntactic complexity of the data of the study.

Ortega (2003) believes that the growth of a learner's syntactic repertoire is an integral part of his/her development in the target language. According to Ortega (2003):

> Length of production unit, amount of embedding, range of structural type, and sophistication of the particular structures deployed production have all been the target of quantifications when characterizing syntactic complexity, resulting in a variety of global measures. (p. 492)

Measures of syntactic complexity in L2 writing are important tools "to evaluate the effects of pedagogical intervention on the development of grammar, writing ability, or both: to investigate task-related variation in L2 writing, and to assess differences in L2 texts written by learners" (Ortega, 2003, p. 492). These measures, according to Ortega (2003), typically seek to quantify one or more of the following: length of production unit, amount of subordination or coordination, range of syntactic structures, and degree of sophistication of certain syntactic structures. Many studies of L2 writing have explored these complexity measures to describe learners' level of proficiency in the target language. However, these studies faced the challenge of either minimizing the amount of data or the number of measurements, due to lack of a computational tool or the hard work of manual analysis. Hence, the computational tool developed by Lu (2011) has enabled automate syntactic complexity analysis, and saved researchers' time and effort (Lu, 2011, p. 37).

Lintunen and Mäkilä (2014) analyze the syntactic complexity of L2 English spoken and written productions of 18 Finnish learners. They conducted an experiment using the U-unit as the basis of spoken language segmentation. According to their research findings, written language was more complex than spoken language, and that spoken language may, in fact, be closer to written language in its syntactic complexity than earlier studies had suggested.

Earlier studies analyzed syntactic complexity in L2 using T-Unit segmentation. A major study is Hunt (1965) who introduced T-Unit as the basic measurement for syntactic complexity. Taki El Din (1985) conducted an experimental study on L2 writing of Arab students to determine the effectiveness of sentence combining practice on the overall writing quality and syntactic maturity of EFL Arab students in a composition course. He divided the subjects of the study into two groups:

the experimental and the control groups, and collected two pre- and two post-test samples of students' writing in the two groups. The writing samples are analyzed on ten factors of syntactic maturity. The measurements include the length and number of T-Unit and the number of subordinated clauses per T-Unit, the number and words in right branching modifiers, as some essential measures for the syntactic maturity of the students' writing (Taki El Din, 1985, p. ix). Two methods of statistical analysis are used for data analysis: the multivariate analysis of variance (MANOVA), and t-test. Findings revealed that the experimental group scored highly than the control group on the post test on the quality of writing.

3.1. Data Collection and Procedures:

EFL teachers should be well-trained on how to utilize literature for teaching language skills. Hence, this study proposes a program aimed at college-level EFL Egyptian learners, with a prior knowledge of some writing and reading strategies, who are joining either a general English language course, a linguistic course or a stylistic course. In an attempt to collect data for the research, two groups were created:

1. The Informants Group:

The informants group are enrolled for an M.A. program in linguistics. They have studied a stylistic course in the English Department at the Faculty of Women as part of the postgraduate program over an 8-week course. They have become acquainted with the linguistic theories valid for a literary analysis and the main literary elements that help them formulate and construct meaning and interpretation of literary texts based on the linguistic choices of the writer. The stylistics course, taught by the researcher, is designed with a view to training postgraduate students to use literary texts in class for language purposes, and also to develop their interpretative skills based on linguistic perspectives. The informants comprise 20 females and one male. They have studied literary and linguistic subjects as part of their undergraduate syllabus in Egyptian governmental universities. They are expected to apply the training they have received to their EFL students.

2. The Subjects Group:

The subjects of the study are undergraduate college-levelled students aged: 18-22 of mixed gender. They are chosen from 5 Egyptian Universities: Miser International University (MIU), El Azhar University, BU (Bader University) and Heliopolis University. They are studying at different majors (Business, Translation, English, Engineering).

The following tools are used to collect data for the study:

1. A questionnaire is designed and refereed by a full- professor eminent linguist, then spread online to 30 informants to fill in. Out of the thirty informants, only twenty-one informants have turned on their questionnaire completed (see Appendix 1). Nine informants turned on the questionnaire uncompleted. The questionnaire helps the researcher collect some valuable information about the teaching experience of the teachers, their educational backgrounds, their favorite teaching methods and others. The data from the questionnaire were analyzed using the Smart Survey Web application.
2. A four-levelled checklist of some in-class activities is handed to the students (see Appendix 2).
3. A short fiction is assigned to the trainees to analyze it in terms of the linguistic theories and techniques they have covered earlier in the stylistic course (see Appendix 3 for the short fiction)
4. The same literary text is handed to the students to practice in class. Students were asked to write a literary response following the in-class checklist activities and instructions in the checklist. They were assigned a specific prompt to write on. Students were also asked to submit samples of earlier pieces of writing they have done before. Each response is annotated with the name of the university and the name of the college and department and the grade level. The received response reached sixteen after excluding a few of them, because they deviated from the enlisted instruction of writing the response. The researcher also received samples of the students' pre-writing to use as a reference against their post-writing to track any significant progress in their syntactic maturity. However, some of the pre-writing samples were excluded, as they were found to be copied from some internet sites and so they do not actually reflect their writing level. This left the researcher with only six pre-writing samples.

   3.2. Methodology:

The hypothesis of the study is put into test using the following computational and statistical tools:

1. **The web-based L2 Syntactic Complexity Analyzer (L2SCA)** (Lu, 2010). The analyzer takes as input a plain text file, counts the frequency of the following 9 structures in the text: words (W), sentences (S), verb phrases (VP), clauses (C), T-Unit (T), dependent clauses (DC), complex T-Unit (CT), coordinate phrases (CP), and complex nominals (CN), and computes the following 14 syntactic

complexity indices of the text: mean length of sentence (MLS), mean length of T-Unit(MLT), mean length of clause (MLC), clauses per sentence (C/S), verb phrases per T-Unit(VP/T), clauses per T-Unit(C/T), dependent clauses per clause (DC/C), dependent clauses per T-Unit (DC/T), T-Unit per sentence (T/S), complex T-Unit ratio (CT/T), coordinate phrases per T-Unit (CP/T), coordinate phrases per clause (CP/C), complex nominals per T-Unit(CN/T), and complex nominals per clause (CN/C) (Lu, 2010). Each response is copied to the tool and a numeric table is generated in terms of the indices described in Lu, 2011.

2. **The Analysis of Variance (ANOVA)** to analyze the numeric tables generated by L2SCA.

4. The Analysis:

4. 1. Discussion of the Findings of the Questionnaire:

The first part of the questionnaire is meant to elicit some demographic information about the participants. Answers show that they have experience in teaching advanced students at least for five years. They are females and males. However, the majority are females and one male, because most of them are enrolled in the Higher Study Program at the Faculty of Women. They are either B.A. holders joining an M.A. program or M.A. holders pursuing their PhD studies.

The second part of the questionnaire investigates the exposure of literature in EFL curriculum. Question 4 checks whether teachers incorporate literature in their syllabi. It yields the results that 100% answered the question. Out of the 100%, 24% use literature and 57% sometimes use literature; while, 19% never use literature. The results show that the majority incorporate literature in their syllabus (See Appendix 2).

Question 5 checks the type of texts used in EFL reading class. The participants were given a drop list to choose from. Results show that all types of texts are incorporated with varied percentages. 48% of the participants use short stories the most, followed by children literature 28%, simplified texts 38% and poetry 28% each. Novels, plays and biographies are also included in the material presented to the students with 19%. Fantasy fiction 10% is the least type used.

Question 6 about whether literature is an important part in the EFL education received positive answers. Most participants agree to this with 76% and the other strongly agree to this with a 5% with the total number

of agreeing of 81%. 19% of the participants were neutral, which means that they might not have agreed to use literature in the EFL education.

Question 7 about whether incorporating literature into the reading class might enhance the reading skills of EFL yielded the results that most participants who agree positively are 95% and only 5% were neutral (undecided).

Question 8 investigates which method teachers advise their students to use in order to improve their language. The given answers indicate that watching movies, which maybe a literary genre type, scored 90% of tutors' recommendation and advice to their students. Reading different books is the second highest score of 86%, interacting with native speakers is rated 81%. This indicates that watching movies and reading books have been selected as the most desirable two methods for EFL Egyptian students to improve their language.

Question 9 asks about the teaching methodology the participants prefer. Results show that the best methodologies that are highly used by teachers are interactive class 84%, task-based 66%, and implementing IT 61%, reading texts and writing responses 57%

Answers to question 10 about the type of literary genre they prefer teaching reveal that children literature comes first 50%, as the type of literary genre preferred by tutors and teachers. Then young adult fiction comes second 45%, followed by fantasy 33% and Shakespeare 30%. There are other types including comic plays added to the list by an informant.

Question 11 about whether EFL teacher should be encouraged to join a literature course received the highest percentage. Almost 80% of the informants agreed to join a literature course. Almost 10% were neutral/undecided, whereas, 9.52% disagree. This shows that English language teacher are encouraged to join a literature course (more than 80%).

Question 12 is about whether EFL students will enjoy reading literature in the English language. Informants agree/strongly agree 75%, informants who are neutral 25%. There are no negative answers. Accordingly, all informants state that students will enjoy reading literature in the EFL classes.

Question 13 about the types of activities informants think their students should do to help students understand the meaning of the literary text

under discussion yielded the following ranked from the highest activity to the least:

1. Role play (71%)
2. Class discussions (67%)
3. Critical thinking questions (57.6%)
4. Asking questions to check comprehension (52%)

These are the highest activities in class to help students understand literary texts.

Responses to question14 about what activities students should do after a post discussion of a literary text yielded the following:
1. Having an oral discussion (65%)
2. Literary response (60%)
3. Analyzing characters (60%)
4. Narrating the plot (35%)
5. Analyzing literary features (45%)
6. Identifying the register and style of the writer (15%)

Literary response occupies the highest rank.

Statistical Findings of the questionnaire were used to design the checklist of the study. For instance, short stories which achieved the highest percentage in answers to question (5) is used as the literary text to be handed to the students to read and discuss with their tutors. Moreover, writing a literary response to check students' linguistic performance after reading a literary text is chosen by the researcher, because it achieves the second highest percentage in question 14 as the task to be used following a post discussion of a literary text. Furthermore, most of the activities mentioned in the drop list for questions 13 and 14 are added to the checklist such as contextual clues questions, critical thinking questions, vocabulary bank and oral discussion activity.

The Checklist:

This checklist is designed for preparing the students to the literary response task. It should be discussed orally with the class tutor. It includes questions that target the students' understanding of the text, their inferential ability, their cognitive ability in relating the events of the story to a mental schema based on authentic life experience.

It contains four levels as follows:

1. Pre-reading activity
2. During reading instructions
3. Post-reading activity

4. Take home literary response assignment (See Appendix 2 for the detailed checklist)

4.2. Discussion of the findings of the L2SCA:

This pilot study aims at investigating the effectiveness of incorporating literature into EFL classes on syntactic maturity and on the overall quality of students' writing product. Instructors received training from the researcher over an eight-week stylistic course. They were also intensively instructed of how to integrate literature into their classes. A sample of the writing of sixteen Egyptian students studying at different Egyptian universities is analyzed using Lu's (2010) computational system to automate syntactic complexity measurement with 14 measures. This automatic tool helps researchers to detect the relationship between syntactic complexity and language development (Lu, 2011). Lu's Measures serve to quantify any or all of these length of production unit, amount of subordination or coordination, range of syntactic structures, and degree of sophistication of certain syntactic structures (Lu, 2011, p. 36-37). The automatic measurement indices have made tracing the growth in the EFL learner's language skills accessible and reliable because they save researchers the hard labor of manual analysis of the learner's production. They also help eliminate inconsistencies and provide "ESL writing teachers and researchers reliable, new insights into how these measures compare with and relate to each other as indices of ESL writers' language development" (Lu, 2011, p. 39).

The Web-Based L2SCA Analyzer- Single Mode (Lu, 2010) is used to generate both numeric and graphical results using some indices covering (1) length of production units, (2) amounts of coordination, (3) amounts of subordination, and (4) phrasal sophistication and overall sentence complexity. The indices comprise the following:

A. Syntactic structures indices: Word count (W), Sentence (S), Verb phrase (VP), Clause (C), T-Unit(T), Dependent clause (DC), Complex T-Unit(CT), Coordinate phrase (CP), Complex nominal (CN).

B. Syntactic complexity indices: Mean length of T-Unit(MLT), Mean length of clause (MLC), Clause per T-Unit(C/T), Dependent clause per T-Unit(DC/T), T-Unit per sentence (T/S), Complex T-Unit ratio (CT/T).

Table 1 presents the syntactic structure and syntactic complexity of the students' post writing in an excel sheet as generated by the Web-Based L2SCA:

Table 1. Scores of Post-Writing Literary Responses

	Word count (W)	Sentence (S)	Clause ©	T-Unit (T)	Dependent Clause (DC)	Complex T-unit (CT)	Mean length of T-Unit (MLT)	Mean Length of clause (MLC)	Clause per T-Unit (C.T)	Dependent clause per clause (DC.C)	Dependent clause per T-Unit (DC.T)	T-unit per sentence (T.S)	Complex T –unit ratio (CT.T)
1	248	15	29	20	9	8	12.4	8.5517	1.45	0.3103	1.45	0.3103	0.45
2	163	3	11	5	5	3	326000	14.8182	2.2	0.4545	1	1.6667	0.6
3	143	10	18	10	8	3	14.3	7.9444	1.8	2.4	1.8	0.4444	0.8
4	270	17	31	18	10	9	15	8.7097	1.9444	1.7222	0.3226	0.5556	1.0588
5	282	11	33	16	16	11	17.625	17.625	3	2.0625	0.4848	1	1.4545
6	193	16	24	17	8	7	11.3529	8.0417	1.5882	1.4118	0.3333	0.4706	1.0625
7	205	15	29	18	10	8	11.3889	7.069	1.6111	0.3448	0.5556	1.2	0.4444
8	243	17	32	17	13	8	14.2941	7.5938	1.8824	0.4062	1.8824	0.4062	0.7647
9	226	16	30	17	15	10	13.2941	7.5333	1.7647	0.5	0.8824	1.0625	0.5882
10	234	12	31	12	16	8	19.5	7.5484	2.5833	0.5161	1.3333	1	0.6667
11	226	22	30	23	6	5	9.8261	7.5333	1.3043	0.2	0.2609	1.0455	0.2174
12	256	16	29	17	10	8	15.0588	8.8276	1.7059	0.3448	0.5882	1.0625	0.4706
13	195	9	20	10	10	5	19.5	9.75	2	0.5	1	1.1111	0.5
14	241	18	32	19	13	8	12.6842	7.5312	1.6842	0.4062	0.6842	1.0556	0.4211
15	251	19	33	21	15	11	11.9524	7.6061	1.5714	0.4545	0.7143	1.1053	0.5238
16	263	13	38	20	19	11	13.15	6.9211	1.9	0.5	99500	1.5385	0.55

Table 2 presents the syntactic structure and syntactic complexity of the students' pre- writing as generated by the Web-Based L2 SCA.

Table 2. Scores of Pre-Writing

	Word count (W)	Sentence (S)	Clause ©	T-unit (T)	Dependent Clause (DC)	Complex T-unit (CT)	Mean length of T-Unit (MLT)	Mean Length of clause (MLC)	Clause per T-Unit (C/T)	Dependent clause per clause (DC/C)	Dependent clause per T-Unit (DC/T)	T-unit per sentence (T/S)	Complex T –unit ratio (CT/T)
1	145	8	10	8	2	1	18.125	14.5	1.25	0.2	0.25	1	0.125
2	161	7	20	19	7	5	23	23	2.8571	0.5789	1.5714	1	1
3	256	7	21	8	13	5	36.5714	32	4	2.625	0.619	1.625	1.125
4	246	13	28	12	11	8	18.9231	20.5	3.5833	2.3333	0.3929	0.9167	0.9231
5	148	8	16	10	6	6	18.5	14.8	2	2.5	1.6	0.375	0.6
6	258	7	18	7	10	4	36.8571	14.3333	2.5714	0.5556	1.4286	1	0.5714

The scores generated by the Web-Based L2 SCA are subjected to further statistical analysis by the Analysis of Variance. ANOVA is defined "as a parametric statistical technique used to compare datasets". "It is similar in application to techniques such as t-test and z-test, in that it is used to compare means and the relative variance between them" (Complete Dissertaion By Statistical Solution, 2018).ANOVA is also used to account for the differences among group means in the data of the research based on one independent variable which is introducing literature into EFL classes affecting a dependent variable which is the writing products

of the students before and after they have practiced the checklist activities with their class instructors. The difference in scores between the pre-and post- writing of the students is discussed in terms of whether it shows a decrease or an increase in the students' syntactic factors showing their fluency or maturity as shown in their writing products after being exposed to literary texts. This is done by using the ANOVA statistical program. Tables 3 and 4 show the correlation between the 12 measures of syntactic complexity using one independent variable.

Table 3. ANOVA Table of Post-writing

Sentence	16	229	14.3125	20.7625		
Clause	16	450	28.125	45.31667		
T-Unit	16	260	16.25	22.33333		
Dependent	16	183	11.4375	15.8625		
Complex T	16	123	7.6875	6.629167		
Mean lengt	16	326211.3	20388.21	6.64E+09		
Mean Leng	16	143.6045	8.975281	8.778685		
Clause	16	29.9899	1.874369	0.181816		
Dependent	16	12.5339	0.783369	0.485863		
Dependent	16	99513.29	6219.581	6.19E+08		
T-unit per s	16	15.0348	0.939675	0.157825		
Complex	16	10.5727	0.660794	0.095154		
ANOVA						
rce of Varia	SS	df	MS	F	P-value	F crit
Rows	8.74E+09	15	5.82E+08	0.959278	0.500573	1.727388
Columns	6.32E+09	11	5.74E+08	0.946291	0.497781	1.847078
Error	1E+11	165	6.07E+08			
Total	1.15E+11	191				

Table 4. ANOVA Table of Pre-writing

Sentence	6	50	8.333333	5.466667		
Clause ©	6	113	18.83333	35.36667		
T-Unit (T)	6	64	10.66667	19.86667		
Dependent	6	49	8.166667	15.76667		
Complex T	6	29	4.833333	5.366667		
Mean lengt	6	151.9766	25.32943	80.85626		
Mean Leng	6	119.1333	19.85555	48.50526		
Clause per	6	16.2618	2.7103	1.02066		
Dependent	6	8.7928	1.465467	1.276635		
Dependent	6	5.8619	0.976983	0.38865		
T-unit per s	6	5.9167	0.986117	0.157406		
Complex T	6	4.3445	0.724083	0.134816		
ANOVA						
rce of Varia	SS	df	MS	F	P-value	F crit
Rows	247.9488	5	49.58975	3.314354	0.010944	2.382823
Columns	4762.161	11	432.9238	28.93466	5.92E-19	1.967547
Error	822.9163	55	14.96212			
Total	5833.026	71				

4.3. Discussion of ANOVA Scores

There is some sort of relationship between the MLC, the T, C and S which is shown in tables 3 and 4. The numbers indicate that the more the S and T, the less the mean of clause becomes. This is because the students use dependent clauses and combine them with independent clauses (IC). MLC (Mean Length of Clauses) is significant when considering the individual students in their responses (writing Product). There is a significant statistical difference between our group means. For example, the scores of student # 4 and student # 7 are shown in table 5 for comparison:

Table 5. Differences in MLT

No	Sentence (S)	T-Unit(T)	Mean Length of T-Unit (MLT)	Mean Length of Clause (MLC)
Student #4	17	18	15	8.70
Student #9	16	17	13	7.53

Hence, the result of the mean length of Clause decreases. This is a sign of syntactic maturity by sentence combination. Sentence combination requires the existence of a main clause, and a subordinate clause and a linking word for the product to be a complex T-Unit.

Syntactic Complexity:

The second hypothesis proposes that EFL students, who are exposed to reading literary texts, demonstrate syntactic maturity at the selected twelve syntactic complexity measurement stated as follows:

1. Total numbers of words
2. Total number of sentences
3. Total number of clauses
4. Total number of T-Unit
5. Total number of complex T-Unit
6. Mean Length of T-Unit
7. Mean Length of clause
8. Number of clause per T-Unit
9. Number of dependent clause per clause
10. Number of dependent clause per T-Unit
11. Number of T-Unit per sentence
12. Complex T-Unit ratio

Table 6 presents a notable difference in the group mean between pre-writing and post-writing using the above indices for syntactic structure and syntactic complexity:

Table 6. Mean Score on Pre- and Post-Writing Measurement of Syntactic Growth (Based on Two-way ANOVA)

Measurement	Pre	Post	difference	Post/Pre	P<
S	50	229	179	4.58	.001*
C	113	450	337	3.982301	.001*
T-UNITNIT	64	260	196	4.0625	.001*
D C	49	183	134	3.734694	.05*
C T	29	123	94	4.241379	.001*
MLT	151.97	326.211	174.241	2.146549	.05*
MLC	119.13	143.6	24.47	1.205406	NS
C.T	16.26	29.98	13.72	1.843788	NS
DC.C	8.79	12.53	3.74	1.425484	NS
DC.T	5.86	99.51	93.65	16.98123	.001
T.S	5.91	15.034	9.124	2.543824	.05*
CT.T	4.34	10.57	6.23	2.435484	.05*
Total					

Table 6 shows the overall F-ratio for group gains on the 12 syntactic measurements factors of fluency. The results obtained in the overall complexity factor is significant at the point of .05* level of significance.

This indicates that the group's post-writing samples exceed those of pre-writing. It also indicates that the students' post-writing has statistically significant changes in the number of sentences (S) and clauses (C), T-unit, dependent clause/Right Branching (DC), complex T-unit (CT) and dependent clause per T-Unit (DC/T) at the .05 level. Conversely, the change in the number of MLC, C/T, DC/C is statistically non-significant (NS). The number of sentences (S), clauses (C), T-Units is highly significant at .001 level.

Length of Production/Structure:

The two-way ANOVA was used to reveal the significance in growth in length of production at the clausal, sentential, or T-Unit levels. Table 6 shows that the syntactic complexity indices reveal insignificant differences between the pre-writing and post-writing at the mean length of clause (MLC), clause per T-Unit (C/T), dependent clauses per clauses (DC/C). The reason that these units show statistical insignificance may be due to lengthening inside the clauses and T-Unit rather than at the end of the sentence. This may be justified by the fact that the students themselves have not reached a professional level of writing. It may also be the result of the students' inability to use final free modifiers.

Depth of Structure:

Two factors of syntactic maturity are taken to account for the depth of structures, namely, the number of clauses and the number of clauses per T-Unit. The number of clauses shows a statistical significant difference between pre-and post-writing at the .001 level of significance in the post-writing. This indicates that students wrote more subordinate clauses in their sentences in their post-writing than in their pre-writing. This leads to the finding that there is growth in sentence combination which reflects complexity of syntactic structure. The increase in those measurements is significant as it indicates a rising up in the students' syntactic maturity.

In sum, the ANOVA statistical analysis for overall group scores on the four levels of syntactic complexities: length of production, sentence complexity, subordination, and coordination show that the students' post-writing exceeded their pre-writing in the overall increase of syntactic maturity at the .001 level of significance. It also shows that there is a significant gain in the measures that account for syntactic maturity (numbers of C, T-Unit, DC, CT, MLT, DC.T), but not for MLC, C.T, DC.C. The gain difference is acquired after the students have practiced the activities in the checklist related to the assigned literary text. Results obtained from the ANOVA indicate that students' post- writing shows significant increase in syntactic complexity. This finding supports the

first and second hypotheses of the study. The ANOVA shows that there are no statistically significant differences in the mean length of clause (MLC), clause per T-Unit (CT) and dependent clause per clause (DC/C) in spite of the gain in the students' post-writing production.

General Findings:

The overall writing quality of the students has been rated better in their post-writing. This was shown from checking the grading of their portfolios that encompass all the students' products during the semester before submitting the responses. Teachers reported that the majority of their students' quality of writing has become better and, through informally unstructured interviewing the students, they reported that students have benefited from reading the literary texts that reflected on the quality of their writing.

Limitations:

This study has faced many challenges. A major challenge is that the researcher could not create two groups to compare: experimental and control. To overcome this problem, the same group of learners has been considered the control group at the beginning of the academic semester. Their first and second week writing products are considered the pre-writing samples. Then the treatment (independent variable) is introduced to the group (i.e., incorporating literary texts into the syllabus), and their literary responses are considered the post-writing product. Another challenge is the researcher's inability to increase the number of the writing samples because instructors have to abide by the curriculum schedule stated by their institutions, and so could not afford more than one session to do the training for their students. Regarding the pre-writing samples, the researcher had to discard many of them because they were either unintelligible or copied from different electronic sources, yielding six writing samples.

Pedagogical Recommendations:

The findings of the research show that incorporating literature into language classes is recommended. The relationship between the questionnaire and the checklist recommends the use of literary texts in EFL class to enhance the students' use of the language outside the context of the classroom. The study has some pedagogical implications indicated as follows:

1. language classes should incorporate literary texts such as plays, novels, short stories as a type of language in use. This also should be

applied in governmental universities in any reading and/or writing class. Introducing literature in language classes enhances students' language skills, mainly reading and writing, and improves their style because literature provides the learner with a variety of authentic-like texts for illustrating language aspects more than the decontextualized sentences of many language books. Thus, literary texts should be manipulated for language practice in EFL class.

2. Any EFL course should preferably incorporate any literary genre in its syllabus because each genre enhances a certain activity, and enhances a certain production of the student (reading, writing, speaking). For instance, drama texts, which simulates authentic conversation, should be introduced to language classes for enhancing students' communicative skills.

3. The types of literary genre that teachers prefer in language classes, according to the findings of the questionnaire, are short stories, children literature, and simplified literary texts. The choice of these literary genres may be justified by the fact that they do not consume much time reading them, and that they can be easily read and understood. These genres have different registers which may motivate creative writing by having some students produce their own free writing.

4. EFL teachers should manipulate a variety of classroom activities to include pre-, during, and post- reading activities. Classroom activities should be designed in such a way that enhances the students' critical thinking, develops their language competence and linguistic awareness of sentence and clause structures that reflect on their writing quality. These activities should also direct their readings to the distinctive linguistic elements that characterize a writer's style, on the one hand and help them understand the meaning of the literary text they are exposed to, on the other.

5. There should be a program tailored to the needs of having an EFL instructor who demonstrates some linguistic and literary knowledge that he/she may exploit in incorporating literature into language classes.

Suggestions for further research:

1. An empirical study is recommended to investigate the effectiveness of incorporating literary texts in EFL classes.
2. Further research is needed to examine the role of literature in enhancing the other communicative skills (e.g. oral skills)
3. Further studies may use U-unit segmentation, instead of T-Unit segmentation, as the basis of spoken language segmentation.

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Appendix 1
Statistical Analysis of the Questionnaire

The following link is used to create the questionnaire and to generate the statistical analysis:
https://app.smartsurvey.co.uk/survey/results/id/524606?

4. The following questions are meant to investigate the exposure of literature in EFL curriculum. Do you incorporate literature in your syllabus? (circle the appropriate letter)							**Response Percent**	**Response Total**
1	Yes						23.81%	5
2	No						19.05%	4
3	Sometimes						57.14%	12
Analysis	Mean:	2.33	Std. Deviation:	0.84	Satisfaction Rate:	66.67	answered	21
	Variance:	0.7	Std. Error:	0.18			skipped	0

5. What types of texts do you include in your EFL reading material? Choose all relevant answers.			**Response Percent**	**Response Total**
1	Novels		19.05%	4
2	Short stories		47.62%	10
3	Biographies		19.05%	4
4	Essays		66.67%	14
5	Children's' literature		28.57	6

5. What types of texts do you include in your EFL reading material? Choose all relevant answers.

			Response Percent	Response Total
			%	
6	Travel literature		0.00%	0
7	Picture books		14.29%	3
8	Poetry		28.57%	6
9	Plays		19.05%	4
10	Factual texts		28.57%	6
11	Newspapers Articles		66.67%	14
12	Fantasy Fiction		9.52%	2
13	Simplified Texts		38.10%	8
14	Other (please specify):		9.52%	2

Analysis	Mean:	28.43	Std. Deviation:	42.97	Satisfaction Rate:	188.28	answered	21
	Variance:	1846.22	Std. Error:	9.38			skipped	0

Other (please specify): (2)

1	15/12/2018 18:25 PM ID: 102241336	TV drama

6. Literature is an important part in the EFL education

			Response Percent	Response Total
1	Strongly disagree		0.00%	0
2	Disagree		0.00%	0
3	Neutral		19.05%	4
4	Agree		76.19%	16
5	Strongly agree		4.76%	1

Analysis	Mean:	3.86	Std. Deviation:	0.47	Satisfaction Rate:	71.43	answered	21
	Variance:	0.22	Std. Error:	0.1			skipped	0

7. Do you think that incorporating literature into the reading class might enhance the reading skill of your students?

			Response Percent	Response Total
1	Strongly Disagree		0.00%	0
2	Disagree		0.00%	0
3	neutral		4.76%	1
4	agree		52.38%	11
5	Strongly agree		42.86%	9
6	Other (please specify):		0.00%	0

Analysis	Mean:	4.38	Std. Deviation:	0.58	Satisfaction Rate:	67.62	answered	21
	Variance:	0.33	Std. Error:	0.13			skipped	0

8. Which method do you advise your students to use in order to improve their language?

			Response Percent	Response Total
1	Watching Movies		90.48%	19
2	Building their Vocabulary		52.38%	11
3	Reading different books.		85.71%	18
4	social media chatting		14.29%	3
5	small groups discussion		61.90%	13
6	Interacting with natives		80.95%	17
7	Other (please specify):		4.76%	1

Analysis	Mean:	13.38	Std. Deviation:	20.02	Satisfaction Rate:	157.94	answered	21
	Variance:	401	Std. Error:	4.37			skipped	0

Other (please specify): (1)		
1	15/12/2018 21:11 PM ID: 102244469	Listening to reputable, authorized websites' audios such as VOA, ESL

9. What is your teaching methodology?				Response Percent	Response Total
1	Group Discussions			52.38%	11
2	Interactive Class			85.71%	18
3	Implementing IT (PPT, Videos, ETC)			61.90%	13
4	Reading Texts and Writing a Response on them			57.14%	12
5	Online Courses			14.29%	3
6	Critical thinking Questions			47.62%	10
7	Students' task- based			66.67%	14
8	Direct Questions			23.81%	5
9	Other (please specify):			0.00%	0

Analysis	Mean:	16.52	Std. Deviation:	25.68	Satisfaction Rate:	155.36	answered	21
	Variance:	659.36	Std. Error:	5.6			skipped	0

10. What type of Literary Genre do you prefer teaching?

			Response Percent	Response Total
1	Science - Fiction (The Magicians)		20.00%	4
2	Young Adult Fiction (The Hunger Games)		45.00%	9
3	Fantasy (Harry Potter)		30.00%	6
4	Children Literature		50.00%	10
5	Folklore		15.00%	3
6	Shakespearean Drama		25.00%	5
7	Greek Drama		0.00%	0
8	Absurd Drama		5.00%	1
9	Other (please specify):		15.00%	3

Analysis	Mean:	8	Std. Deviation:	6.63	Satisfaction Rate:	74.38	answered	20
	Variance:	44	Std. Error:	1.48			skipped	1

Other (please specify): (3)

1	15/12/2018 18:16 PM ID: 102240962	Comedy Plays (She Stoops to Conquer- Arms and the Man) , Short stories
2	15/12/2018 18:22 PM ID: 102241255	Comedy plays (She Stoops to Conquer- Arms and the Man)and Novels , Short Stories
3	16/12/2018 01:28 AM ID: 102247910	

11. English language teachers should be encouraged to join a literature course.

			Response Percent	Response Total
1	Strongly Disagree		4.76%	1
2	Disagree		4.76%	1
3	Neutral		9.52%	2
4	Agree		57.14%	12
5	Strongly Agree		23.81%	5

Analysis	Mean:	3.9	Std. Deviation:	0.97	Satisfaction Rate:	72.62	answered	21
	Variance:	0.94	Std. Error:	0.21			skipped	0

12. Do you think that EFL students will enjoy reading literature in the English language?

			Response Percent	Response Total
1	Strongly Disagree		0.00%	0
2	Disagree		0.00%	0
3	Neutral		25.00%	5
4	Agree		60.00%	12
5	Strongly Agree		15.00%	3

Analysis	Mean:	3.9	Std. Deviation:	0.62	Satisfaction Rate:	72.5	answered	20
	Variance:	0.39	Std. Error:	0.14			skipped	1

13. What activities do you use inn class to help students understand the meaning of the literary text under discussion?

			Response Percent	Response Total
1	Vocabulary Bank		47.62%	10
2	Comprehension questions		42.86%	9
3	Contextual Cues		42.86%	9
4	Critical Thinking Questions		57.14%	12
5	Literary Analysis Questions		28.57%	6
6	Cultural Background of the text		47.62%	10
7	Summary Writing		47.62%	10
8	Characters' Sketch		38.10%	8
9	Asking Questions to check comprehension		52.38%	11
10	Role- play		71.43%	15
11	Author's violation of the standard rules of language		9.52%	2
12	Dramatization		23.81%	5
13	class discussions		66.67%	14
14	Student- response assignment that checks his linguistic performance		33.33%	7

Analysis							
	Mean:	44.67	Std. Deviation:	92.71	Satisfaction Rate:	296.7	answered	21
	Variance:	8595.31	Std. Error:	20.23			skipped	0

14. What activities do you think students should do following a post discussion of a literary text?

			Response Percent	Response Total
1	Writing a literary response		60.00%	12
2	Having an oral discussion		65.00%	13
3	Analyzing Characters		60.00%	12
4	Narrating the plot		35.00%	7
5	Analyzing literary features		45.00%	9
6	Identifying the register and style of the writer		15.00%	3
7	Other (please specify):		0.00%	0

Analysis	Mean:	8.25	Std. Deviation:	9.24	Satisfaction Rate:	90.83	answered	20
	Variance:	85.3	Std. Error:	2.07			skipped	1

Appendix 2

<u>The checklist</u>

1. Pre-Reading Activity:

The following activity aims at provoking the students' critical thinking prior reading the text. It includes questions that focus on some textual features.

1. Mention any five things that you can accomplish in an hour.
2. What effect does the word disease have on you?
3. What is the expected reaction, in your point of view, upon hearing sad news such as the death of a beloved one?
4. Do you think that life can dramatically change in an hour?
5. What is the life changing event that you always hope for?

2. During Reading Instructions:

Students should

1. skim and highlight some important contextual clues.
2. scan any new vocabulary and look it up in the dictionary.
3. check the title of the story for hints.
4. make inferences related to events, characters and plot.
5. link the story to an authentic thing (such as a real life situation, a book, a movie).
6. read the story one more time if they need to.

3. Post- Reading Activity

Inference Questions:
   1. Choose the best sentence that indicates the theme of the text:
A. Don't stay in a loveless marriage.
B. A woman thought her husband died, but he didn't. Then she died.
C. Don't live life for anyone except yourself.
D. Don't be happy about the death of your husband.

   2. The word "repression" (paragraph 8) suggests that Mrs. Mallard was a woman of
A.   Carefree living
B.   Strong Emotional Character
C.   Sensitivity
D.   Submissive Nature

3. Mrs. Mallard's cause of death is described as "a joy that kills". Chopin uses this as a final evidence to show that
A. She was so happy for her husband's sudden appearance.
B. All wives were devoted and affectionate towards their husbands.
C. Heart disease is a serious condition that causes death.
D. Women were very capable of hiding and repressing their strong feelings.

Textual Evidence Questions:

1. Does the story end the way you expected it to? What clues does the author use to prepare you to expect this ending?
2. Does the story, as a whole, create a certain mood or feeling? What is the mood? How is it created?
3. Who is the teller of the story, in your opinion?
4. Do you notice any repeated structure in the story? If yes, how do you think this helps you understand the story?
5. Do you see the language of the story as loaded with visual description? If yes, provide the textual evidence.
6. Think of a different ending for the story.

4. **Literary Response Prompts (Take-Home assignment):**

Write a paragraph of about 250 words about: how does the author convey the theme of "The Story of an Hour" in thought and action? Provide the evidence from the text that justifies your answer.
The paragraph should include the following:
A. A hook sentence that captures the attention of the reader
B. A brief summary of the plot
C. A Thesis statement about the theme of the story
D. Textual evidence (relevant quotations from the text)
E. Commentaries on the quotation
F. A Connection to a real life situation, a book, a movie or others

Note: the questions above have been based on the following websites:

1. Open Ended Questions for Literature Response (2016). Retrieved from

cmepta.org/wp-content/uploads/2016/07/CNC

2. The Story of an Hour – Multiple Choice Questions. Retrieved from https://crowsnestg2010.wordpress.com

Appendix 3

The Story of an Hour

Kate Chopin (1894)

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes,

whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But

she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will--as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under the breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him--sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhold, imploring for admission. "Louise, open the door! I beg; open the

door--you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a

quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his gripsack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

When the doctors came they said she had died of heart disease--of the joy that kills.

أثر تدريس الأدب على النضج اللغوى لدارسى اللغة الإنجليزية كلغة أجنبية

عزة عبد الفتاح عابدين

قسم اللغة الانجليزية كلية البنات ـ جامعة عين شمس

ملخص

يعتبر البحث دراسة تجريبية لاختبار فاعلية دمج الأدب فى تدريس   اللغة الإنجليزية كلغة أجنبية ثانية فى تحسين كتابات دارسى اللغة الإنجليزية كلغة أجنبية فى المرحلة الجامعية فى الجامعات المصرية، ومن ثم تفترض الدراسة أن الكتابة المقالية لطلاب اللغة الإنجليزية كلغة أجنبية الذين يتعرضون لقراءة نصوص أدبية مختلفة تكون أكثر نضجا لتضمنها تراكيب نحوية مركبة مثل شبه الجملة. ويشتمل الإطار النظرى للدراسة على الأدوات التحليلية التالية: (١) مقياس التراكيب النحوية (٢٠١٠)   لقياس درجة النضج اللغوى فى اكتساب اللغة الثانية (٢) برنامج ANOVA الإحصائي لقياس الاختلافات في التراكيب النحوية فى كتابات الطلاب وتعتمد أدوات البحث على إجراء استبانة لاستطلاع رأى ثلاثين من معلمى اللغة الإنجليزية لقياس مدى اهتمامهم بتطبيق البرنامج و قد تم استخدام نتائج الاستطلاع بعد تحليلها إحصائيا فى تصميم قائمة أنشطة ليتم تدريب الطلاب على كيفية قراءة وفهم النصوص الأدبية و قد تم جمع عدد ستة عشرمقالا بعد قراءة النص والتدرب عليه وعدد ست مقالات من كتابات الطلاب السابقة لقياس مدى التحسن باستخدام الأدوات التحليلية والإحصائية للبحث وقد أظهرت النتائج أن هناك زيادة كبيرة في استخدام شبه الجملة وفى طول وعدد كلمات الجمل المستخدمة والذي له تأثير على تعزيز والارتقاء بمهارة الكتابة لديهم بعد ممارسة مكثفة حول كيفية قراءة نص أدبي والاستجابة له.

الكلمات الهامة: تحليل نحوي ،وحدة شبة الجملة ، اكتساب اللغة الثانية ، نصوص أدبية.