



Institute of Letters and Foreign Languages
Department of Letters and English Language

The Impact of Short Stories on English Language Learning

*The Case of First and Second Year Master Literature Students of English at
Belhadj Bouchaib University Centre of Ain-Temouchent*

**An Extended Essay submitted in Partial Fulfilment of the requirements for
a Master's Degree in Linguistics**

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DEDICATION

- To our dear parents
- To our brothers and sisters
- To our friends

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ABSTRACT

In a world prevailed by technology and different interactions between individuals and societies in every domain, there is an increasing necessity to acquire and speak foreign languages and chiefly English which is the language of global communication. In order to fulfil this need, different techniques and methods which appear to be based on very different concepts of what language is, and how a language is learned, each one assumed as to be the most efficient, have been implemented. One broadly argued technique is teaching language through literature, because it can play a decisive role in developing the understanding and interpretation of cultures.

This present paper focuses on the role of the use of literature as a popular technique for teaching English by stressing the role of short stories in teaching foreign language, and their contribution in enhancing both basic language skills (i.e. listening, speaking, reading, and writing,) and language areas (i.e. vocabulary, grammar and pronunciation).

To conduct this research work, two questionnaires were administered; one to first and second year English master literature students, and the other one for literature teachers at the department of letters and English language at Belhadj Bouchaib University Centre in Ain-Temouchent to know the attitude of the learners and teachers toward the use of short stories in teaching and learning English. The results showed that the use of this literary production can be effective in enhancing all aspects of the language, and it is a valuable tool to save time and energy since it is a direct method and does not require any other re

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List of Acronyms

| | |
|-------------|------------------------------------|
| EFL: | English as a Foreign Language |
| ELT: | English Language Teaching |
| ESL: | English as a Second Language |
| ESP: | English for Specific Purposes |
| EST: | English for Science and Technology |
| LMD: | License Master Doctorate |

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General Introduction

Teaching is considered as the vital pillar of human development and building of responsible and dependable generations, it is the basis of society. Generally speaking, teaching is a very broad domain that is implemented in all aspects of our lives. It underlies many disciplines, one extremely emphasized regulation is teaching foreign languages, which has lately become a requirement with the purpose of facilitating communication and interaction between individuals and societies. In addition, acquiring foreign languages provides a good share of knowledge about the culture and the history of the different civilizations.

Recently, the English language has become one of the most major languages; it has prevailed over much of the world; according to (Silva, 2009) "English has official or special status in at least 75 countries, with a combined population of two billion people". Hence, among all the languages, English has the most reach and influence in international interactions. Because of increasing importance of communication in English and its valuable and efficient role, there is a necessity to learn the skills of this language.

One of the most important elements in teaching English or any other foreign language is literature, it has become highly regarded in teaching English as foreign language, since literature played and plays an important part in the development of that language. Lately, literature has widely spread as a tool in building students' four skills (reading, listening, writing, and speaking), and their basic linguistic knowledge (grammar, vocabulary and pronunciation). It focuses on different areas such as history, politics and social movements, and intends to stimulate the students' imagination and enriches their understanding about their own environments.

Practically, literature contains one of the most fundamental elements that have a great impact, which is short story. This last has a huge contribution in teaching English as a foreign language since it is considered as a basic part in teaching languages mainly because of its integration of all aspects of language.

In addition to what has been said above, short stories constitute a valuable reference of knowledge and a rich source of pedagogical activities, they can provide an effective tool of language learning and of personal expression. They also enlarge students' vocabulary and help them develop their confidence and ability to share ideas in writing. Thus, they encourage creativity and experimentation by helping students to view the use of English as a pleasurable and creative experience. Similarly, teachers are also positively influenced by short stories, which are used as a means to break away routine and to motivate their learners through the introduction of different cultural insights that can be subject to more classroom discussions.

Short stories help students express their ideas in good English, discover how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as creative, critical, and analytical learners.

Statement of the Problem

This humble work concentrates on the necessity of teaching English through short stories within the English course presented by the Department of letters and English language at Belhadj Bouchaib University Centre of Ain-Temouchent and attempts to prove that literature carries a crucial place in foreign language education. Since the opening of the English specialty, we noticed that the majority of learners in Belhadj Bouchaib University Centre of Ain Temouchent; henceforth, BBUCAT do unfortunately end up with a fairly good command of the English grammar, sentence structure and vocabulary items (lexis), but with no satisfactory communicative competence for appropriate language use.

Therefore, this research aims at highlighting the use of literature and specifically short stories in enabling the learners to become competent English language users in different fields such as: teaching, translation, communication, tourism, banking and marketing; both at the national and international levels, and to be active participants in global exchanges in many domains (economic, cultural, social or political).

Aims of the Study

In this extended essay, our main purpose is to investigate the importance of short stories as useful tools in the English language classroom. We also aim to review the multiple methods, approaches and techniques through which short stories are introduced in the daily courses by teachers of literature, and briefly show how this literary element motivates and supports or impedes teachers and students alike to achieve successful teaching and learning experiences.

Research Questions and Hypotheses

The following research questions have been advocated in this research work:

1. What role do short stories play in enhancing learners' acquisition of English, and how it can be integrated in EFL classroom?
2. How would teachers and students of Belhadj Bouchaib University Centre of Ain Temouchent assess the process of teaching and learning English through short stories?

We have lay down the following hypotheses and answers to the questions:

- a) Teaching English through literature, and specifically through short stories can be an interesting and worthy concern. However, it can be beneficial and pleasurable only if used appropriately, i.e. according to the right methods. Consequently, a good implementation of this literary element in the language-

teaching classroom requires a consideration of all the different aspects surrounding this class such as the level of the students.

- b) The Department of Letters and English language in BBUCAT has provided for literature stream students different subjects that pertain to their specialty and could offer them all sorts of knowledge they need to promote their learning, such as: Comparative Literature, British Civilization, Art...etc.

Both teachers and students believe that teaching and learning English n,through short stories help in developing attitudes and values that relate to the world outside the classroom and describe intimate human experiences, as well as it gives a feeling of a real sense of achievement at understanding a piece of highly respected literature.

Structure of the Work

We have divided our dissertation into three chapters in addition to a general introduction and a general conclusion. The first chapter deals with the theoretical aspects related to this issue under study, it provides a brief overview on the status of ELT in Algeria in general and in Ain-Temouchent in particular. This chapter also views the several approaches and techniques used in teaching literature in ELT settings. The second chapter focuses on the practical side by describing how some quantitative data have been collected and interpreting these obtained data with reference to the aim of this research work. While in the last chapter, we highlighted the importance of the use of short stories in EFL classroom, and it was followed by some recommendations and suggestions.

Chapter one

Literature Review

Chapter One: Literature review: English Language Teaching

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1.1 Introduction

The English curriculum that is currently used in the Department of Letters and English language in BBUCAT has experienced some changes from a period to another. The changes so far implemented were both in form and content. The contents of different modules with which the teaching of English was initiated in Algeria since many years ago are still in use except for the teachers' individual efforts to bring some changes they think are in line with the recent developments in the field of literature and civilization, and foreign language teaching research.

These initiatives depend on the lecturers' interests, in other words; the course objectives are to enable the students to become competent English language users in different domains such as teaching, banking, tourism, translation, communication and marketing both at the national and international levels and to be active participants in international exchanges (cultural, social, economic or political.)

In this chapter, we will discuss the rise of English as a global language, then we will talk about teaching English in Algeria in general, and in Ain-Temouchent specifically, and whether it is advanced or not, as well as how the English teachers in BBUCAT are presenting this language to their learners, and what are the different techniques and methods they use to teach literature in EFL classroom.

1.2 English Language Teaching

Algeria, as many other countries, has been influenced by the globalization of English. ELT programmes were adopted and implemented in middle schools, high schools as well as universities across the different poles of the country. Since independence, ELT has gained some serious momentum in the Algerian educational system. As a start, we will try to provide a brief general overview of ELT in the Algerian educational system, and then we will focus on ELT in BBUCAT.

English language teaching emerges in Algeria since the French establishments, they started to teach English language to a group of Algerian people and the Algerians welcomed it, and since the independence, the Algerian government has given much more importance to foreign language teaching, as Spanish, German, including English language “In 1993, in Algeria, fourth graders in and around the capital city Algiers had, for the first time, the option of choosing English, the other option being French, to fulfill their foreign language requirement”. (Benrabah, 2007)

The government argued that English was an international language, a language that allowed access to science and technology and thus, it needed to be offered as early as fourth grade.

Then, in 2004, the Algerian ministry of higher education decided to adopt the LMD system, in order to continue the correctness of the educational system in the wide-ranging scope and the ELT methods in particular. Today in the Algerian universities, a licence degree of English could be achieved through six semesters of studies, a master through four semesters, while a doctorate, worth mentioning that it is not available in all Algerian universities, could be accomplished on the condition that

the applicants pass an admission exam, as well as provide a thesis related to their field of study in a period of no more than three years.

Furthermore, the universities awarded the students the opportunity to choose between different specialties. After a common stream of three years of license, the students can choose between the different specialties afforded by their universities. The most well-known specialties in the Algerian universities are didactics, linguistics, literature, and business English.

Nowadays, teaching English in Algeria is winning more and more prestige because of the government policies, the opening of the Algerian market to foreign companies and investors and the recent rapid changes in the world (globalization). In fact, the educational decision makers deem the study of English so important that all students, regardless of their field of study, are required to learn English as a second foreign language.

As far as the students who choose to major in English as a foreign language are concerned, the Department of Letters and English language offers a three-year course leading to a general academic or professionally oriented bachelor's degree. Broadly speaking, the course syllabus for the licence degree comprises the following categories:

- **Language practice:** This category comprises the following modules: oral expression and comprehension and written expression.
- **Language study:** this category comprises linguistics, phonetics and grammar.

During the third year, more specialized branches of linguistics such as

psycholinguistics and sociolinguistics, semantics and pragmatics are introduced.

- **Literary texts:** These are devoted to the study of American and British literature.
- **ESP/EST:** English for Specific Purposes/English for Science and Technology.
- **Translation:** Arabic-English and English-Arabic.
- **Civilization:** This category comprises the following modules: American and British civilization.
- **Research methodology.**
- **A second foreign language:** French or Spanish
- **Informatics.**

In general, the students who follow this course are mostly aged between eighteen and twenty-two years. All of them are native speakers of a dialectal form of either Arabic or Berber and have learned French as their foreign language for nine years. Among the students in these departments, many do not choose to join the department but were oriented by the Ministry of Higher Education and Scientific Research on the basis of the general average they obtained in the Baccalaureate exam. As a result, a few of them spend from four to five years to complete the three-year programme. In addition, many of the graduates of these departments end up as teachers in the middle or secondary schools and few of them manage to work as translators in foreign companies or government institutions. Others, and these are very

few, may follow a postgraduate course of studies and academic research which leads to a university junior lectureship.

1.2.1 ELT in BBUCAT

BBUCAT is a newly founded university centre where English teaching follows the same rules and methods as the other Algerian universities. It has been established with only three specialties in 2010, these specialties were Science and Technology, French, and Economy management. Afterwards in 2012 the specialty of English was put forward by BBUCAT administration. In its first year, the specialty witnessed a considerable influx of approximately 150 students. The Department of Letters and English language made available for students two specialties. After two years of common core, the students are handed the opportunity to opt for the business English, literature or the linguistic stream, but the first mentioned one was excluded for the reason that there was a lack of teachers for this stream, as well as only a very few number of students who have chosen it.

On the subject of the ELT approaches in BBUCAT, teachers make use of a variety of approaches; these depend mainly on the modules to be taught, bearing in mind that teachers usually try to combine different approaches in order to meet the requirement of the ELT classrooms settings. For instance, in the oral expression module, the teacher usually focuses mainly on the target language and operates on the idea that teaching a language means using the language itself and puts more stress on interaction and communicative competencies. In other classes such as literature and written expression different approaches are employed. These include the attraction of the learners' attention to the reading culture by providing them with titles of novels,

novellas, short stories, or poems to read them as homework and discuss their content inside the classroom.

Together with these approaches, teachers adopt a variety of techniques, tools and classroom settings to best suit the students' background and level. The use of these techniques and materials is a subject of the learners' level and background. Thus, teachers, more often, tend to exploit materials within the reach of the learners. These techniques and tools comprise social, political and historical texts as well as audible tapes and videos that deals with issues related to daily life. On the other hand literary texts are usually employed in ELT classrooms in BBUCAT and their use often goes beyond the literature stream and courses. However, in these courses, teachers employ diverse fragments of well-known British and American literary texts. Through the teachers' guidance, these fragments are analysed and interpreted by the students later, in order to explore their rich language.

1.3 Teaching English through Literature

Literature is one of the core subject in the teaching of the English language in the Algerian Universities. It is a fundamental art form in language learning as a mean for getting information on both language and the world. It is proved to be one of the most important arts what gives it a advantaged position which essentially requires special pedagogical and didactic treatment; thus, it has been studied across different disciplines and techniques. But before going deeply in this issue, first we have to define the term "literature" and how it could ameliorate the mastering of any language.

Indeed, literature has been given definition according to each scholar's view. What is most agreeable between all the authors is that literature is recognized as any production of writing which is considered as artistic works, like drama, novels, novellas, short stories, and poetry. Consequently literature can be defined as the expression of people thoughts, feelings and emotions as well as an expression of the way they live and the changes in their society. This concept has been treated in different areas; (Lewis, 1990) defines literature as: "An addition to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become".

Furthermore, (Keshavarzi, 2012) states that: "Since literature is related to real-life situations, it deals with accurate diction. Also, since it deals with different moods as well as situations, it is prevalent with diverse forms of sentences."

Broadly, literature is one of the valuable authentic materials that can be used in both languages teaching and learning. Moreover, there are three genres of literature; (Serir, 2012) summarizes them in the following diagram:

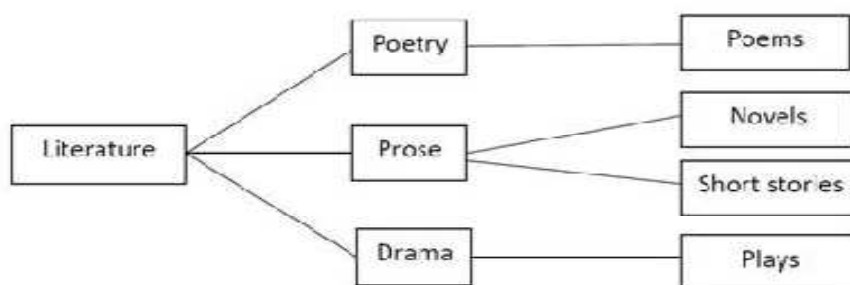


Figure 1.1 Literary Genres

(Risdianto, 2013) agrees with Serir's classification, however he adds another element to the diagram which is novella, and he sees that:

“Literature is generally divided into three groups, respectively prose, drama, and poetry. Prose uses language not in verse form, e.g., novels, short stories, novellas. Drama is play with its act(s) and its scenes in dialogues, conversations, comedies, tragedies, tragic-comedy. Poetry is the art of poets; poems, in verse form, epics, lyrical poetry, etc”.

In this extended essay, we have chosen one of the most important literary genres to discuss about, which is “short stories”, and the reason behind our choice is to provide the reader with the appropriate tools to better imagine and live in the fictional world, besides an escape to another world, full of new elements, away from the daily life routine.

1.4 Teaching Literature in BBUCAT

Teaching Literature for first and second year master classes of the English Stream at Belhadj Bouchaib University Centre of Ain-Temouchent is a challenging task for most teachers, for the reason that the majority of students have difficulties in achieving satisfactory results in literary exams.

The Department of Letters and English language in BBUCAT has provided for literature stream students different subjects that pertain with their specialty and could offer them all sorts of knowledge they need to promote their learning.

While second year master students have only a few subjects including Comparative Literature, Modernism, Feminism, Art and Civilization, first year

students deal with very interesting subjects such as British Civilization, Academic Writing, Discourse Analysis, Literary Translation, French Literature, and Romantic Literature. This latter is seen only in the first semester and is replaced by Gothic Literature in the second semester. 18th and 19th Century Drama is also replaced by Literary Theories and Criticism, as well as the Rise of Novels that substituted by 19th British literature.

Depending on these data, one can conclude that the Department of Letters and English language gives much importance to teaching literature because of its beneficial role and huge contribution in building a strong linguistic knowledge of learners, in addition to this, it seems that the introduction of literary texts is necessary to the development of the four language skills especially reading and writing, besides it helps the prosperity of other skills like grammar building by reading literary texts. It also equips the learners with a wide range of vocabulary items in relation to various concepts. It exposes them to complex language structures and gives them the mechanisms to express their ideas and emotions freely. In this context (Lazar, 1993) states that

“Literary texts can be a great help for students to gather knowledge about the culture of the language they are studying. Thus, studying literature enables students to make a comparison or a contrast between the target culture and their own culture”.

The fact that short stories are an integrated part of literature and life has contributed to their wide spread over the world, and since they are the reflection of our own experiences; short stories have an extensive reach on our lives.

The use of this literary genre in the English literature classes in BBUCAT is well adequate in order to make the learners familiar with the most famous short stories, learners have seen many types of them during the year such as “The Yellow Wallpaper” by the American writer charlotte perkins Gilman, it was first published in January 1892 in “The new England Magazine” as an early feminist work, “The Sisters” in 1895 and “the Dead” in 1914 by the Irish author James Joyce in Dublin, Ireland.

In the session below, we will try to provide some brief definition about this literary element, as well as its origin; we will also attempt to explain the integration of short stories in EFL classrooms.

1.4.1 Definition of Short Stories

The short story is a small world where you travel each time you take a book and wonder for the choice of the title, the difficulty of words, the wide world of cultural differences, the beauty of imagination; it is this pleasure which vanishes quickly by living some strenuous words ringing inside your head, which pulls you to take another book of the same writer or of another.

A short story is considered as a short fictional narrative prose that describes fictional characters and events as novels but they differ in size and plot. Therefore, (The Digital Concise Oxford English Dictionary) defines short story as “a story with a fully developed theme but significantly shorter and less elaborate than a novel”.

With reference to what literature stands for, (Abrams, 1970) states that “as a narrative that can be read at one setting of one and a half hour to two hours, and that is

limited to a certain unique or single effect, to which every detail is subordinate”. He meant that a short story does not contain a lot of scenarios that tells one event in a very concentrated way, and that a reader can read any short story till its end in a very limited time unlike a novel.

The previous belief goes in the same line with (Hirvela and Boyle,1988) “short stories are the most suitable literary genre to use in English teaching due to its shortness” students will surely benefit from short stories because of its shorter size. Correspondingly this will motivate them and give them the pleasure of completing a work in English and raise their self esteem.

1.4.2 Origin of Short Stories

Storytelling had been one of the oldest things human beings mastered, whether in forms of songs, fairytales or legends. The Greek, Egyptian, Indian, Chinese, French and British short tales paved the way to the new form of the short story. The elements of this last developed and followed the waves of the wide sea of history.

Until it reached the Romantic period, Short stories were introduced in a book by (Bendixen and Nagel, 2010) “the short story is an American invention, and arguably the most important literary genre to have emerged in the United States”. At first the short story was published in some magazines as it is mentioned in a book by Nagel and Bendixen like the Atlantic Monthly, The Century Magazine, Harper’s Magazine and many others who gave the opportunity to such an art to be developed and spread all over America.

In an article by (Boyd, 2006) he announce that the short story is a new form added to the field of literature and that: “readers wanted short stories, and writers suddenly discovered they had a new literary form on their hands”.

Since it was American, one may say that this literary form was characterized by the historical developments, and what was written long time ago has not the same elements or rather the same plot with what was written during the Romantic period i.e. the characters, the setting, the topic itself changed according to time and situations.

Just to escape from the real life, the Romantics preferred to create a world of their own in which they portrayed what they lived. As it is mentioned in an article by (Patea, 2012) when she quoted Charles May’s observation about the American Romantic short story: “the short story has from its beginning been a hybrid form combining both metaphoric mode of old romance and the *métonymie* (metonymy) mode of the new realism”. The short story was a world where fact and fiction forms a mixture and takes the reader to a dreamy world created by the author carrying a lot of meanings and hidden messages. It welcomes the reader to be an essential part of the story, and makes him believe in the events of this creative world, carrying real morals.

1.5 Short Stories Contribution in Enhancing learners Competencies

As mentioned by Collie and Slater (1990) “there are four main reasons which brought literature into the EFL classroom. They are considered to be valuable authentic materials for cultural enrichment, language enrichment and personal involvement”. In the first place, literary passages equip learners with real life

situations of language use, Collie and Slater have also stated “since literary texts contain language intended for native speakers, literature stands as a model for language learners to become familiar with different forms and conventions”. It means, short stories are the only materials that the students find themselves interest on and enjoy reading through, since it requires their prerequisite knowledge, they will find the message understandable.

Second, literature can equip students with access to the culture. That is, literature use in EFL classrooms aims at providing cultural awareness about the target language. As Sell (2005) declares “ teaching literature provides learners with a truly cultural competence, equipping them culturally-apposite pragmatic and socio-psychological components around which to build effective identities which will enable their socialization in the target culture and enhance the effectiveness with which they participate in that culture”. That is to say, by getting the students acclimatizing to the foreign culture, the literary passages are considered to be the abt sources to discover how language is utilized through the authors’ thoughts, feelings and experiences for being the native language users. Then, literature bridges the gap between cultural enlightenment and language learning. Again, (Lazar, 1993) states that “literature can provide students with access to the culture of the people whose language they are studying” i.e. investigating their views, values and believes as part of their culture and life style. Third, language advancement, since literature is a beneficial source of the four skills development; particularly, reading comprehension as Lazar (1993) finds “the reading of literature then becomes an important way of supplementing the inevitably restricted input of the classroom”.

Whatever the skill or objective behind the course-design of teaching reading, literature contributes to form such an understandable contexts and situations for the receptive individuals in order to progress EFL learners proficiency. Fourth, as far as the personal growth behind the use of literature in English settings is concerned, Lazar (1993) sees that “literature may also have a wide educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their educational awareness”. While reading, learners deal with various literary genres; appreciate diverse experiences, values, themes and learn authentic useful expressions.

1.6 The integration of Short stories in the EFL classroom

The use of short stories as material will be a teaching method of English language teachers, not only to provide various reading extracts but also to improve grammar skills, as well as students’ creativity. In addition, short story is a genre that always simple and short. Thus it will not be boring for the learners to learn grammar as it leads to understand the subject matter easier. Short story used as a material in ESL/EFL curriculum that offered these advantages among them, providing more creativity, challenging texts which required personal exploration supported with prior knowledge for advanced readers level, also promoting critical thinking skills, as it made the students reading task easier to be simple and short when it compared with other literary genres. Furthermore, short story made contribution to the development of cognitive analytical capacities with bringing the whole self to bear on a compressed account of situation in a single place and moment.

Using literature in the language classroom leads the learners to become better readers, According to (Sage 1987) “Many teachers consider the use of literature in language teaching as an interesting and worthy concern”. Literary texts, in general, and short stories specifically, have been an essential source of teaching and learning materials for EFL classes. Short stories are rich in language and have many benefits for EFL learners.

They stimulate interest and love for reading among the EFL learners and can offer maximum exposure of functional and situational use of language, which is considered not only essential, in foreign language teaching and learning context, but also very important to understand and master the target language like English.

(Murdoch,G. 2002) states that “stories allow instructors to teach the four language skills to all levels of language proficiency and can enhance ELT courses for learners if selected and exploited appropriately”. He meant that the use of short stories have countless pedagogical advantages and benefits for EFL teachers and learners. And it can help the teacher to develop the student’s language skills, it can be the source of foreign language teaching and learning material which, as many regard, is rich in language as well as interesting, enjoyable, and motivating.

1.7 Conclusion

Short stories are part of the human history and they constitute an important part of culture of the target language. Yet the traditional techniques used along many years in EFL classrooms at the university level need to be reconsidered in the new digitalised and globalised era. Teachers and students alike are accordingly invited to take advantage of the various opportunities technology has brought to language

classrooms. The present chapter indicated that literature can be considered as a valuable means in teaching English as a foreign language, because it can provide the foreign learners of English language with variable vocabulary items and grammatical structures.

Chapter Two

DATA COLLECTION AND ANALYSIS

Chapter Two: Case Study

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2.1 Introduction

This topic under study aims at evaluating the techniques applied in teaching English and specifically the role of short stories from the students and the teachers' points of view, in order to elicit a general idea on the problems faced by students and teachers alike. The data were collected from a sample of forty students and three teachers.

The participants were given two different brief questionnaires containing seven questions in each of them. Both of them were about teaching English through literature and more precisely short stories, those questionnaires aim at drawing out some opinions about the ideal methods that can be implemented in teaching English.

The present chapter deals with the process of data collection using the questionnaire as the main research tool. It will analyse afterwards the data obtained from the participants. Finally, the main research results will be interpreted.

2.2 The Educational Situation in the Department of Letters and English Language

The institute of languages consisted only of Arabic and French in 2009. After three years the English section was added. The license degree in English studies, according to LMD system, is only three years. Its aim is to prepare the students for careers in the field of teaching or other domains that require competency in English language.

2.3 Informants' Profile

The informants involved in this study were university teachers of English as well as first and second year literature master English students.

2.3.1 Teachers' Profile

The majority of the teachers of the Department of Letters and English Language in the University Centre of Ain-Temouchent are in charge of various modules. The teaching experience of the ones included in this study in general ranges from five to twenty years, while their teaching experience of literature differs from three to eight years. They are all full time teachers, and are in charge not only of literature but also of other subjects.

2.3.2 Learners' Profile

This research work emphasizes on teaching English through short stories to first and second year master literature students in the Department of Letters and English language in BBUCAT. These learners are aged between twenty-three and twenty-six years old.

Most of them gained their baccalaureate from literary and foreign language streams. The total number of the students of master is no more than fifty. There are more girls than boys. These learners are grouped into one class in each level.

2.4 The Research Instruments

This study strives to give a picture of teaching literature in the Department of Letters and English language and to elucidate the students' opinions about learning English through short stories by making use of questionnaires. In this experiment-based extended essay, the main research tool is the questionnaire. In fact, two

questionnaires were employed. One was administrated to the teachers, and the other one was designed to the learners.

With the intention of analysing the effects of this literary element (short stories) on both students and teachers, we have collected some quantitative data by choosing a sample of first and second year master students in the literature stream as well as some of the teachers in the department of letters and English language. They have been requested to fill in two questionnaires. We have used the three kinds of questions: opened, closed and mixed questions to gather all the data that we need in our research.

2.4.1Analysing the Students' Questionnaire

The questionnaire was administrated to first and second year master literature students of Belhadj Bouchaib University Centre. It aims at finding out the impact and the role of short stories in teaching English, and testing their effectiveness in language learning classroom.

The questionnaire designed for learners contains seven questions. It was planned for forty students. In return, we have received only thirty-one answers, taking into consideration that not all the questions were answered.

1) Do you think that you have made the appropriate decision by selecting the literature stream?

The aim of this question is to investigate the students' satisfaction about their decisions in choosing the literature stream. We noticed that the majority of the students (**80%**) are satisfied about their choices, because they consider that literature is a broad field that includes many domains and which reflects society.

They also believe that literature enriches their vocabulary, and deepens their critical thinking abilities, as well as the way they approach life. On the other hand, (20%) of them think that they did not make the right choice because there were lack of choices.

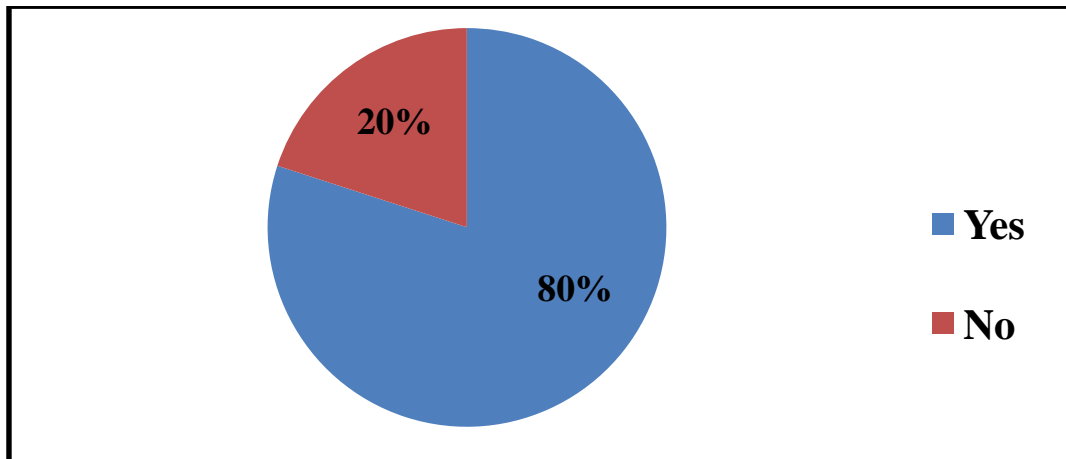


Figure2.1: The students' satisfaction about their stream

2) According to you, which one(s) of these literary productions you consider as the best technique(s) of teaching English?

The second question was about which literary production(s) (Drama, Novels, Novellas, Short stories, or Poems) they consider as the best technique(s) in teaching English. The objective of this question was to identify the most influential literary productions in the EFL classroom. The majority of the students (60%) agreed that using short stories in classroom courses is the best technique in teaching English because they think that they are characterized by a small number of words and characters, a fast pace, a single-minded plot, and a concise form. They also argued that short stories are more entertaining and take a shorter period of time to be analysed.

On the other side, **(25%)** of the learners preferred novels than the other literary productions for the reason that a novel is an umbrella genre that covers drama, tragedy, action, comedy, fiction and many other literary elements. This category supposes that studying novels can contribute in improving their writing and reading skills.

Another point of view **(10%)** deemed that novellas are a beneficial tool since they have larger scale for developing ideas and characters, and they can introduce characters and settings at a more leisurely rate than a short story.

As for poems, only **(05%)** saw that poetry develops their vocabulary, acquaints them with unfamiliar terms, encourages verbal analysis, and gives insight into more complex themes. While none of them think that drama can be a factor to learn English, maybe because it is infrequent in their university centre.

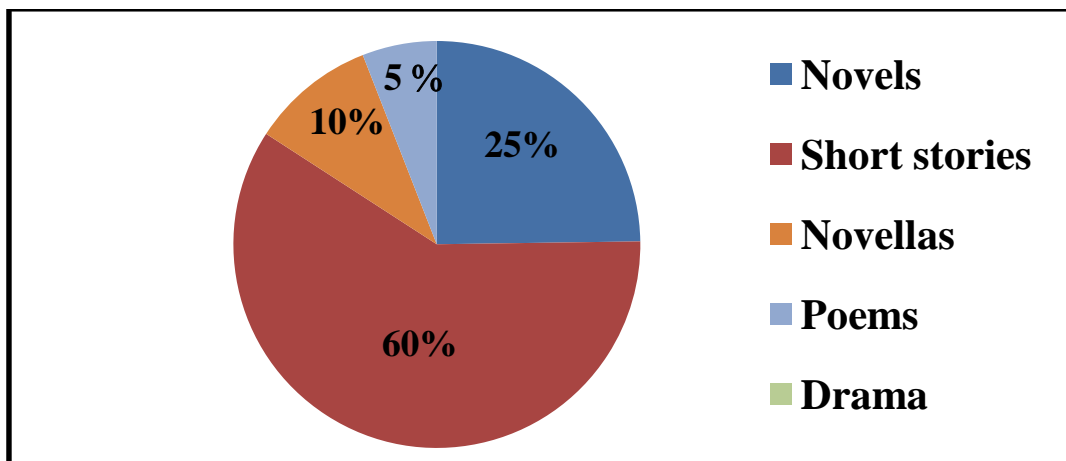


Figure 2.2: The students' ideal technique(s) for learning English

3) What is the basic linguistic knowledge you need to focus on, when learning literature?

The third question is designed to recognise the shortage in the students' linguistic competencies. They were given four options to select from. The options are vocabulary, grammar, pronunciation or all of them. The majority of the students (**64%**) intend to improve all the linguistic competencies. For them, studying literature gives them the chance to enhance their grammatical knowledge, enriches their lexicon, and ameliorates their pronunciation at the same time.

On the other hand, we noticed that these competencies had equal shares of (**12%**) for each. This means that some of the students try to focus only on one of them.

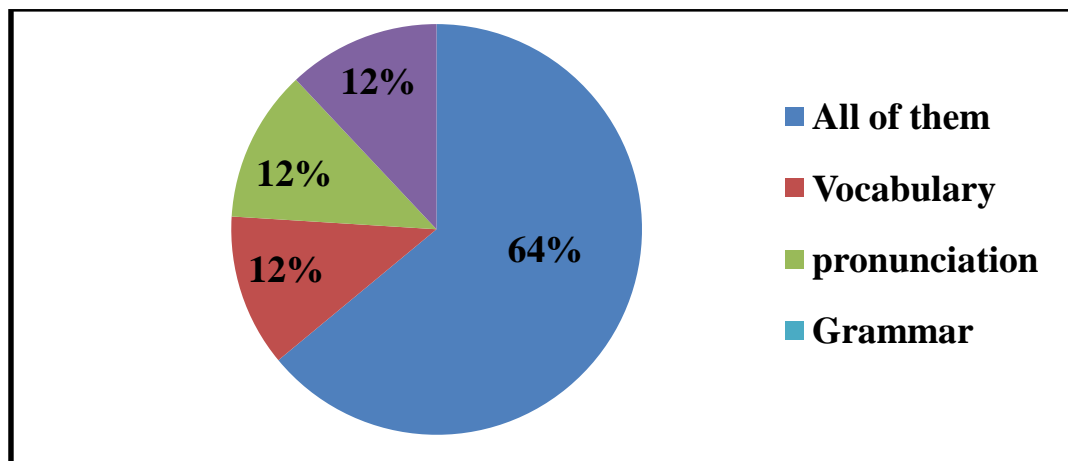


Figure 2.3: The most important linguistic knowledge for students

4) Do you think that studying short stories improve your English skills?

When asked if studying short stories improves their English skills, all the students (**100%**) agreed that these two literary productions do actually enhance their English skills. The reasons behind this general agreement are that all the students believed that literature has diversity and that the learners can come up with new words that are not commonly used. They learn about their synonyms and antonyms. In addition, they suggest that reading short stories enables them to acquire new and interesting words that are not commonly used and that it increases their writing and reading skills. On the other hand, they see that the more they read short stories the more they upgrade their writing skills. Students also see that they give them different insights about other cultures.

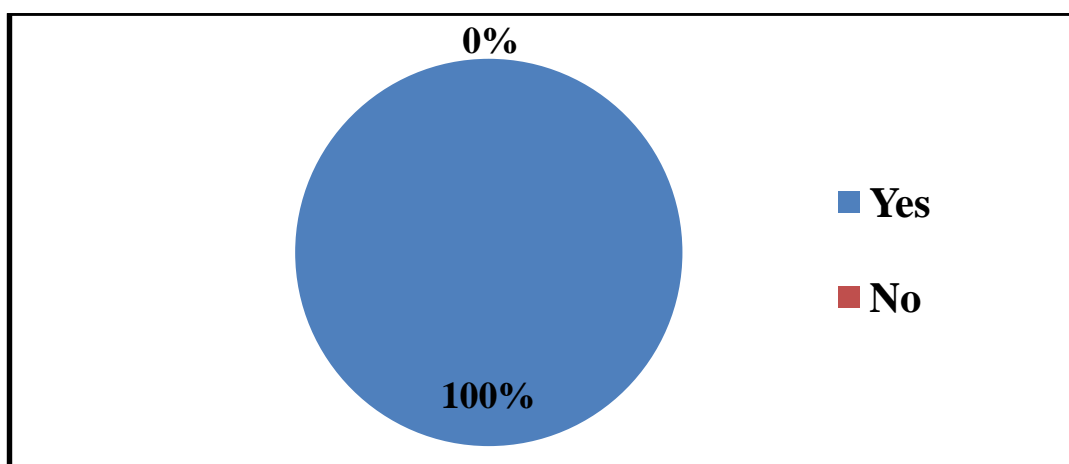


Figure 2.3: Short stories in enhancing the students' English skills

5) Does studying short stories teach you other cultures' ethical and moral values?

This yes or no question is asked to diagnose the participant' merits of short stories regarding as the model of other cultures' ethical and moral values.

As indicated in the pie-chart, the total numbers of participants corresponded to 100% believe that short stories certainly provide them with the target language culture. Short stories are an ingredient material that may expose them to others' culture and values.

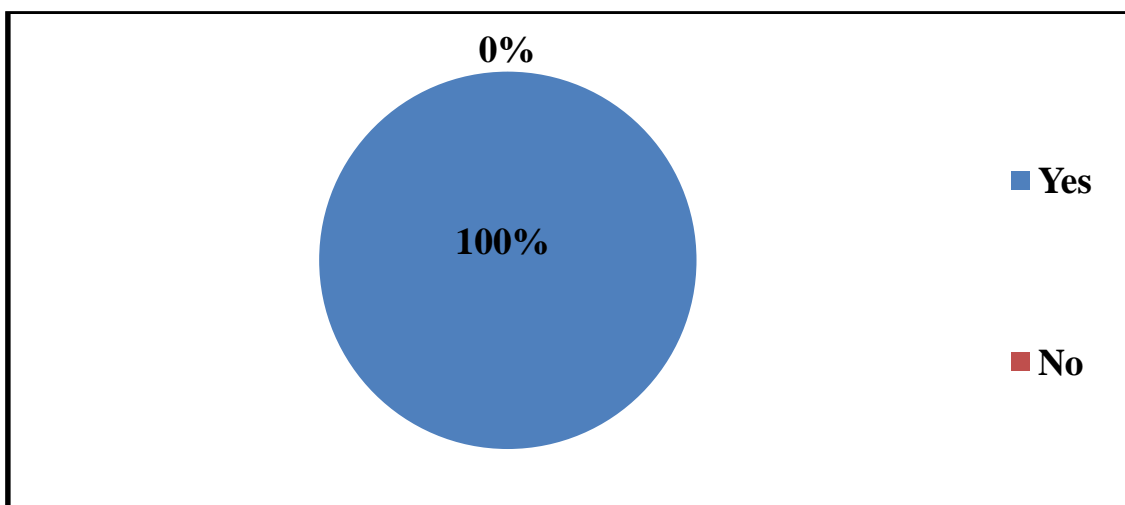


Figure 2.4: Short stories role in teaching other cultures.

6) Does learning literature through short stories enhance your knowledge about the English culture?

Question number six aims to find out if literature and in particular short stories enhance the students' knowledge about the English culture. (80%) of the respondents confirmed that literature plays an important role in developing,

supporting, and sustaining their knowledge about the English culture, they saw that studying short stories allows them to understand the political, cultural and philosophical movements and ideas that dominated English culture at some particular times. It also helps them to develop their cultural sensitivity, skills and awareness about the English civilization in order to operate successfully with people from the English culture.

Some of the learners representing **(13%)** of the total respondents partially agreed on the above idea, and that is because they see that studying short stories does not necessarily enable them to deepen their knowledge about the English culture.

While the opposing percentage which represents **(07%)** preferred to increase their knowledge through novels and poems rather than short stories.

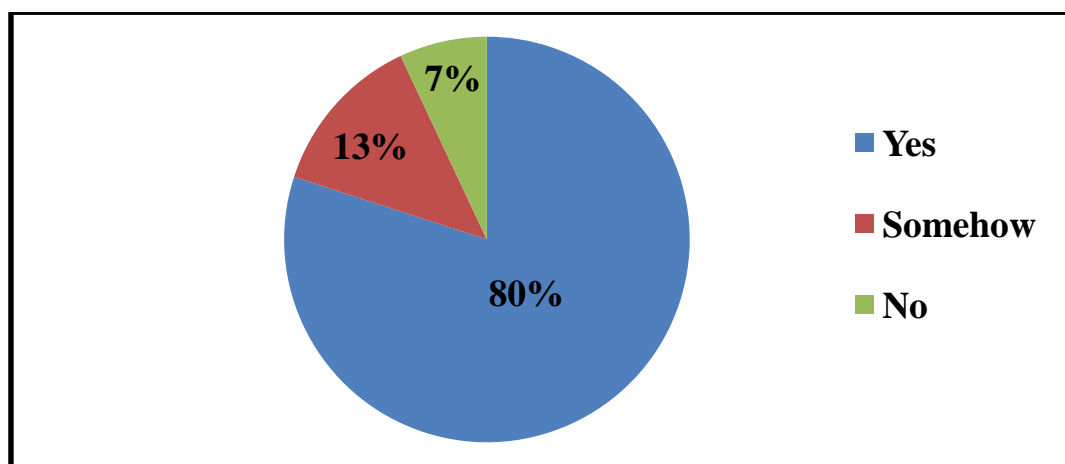


Figure 2.6: The influence of short stories on the learners' knowledge about the English culture

7) How would you describe your attitude towards reading short stories?

The learners had to select between four answers; namely very high, high, average, low. In the event that determines the learners' attitude towards the act of reading short stories.

The findings reveal the majority of the learners **41%** state that their attitude towards short stories is high. Whereas, **22%** claim that they possess a very high attitude concerning reading short stories. Unlike some participants **5%** who admit a low attitude with respect to handling short stories. **30%** of respondents express an average attitude regarding the eagerness to read short stories. In other case, the researcher also observed in the direction of the upshot that the learners are not well equipped towards the eagerness to read short stories as well.

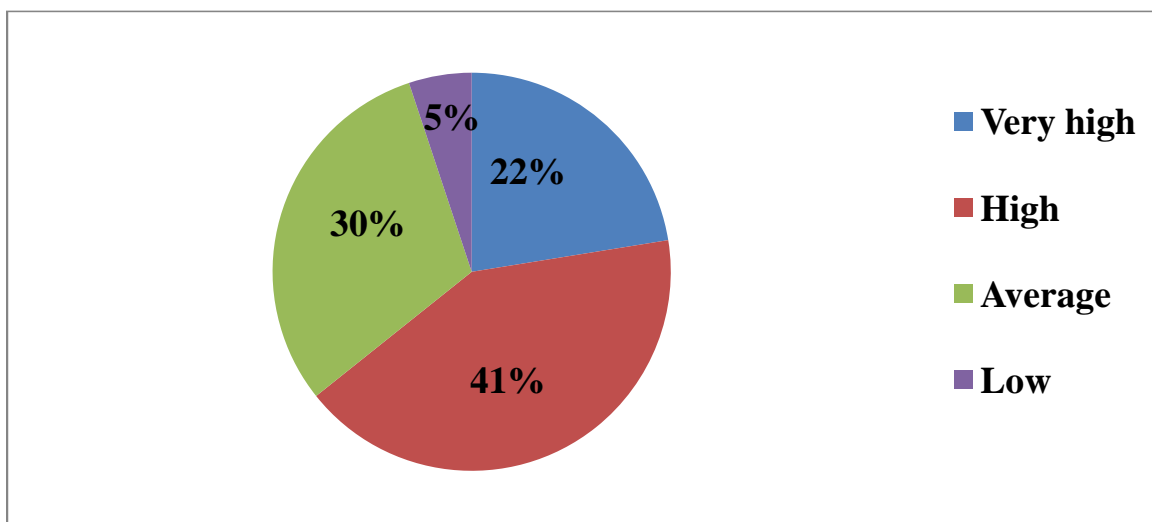


Figure 2.7: The learners' attitude towards reading short stories.

2.4.2 Analysing the Teachers' Questionnaire:

To extend our research and to evaluate the role of short stories from different perspectives, we designed another questionnaire for some teachers in the Department of Letters and English language of Belhadj Bouchaib University Centre. It includes six questions asked to elicit general information about the techniques they use in EFL classroom, the students skills they want them to improve, the difficulties they help them to overcome, and the problems they face themselves.

1) As a teacher, how would you assess the level of your students?

Teachers have agreed that the majority of students are average, because of the lack of motivation, and deficiency of reading culture between them. However, there are few exceptions (two or three) that can be qualified as having good level; this was proved through their results in the final exams, as well as their valuable participation, and effective interaction in the daily courses.

2) While using short stories during the courses, what English skills (Reading, writing, listening, speaking) do you want your students to focus on?

Teachers' responses differed on which skill they want their students to base on. Two teachers agreed that learners should work more on their reading

and writing skills rather than the other ones, they saw that these two skills are intrinsically linked, for better or for worse, because they spark the learners creativity, improve their imagination, expand their vocabulary , and allow them to learn more about the world . In other words, they make them better writers.

The third one thought that they should promote their speaking competencies. She sees that speaking skills are more important as far as language learning is concerned, and that mastering them means mastering the language itself. Additionally she claims that becoming good speakers will not happen overnight. It will take practice, time, and effort, i.e. the more they practice, the better and more confident they will become in their pronunciation and vocabulary.

3) Do you think that teaching Literature through short stories improves your students' English?

As it was expected, the teachers assured that their students do improve their English through short stories. They see that teaching literature is a valuable tool to encourage interaction between them and their students, and students themselves. Besides that short stories are often rich and can be effectively mined for discussions and sharing feelings or opinions. Through reading students can learn too much and they can acquire new words and new expressions. Even though, they think that studying a short story is more effective and its impact on

improving learners English is obvious, for the reason that they are less complicated than novels and poems and are constructed of simple structures.

Hence, teachers invite their learners to emphasis on this literary prose style. According to them short stories develop attitudes and values that is related to the world outside the classroom and describe intimate human experiences. Finally, they added that reading short stories is a very funny and enjoyable task, and students can feel a real sense of achievement at understanding a piece of highly respected literature.

4) What difficulties does a teacher of English literature face in BBUCAT?

The teachers admitted that teaching English as a foreign language is a rewarding career choice, but they complained about a variety of problems in their classrooms, many of which are all too common occurrences. Among these problems is the fact that students are more likely to be uninterested to work on particular tasks if they do not feel that there will be a payoff for their time and effort as well as if they do not perceive the classroom climate as supportive, i.e., when they see little value in the course or its content. They also protested about the decrease of reading and the unpreparedness of the students that lead to undeveloped thinking abilities and poor literary baggage which inhibit their skills of analyzing short stories.

Another obstacle that both teachers and students face in BBUCAT is the shortage of literary books in its library. They said that they are finding a lot of difficulties in getting books that they need in their daily analysis, so when there is no availability of books they are obliged to get them from the outside libraries. Concerning this matter, teachers warned from this problem that could have a dramatic effect on students' performances, therefore they are demanding the department of English to find instant solutions.

Multiple English proficiency levels in the same classroom is another challenge that teachers have to confront, which makes their planning lessons and meeting all the students' needs troublesome. Some of them have limited materials, or have to adapt or create their own.

5) How do you help your students overcome these difficulties?

In order to defeat the problems mentioned above and to assist their learners to manage their difficulties, teachers employ a variety of techniques. With reference to the concern of learners' motivation, the teachers said that they always try to encourage their students through choosing suitable works that respond to their interests, giving them the full time to read, interpret, and understand the content, and then invite them for collective thinking. They also help their students to grow their reading culture because they see that this does not only help them to acquire new vocabulary, but it is also a mean to broaden their thinking abilities and make them better problem solvers.

Regarding the shortage of books in the BBUCAT library, the teachers said that the problem was mentioned several times to the university administration, however no procedures were adopted to solve it, accordingly they help their students to bring their own books.

As a solution to the problem of the difference between the students' levels, teachers tend to use instructional styles which promote active learning in order to cope with the different levels in the classroom and maximize academic performance of all students. They think that through adjusting the pace of instruction to students' needs achievement is more likely to increase.

6) How would you evaluate the techniques you use in class?

The last question aims to highlight the techniques that literature educators utilize in their classes and to see how they evaluate these techniques. They were given four options to choose between. These options were whether they see their techniques as awkward, awkward but still suitable, innovative and updated, innovative and updated but still unsuitable.

Participants varied between two choices, two teachers think that their techniques are innovative and updated. Because of the challenges they faced with the traditional techniques, they said that they felt obliged to seek new ways, but they usually find difficulties because of the short time devoted to the teaching of literature.

The other teacher said that his methods are awkward but still suitable, he admitted that he tends to use old and traditional strategies, because of his belief that literature does not necessarily require innovative and updated techniques, what is more important is to convey the information to learners correctly and make sure that they did understand it.

2.5 Conclusion

This chapter has tried at first to explain the aims and procedures of conducting questionnaires to teachers of literature as well as first and second year master university learners. Then, it has attempted to explain, analyse and interpret the collected data.

The collected data have confirmed that applying short stories in teaching English is an effective technique, and that both students and teachers agree that it can improve the students' language skills. However, the circumstances within BBUCAT are not in the sake of applying this technique due to several reasons, such as, the absence of books in the university library and the students' unawareness about the culture of reading.

Chapter Three

Suggestions and Recommendations

Chapter Three: Suggestions and Recommendations

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3.1 Introduction

As we have discussed in the previous chapters the use of short stories and its significance in nowadays language teaching and learning; taking into consideration the results revealed by the collected data. The goal of the present chapter is to provide the advantages and the benefits of the integration of short stories in EFL classes. Moreover, it gives pieces of advice for the effective use of technology for learners and teachers as well. Also, this chapter offers suggestions which may help EFL learners and teachers to break down the difficulties that they face with the use of this literary element in order to provide an interactive environment for teaching and learning English.

3.2 Discussion of the Main Results

The findings and the results have been analysed from both questionnaires that were addressed to the literature teachers and first, second year English master students at the department of English at the University Centre of Belhadj Bouchaib have shown the importance of using short stories in teaching and learning English and to what extent teachers and students are influenced by its use.

The analysis of the students' questionnaire reveals that the period of time of studying English ranges between twelve to fourteen years with the use of short stories that ranges between two to four years which means that students are not very skillful in its use. All the questioned participants believe that learning English through literature improve their English skills, and especially through short stories.

Most of the participants think that one of the benefits behind learning literature is to enhance their linguistic competencies including vocabulary, grammar, and pronunciation, it can also raise their enthusiasm and their motivation for learning.

On the other hand, the analysis of the teachers' questionnaire reveals that all of them are magister holders and only one doctorate degree holder. They are full time teachers with teaching experience ranges between three to ten years. According to the collected answers, most of the teachers find students' level average, but they declared that there is a remarkable achievement due to the various activities such as; free discussion, group work, role-play, reading aloud, vocabulary acquisition, dialogues...etc.

Mostly, all the literature teachers use different tools to teach English but all of them agreed that these techniques are either awkward but still suitable or innovative and updated. All of the sample members claimed that the absence of reading culture among learners from one side, and the shortage of literary books in the centre's library from the other side have affected negatively the process of teaching English through literature and specifically through short stories.

Besides, the sample teachers stated that the use of short stories in EFL classes makes the students excited and their reaction is positive and they argued also that the integration of short stories:

- Increase students' motivation.
- Attract their attention.
- Improve their reading level.
- Improve their writing level.

Finally, the hypotheses being proposed by the researchers to develop this work have been confined. From the collected data, both teachers and learners affirmed that the integration of short stories in EFL classes improve students' reading performance and increase their motivation and feel more engaged.

3.3 The Importance of Short Stories

The implementation of short stories have a numerous benefits for EFL learners. In that many studies have discussed the benefits of using literature in language classes, and according to (Maley,1989) that they listed the following reasons for using short stories in foreign language classroom especially it can raise cultural awareness, linguistic awareness, motivation, and others. Also short stories are claimed to improve all the four skills,

“Reading literature text lead students to think critically” (Erkaya,2005) he pointed out when students read they interact with that text and interpret what they read and this analysis made them more creative and critical. Moreover, (Yong,1996) have discussed two advantages of using short stories for raising critical thinking in students as followed: “because they are entertaining, student’s pervasive is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun”.

According to (Pederson, 1995), “Oral stories direct the expression of a literary and cultural heritage; and through them that heritage is appreciated, understood and kept alive”, from this quotation, it seems that short stories play an important role in the acquisition of a foreign language as in the mother tongue. They are everywhere,

every day we listen to them , we tell them and we think out of them. Stories give individuals full chances to express their values, fears, hopes, and dreams.

In EFL classrooms, introducing students to stories in the target language means to open for them horizons to the full range of language which is so important for the success in the target language. Stories provide learners with a natural context for learning which they are familiar with. So, they tend to use their complete involvement to relate aspects of their own personal life, experiences with those of the story to understand it. (Miskiewicz, 2004).

An important role of stories in classroom is authenticity, as it contributes in creating motivation and helps students to forget the notion of "a boring English lesson" .Stories in classroom is the door of a magic world full of wonders and dreams which let students fully absorbed by the narrative and they don't get bored even if they find difficulties in understanding. In this content (Pederson, 1995), stated that “Storytelling brings to the listeners heightened awareness , sense of wonder, of mystery , of reverence of life .This nurturing of the spirit comes first , it is the primary purpose of storytelling ,and all the other uses and effects are secondary”.

Teachers choose to tell stories in classroom because when telling a story, the session is a time to share feelings and to create a relaxed and a happy relationship between teacher and students characterized by a mutual confidence and the product will be a creation of a shared human experience based on words and imagination. Oral stories to a large extent develop students' listening skills, it provides them with opportunities to listen to the language in context .It is considered to be a perfect source of language experience expressed through words. According to this passage (

Miskiewicz, 2004) said “No wonder, they are highly motivating and fairly cheap functional classroom tool”.

Through this oral technique, learners will gain knowledge of the lesson and simultaneously improve their listening abilities, their public speaking, articulation, vocabulary, grammar, self confidence and imagination.

3.4 Suggestions and Recommendations

As mentioned in the previous chapters, the use of short stories in language teaching can be an interesting and worthy concern. However, it can be beneficial and pleasurable only if used appropriately, i.e., according to the right methods. Consequently, a good implementation of this literary element in the language-teaching classroom requires a consideration of all the different aspects surrounding this class such as the level of the students.

Once determining to what extent short stories contribute to the advancement of language learning. The researchers felt the need to cover some pedagogical recommendations on how to integrate short stories in EFL classroom, including materials design and lesson planning for use with short stories pointed at both the teachers and the learners in order to tackle effectively and respond truly to the students’ main problems while studying short stories so as to enhance their reading comprehension proficiency.

3.5 Recommendations for EFL Teachers

Storytelling plays a significant role in enhancing the quality of teaching and presents a powerful learning environment in the classroom. It is viewed as an effective tool for reaching the educational practice.

Apart from being an excellent tool to improve the language acquisition, the use of short stories in the classroom provides a more meaningful context for the students. All these factors lead students to become more participative and communicative members of the class group.

Through our long research for any resources that we can provide for teachers to help them recognizing the correct tool of teaching short stories within EFL classroom, we have found the book of “Literature and Language Teaching” written by Gillian Lazar in 1993, it is a guide for teachers and trainers that designed for showing how teaching English through literature is integrated and particularly short stories in EFL context, rather a list of suggested tasks and activities for being such a useful material design of the lesson plan that are encapsulate into three phases: pre-reading activities, while-reading activities, and post-reading activities.

This book summarizes the most effective techniques to teach short stories to their learners, taking as an example: creating student interest in the story, helping them to understand the plot, as well as the characters, explaining difficult vocabulary, interpreting of the main themes of the story, helping students to understand narrative point of view...ect.

In addition teachers should take into consideration certain criteria when selecting a short story, i.e. they should avoid texts that are linguistically or culturally

extremely difficult or offensive to the learners. (Murdoch, 2002) explained: “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English language teaching courses for learners at intermediate levels”.

Moreover, the teacher should know and realize the students’ lacks and difficulties in order to provide them with the appropriate techniques and strategies that serve their needs, then he provides the learners with suitable and appropriate titles of short stories that help them in ameliorating their reading performance, enrich their vocabulary, and enhance their critical thinking

From the other side, lacking competency and the practical knowledge is a serious problem for teachers. Thus, it is recommended for teachers to have an efficient training for the purpose to instruct their learners with reliable information and strategies to improve learners’ reading competency in the target language

To sum up, we can say that teachers should be competent and supply an understanding for the concept of teaching a short story in order to solve the technical problems which they may face in the classroom so that the students are not going to be interrupted and the learning keep going, they should provide a suitable atmosphere for their learners to read and analyse short stories to improve their communicative abilities, because they can offer so many options for the students to be engaged in the target language and discover its culture.

3.6 Conclusion

This chapter has intended to focus on the benefits that the use of short stories has brought to the field of learning English language particularly in reading skill. It has dealt with the importance of the implementation of short stories in language teaching and learning and it provided some suggestions and recommendations for teachers in EFL classes.

General Conclusion

Centuries ago, literature opened a range of possibilities, allowing learners to question, interpret, connect, and explore. Furthermore, many authors have stated that if the students can gain access to short stories by developing literary and linguistic competence, then they can effectively internalize the language at a high level. However, the role of the teacher in guiding the students throughout the process of deconstructing and analysing short stories in the language-learning classroom is very important. He also plays a necessary role in determining the objectives and the expectations as well as in selecting the appropriate literary texts which should be in the reach of all the students.

Teaching English through short stories can be a very practical technique. However, it has often been neglected because of the fact that they are considered only as parts of civilisations and cultures disregarding their linguistic aspect. In addition, the misapplication of these literary elements, which can frequently lead to misinterpretation, has been a contributing factor in the negligence of this technique. So in order to spot the light on these issues, emphasizing the role of short stories in the language teaching classroom in BBUCAT, we have conducted this brief research.

GENERAL CONCLUSION

We have divided the research into three chapters, in the first chapter we have talked about ELT position in Algerian universities, as well as in the University Centre of Ain-Temouchent, furthermore we have defined the term “short stories” and mentioned its origins. The second chapter was concerned with deducing certain ideas about the ideal techniques that can be applied in teaching English from the students and the teacher standpoints. Therefore, we have formulated two brief questionnaires, the first one was designated to the students and the second one was for the teachers, in return, the collected data have proved to be valuable.

While the third chapter dealt with the discussion of the main results and the importance of literature in EFL classrooms and how it can be used, and we conclude it with providing some suggestions and recommendations for EFL teachers in term of teaching short stories.

To sum up, we can conclude that short stories can be effective in enhancing all aspects of the language, and that the implementation of this literary element can prove to be very helpful because they are generated on the basis of literature students and literature teachers perspectives, and also because of the fact that we lack effective and pleasurable techniques at the same time. Besides, teaching through short stories is a valuable tool to save time and energy since it is a direct method and does not require any other resources.

What should be considered is that this work is like any other work; it has some limitations related to the time spent in its fulfilment, in addition to limitations regarding the tools of collecting data. This extended essay is an humble attempt to highlight the importance of the use of literature in general and short stories in

GENERAL CONCLUSION

particular in teaching and learning English in Belhadj Bouchaib University Centre of Ain Temouchent, further research would carry on investigating larger population and enhancing the use of other literary productions such as: novels, poems, novellas, and plays in the teaching and learning of the English language.

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Appendices

Appendix (A)

Students' Questionnaire

Dear students,

The present questionnaire is a part of an academic research that requires about the extent to which integrating short stories in EFL classroom would boost the EFL learners' skills. So would you please answer the following questions as clearly as possible, it should only take 4-5 minutes to complete. Be assured that all answers you provide will be kept in the strict confidentiality.

1) Do you think that you have made the appropriate decision by selecting the literature stream?

- Yes** **No**

Why.....

2) According to you, which one(s) of these literary productions you consider as the best technique(s) of teaching English?

- Drama**
 Novels
 Novellas
 Short stories
 Poems

Why.....

3) What is the basic linguistic knowledge you need to focus on when learning literature?

4)

- Vocabulary
- Grammar
- Pronunciation
- All of them

5) Do you think that studying short stories improve your English skills

- Yes Somehow No

How.....
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.....

6) Does studying short stories teach you other cultures' ethical and moral values?

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.....
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7) Does learning literature through short stories enhance your knowledge about the English culture?

- Yes Somehow No

How.....
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.....

8) How would you describe your attitude towards reading short stories?

- Very high**
- High**
- Average**
- Low**

Appendix (B)

Teachers' Questionnaire

Dear teachers,

The present questionnaire is a part of an academic research that requires about the extent to which integrating short stories in EFL classroom would boost the EFL learners' skills. So would you please answer the following questions as clearly as possible, it should only take 4-5 minutes to complete. Be assured that all answers you provide will be kept in the strict confidentiality.

Qualification:

License

Magister

PhD

1) How long have you been a teacher of English Literature?

.....Years

2) As a teacher, how would you assess the level of your students?

Good

Average

Bad

3) While analysing a novel or a poem during the courses, what English skills (Reading, writing, listening, speaking) you want your students to focus on?

Reading

Writing

Listening

Speaking

4) Do you think that teaching Literature through short stories improves your students' English?

- Yes
- Somehow
- No

How.....
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5) What difficulties does a teacher of English literature face in BBUCAT?

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.....

6) How do you help your students overcome these difficulties?

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7) How would you evaluate the techniques you use in class?

- Awkward
- Awkward but still suitable
- Innovative and updated
- Innovative and updated but still unsuitable

How.....
.....
.....
.....

الملخص:

تناولت هذه الدراسة استخدام القصة القصيرة في تعليم اللغة الانجليزية. لإجراء هذا البحث تم إدارة استبيانين؛ الأول لطلبة السنة الأولى و الثانية ماستر آداب , والآخر لأساتذة الأدب البريطاني في قسم الآداب واللغة الإنجليزية في المركز الجامعي بلحاج بوشعيب في عين تموشنت. لمعرفة موقف الطلبة والأساتذة نحو استخدام القصة القصيرة في تدريس وتعلم اللغة الإنجليزية أظهرت النتائج أن استخدام هذا المنتج الأدبي يمكن أن يكون فعال في تعزيز جميع جوانب اللغة، وأنه أداة قيمة لتوفير الوقت والطاقة.

الكلمات المفتاحية: الأدب, تدريس اللغة الانجليزية, القصة القصيرة.

Résumé:

Cette étude portait sur l'utilisation de conte dans l'enseignement de l'anglais. Pour mener à bien ce travail de recherche, deux questionnaires ont été administrés; l'un aux étudiants de littérature anglaise de première et deuxième année master, et l'autre pour les professeurs de littérature Britanique au Département des Lettres et la Langue Anglaise au Centre universitaire Belhadj Bouchaib d'Ain-Temouchent pour connaître l'attitude des apprenants et des enseignants à l'égard de l'utilisation de conte dans l'enseignement et l'apprentissage de l'Anglais. Les résultats ont montré que l'utilisation de cette production littéraire peut être efficace pour améliorer tous les aspects de la langue, et c'est un outil précieux pour gagner du temps et de l'énergie.

Mots de clé: littérature, l'enseignement de l'Anglais, le conte.

Abstract:

This quantitative paper investigated the use of short stories in the EFL classroom, To conduct this research work, two questionnaires were administered; one to first and second year English master literature students, and the other one for literature teachers at the department of letters and English language at Belhadj Bouchaib University Centre of Ain-Temouchent to know the attitude of the learners and teachers toward the use of short stories in teaching and learning English. The results showed that the use of this literary production can be effective in enhancing all aspects of the language, and it is a valuable tool to save time and energy.

Key words: Literature, teaching English, short stories.