



Research Article

Application of Literature in Enhancing Writing Skills and English Pronunciation Among EFL Learners

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Abstract

This study investigates the relationship between literary concepts in writing and pronunciation and the effectiveness of English writing and pronunciation skills among English as a Foreign Language (EFL) learners. Utilizing a linear probability model, the research explored the impact of precipitous heightened exposure to literary elements on language proficiency. The findings revealed compelling insights. Literary concepts in writing reported a negative coefficient of -0.179 with statistically significant level of 5%, indicating an exact perspective on their influence. Contrary to conventional expectations, increased exposure to literary concepts in writing is associated with a decrease in the effectiveness of English writing skills. A similar trend was observed for literary concepts in pronunciation, where the reported statistically significant negative coefficient of -0.225 suggested an initial hindrance to pronunciation proficiency. This study contributes to the understanding of the complex dynamics between literary engagement and language proficiency. The negative coefficients imply a potential learning curve or adjustment period as learners integrate literary elements into their language practices. The study concludes that the observed decrease in effectiveness does not imply a long-term detriment but underscores the need for a nuanced approach in integrating literary concepts into language learning programs.

Keywords

English as a Foreign Language Learners, Language Proficiency, Language Learning Programs, Linear Probability Model, Literary Concepts, Writing Skills, Pronunciation Skills

1. Introduction

There has been an increasing emphasis on the role literature plays in helping learners learn English as a foreign language (EFL) and enhance their writing and pronunciation of the language [35]. As long as English is still the language of all people, there will be a greater demand for innovative and successful language teaching methods. Literature offers a unique opportunity to transform language learning because of its diverse range of genres, styles, and cultural contexts [16]. Literary

works provide a realistic and immersive experience for learners, exposing them to a wide range of sentence patterns, complex expressions, and rich vocabulary, in contrast to traditional language resources. Interpreting literature promotes deeper understanding of linguistic intricacies and nuances and improves written communication.

According to the study by Alghazo [3], with its focus on expressive language, rhythm, and intonation, literature serves

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as a flexible instrument for tackling oral and written communication, the two important facets of language competency. Learners who study literature improve both their oral and writing communication abilities, understanding spoken and written language as well as being able to communicate in real time when speaking, becoming more natural and precise in their pronunciation and more effective and flawless in their writing. Knowing the potential of literature in EFL instruction is essential in this digital age because language learning is not limited to traditional classroom settings [29]. This study investigates the most effective ways to include literature into language curricula to enhance learners' proficiency in writing and pronunciation. Through an investigation of the relationship between language acquisition and literature, this project hopes to offer insights that can inform curriculum designers, educators, and policymakers, resulting in a more dynamic and effective approach to EFL education globally.

1.1. Problem Statement

The issue that the present study attempts to address is the difficulties that come with teaching English to EFL learners, especially with regard to their writing abilities and pronunciation of the language. Learners' abilities in written and spoken English are hampered by the fact that traditional language education techniques sometimes fail to offer them a thorough and interesting learning experience. The shortcomings of traditional language resources are one facet of the issue [31]. These resources frequently lack the depth and authenticity of literary works, which provide an immersive experience with a wide range of expressions, complex vocabulary, and unique sentence patterns. Because traditional resources are inadequate, kids are not exposed to real-world language usage, which hinders their ability to write well and pronounce words clearly.

Another aspect of the issue is the relationship between writing abilities and pronunciation. Instead of addressing these issues jointly, many language programs have a tendency to handle them independently. Through the simultaneous improvement in oral and written communication, literature offers a comprehensive approach to language acquisition through its focus on rhythm, intonation, and expressive language usage [22]. An approach to language training that is disjointed is a result of the inability to identify and utilize this relationship.

Furthermore, the study recognizes how education is changing in the digital era. It is imperative to modify language teaching strategies when online and digital learning environments either supplement or replace traditional classroom environments. The issue statement aims to bridge the knowledge gap on the optimal integration of literature into EFL curriculum to enhance writing skills and pronunciation, while taking into account the evolving nature of language education.

1.2. Aims and Objectives

The main aim of the study is to investigate the application

of literature in enhancing writing skills and English pronunciation among EFL learners. The specific objectives of the study include.

- 1) Examine the influence of exposure to literature on the development of writing skills and English pronunciation among EFL learners, aiming to measure the extent of improvement quantitatively and qualitatively.
- 2) Explore how active engagement with literary works contributes to the enhancement of vocabulary, sentence structures, narrative techniques, and overall writing proficiency among EFL learners.
- 3) Evaluate the effectiveness of incorporating literature in improving English pronunciation, specifically focusing on aspects such as intonation, rhythm, and accurate phonetic production through activities like reading aloud and mimicking literary language.

1.3. Research Questions

- 1) How do literary concepts in writing contribute to the enhancement of English writing skills and pronunciation proficiency?
- 2) In what specific ways do literary concepts in pronunciation contribute to the effectiveness of English writing and pronunciation skills?

1.4. Importance of this Research

This study is crucial for anyone teaching EFL because it can potentially alter language training approaches. Several significant features highlight the relevance of researching the use of literature in improving writing skills and English pronunciation amongst EFL learners. To begin with, the study tackles a major gap in traditional language teaching approaches by investigating how literature might simultaneously act as a bridge to improve both writing abilities and English pronunciation. This comprehensive approach aligns with the changing needs of language competency in a globalized environment. Secondly the study enhances cultural and language enrichment: As a cultural artifact, literature exposes learners to various language patterns and cultural settings [1].

Examining how literature affects writing and pronunciation improves students' experiences in learning the language and fosters a deeper understanding of the complexities of the English language. It is crucial to comprehend the importance of literature in the digital age, when online and hybrid learning methods are widely used [36].

This study offers insights into whether literary works may be effectively integrated into digital language curricula while meeting the dynamic demands of today's educational settings. The research findings will add to the current studies on the use of literature to improve writing skills and English pronunciation in EFL students. Those who want to explore the same topic will find it simple since they may utilize the conclusions of this study as secondary data and a literature review.

1.5. Scope of the Study

This study focuses on utilizing literature in the context of EFL instruction, especially on improving learners' writing abilities and English pronunciation. The scope includes a multifaceted analysis of the impact of literature on language ability, acknowledging the interrelated nature of both writing and pronouncing abilities. First, the study analyzes diverse literary genres and styles, including fiction, nonfiction, and poetry. The research attempts to determine the differential influence of various genres on literary works.

Secondly, the study examines three competency levels: beginning, intermediate, and proficient EFL learners. This inclusive approach enables nuanced understandings of how literature might support language skill development throughout time and accommodate a range of linguistic talents. The study also considers contextual and cultural aspects, recognizing that different cultural backgrounds may have different effects on the usefulness of literature in language instruction. Examining these variables thoroughly explains how applicable and flexible literary resources are in various EFL contexts using tests, textual output analysis, oral exams, and perceptual research.

2. Literature Review

2.1. Theoretical Literature Review

2.1.1. Contrastive Rhetoric Theory

Robert Kaplan's [26] study established contrastive rhetoric as a field of study, stating that every language and culture has a distinct paragraph structure, and mastering a language's logical structure is a necessary component of learning it. The theory provides an insightful framework for comprehending how language learners translate rhetorical devices from their home language to the language of instruction [12]. Alghazo [3], argues that, for EFL students, this notion becomes especially pertinent when it comes to improving writing abilities and English pronunciation. According to the theory of cross-linguistic rhetoric, writers from diverse linguistic backgrounds may incorporate cultural norms and rhetorical devices into their work while moving from their original language to the target language [21]. The application of this theory to the improvement of writing abilities is crucial in identifying the difficulties that EFL students face while adjusting to English rhetorical standards. Through the identification and resolution of these transfer challenges, teachers may customize interventions aimed at improving students' writing skills.

When addressing phonological tendencies impacted by the learners' original languages, contrastive rhetoric may also be employed in the context of English pronunciation [5]. The accuracy of pronunciation and intelligibility in spoken English can be affected by the incorporation of phonetic and prosodic elements from the first language.

For instance, because some vowel differences are absent

from a language, a speaker of that language may find it difficult to distinguish between different English vowel sounds. Teachers might create focused pronunciation activities to address particular difficulties by identifying these contrastive phonetic elements [29]. Learners can get beyond pronunciation challenges brought on by the phonology of their home language by receiving feedback and practicing under guidance.

There are two ways to incorporate Contrastive Rhetoric Theory into EFL training. First and foremost, educators must draw attention to the phonological and rhetorical distinctions between the learners' home languages and English [4]. This step of raising awareness lays the groundwork for focused teaching. Teachers can create activities and solutions that specifically target contrastive features that have been discovered. In terms of writing abilities, this might entail helping learners comprehend and adjust to English rhetorical structures [21]. Pronunciation exercises that concentrate on certain phonetic difficulties may be part of the program.

Teachers can use Contrastive Rhetoric Theory (CRT) in conjunction with literary application to improve writing skills and English pronunciation in learners of EFL [4]. CRT helps learners recognize and navigate the phonological and rhetorical differences between their home languages and English, which are frequently seen in literary works [33]. Teachers might modify literature-based exercises to focus on particular difficulties by examining the ways in which various literary genres use phonetic components and rhetorical structures. Through the dynamic interaction of CRT and literature, this technique enables a nuanced investigation of language subtleties, enriching spoken and written communication for EFL learners.

2.1.2. Cognitive Process Theory of Writing

Flower and Hayes [17] established a model of the cognitive process model through the cognitive process theory of writing. They argued that writing is not an arrangement of sequential steps or distinct phases, but rather a collection of hierarchically structured thought processes [17]. Writing restrictions are like a busy switchboard operator managing inbound and outgoing calls at the same time. Flower and Hayes proposed that the best way for writers to manage the cognitive overload associated with writing is to view it as a problem-solving exercise.

Cognitive Process Theory of Writing (CPTW) is a difficult cognitive endeavor that requires a number of different mental processes, such as organizing, outlining, rewriting, and editing [19]. This theory provides insightful information on the cognitive complexities of language expression when it comes to improving writing abilities and English pronunciation in (EFL) learners. Collins and Gentner [14], observed that cognitive planning, in which writers produce ideas, arrange ideas, and sketch a logical framework, is the first step in writing effectively, according to CPTW. This idea may be applied by teachers to help learners with pre-writing tasks in EFL classes, encouraging them to employ cognitive processes like outlining and brainstorming. Teachers may improve their learners' writing skills by focusing on cognitive planning, which assists

learners in developing a structured and unambiguous method of expressing themselves in writing.

CPTW emphasizes the value of editing and revising while highlighting the iterative writing process. Teachers can use this part of the theory in the context of EFL by motivating learners to go back and edit their written work. Critically assessing language use, structure, and content is part of cognitive revision. Learners who participate in reflective processes improve their writing abilities and become more proficient in English communication [24].

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Pronunciation is a function of the cognitive processes that contribute to language creation. CPTW highlights the importance of cognitive auditory processing in improving spoken language [34]. Teachers can stress the value of active listening as well as internalizing proper pronunciation patterns when teaching EFL. By engaging cognitive processes associated with auditory discrimination, pupils can enhance their accuracy in reproducing English sounds [14].

According to Huang et al [24], precise articulator coordination is necessary for proper pronunciation. Pronunciation requires motor abilities that align with CPTW's focus on cognitive-motor planning. To help learners achieve precise and natural pronunciation, instructors might include pronunciation activities that include cognitive processes associated with coordinating speech organs.

Teachers may use CPTW to improve writing abilities and English pronunciation by creating lesson plans that follow the main ideas of the theory. Writing assignments can be designed in a way that helps learners through the processes that include cognitive planning, drafting, and revision. Exercises to improve pronunciation include cognitive motor planning activities, accurate articulation, and cognitive auditory processing procedures like listening to real English speech [25].

2.2. Empirical Literature Review

2.2.1. Impact of Literature on Writing Skills

According to the study by Khatib and Meihami [27], incorporating works of literature into the curriculum for EFL is a crucial aspect of supporting learners' writing skills development. Literary works give learners real-world examples of how to use language, exposing them to a wide range of vocabulary, complex idioms, and sentence patterns. Learners gain an understanding of character development, storytelling techniques, and stylistic features specific to many genres via their engagement with literary works, which serves as a basis for their own artistic expression.

A variety of writing approaches and rhetorical strategies can be modeled after literary works. Learners gain the ability to modify and apply these aspects into their own work via exposure to a variety of literary genres [7]. Their comprehension of rhetorical norms is improved, and their writing style is encouraged to be experimental and creative as a result of this exposure. Alghazo [3] holds the view that evaluation of written outputs, tasks, and evaluations is necessary to determine how beneficial literature is for improving writing abilities. Exposure to masterfully constructed language in literary works frequently leads to increased clarity in writing. Learners who are impacted by literary examples typically express themselves more clearly, using exact terminology and avoiding ambiguity.

According to the study by Habibi et al [20], as learners study how authors organize narratives and arguments in literary works, they also build coherence, another important component. Learners get the ability to rationally arrange their ideas through the use of literary models, guaranteeing a smooth writing flow. The original concepts, creative language, and creative structures that learners use in their writing are additional indications of how reading influences creativity.

Azizi et al [9], argue that learners are encouraged to think creatively and unconventionally by literary works, which results in a more dynamic and unique approach to composing. All things considered, the inclusion of literary works in the EFL curriculum acts as a stimulant for the comprehensive growth of writing abilities [6]. The effectiveness of using literary components in language training is confirmed by the examination of written outputs, which shows the measurable influence on coherence, clarity, and inventiveness. This method fosters a greater appreciation for the beauty and richness of the English language in addition to improving language skills [30].

2.2.2. Role of Literature in Improving English Pronunciation

According to Gilakjani and Sabouri [18], beyond its obvious benefits to language learners in terms of exposure to new cultures and languages, literature is also a vital, and sometimes underappreciated, resource for improving English pronunciation. Literary works may be a useful and effective technique for (EFL) learners to improve their pronunciation. Here, we explore the many ways that literature helps people pronounce words in English more accurately.

A wide variety of linguistic trends and phonetic subtleties may be found in literary works, which exposes learners to a wide range of pronunciations. Learners interact with characters from various eras, socioeconomic backgrounds, and geographical locations, and they experience variances in speech, accent, and intonation [23]. This exposure provides an in-depth experience with the flow of spoken English outside of the traditional classroom.

Improved pronunciation is greatly aided by the rhythm and prosody found in poetry and some types of prose. Pardede [32],

argues that poetry's meter, rhyme, and rhythm make it an ideal aid for learners trying to understand English rhythm. Reading poetry passages aloud to kids helps them to imitate the rhythmic patterns, which further helps them acquire the intonation and pattern of stress that are necessary for pronouncing words correctly [16]. Through this exposure, learners are better able to absorb the English language's melodic qualities, which enhances the authenticity in their spoken articulation [8].

Books that are rich in dialogue, in particular, provide learners with a conversational engagement that simulates conversations in real life. By interacting with conversation through plays, novels, or short stories, learners may learn about informal language, slang terms, and the nuances of daily speech [9].

According to Belhoum and Benhattab [10], novels frequently require readers to infer the voices of the characters from textual descriptions. As part of this cognitive process, learners must imagine how to pronounce certain letters, adding to a mental bank of various vocalizations. By actively participating in character articulation, learners get an internalized understanding of pronunciation diversity, which strengthens their capacity to properly replicate a variety of language patterns.

Reading literature with emotion improves memory retention, and the same is true for pronunciation. The phonetic specifics connected to such events become more recalled when learners relate emotionally to the characters or stories [33]. When pronunciation is connected to a story, it is frequently easier to remember. This creates a mnemonic anchor that helps learners remember how to pronounce words correctly in future conversations.

2.2.3. Synergy Between Writing Skills and Pronunciation Enhancement

According to Pardede [32], language competency is mutually reinforced by the symbiotic link between writing abilities and pronunciation. This synergy is demonstrated by a number of interrelated components that go into a person's total language proficiency. Diwaly & Bahri Abduljabbar [15] observed that writing proficiency and phonological awareness, the capacity to identify and work with a language's sounds, are closely related. People use their underlying knowledge of phonetics unconsciously when they write. Accurate depiction of sounds and words on paper is facilitated by the increased sensitivity to phonological trends that comes with developing great writing abilities. As people grow more sensitive to the subtleties of spoken language, their pronunciation improves as a result of their increased understanding of phonetics.

Before writing words and sentences down on paper, the act of writing requires internal word formation. This mental articulation serves as a kind of pronunciation practice [2]. Constructing written sentences involves cognitive processes related to vocal articulation that people engage in concurrently. As people improve their capacity to enunciate sounds through writing, this activity helps to promote a more careful and accurate approach to pronunciation [3].

In the development of vocabulary and pronunciation, writing abilities are essential for expanding one's vocabulary. One's lexical vocabulary is expanded by the active use of new words and their incorporation into written discourse [11]. Pronunciation is positively impacted by this larger vocabulary. Those who can articulate themselves clearly and accurately in writing are more inclined to have a sophisticated understanding of word pronunciation.

According to Anggraini et al. [6], language patterns influence pronunciation learned through writing, including the structure of sentences, grammar principles, and stylistic aspects. Good writers are frequently better at translating these patterns into spoken language [28]. This transferability helps ensure that language is used coherently and consistently in oral and written communication. Writing exercises improve phonemic awareness, which is the capacity to identify and work with specific sounds, or phonemes, in words. People who practice spelling words by paying close attention to phonetic nuances become more sensitive to the sounds in their language [3]. When people grow more discriminating in articulating phonemes, their pronunciation improves due to increased awareness.

3. Methodology

3.1. Research Design

The study used quantitative research methodology and a cross-sectional survey research design. The cross-sectional research strategy depended on a detailed investigation of a group or event in order to unearth the roots of numerous underlying principles related to the research topic or study subject. The cross-sectional research design made it easy to concentrate on assessing the application of literature in enhancing writing skills and English pronunciation among EFL learners.

3.2. Target Population

The research centered on diverse EFL learners with different L1 background at King Saud University in Saudi Arabia. This particular community served as the ideal sample for investigating the effective utilization of literature to improve writing skills and English pronunciation within the EFL student population.

3.3. Sample Size

The study utilized 128 EFL learners who were enrolled in an EFL student education program at King Saud University. The number of respondents in the study was determined using the Kish Leslie formula of 1965.

$$n = \frac{Z^2 pq}{d^2}$$

Where:

n= the required sample size

d= the maximum likely error (taken as 0.05)

z= the standard normal deviation 1.96 and confidence interval level of 95%

p= the proportion of compliance 90%

q=1-p

$$\text{thus; } n = \frac{(1.96)^2(0.9)(0.1)}{0.05^2}$$

n=128

3.4. Sampling Technique

The research used stratified and simple random sample methods, among other probability sampling approaches. In this case, a stratified sampling technique was used to construct the target sample, and a straightforward random sampling technique was used to extract the final sample from the strata. Simple random sampling has the advantage of generating samples that are quite representative of the population. Working with big samples, however, could be time-consuming and difficult. Additionally, the purposive sampling technique was utilized to select the secondary study participants who were the EFL learners in King Saud University, Saudi Arabia.

3.5. Data Collection

The selected EFL learners' responses to a well-structured questionnaire containing categorical questions were gathered. To guarantee simple coding during data analysis, the questionnaire included both closed-ended and categorical items. The use of literature in enhancing writing skills and English pronunciation among EFL learners was the subject of a closed-ended questionnaire. The respondents were asked to provide

answers based on their familiarity with and experience with English in writing and speaking.

3.6. Data Analysis

The data collected through completed questionnaires was analyzed in alignment with the research objectives. SPSS (Statistical Package for the Social Sciences) version 27 was utilized to generate tables and graphs. Both predictors and dependent variables were categorical, prompting the initial application of a multinomial logistic regression model. However, this approach encountered challenges, with many parameters becoming redundant, resulting in several being set to zero. Additionally, a floating-point overflow occurred, prompting the need to transition to Linear Probability Model (LPM) which is simply a simple OLS (Ordinary Least Squares) with binary Y as explained by Chatla and Shmueli [13].

To address the issues mentioned and facilitate the use of Linear Probability Model (LPM), the dependent variable, 'effectiveness of English writing and pronunciation skills,' was further categorized into two groups. Specifically, 'Ability to avoid spelling mistakes,' 'ability to speak and write fluently,' and 'ability to join consonants in pronunciation' were coded into Group 1, represented by the value 1. Conversely, 'ability to be creative in speech' and 'using new words in writing and speaking' were grouped into Group 0, represented by the value 0.

3.7. Ethical Considerations

Ethical approval for the study was obtained from the relevant institutional review board, ensuring that the research adhered to ethical standards for human research. Participant confidentiality and anonymity were prioritized, and informed consent was obtained before data collection.

4. Results

4.1. Frequencies and Demographic Characteristics

Table 1. Frequencies and demographic characteristics.

Variable	Categories	Frequency	Percent (%)
Gender	Female	42	32.80%
	Male	86	67.20%
Age group (bracket)	20-25 years	67	52.30%
	Above 25 years	4	3.10%
	Below 20 years	57	44.50%

From Table 1 above the study encompassed 128 participants, revealing a gender distribution of 32.8% female and 67.2% male, suggesting a predominant representation of male participants. In terms of age, the majority (52.3%) fell within the 20-25 age bracket, with 44.5% below 20 years and a smaller percentage (3.1%) above 25 years. These demographic characteristics set the stage for exploring the impact of literature on writing skills and English pronunciation among EFL learners. Their presentations are shown in Figures 1 & 2 below.

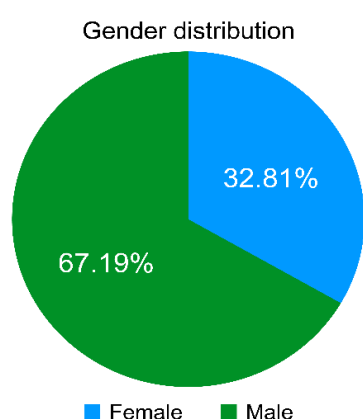


Figure 1. Gender Distribution.

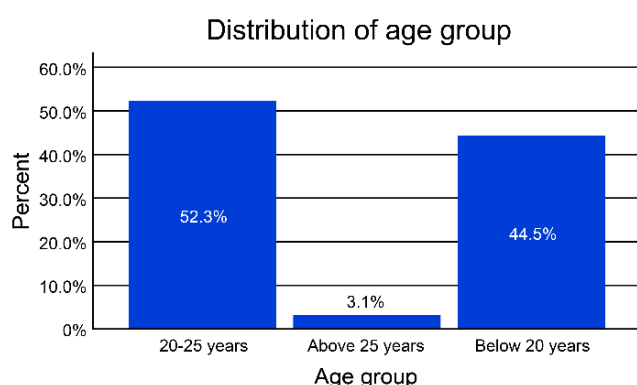


Figure 2. Distribution of Age Group.

Table 2. Aspects of effective English writing and pronunciation.

	Frequency	Percent (%)
Ability to be creative in speech	30	23.4%
Ability to speak and write fluently	52	40.6%
Ability to join consonants in pronunciation	18	14.1%
Ability to avoid spelling mistakes	24	18.8%

	Frequency	Percent (%)
Using new words in writing and speaking	4	3.1%

Note: This is the dependent variable which was grouped into binary (0 & 1) as explained under data analysis section.

The findings from Table 2 above revealed that out of the five different aspects studied, the most common skill is being able to talk and write smoothly. About 40.6% of the participants in the study are good at this. Next, being creative in speech is also important, and 23.4% of participants show they can do this well. Another skill is joining consonants in pronunciation, which means saying sounds clearly. This was important for 14.1% of the participants in the study. Also, avoiding spelling mistakes reported 18.8% of participants were good at it, showing how important it is to write things correctly. Lastly, using new words in both writing and speaking is seen in a small group, about 3.1%, suggesting that this is an area where participants might need more focus for language development.

Table 3. Literacy concepts in Pronunciation.

	Frequency	Percent (%)
Intonation in speech	10	7.8%
Rhythmic speaking	4	3.1%
Unique vocabulary	21	16.4%
Using individual sounds of language	9	7.0%
Word and sentence	84	65.6%

Table 3 presents the literacy concepts associated with pronunciation, offering an important understanding of how participants engage with different aspects of spoken language. Each concept is presented with corresponding frequencies and percentages, providing valuable insights into the participants' proficiency in these specific areas. Notably, a modest but significant 7.8% of participants demonstrate an adept use of intonation in speech, showcasing an understanding of pitch variations that contribute to effective communication. Rhythmic speaking, observed in 3.1% of participants, indicates a capacity for maintaining a smooth and rhythmic flow in verbal expression. The incorporation of unique vocabulary is evident in 16.4% of participants, suggesting a diverse and varied use of language beyond common lexicon. Additionally, 7.0% exhibit skill in using individual sounds of language, emphasizing clear articulation and pronunciation. The majority, comprising

65.6%, excel in employing literacy concepts at the levels of words and sentences, highlighting a strong focus on constructing coherent and meaningful spoken language.

Table 4. *Literary concepts in writing.*

	Frequency	Percent (%)
Interactive Writing	12	9.4%
Poetic Writing	68	53.1%
Creative Writing	17	13.3%
Transformative Writing	21	16.4%
Writing Concisely	10	7.8%

From Table 4 above its evident that 53.1% of participants exhibit a preference for poetic writing, emphasizing a substantial inclination towards expressive and imaginative use of language in their written compositions. On the other hand, creative writing is demonstrated by 13.3% of participants, showcasing an ability to craft narratives that extend beyond conventional norms. Transformative writing is evident in 16.4% of participants, indicating a willingness to explore writing as a means of personal or societal reflection and change. Interactive writing, observed in 9.4% of participants, suggests an engagement with written communication that encourages participation and dialogue. Additionally, 7.8% demonstrate proficiency in writing concisely.

4.2. Linear Probability Model

Table 5. *ANOVA.*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.381	2	3.191	21.457	.000
	Residual	18.588	125	.149		
	Total	24.969	127			

The ANOVA results from Table 5 above revealed that the regression model is statistically significant (Sig. = 0.000), suggesting that the independent variables jointly predict the dependent variable well. The F-statistic of 21.457 further supports this conclusion.

Table 6. *Linear probability model coefficients.*

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	2.205	.243			9.076	.000
	literary concepts in writing	-.179	.042	-.424		-4.300	.000
	literary concepts in pronunciation	-.225	.034	-.645		-6.544	.000

Note: Table 6 above presents the linear probability model (LPM), with the dependent variable, 'effectiveness of English writing and pronunciation skills,' which was categorized into two groups to give a binary Y variable. Specifically, 'Ability to avoid spelling mistakes,' 'ability to speak and write fluently,' and 'ability to join consonants in pronunciation' were coded into Group 1, represented by the value 1. Conversely, 'ability to be creative in speech' and 'using new words in writing and speaking' were grouped into Group 0, represented by the value 0.

The findings from Table 6, which presents the linear probability model coefficients, offer valuable insights into the relationship between literary concepts in writing and pronunciation and the effectiveness of English writing and pronunciation

skills among EFL learners. The literary concepts in writing reported a negative coefficient (-0.179) with an associated p-value of .000, suggesting a statistically significant impact. This negative coefficient implies that as the level of exposure to literary

concepts in writing increases, there is a decrease in the effectiveness of English writing and pronunciation skills. This finding provides a nuanced perspective on the relationship between literary engagement in writing and language proficiency.

Similarly, literary concepts in pronunciation reported a negative coefficient (-0.225) which was statistically significant at 5% level of significant. This indicates that heightened exposure to literary concepts in pronunciation is associated with a decrease in the effectiveness of English writing and pronunciation skills. This negative impact may reflect the initial challenges or adjustments that EFL learners may face as they incorporate literary elements into their pronunciation, affecting aspects such as intonation, rhythm, and accurate phonetic production.

5. Discussion

From the findings the negative coefficients associated with both literary concepts in writing and pronunciation, along with their statistically significant p-values, revealed an intriguing aspect of the relationship between literary engagement and the effectiveness of English writing and pronunciation skills among EFL learners. The finding that increased exposure to literary concepts in writing is correlated with a decrease in proficiency challenges conventional expectations. This suggests that the incorporation of literary elements into writing practices may initially pose challenges for EFL learners, impacting not only spelling mistakes but also potentially influencing fluency and consonant pronunciation. Similarly, the negative coefficient for literary concepts in pronunciation implies that heightened exposure to these elements may initially hinder the effectiveness of English pronunciation skills. This could be attributed to the intricate nature of literary language, affecting intonation, rhythm, and phonetic accuracy. The findings highlight the nuanced and multifaceted impact that literary concepts can have on language proficiency, requiring a careful balance in their integration into language learning programs.

6. Conclusion

In conclusion, the study provides evidence that while literary concepts in writing and pronunciation have a statistically significant impact on the effectiveness of English writing and pronunciation skills among EFL learners, this impact is not straightforward. The negative coefficients suggest that there may be an initial learning curve or adjustment period as learners engage with these literary elements. It is crucial to recognize that the observed decrease in effectiveness does not imply a long-term negative impact; rather, it may signify a transitional phase as learners adapt to and internalize the intricacies of literary language. The study underscores the complexity of the relationship between literary engagement and language

proficiency, calling for an important approach to the incorporation of literary concepts into language learning curriculum.

7. Recommendations

Educators should consider a phased approach to integrating literary concepts into language learning, allowing learners time to acclimate to the complexities of literary language.

Provide additional support mechanisms, such as targeted exercises or workshops, to help learners navigate the challenges posed by literary elements in both writing and pronunciation.

Conduct longitudinal studies to track the progression of language proficiency over time, considering that the initial decrease in effectiveness may be a temporary phase.

Train language educators to implement effective strategies for integrating literary concepts into the curriculum, ensuring a balance between traditional language skills and literary engagement.

Include a diverse range of literary texts in language learning materials to expose learners to various linguistic styles.

Abbreviations

EFL	English as a Foreign Language
CRP	Cognitive Rhetoric Theory
CPTW	Cognitive Process Theory of Writing
LPM	Linear Probability Model
SPSS	Statistical Package for the Social Sciences
OLS	Ordinary Least Squares

Author Contributions

Syed Sarwar Hussain: Conceptualization, Data curation, Formal Analysis, Investigation, Methodology, Resources, Writing – original draft, Writing – review & editing

Conflicts of Interest

The author declares no conflicts of interest.

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