




Enhancing students writing skills using novels: The Saudi EFL learners' perspective

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APA Citation:

Hameed, P. F. M. (2021). Enhancing students writing skills using novels: The Saudi EFL learners' perspective. *Journal of Language and Linguistic Studies*, 17(3), 1469-1483. Doi: 10.52462/jlls.106

Submission Date: 18/04/2021

Acceptance Date: 02/08/2021

Abstract

Applied linguists have divergent views on the interaction between literature and language instruction. Language through a literary lens logically validates the position of literature in the acquisition of language skills by exposing students to a variety of writing types and authoritative sources. Syllabi built around language structures cannot be adequate to ensure that students acquire language skills. In comparison, an authentic curriculum centered around novels and short stories encourages students to study the language and fosters critical reasoning and language skills. In this vein, this research seeks to ascertain undergraduates' perceptions of the function of novel teaching in improving writing abilities by the use of a survey in which students expressed their perspectives on the areas in which novel teaching aided their writing ability development. The students' answers were analyzed, and a one-sample t-test showed that they concluded that novel instruction had a beneficial impact on their sentence and paragraph writing skills. Based on these observations, the author recommended incorporating novels into undergraduate English courses through the use of successful teaching approaches and the collection of novels suitable for students' linguistic abilities.

Keywords: perception; EFL students; enhancement; teaching novels; Writing skills

1. Introduction

The integration of literature into English foreign language (EFL) programs tends to divide applied linguists (Fandiño et al., 2019, Wang & Kokotsaki, 2018, Jiang, 2018). Proponents of literature integration argue that it provides a variety of authentic tools for language use, although opponents admit that literature complicates the EFL method (Evens et al, 2018, Lo & Jeong, 2018, Rahmati, et al, 2019, Teng & Zhang, 2020). This study explores the subject from the perspective of a student. The connection between novel teaching and writing abilities is explored from the students' perspective in order to ascertain whether they accept or contradict the positive relationship between novel teaching and writing abilities. It is important for English undergraduate program designers and teachers of English to consider the students' viewpoint. Additionally, the students' location is important for learning (Calafato & Paran, 2019). Numerous studies have shown a close connection between language learning and literature (El Shaban & Egbert, 2018, Golparvar & Khafi, 2021, Lochman, et al

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2019, Shao et al, 2020, Zhang & Zhang, 2021). To the best of the researchers' knowledge, however, students' attitudes toward such relationships are not studied, especially the relationship between writing skills and teaching novels. To address this gap, the author undertook a study of students' attitudes toward the role of novels in the development of writing abilities, focusing on their review of 18 novels from the English language curriculum. The paper is methodological in nature since the researcher seeks to achieve a comprehensive understanding of students' attitudes toward novel teaching's role in developing writing skills.

1.1 Global literature and language studies

Between the 1960s and 1970s, structuralists proposed that teaching a foreign language is a matter of linguistics, with a focus on grammatical form and a disregard for content. Applied linguists stressed the importance of literature incorporation in English language teaching throughout the 1980s (Bretz, 1990). They claim that including literary works in EFL(Yuvayapan, F. 2019) classes will help students develop their communicative skills and act as a springboard for the development of critical thinking and creative appreciation (Bretz, 1990, pp. 335–338). Numerous practical studies, such as those conducted by Lazar (1993) and Cook (1994), show the critical role of literature in helping students develop their communicative skills during second language acquisition (1994). The hypothesis was that by integrating literature into language teaching, the method of English language learning could be dramatically improved. This is accomplished by the procurement of authentic objects, cultural advancement, language evolution, and the acquisition of native-like English communicative capacity (Zacharias & Manara, 2011; Savvidou, 2004; Obediat; 1997). Similarly, Helton et al.,(1998), as well as Oda and Khazall (2009), stress the novel's function in helping students improve their language skills by providing rich input on language usage.

1.2 Literature Composed of the Mother Tongue and a Second Language

Literature was dismissed as obsolete, if not a hindrance, to teaching L1 poetry at the start (Belcher & Hirvela, 2000). Cheung et al (2020) that integrating literature into first language writing teaching is merely reading, not generating, literature, meaning that students are not developing new material when learning about literature, but are merely engaging with what is already present. Duncan and Paran (2017) articulates a negative perception of literature's beneficial effect on first language composition, stating that "literature in the writing classroom threatens to obliterate literary research, just as literature previously obliterated creative drawing and composition in English schools. Recent research has shown a change in scholars' views on the impact of literature on L1 writing. Namaziandost et al (2020) stress the critical role of literary texts in leading students into a 'dynamic commitment in generating and demanding knowledge.' As with L1 composition, L2 compositionists have a negative view of composition teaching by the usage of literature. Kaslioglu and Ersin (2018) assert that literary texts present syntactic and lexical difficulties. As a consequence, they are reluctant to support students with becoming proficient language consumers. Recently, applied linguists' attitudes toward literature's impact on second language teaching have changed, as Alkhaleefah (2017) relate this change to a need for teaching materials that elicit authentic, communicative discourse from language learners, owing to the fact that literary texts elicit reactions to compelling plots, characters, and themes.

The 'English by literature' approach gained popularity in the 1980s. Students develop their language by in-depth analysis of literature, according to the process (Ali et al, 2019; Alkodimi, & Al-Ahdal, (2021). Hernández (2017) believed that literature was also an important outlet for language learners. Literary works have been seen to be an incredibly successful method of increasing total language literacy. Furthermore, the academics asserted that literature introduces students to narrative forms of

conversation and aesthetics. Shirzadi and Moheimany (2018) showed the effectiveness of literary texts in teaching grammar and encouraging essay writing. Covarino (2019) investigated how Hong Kong Chinese students behaved when confronted with four literary text genres. According to the students' responses, short stories are fascinating, beneficial, and enjoyable. Ahmad et al (2019) investigated the extent to which novels would aid students in improving their language skills and provide students with new vocabulary and grammatical frameworks. They found that effectively teaching novels helps students develop their language skills. Additionally, they found that, despite the importance of novels in language teaching and learning, teachers may not use them effectively or extensively due to the techniques and techniques used to teach novels. Iman (2017) investigated the effect of short stories on the growth of oral and written communication skills. He found that using short stories significantly improved students' oral and written communication skills. The author recommended that teachers integrate reading instruction into their classes in order to help EFL students develop their speech and writing skills through the use of literary works.

Mart (2019) discovered that students valued the inclusion of literature in a language course while she conducted research on their perspectives on FL literature education. Akyel and Yalçın (1990) discovered that incorporating literature into EFL classes helped students improve their proficiency. Rietdijk et al. (2017) examined the effect of a sophisticated formal communicative writing program on students' writing achievement and teachers' instructional practices, beliefs, and skills in upper primary education. They found that a communicative approach benefited both students' writing achievement and teachers' use of writing strategies. Bloemert et al. (2019) examined Dutch high school students' perceptions of the importance of their EFL literature education. According to teachers, the EFL literature section helps them improve their language skills. Sargsyan and Sivasubramaniam (2013) examined the effectiveness of literature in fostering reading and writing skills in an Armenian EFL background. The results suggested that literature may play a significant role in the development of Armenian EFL instruction.

1.3 The Development of Writing Skill and the Process by which it is Acquired

Writing is a required skill not only at the university level, but also in primary school. Writing tasks are used to assess students' progress. Numerous experiments have shown that writing has a profound impact on learning (Klein and Boscolo, 2016; Atasoy, 2013; Yildiz, 2012). Writing is a productive language ability that needs additional attention due to its high degree of comprehension, capability, and practice requirements. The future of 'writing-to-learn' presents many ways to examine how writing can be an important tool for elaborating on and creating material (Klein and Boscolo, 2016). Raimes (1985) emphasizes the importance of writing in language learning by arguing that writing helps students improve the grammatical structures, idioms, and vocabulary used in classroom teaching. She believes that writing can be seen as a process of vocabulary production rather than as one of the language skills to be learned. Similarly, Hedge (1988), Harmer (2004), and Klein et al. (2007) argue that writing promotes general and language learning in significant ways.

Writing is a complex art form that can only be learned by exposure to writing processes in a writing course. To foster this skill, students should be exposed to authentic and natural language, as well as a variety of text types, such as descriptive, narrative, and argumentative, which will allow students to process the language used in such works and convey their comprehension in their writing at the sentence or paragraph level. Students' writing abilities may be enhanced by extensive reading of narrative texts and their engagement in writing in such texts. Rietdijk et al. (2017) examined the impact of an advanced intensive writing curriculum on upper primary students' writing results.

1.4 Writing Skills on a Statement-Level

Compressing a correct, grammatical, and meaningful sentence is a central feature of writing skills. This shows that students possess a strong understanding of sentence structure, tense, and appropriate vocabulary use. The basic constituents of sentences are the speech bits (nouns, verbs, adjectives, adverbs, pronouns, conjunctions, and prepositions). Students must be able to distinguish between all forms of speech in order to use them properly, a concept is known as word-order. Additionally, it is important to express meaning while writing sentences. Students must grasp both the propositional and referential definitions of concepts in order to accurately express the idea in depth. Acquiring such capabilities necessitates a combination of skills and practice. These linguistic domains pose major difficulties for students in a classroom environment. Thus, by providing students with the natural world in which these laws are found, they can be able to overcome these obstacles (Krashen, 1998). To teach those skills effectively, a mixture of inductive (beginning with examples and ending with laws) and deductive (beginning with rules and ending with examples) approaches is needed (Paesani, 2005). Paesani (2005) stressed the significance of literary texts in general language learning and grammar instruction, arguing that they serve as a springboard for inductive presentation of new grammatical modes and as a springboard for communicative practice of these forms after explicit instruction (P.15).

1.5 At the Paragraph Stage, Writing Skills Are Assessed

Linguists and applied linguists agree that writing is a challenging occupation since it allows the writer to perform a series of activities concurrently, including reasoning, thought organization, drafting, and editing. Thus, writing is challenging owing to the fact that writers must execute a number of activities concurrently with composition. Numerous sources attest to the difficulties of writing in either L1 or L2, depending on the context.

2. Research Objectives

Students partake in the thought process when they learn and discuss novels (i.e., theme atmosphere, characters, plot). Additionally, students become familiar with a variety of paragraph structures, including narrative and descriptive. By reading novels, students are subjected to natural input, a native speaker's culture, authentic grammar, coherence and reasoning components, as well as cohesion facets such as comparison and ellipsis. These abilities are essential for mastering written debate. According to the author's analysis of the literature, this research examines the association between literature and English language instruction. However, students' perspectives on such a partnership have mostly been overlooked, especially when it comes to teaching novels and writing skills. Thus, the aim of this study is to bridge this divide by examining students' views of the importance of novels in improving their writing abilities. The following are the study's central research questions: (1) Do students accept on the essential role of novel instruction in the development of writing abilities? (2) Are students in agreement about the association between novel instruction and the development of writing skills? (3) Do English majors believe that novel teaching has a positive impact on their ability to write sentences and paragraphs? Students agree that teaching novels improves their writing skills in what way?

3. Methods

3.1 Participants

The study's subjects were final-year undergraduates in the Department of English at a Qassim university. From 60 candidates, a total of 30 undergraduate students were selected, 19 male and 11

female between the ages of 22 and 27. In the seventh grade, they started learning English. To be accepted to Qassim University's Department of English, students must undergo an English Proficiency Test (designed by the department itself). The English language curriculum is heavily focused on literature, with a strong concentration on literature courses. The students were exposed to a total of 18 novels varying in complexity from one to four. Thus, the author tried to ascertain students' impressions of novel instruction's effect on their writing growth.

3.2 Questionnaire Design

The questionnaire was developed with the purpose of achieving the study's objectives in mind. Since doing a literature review on writing abilities, the reviewer classified them into sentence and writing types, and then further classified them into sub-skills (Halliday and Hasan, 2014; Kellogg, 2008; Kroll, 1997). Three Likert scale questions were included in the questionnaire; two of the questions included a single item, while the other two included two parts. The first section of the third issue consisted of eight items that measured sentence-level writing skills. The second section, which consisted of thirteen items, evaluated writing ability at the paragraph level. The first topic aims to assess students' expectations of the value of novel instruction in the production of writing skills. The second topic would examine students' views of the relationship between novel teaching methods and writing skills. The third problem was segmented into two sections (i.e., the sentence and paragraph levels). A comprehensive collection of forms in which teaching novels aids students' writing abilities was introduced. The list was compiled in order to elicit an appropriate answer to the second topic of the research project.

3.3 Data Analysis

The investigator used a one-sample t-test to assess a Likert scale survey in order to ascertain the statistical significance of students' perceptions of the relationship between novel teaching and writing skills. Likert questionnaires are often utilized in sample research. Numerous statisticians claim that the t-test is suitable for evaluating Likert scale results (De Winter & Dodou, 2010; Harpe, 2015). Since the study includes five points: strongly disagree, disagree, somewhat disagree, approve, and strongly support, the t-test will be used to ascertain if five-point Likert findings occur in a group (De Winter and Dodou, 2010). As such, the investigator used the t-test to equate the sample to a predefined value (hypothesised value 2, the preference of disagreement) in order to observe the distribution of students' responses around this value, which is intended to demonstrate whether students' responses are directed toward disagreement. To illustrate these values, as well as the statistical importance of the inconsistencies, the hypothesised meaning (2), neutralism (test value 3), consensus (test value 4), or good agreement (test value 5) are used. The t-test contrasts two averages (means) and determines if they vary substantially. By comparing the hypothesized meaning (2, disagreement) to the observed principles (1–5), we will determine students' views of the relationship between novel teaching and writing skills. Furthermore, the t-test demonstrates the importance of the deviations. In other words, the evaluation tests if those differences occurred randomly.

3.4 Validity and Dependability

To ensure the questionnaire's authenticity, the author based it on linguists' classification of writing skills (Halliday and Hasan, 2014; Kellogg, 2008; Kroll, 1997). Additionally, the questionnaire was vetted by two experts to ensure its validity. Their statements are incorporated into the article. They proposed that some aspects of the questionnaire be eliminated owing to their irrelevance. They recommended supplementing writing ability with specific paragraph and sentence-level sub-skills.

Internal continuity, or how loosely related a set of objects is, was determined using Cronbach's alpha. The results of the evaluation revealed that the questionnaire's components are reliable. The alpha coefficient for the 23 components is 0.977, suggesting a moderate degree of internal precision. A reliability coefficient of 0.70 or greater is considered "rational" in the majority of social science research contexts.

4. Results and Discussion

The study's findings are structured around the research questions. The first question solicited student views on the value of teaching novels to English majors in order to develop their writing skills. The students' responses showed that they concurred on the critical nature of novel instruction in order to enhance their writing abilities. A Bonferroni correction was used to accommodate for Type 1 defect in light of the 23 post-tests. 35 was compounded by 0.05 as a result ($0.05/23 = 0.002$). Thus, the mean of the students' responses ($M = 3.53$, $p = 0.001$, $N = 30$) approaches a meaning of four, showing that the students agreed on the critical nature of novel instruction in improving students' writing abilities (Table 1). Table (1) demonstrates that the students' answers were statistically important at the 0.01 stage, compared to the predefined value of 2 ($M = 3.53$, $SD = 1.306$, $N = 30$, 95 percent confidence interval (CI): mean discrepancy = 1.05 to 2.02, $t = 6.430$, $df = 29$, $p = 0.001$). The observed value has a greater mean than the predefined value (choice of disagreement), indicating that the students' responses were based on the agreement choice.

Table 1. One-Sample Test

Test value 2							
Item	M	SD	N		95% CI	Df	Sig
				Lower	Upper		
1. Study of novels is necessary for improving	3.53	1.306	30	1.05	2.02	29	0.000

The second point of contention centered on the relationship between novel analysis and writing skills. A Bonferroni correction was used to accommodate for Type 1 defect in light of the 23 post-tests. 35 was compounded by 0.05 as a result ($0.05/23 = 0.002$). As shown by their mean response results ($M = 4.20$, $SD = 0.997$, $p = 0.001$, $N = 30$), the students' behaviors were beneficial. The observed value has a greater mean than a predefined value (disagreement option), meaning that students' responses are dependent on the agreement value, as shown in Table (2) The final scale question addressed the aspects in which novel teaching strengthens writing skills at the sentence and paragraph levels. The students' answers showed that they were generally satisfied with the improvement of novel instructional methods for the development of sentence and paragraph writing skills. The sections that follow contain supplementary detail. The students' responses are centred on the value of agreement, as seen in Table (2).

Table 2. One-Sample Test

Test value-2							
Item	M	SD	N		95% CI	Df	Sig
				Lower	Upper		

1. A relationship occurs between teaching novel and writing skills	4.20	0.997	30	1.83	2.57	29	0.000
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The final scale issue was divided into two sections: sentence and paragraph stages, and it answered the ways in which novel instruction bolsters writing abilities at these levels. In general, the students' responses indicated their satisfaction with enhancing novel teaching for the growth of sentence and paragraph writing skills. The following parts provide additional information.

4.1 Level of Writing Competence

The analysis revealed students' agreement on the role of teaching novels in developing writing skills at a sentence level, which are manifested in the mean scores of the students' responses, which range in all the items of the first section from 3.73–4.00, $P \leq 0.001$. Given that 23 post-tests were conducted, a Bonferroni correction was used to adjust for Type 1 error. Accordingly, 35 was divided by 0.05 (i.e., $0.05/23 = 0.002$). The analysis revealed that students' responses are centred on the value of agreement, as seen in Table (3).

Table 3. One-Sample Test

items	Test Value = 2						
	M	SD	df	Sig.	(2- 95% IC tailed)		
					Lower	Upper	
1. Novel teaching develops students' structure of sentences.	4.00	1.174	29	0.000	1.56	2.44	
2. Novel teaching provides students with lexical chunks such as formulaic language (such as idioms and proverbs)	3.73	1.015	29	0.000	1.35	2.11	
3. Novel teaching improves students' vocabulary.	4.20	1.126	29	0.000	1.78	2.62	
4. Novel teaching improves students' ability to use vocabulary correctly in meaningful sentences.	4.13	1.008	29	0.000	1.76	2.51	
5. Novel teaching Improves students' use of tense.	3.77	.971	29	0.000	1.40	2.13	
6. Novel teaching improves students' use of word order.	3.87	1.042	29	0.000	1.48	2.26	
7. Novel teaching improves students' use of articles.	3.77	1.357	29	0.000	1.26	2.27	
8. Novel teaching improves students' use of prepositions.	3.77	1.165	29	0.000	1.767	1.33	

5. Discussion

An analysis of the students' responses revealed the students' awareness of the positive relationship between novel guidance and instruction in writing skills. Students praise novel teaching for its ability to help them develop their sentence and paragraph writing abilities, as shown by their answers. The study's primary findings included: (1) Students' responses were weighted according to the value of unity in all survey components. There were only four factors that clashed with the consensus and neutralism values. The value of effective agreement was not specified in any of the survey's outputs; (2) Students have a positive attitude about the novel's position in their writing skills; (3) Novel instruction is critical for English Department pupils; (4) Students supported the use of novels to promote the development of sentence-level writing skills, especially: (a) sentence type processing and b) students' acquisition of lexical chunks; (c) the growth of students' vocabulary d) the ability of students to use vocabulary appropriately in meaningful sentence, (e) students' tense use f) correct word order g) proper document use h) correct preposition use and lastly, Students' responses indicated that they support the use of novels to help students develop paragraph-level writing skills, specifically: a. exposing students to authentic language; b. exposing students to different types of paragraphs, such as narrative and descriptive; c. fostering coherence; d. exposing students to the culture of native speakers; and e. providing students with a good model for the paragraph. According to the report, none of the survey components reached a strong degree of agreement. The arrangement determines the valuation of the plurality of goods. This intriguing finding may suggest that the English language curriculum and teachers of writing and novels have failed to create a consistent link between teaching novels and writing skills in terms of courses and teaching methods. The survey's results showed that students had a positive attitude about teaching novels in the English Department. Literature and novel teachers must consider their students' responses to the ways in which teaching novels promotes the production of sentence and paragraph level writing skills.

With regards to the sentence level, the students concluded that teaching novels lets them develop their sentence structure, lexical chunks, vocabulary, word use, proper order, and use of articles and prepositions. When compared to previous studies' findings, it was discovered that these findings are more specific, while previous studies' findings were more general (Liang & Fung, 2021, Vilas, et al, 2019, Zheng, et al., 2018, Fu, et al, 2018). Additionally, they learned that students had favorable attitudes toward literature instruction as a means of developing their vocabulary, more precisely, language skills. Through providing students with the natural feedback by which they discover the laws, students' sentence-level language skills can improve. Teaching novels helps students improve sub-writing skills such as spelling, handwriting, grammar, and punctuation (Brooks, et al, 2020, Issa, 2018, Colantonio-Yurko, et al, 2018, Yan, 2020, Muthmainnah, et al, 2020). According to Zhang (2018) teaching novels engages students' imaginations, strengthens their oral and written language skills, and serves as a springboard for a range of holistic reading and critical thought activities beginning with basic comprehension and writing'. Concerning the connection between a novel and the growth of paragraph-level writing skills, students concluded that the novel improves paragraph-level writing skills by introducing students to realistic vocabulary, different forms of paragraphs (narrative and descriptive), elements of coherence, and the community of native speakers. Numerous applied linguists and practitioners emphasize the critical role of literary texts in the development of students' language skills in general and writing skills in particular because of their comprehensible input, which includes a variety of writing styles and authentic materials, interest, universality, and variety (Abelson, 2019, Hasanudin, et al, 2019, Kuijpers & Hakemulder, 2018, Magulod Jr, 2018, Pomerantz., 2018). Students' answers varied from neutral to unanimous in their assessment of the function of novels in enhancing their ability to use meaning, ellipsis, paragraph organization, and logic. These observations can be explained by the fact that instructional novels occur. When instructing students on how to

comment on or write on books, the lecturer does not explain the proper use of quotations, paragraph organization, ellipsis, or logical presentation.

6. Conclusion

The study analyzed students' views of the novel's significance in the development of writing abilities. Examining students' views on individual courses and educational methods is important in language teaching and learning since it encapsulates the meaning of teaching and its strengths and disadvantages. Teachers and syllabus authors will make necessary adjustments to the course program and instructional methods based on their assessment of teaching shortcomings and strengths. English program directors can take into account students' knowledge of the novel's role in developing writing skills while planning courses aimed at increasing students' language proficiency. Novels should be incorporated into the EFL program in a way that is appropriate for the students' linguistic ability, age, and interests. The aim of novel instruction should be twofold: to expose students to literary works and to assist them in developing their language skills. Additionally, principals in EFL (Birinci, F. G., & Sariçoban, A) programs should consider the links between various classes while designing the curriculum for the EFL program and ensure that both courses contribute to students' language skills development. This is a thorough review. As a consequence, the study cannot create a causal connection between novel teaching and writing abilities. Thus, experimental and correlational studies are needed to assess how students' writing skills develop as a consequence of novel instruction and to decide if novel instruction improves writing skills. Conducting a student survey is insufficient. Due to the study's small sample size, a greater sample size is needed to ensure the results are generalizable. There is a need for studies that explore the relationship between teaching novels and developing writing skills from both the viewpoint of writing teachers and students. This surveys will include an in-depth look at teachers' and students' viewpoints on the development of writing abilities through novels.

7. Recommendations and Implications

The study's primary objective was pedagogical, which means that its results are largely meant to support teachers of novels and writing courses by successfully incorporating them into the English language teaching scenario. Additionally, examining students' understanding of the importance of novels in developing writing abilities demonstrates learner-centered experiences that place students at the center of the learning process. The study's results exposed students' attitudes toward teaching novels, which may represent the limitations or strengths of English instruction when creating syllabuses, writing content, and teaching in the classroom. The fourth meaning was assigned to the majority of the survey's sections (agreement). None of the survey's elements achieved a high level of consensus, opposition, or heavy disagreement. In light of this discovery, novel teachers can make a link between novel-related practices and writing skills. Teachers of novels can not only concentrate on the plots and personalities of the novels, but rather on the connections between teaching novels and learning writing skills. Students can learn from novel instruction in developing writing skills.

Teachers can make students mindful of the link between novel teaching and writing skills development by incorporating novel-related practices into classroom instruction. Similarly, novel professors can leverage the novel's ability to improve students' writing skills. Teachers can capitalize on students' favorable perceptions of the connection between novel teaching and writing skills by incorporating writing skills into novel teaching practices and exercises. Additionally, instructors of novels can have genuine content with which students can practice their writing skills both indirectly and expressly. Finally, syllabus and curriculum architects for English language programs establish

connections between language skills and literature by the collection of literary genres and classes, as well as the literary genre's suitability for the students' linguistic level and interests. Intensive writing curriculum improved students' writing success and teachers' ability to teach writing techniques. The study's classification of writing abilities (at the paragraph and sentence levels) should be regarded by teachers of writing and novels, as it should be reflected in the material and methods of writing courses. By incorporating novel teaching into undergraduate curricula, a sound approach for improving language skills in general and teaching writing skills in particular is developed. To make good use of teaching novels, the novels chosen for undergraduate programs should be chosen after an examination of the students' desires, the writing abilities to be covered, and the grammar of the novels in relation to the students' stage. Additionally, a well-defined approach can account for the development of writing skills at the sentence or paragraph stage.

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