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**The Role of Short Stories in Enhancing EFL Pupils' Reading
Comprehension
A Case Study of Third Year pupils at Khadraoui Brothers The
Martyrs Secondary School in Zeribet Eloued**

Dissertation submitted to the Department of Foreign languages in partial fulfilment of the requirements for the Degree of **Master in Sciences of Language**

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Declaration

I, **Chaali Selma**, do hereby solemnly declare that the work I presented in this dissertation is my own, and has not been submitted before to any other institutions or university for a degree.

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Dedication

I gladly dedicate this work:

To my whole family

To my beloved parents

To my lovely sisters

To my dear brothers

To my teachers

To my relatives

To all my friends without exception

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First of all, I should be so grateful and thankful to **Allah**, the most Gracious and the most Merciful for giving me strength and patience to accomplish this humble work.

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Abstract

SHORT STORIES AND READING COMPREHENSIONV

Reading is considered as one of the most challenging and tasks that EFL pupils face. Due to the complexity of this skill, many pupils suffer from their failure in the achievement of reading comprehension. This study aims at investigating the role of short stories in improving third year pupils' reading comprehension at Khadraoui Brothers The Martyrs Secondary School in Zeribet Eloued. Throughout this study, we hypothesize that if teachers include short stories as a strategy for teaching the reading, they may help their pupils to enhance their reading comprehension. For this reason, a descriptive method is used to check out the hypothesis. In order to gather the needed data, two questionnaires were administered for both pupils and teachers. First, pupils' questionnaire was administered to a sample of third year pupils in order to explore their awareness about the role that short stories provide to develop their reading comprehension skill. Second, teachers' questionnaire is distributed to a sample of English teachers at the same institution (N=04) for the sake of exploring their attitudes towards the effect of using short stories as a reading strategy in improving their pupils' reading comprehension. The results of the analysis of pupils' and teachers' questionnaires indicated the awareness of both pupils and teachers about the importance of using short stories to have a good understanding of the reading materials. Accordingly, our research findings suggest that teachers should devote an official session for reading in EFL classes in which they will overcome the reading comprehension problems. Thus, it can be concluded that the stated hypothesis was confirmed and the findings were positive.

Key words: Attitudes, awareness, EFL pupils, reading comprehension, secondary school, short stories

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

EL(s): Foreign languages

ELT: English Language Teaching

FL: Foreign Language

H: Hypothesis

L1: First Language

L2: Second Language

NRP: National Reading Panel

Q: Question

SL: Second language

List of Tables

Table 3.1: Pupils' attitude toward English courses.....	52
Table 3.2: Pupils attitude towards reading in general.....	53
Table 3.3: Kinds of reading materials pupils prefer.....	54
Table 3.4: Pupils' favorite language skills.....	54
Table 3.5: Frequency of reading in English.....	55
Table 3.6: Pupils' level of comprehending.....	55
Table 3.7: Reading strategies used by pupils.....	56
Table 3.8: Pupils' difficulties understanding	56
Table 3.9: Pupils' difficulties while reading English texts.....	57
Table 3.10: Pupils' preferences in reading literary genre.....	58
Table 3.11: Pupils' attitudes towards reading short stories.....	59
Table 3.12: Pupils' opinion towards reading short stories.....	59
Table 3.13: pupils' preferable techniques	60
Table 3.14: Pupils' time enjoyment when reading short stories.....	60
Table 3.15: Pupils' preferred kinds of stories.....	61
Table 3.16: Teacher's encouragement to focus on reading short stories	61
Table 3.17: Pupils' preferred way of choosing the short story.....	62
Table 3.18: The effect of short stories on reading comprehension.....	63
Table 3.19: Teachers' experience.....	64
Table 3.20: Teachers' beliefs about the importance of reading skill.....	65
Table 3.21: The most difficult language skill.....	66
Table 3.22: The negligence of the reading skill in programs of teaching.....	66
Table 3.23: Teachers use of reading comprehension strategies.....	67

Table 3.24: Pupils' motivation during reading activities.....	68
Table 3.25: Reducing pupils' reading comprehension difficulties.....	69
Table 3.26: Pupils' opinion towards reading short stories.....	70
Table 3.27: Teachers' encouragement to make pupils read short stories	70
Table 3.28: The importance of short stories.....	71
Table 3.29: Devoting sessions for reading.....	72
Table 3.30: Teachers' opinion	72

List of Figures

Figure 1.1:Models of the reading process.....17

Figure 1.2:Components of reading18

Figure 2.3: Freytag’s Pyramid, Elements of plot33

List of Appendices

Appendix 1: Consent letter for the teacher

Appendix 2: Pupils' Questionnaire: Piloting Stage

Appendix 3: Pupils' Questionnaire

Appendix 4: Teachers' Questionnaire: Piloting Stage

Appendix 5: Teachers' Questionnaire

Contents

Declaration.....II

Dedication.....III

Acknowledgements.....IV

Abstract.....V

List of Abbreviations and AcronymsVI

List of Table.....VII

List of FiguresIX

List of Appendices.....X

Contents

Introduction.....1

1. Statement of the Problem.....1

2. Research Questions.....2

3. Research Hypotheses.....2

4. Research Aims.....2

5. The Research Methodology for this Study.....3

6. Significance of the Study.....3

7. Structure of the Dissertation.....3

8. Limitation of the Study.....4

CHAPTER ONE: Reading Comprehension

Introduction.....8

An Overview on Reading.....8

 1.1.1 Definition of reading comprehension9

 1.1.2 Importance of reading comprehension.....11

 1.1 The Most Important Reading Strategies.....11

SHORT STORIES AND READING COMPREHENSION

1.2.1 Extensive reading	12
1.2.2 Intensive reading	13
1.2.3 Scanning	14
1.2.4 Skimming	14
1.2 Reading Models	15
1.3.1 Bottom-up models.....	15
1.3.2 Top-down models.....	16
1.3.3 Interactive models.....	16
1.3 Components of Reading	18
1.4.1 Reading fluency.....	19
1.4.2 Comprehension.....	19
1.4.3 Vocabulary	20
1.4.4 Phonemic awareness.....	20
1.4.5 Phonics.....	20
1.4 Reading in a Second/ Foreign Language	21
1.5 Teaching Reading comprehension.....	22
1.6.1 Pre-reading phase	22
1.6.2 While reading phase.....	23
1.6.3 Post reading phase.....	23
1.6 Reading Comprehension Difficulties.....	23
1.7.1 Inappropriate use of background knowledge	24
1.7.2 Lack of vocabulary knowledge	24
1.7.3 Lack of reading fluency	25

SHORT STORIES AND READING COMPREHENSION

Conclusion	25
------------------	----

CHAPTER TWO: Short Stories

Introduction.....	29
2.1 Literature and reading	29
2.2 History of short stories.....	30
2.3 Short story definition.....	31
2.4 Intrinsic elements of short stories.....	32
2.4.1 Setting	32
2.4.2 Plot.....	33
2.4.3 Characters.....	35
2.4.4 Theme.....	36
2.4.5 Conflict.....	36
2.4.6 Point of view.....	37
2.4.7 Style.....	37
2.5 Characteristics of short stories	38
2.6 Short stories types.....	39
2.6.1 Anecdote.....	39
2.6.2 Drabble	39
2.6.3 Fable.....	40
2.6.4 Frames story	40
2.6.5 Fairy tale	40
2.6.6 Myth.....	40
2.6.7 Legend.....	41
2.7 Advantages of teaching short stories.....	41
2.7.1 Reinforcing the skill.....	41

SHORT STORIES AND READING COMPREHENSION

2.7.2 Motivating pupils.....	42
2.7.3 Teaching culture.....	42
2.7.4 Teaching higher-order thinking.....	43
2.8 Criteria of selecting short stories	43
2.9 Benefits of using short stories for developing reading comprehension.....	44
Conclusion.....	45

CHAPTER THREE: Field Work

Introduction.....	49
3.1 Review of Research Methodology	49
3.1.1 Research methodology.....	49
3.1.2 Population and sample	50
3.1.3 Data collection methods	50
3.2 Administration of Pupils and Teachers' Questionnaires.....	50
3.2.1 Piloting study	50
3.2.2 Administration.....	51
3.3 Pupils' Questionnaire.....	51
3.3.1 Description of pupils' questionnaire.....	51
3.3.2 Analysis of pupils' questionnaire.....	52
3.4 Teachers' Questionnaire	63
3.4.1 Description of teachers' questionnaire.....	63
3.4.2 Analysis of teachers' questionnaire	64
3.5 Summary of the Findings	74
3.5.1 Pupils.....	74
3.5.2 Teachers.....	76
Conclusion.....	78

SHORT STORIES AND READING COMPREHENSION

General Conclusion.....79

Recommendations80

References.....82

Appendices

ملخص

Introduction

Reading is an essential language skill and a highly complicated act that everyone should learn. It is also one of the most important skills in learning languages besides to listening, speaking, and writing. Moreover, Reading is described in different ways to explain the process of what happens when pupils read, and how pupils comprehend a text. However, teaching and learning a second/ foreign language (SL/FL) like English poses many difficulties for its learners while learning the major language skills in general, and the reading comprehension skill, in particular. Therefore, pupils of English as Foreign Language (EFL) need to follow a set of reading strategies to pass these difficulties and to improve their reading comprehension. Furthermore, many researchers affirm that reading namely reading short stories plays a major role in the improvement of the reading skill in terms of comprehension. In other words, short stories seem to be the most suitable choice as a reading strategy due to its potentiality in helping pupils to enhance their reading comprehension.

1. Statement of the Problem

Teaching and learning reading in any language and particularly in the English language is an essential area that influences pupils' performance and the English language learning. However, many pupils do not like to read because of many factors such as: the lack of vocabulary, inappropriate techniques, and mainly because of the absence of useful reading strategies and methods. Moreover, despite the attention given to the reading skill in the foreign language (FL) classes, pupils still have difficulties to understand written texts, so they find the reading activity hard and boring. Accordingly, Dean (2003) asserts that most EFL pupils are not able to comprehend written texts effectively. This later occurs due to the fact that the majority of pupils ignore the reading skill.

More particularly, EFL pupils face many difficulties in improving their level of comprehension due to their teaching environment which gives much importance to the productive skills (writing and speaking) rather than receptive skills (reading and listening). Accordingly, reading comprehension is taught with less awareness about the different reading strategies. Thus, developing the reading strategies is very integral because it enables pupils to increase their level of understanding and concentration; this is a serious issue concerning the teaching learning process. Therefore, teachers have to focus more on strategies and techniques which they apply for the purpose of comprehension in order to avoid the difficulties that has a negative impact on pupils' achievement during reading activities.

In this regard, the current study intends to investigate the role of short stories as a strategy used to enhance EFL pupils' reading comprehension.

2. Research Questions

This research seeks to answer the following question:

RQ1: How can short stories help EFL pupils to enhance their reading comprehension?

3. Research Hypothesis

Based on the above research question, we propose the following research hypotheses:

We hypothesise that if teachers include short stories as a strategy of teaching the reading skill, they may help their pupils to enhance their reading comprehension.

4. Research Aims

General aim:

- The primary objective of this study is to determine that using short stories may improve EFL pupils' reading comprehension.

Specific aims:

- Make pupils aware of the importance of the reading skill.
- Suggest for teachers other ways to improve pupils' reading comprehension.

5. The Research Methodology for this Study

The present study is conducted through the descriptive method as an appropriate way to know how EFL pupils enhance their reading comprehension through using short stories. Besides to the qualitative method for investigation, this study will rely on two questionnaires as a tool for collecting data, one for EFL pupils (Third –Year pupils at Khadraoui Brothers the Martyrs Secondary School in Zeribet) and the other one for EFL teachers working at the same school.

6. Significance of the Study

Several studies have showed that teachers use different techniques and strategies in order to help their pupils to improve their language skills in general and the reading comprehension skill in particular. Therefore, this research attempts to reveal the significant role of using short stories to develop EFL pupils' reading comprehension. Moreover, this study will be, hopefully, beneficial for both teachers and pupils of foreign language.

7. Structure of the Dissertation

This dissertation will be divided into three main chapters. The first and the second chapters represent the theoretical part; while the third represents the practical part of this work. The **First Chapter** provides a general overview about the reading skill besides to its types, components, and other elements. Moreover, this chapter focuses more on the reading comprehension skill including its definition, its importance, its models, and its problems. While, the **Second Chapter** is mainly concerned with presenting the short stories' definition, importance, elements, types, advantages. Next, it introduces the various

benefits of using short stories on the reading comprehension skill. Finally, the **Third Chapter** is devoted to the analysis and the interpretation of the data collected from questionnaires submitted to both teachers and pupils about the role of short stories in enhancing EFL pupils' reading comprehension.

8. Limitation of the Study

a number of important limitations need to be considered:

- This study is limited to 3rd year pupils third year pupils of foreign languages stream at Khadraoui Brothers the Martyrs Secondary School in Zeribet Eloued. So the result cannot be generalized to other pupils' sample.
- This study is also limited in investigating only the reading comprehension skill and cannot be generalized to other skills.

Chapter One

CHAPTER ONE: Reading Comprehension

Introduction

1.1 An Overview on Reading

1.1.1 Definition of reading comprehension

1.1.2 Importance of reading comprehension

1.2 The Most Important Reading Strategies

1.2.1 Extensive reading

1.2.2 Intensive reading

1.2.3 Scanning

1.2.4 Skimming

1.3 Reading models

1.3.1 Bottom-up models

1.3.2 Top-down models

1.3.3 Interactive models

1.4 Components of Reading

1.4.1 Reading fluency

1.4.2 Comprehension

1.4.3 Vocabulary

1.4.4 Phonemic awareness

1.4.5 Phonics

1.5 Reading in a Second/ Foreign Language

1.6 Teaching Reading comprehension

1.6.1 Pre-reading phase

1.6.2 While reading phase

1.6.3 Post reading phase

SHORT STORIES AND READING COMPREHENSION

1.7 Reading Comprehension Difficulties

1.7.1 Inappropriate use of background knowledge

1.7.2 Lack of vocabulary knowledge

1.7.3 Lack of reading fluency

Conclusion

Introduction

Reading is the way to any source of knowledge; it gives access to information, and enriches our minds with new experiences. Therefore, effective reading is a vital factor of success in learning a foreign language. Reading is also the most important instrument for academic settings (Anderson, 1994). Thus to achieve successful reading readers use a variety of reading strategies. These strategies are like a guide for FL pupils that help them to comprehend different written texts, and develop their way of learning EFL. Moreover, there is no reading without comprehension because comprehension is the pillar of reading. Furthermore, this chapter highlights the major perspectives of reading and the importance of reading comprehension in learning SL/FL. The same chapter offers definition of 'reading' from different points of view, and then it introduces briefly the reading comprehension definition and importance. It also deals with the reading strategies, models, and components. In addition to that, the current chapter presents some helpful techniques for teaching the reading comprehension. Finally, focus will be also put on the main difficulties that pupils' face in the reading comprehension task.

1.1 An Overview on Reading

Giving a clear, accurate definition of reading is not an easy task. Thus, the word reading has always been a source of controversy. In this respect, a number of researchers in the fields of psychology, linguistics, and language teaching gave many different definitions of reading. However, no single research could cover and include all aspects of the actual reading.

Reading has been defined fundamentally as an interactive process between the reader and the text. In fact, reading is the activity of word recognition, phonemic decoding, and text comprehension (Dutcher, 1990). Nevertheless, reading can be seen as a guessing game in which the pupil decodes the messages which has been encoded by the writer.

According to Urquhart & Wier (1998), “Reading is the process of receiving and interpreting information encoded in language form via the medium of print” (p. 22). In this sense, the information conveyed by the text is explained and interpreted through the vocabulary items, the grammatical points and the structure of the text. Besides, reading has also been defined as a thinking process. Therefore, Pressley (2009) has discovered that there is a relationship between reading and thinking, pupils use thinking as a part of decision making in order to build the final meaning.

Moreover, Rumptz (2003) defines reading as, “A complex process, it involves visualization in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words” (p. 21). In other words, reading is a cognitive process which could help pupils to build meaning from written texts.

In brief, reading includes different types and levels of cognitive and meta-cognitive process that are interconnected in different ways and contributes in building the reading skills.

1.1.1 Definition of reading comprehension

Reading implies comprehension which is the process of capturing and building up meaning from a written text. However, many researchers claimed that there are differences between them. For that reason, reading comprehension is considered as a dynamic activity and cognitive process of decoding symbols in order to extract and construct meaning through interaction and involvement with written language. Thus, the main goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words and sentences (Woolley, 2011).

Reading comprehension involves at least two people, the reader and the writer. Here, the process of comprehension involves decoding the writer’s words and then using

background knowledge to construct an approximate understanding of the writer's message (Kirby, 2007).

Researchers define reading comprehension in many different ways. Understanding is the core of the reading process as Nuttal (1982) confirms when he stated that, "Understanding is central to the process of reading... [It] must be the focus of our teaching" (p.22). Besides, reading is not only to understand printed materials, but also the mental representation of the pupils which interacts with this printed materials and should be nearer to the writer's intention.

Similarly, Harris and Hodges (1995) claim that researchers are split into two different trends, those who advocate the idea that the mental representation of the reader should be linked to that expected by the author, and those who view it from more literary tendency. So, both of them agree on the importance of the existence of mental representation of the text in the readers' mind whether it is linked to the expected by the author or not.

Therefore, reading comprehension is distinguished from one reader to another. Readers cannot reach the same understanding of the same text because readers decode, and understand what they read according to their own prior knowledge. So, the understanding of the reader is relative and there is no single understanding.

Reading comprehension is also defined by Harmer (1991) where he states that it is "An exercise dominated by the eyes and the brain, the eyes receive and the brain then has to work out the significance of the messages" (p. 99). This means that the reader has to visualize the written texts including letters, words, sentences, and how they are combined to build a text. Then, the brain transforms these words and sentences to construct its meaning. Additionally, Durkin (1993) relate the word "comprehension" to the "sense of reading", which means that reading without understanding is meaningless. In other words, it means

that the word ‘comprehension’ is to have the ability to understand the meaning of any text.

1.1.2 The Importance of reading comprehension

EFL pupils need reading comprehensions skills in order to reach academic success. According to Oakhil, Cain & Elebro (2015), reading is not only a matter of understanding the given piece of written texts, but it is needed for the improvement of both the educational and professional matters. Besides, it increases the enjoyment and effectiveness of reading, and it can also help in increasing pupils’ grades. However, without having reading comprehension skills, pupils cannot reach all of the pre-mentioned benefits (Almutairi, 2018). In other words, without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out.

Comprehension is the soul of reading. Hence, EFL pupils are asked to understand what they read in order to improve their levels. When it comes to comprehend a written material, EFL pupils face many difficulties. Therefore, comprehension failure takes place when pupils face difficulties to achieve successful results, as Barrionuevo (2006) claim that the goal behind reading is to comprehend.

1.2 The Most Important Reading Strategies

Pupils often face different comprehension problems when they read a given text. At this situation, they have to use the suitable reading strategy in order to overcome those problems. Broadly speaking, reading strategies refer to all techniques used by pupils in order to make the process of reading easier. Accordingly, Cohen (1990) claims that reading strategies are mental processes, and pupils choose them consciously to comprehend the meaning of a text.

Reading strategies are a vital method that facilitates pupils’ reading comprehension. These strategies include a number of techniques and activities related to

the reading skill used by both teachers and pupils in accordance with pupils' difficulties and problems towards the reading skill in general. Thus, many researchers have agreed on specific types of reading strategies, such as: extensive, intensive, skimming and scanning.

1.2.1 Extensive reading

Extensive reading is defined in several ways, and it is not always easy to find one definition that covers all its fundamental elements. For instance, Correll and Carsons's (1997) definition provides a good starting point where they state that, " Extensive reading generally involves rapid reading of large quantities of material or longer reading (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language"(As cited in Ghilani 2015, p.30). This means that extensive reading focus more on rapid and long readings of large amounts of materials with the aim of achieving general understanding by focusing on the meaning rather than on the form.

Extensive reading can be both inside and outside the classroom where pupils read books, novels and texts from their own choice. It is also called voluntary reading, spare time reading, and independent reading. In other words, we can say that extensive reading is an extra reading. According to Day and Bamford (1998), extensive reading is a part of second language curriculum, i.e. as a separate course, as a part of an exciting course, and as an extra- curricular activity. Therefore, pupils have to rely on themselves and gain knowledge from their reading outside the classroom.

Moreover, extensive reading involves personal choice of the material, and dealing with a variety of topics. Day & Bamford (1998) note that, "Extensive reading means having a wide range of books available and allowing students to choose what they want to read" (p.11).Simply and more precisely, it is a process of choice involves the pupils'

option, preference, and interest of topics. This process neglects difficult parts that pupils do not understand.

Extensive reading is different from one pupil to another by taking into consideration their motivation and attitudes. In short, this type of reading strategies plays a significant role not only in improving pupils' language proficiency, but also it helps them to ameliorate their reading fluency and reading comprehension.

1.2.2 Intensive reading

Unlike extensive reading, intensive reading is concentrated and less relaxed. Intensive reading also includes the deep understanding of words, sentences and paragraphs. In other words, intensive reading is used to refer to short texts that pupils can be asked to read, to extract the main idea, and create their comprehension of the written text. Moreover, the main aim of intensive reading is to achieve full understanding of the written texts along with the exact intension of the writer. In this sense Harmer (2007) asserts that intensive reading refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classroom.

In the same vein, Grellet (1986) states that, "intensive reading means reading shorter texts to extract specific information (p. 4). In other words, Grellet means that intensive reading is a slow, deep and careful reading. This means that when pupils read intensively they focus more on any small detail. In addition, Palmer(1921) affirmed that intensive reading is "To take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contain". (As cited in Day&Bamfond, 1998, p.5). To put it differently, intensive reading is a task which occurs inside the classroom where the pupil is intensely involved in looking inside the text, and focuses more on linguistic and semantic details of the text.

Intensive reading requires reading between the lines, which mean deriving the hidden or the intended meaning. Moreover, pupils are supposed to focus on small amount of material under the guidance of their teachers. This type of reading is also paying attention to all details of the information without ignoring any side of it.

Researchers claim that intensive reading can better take place in the classroom context because this latter can help to develop pupils' reading strategies. Nutal (1982) asserts that the, "Intensive reading lessons is intended primarily to train students reading strategies" (p. 23). In other words, pupils are supposed, in intensive reading, to go deeper in the text to get the detailed information. However, in extensive reading pupils may read in order to get the main idea of a written text.

1.2.3 Skimming

Skimming is a rapid selective reading in order to get the main idea of particular written materials. Skimming often takes place when pupils have many written texts to read in a very short period of time. Here the pupil is supposed to find out what the text is about. In line with this idea, Grellet (1986) defines skimming as: "Glancing through written materials quickly, in order to get an overview of the content or the intension of the writer or, how material is organized" (p.17). For instance, a pupil does not want to read the whole texts or articles; therefore s/h makes a quick glance through pages in order to get the essential information.

Briefly, the aim of teaching this technique of reading is to help pupils to get the general idea of the main point of the text.

1.2.4 Scanning

Scanning is a quick reading technique used when a pupil wants to find specific detailed information such as names, dates, numbers and others (Wallace, 1980). Therefore,

researchers view scanning as a fast reading. However, the primary focus of scanning is to look for particular ideas, and answers of questions that concern the pupil. In this case, pupils are not obliged to read the whole written text, and they read only what they need to know.

In this regard, Grellet (1986) argue that scanning is a process of locating information that the pupil is looking for in the given text. In addition, Grellet note that, “Scanning is a reading technique that requires reader to search to specific information without reading the whole text, through looking at its title, table of content and so on” (p. 58-59). In other words scanning is a quick glance over a written text in order to find specific pieces of information.

In short, scanning is a strategy that is very useful in case pupils know precisely what they are searching for in a written text.

1.3 Reading Models

There are three main reading comprehension models that play a significant role in managing and facilitating the comprehension process. It also helps pupils to improve their understanding, and to overcome their reading comprehension difficulties while engaging in the reading process (Hood & Solomon, 1996; Grabe & Stoller, 2002).

These models include the bottom-up model, the top-down model and the interactive model. The three models vary from one to another based on their concentration of the method that readers use in order to gain meaning from written texts. For instance, the bottom-up model focuses on developing the basic skill of matching sounds with letters, syllables, and words written in a passage. In contrast, the top-down model focuses on the prior knowledge that the reader uses to comprehend a passage. However, the interactive model incorporates both of the former models (Hood et al., 1996, 2002).

1.3.1 Bottom-up model

This model focuses on learning parts of language by decoding letters and words to get meaning of the whole text. In this regard, Nunan (1991, p.64) says:

[...] These letters or graphemes are matched with the phonemes of the language. These phonemes, the minimal units of meaning in the second system of language are blended together to form words. The derivation of meaning is thus the end of process in which language is translated from one represent action to another.

According to Dechant (1991), bottom-up model is well arranged from the smallest linguistic unit to the higher one in order to construct the meaning. In the same context, Harmer (2001) claims that in the bottom-up model, more focus is given to single words and phrases by pupils who combine this parts to reach and gain the complete meaning.

1.3.2 Top-down model

In contrast to the bottom-up model, the top-down reading model combines the pupils' background knowledge and experience in order to obtain meaning from written materials. In the same context, Urquhart and weir (1998) see that the major characteristic of top-down model is that pupils come to the text with a previously plan, and perhaps omit segment of the text which seems to be inappropriate to the pupils aim.

The top-down reading model has a great deal of influence on L2 teaching especially in boosting pupils' prediction, guessing from context, and getting the main idea of a written text.

1.3.3 Interactive model

The interactive reading model is a compromise between the top- down aspects of reading comprehension and bottom-up reading comprehension model to get the meaning. Therefore, a parallel view between language reasoning processes has been supported by most L2 reading researchers (Dentisak, 2010).

Similarly, Alderson (2000) point out that "The whole reading process is not an

‘either/or’ selection between the bottom-up and the top-down models, but involves the interaction between both approaches” (p.38). The interactive model emphasizes the integral roles that both lower level processing skill, such as word recognition and higher level of influence and reasoning skills, such as text explanation play in comprehending a text (Grabe, 1991). Nuttal (1996) confirms the previous viewpoints since he views that pupils sequentially move from one focus to another, to now adopting top-down approach to predict the possible meaning, then moving to the bottom-up approach to check whether that is really the writer intension.

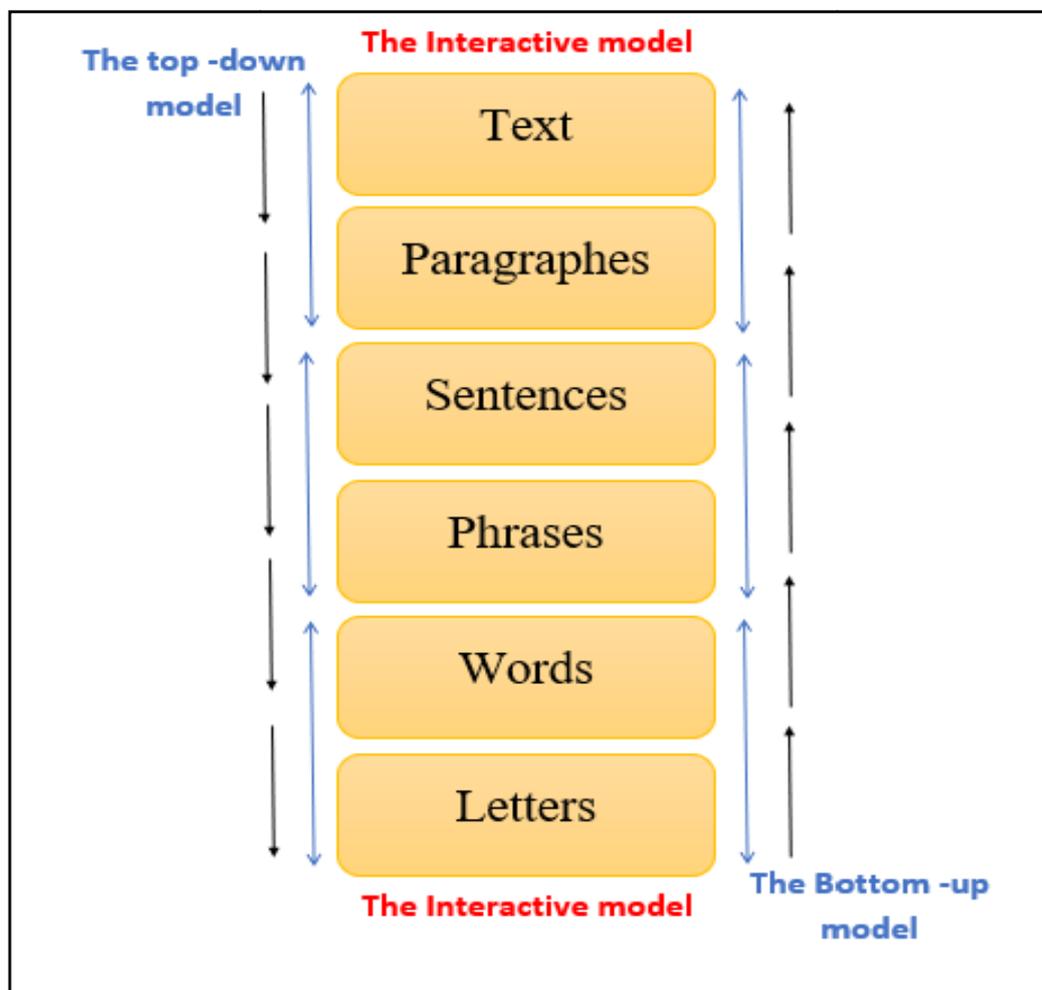


Figure 2: Models of the reading process (Source: Perfetti, Landi and Oakhill, 2005, p.33)

To sum up, this diagram illustrates the three models of the reading skill (the top-down model, the bottom-up model, and the interactive model). The core of this diagram is to

show the relationship between them. Moreover, the diagram shows that the interactive reading model recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process. Therefore, this relationship relies on both graphic and textual information which means that there is a combination of both surface structure systems (bottom-up reading model) with deep structure system (top-down reading model) to build meaning.

1.4 Components of Reading

Reading is more than just recognizing written words in a text. Reading is also a process that includes many skills that are utilized at one time. These skills are classified under five essential components: reading fluency, comprehension, vocabulary, phonological awareness, and phonics. Researchers assert that these components can help and provide EFL learners with knowledge and information whenever they are in need. (The National Reading Panel (NRP), 2000)

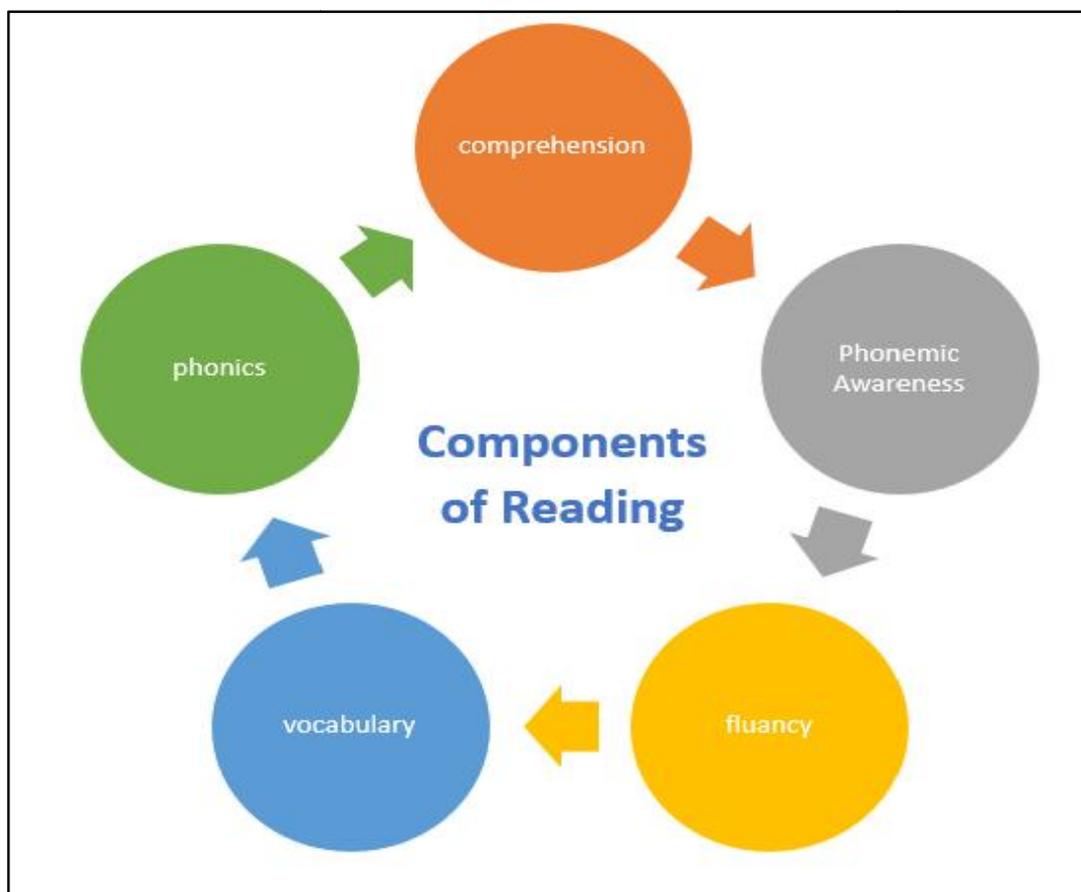


Figure 1: Components of reading

This diagram shows the five fundamental components of reading which are respectively: reading fluency, comprehension, vocabulary, phonemic awareness, and phonics. More details are included in the following.

1.4.1 Reading fluency

Reading fluency is the ability to read accurately and smoothly words and expression, and at a level that enables pupils to understand and comprehend what they are reading. Fluency is a matter of reading, and as much as the pupil reads as much his fluency becomes stronger. Fluency is defined as “The ability to read with accuracy, speed, and prosody” (Harmer, 2000, p. 130).

Furthermore, fluency provides a critical link between single word decoding and reading comprehension; however, many pupils have poor fluency. According to the NRP, pupils with poor fluency also had lower scores on reading comprehension tests. Nevertheless, good fluency requires that each single pupil have three skills: accurate decoding, automatic word recognition, and use of the rhythms of spoken language including stress and intonation.

1.4.2 Comprehension

Comprehension is a complex cognitive process that readers use to understand what they have read. Therefore, comprehension is simply the ability to understand what is being read. In other words, reading comprehension is the act of understanding and interpreting the information within a text. However, comprehension is about constructing meaning rather than passive remembering.

Additionally, comprehension is a form of active and dynamic thinking. It includes interpreting information through the filter of one’s own knowledge and beliefs by using the

author's organizational plan to think about information, inferring what the writer does not tell explicitly as well as many other cognitive actions. Thus, successful comprehension requires the thoughtful interaction of a reader with a text (The National Reading Panel, 2000).

1.4.3 Vocabulary

Mehigan (2009) suggests, "Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge, knowledge of words, and words meaning" (p.183). This means that vocabulary is closely connected to comprehension. Consequently, the more pupils know words, the better s/h becomes at reading and understanding written texts. Moreover, vocabulary here refers to word meaning, and vocabulary instruction is about the teaching of word meaning. Furthermore, the studies of NRP have shown that teaching pupils the meanings of words and word of parts can have a powerful impact on reading comprehension.

1.4.4 Phonemic awareness

Phonemic awareness is the ability to hear, recognize, and manipulate the sounds of spoken words. Pupils must understand that words are made up of discrete speech sounds, or phoneme (i.e., the sounds within words are called phonemes, so awareness of these sounds is phonemic awareness). However, phonemic awareness is not about how sounds and letters form words, but it is only about hearing and thinking, or manipulating the individual sounds within words. Therefore, Researchers assert that teaching phonemic awareness to pupils increases their reading achievement (The National Reading Panel, 2000).

1.4.5 Phonics

Phonics is the integration of phonemic awareness with the printed words. In other words, phonics is a method of teaching reading built on a letter to sound correspondence.

Nevertheless, phonics is not the same as phonemic awareness. Phonics refers to instruction about how letters and sounds correspond to each other, and how these sound-letter correspondences can be used to decode or pronounce words in texts. (The National Reading Panel, 2000).

To sum up, these reading components are very helpful for pupils to overcome all the reading problems. Researchers assert that these five essential components of reading had a significant and positive impact on the pupils' reading level.

1.5 Reading in a Second/ Foreign Language

In SL/FL learning, reading is regarded as one of the main sources of new information about all kinds of topics. Researchers have agreed on the idea that achieving academic success and second/ foreign language acquisition are related to the importance of the reading skill (Carrell, 1988; Anderson, 1994). Moreover, a large number of features make the process of reading in SL/FL completely different from reading in the mother language. In fact, these differences are mainly related to a number of complex variables.

Due to the importance of the reading process, teachers need to make crucial efforts in the classroom in order to understand those behaviors as well. Besides, it is very necessary that teachers know as much as possible about the backgrounds including linguistic, education and culture about their pupils since many of these factors influence reading in an L2 context (Singhal, 1998).

In the same context, Grabe (1991) claims, “[SL] reading is influenced by factors which are normally not considered in [L1] reading research” (p.368). This means that, pupils who start reading in a SL/FL have already experienced reading in their native language. Moreover, they also acquired a high number of cognitive skills than those of beginner pupils who start reading in their first language. Hence, these skills enable them to

make consistent deduction from the reading material based on their background knowledge.

Furthermore, SL/FL pupils do not only use their background knowledge, but they also transfer learning and reading strategies which they acquired in their mother language. With this regard, Nutall (1982) argues, “The best way to improve your knowledge of a foreign language is to go and live among its speakers, the next best way is to read extensively in it” (p.168). It is not easy to apply what Nutall said; however, teachers should try to provide their pupils with authentic materials.

1.6 Teaching Reading Comprehension

Reading in a foreign language requires teachers’ guidance and help. At this point, researchers assert that teaching reading comprehension needs specific and different techniques in order to make the reading activity much meaningful and easier for pupils. Thus, effective teaching of reading comprehension should be divided into three main phases: pre-reading, while reading, and post reading.

1.6.1 Pre-reading phase (warm-up)

Pre-reading is a kind of warming up before starting the reading activity in order to prepare pupils for the context of the reading passage. In this stage, the teacher plays a very crucial role that is producing the text, and asking his pupils to prepare the text (Brown, 1988). Moreover, within the pre-reading phase teachers are supposed to prepare their pupils by activating their background knowledge about topics.

In this regard, Willis (2008) affirms, “pre-reading prepares students for the content focus, organization, and level of difficulty of challenging comprehension materials” (p.131). Therefore, researchers assert that this activity helps pupils to have a clear idea about what are they going to read even before reading it closely.

In this phase, teachers can use various techniques in order to make the reading activity easier. For example, they can ask questions related to the topic to prepare their pupils for the content of the text, or use pictures or any visual aids which can help their pupils to make prediction. These techniques may arise pupils' interest and help to pre-teach some vocabulary as well as they set the mood of reading.

1.6.2 While reading (during)

Harmer (2007) claims, "it is not enough to tell student to 'read a lot', we need to offer them a program which includes appropriate materials, guidance, tasks and facilities" (p.283). In this sense, pupils, at this stage, are supposed to know how to read, and how to interact with the text, and how the text is structured. It is worth mentioning here that pupils should pay attention to all language forms including grammar, vocabulary, ideas in order to understand more and learn more. Accordingly, Brown (1994) suggests some strategies for pupils to apply during the reading activity including skimming, scanning, modeled reading, visualizing, inferring, and prediction.

The main aim of this stage is to improve pupils' understanding of the writer's purpose, structure of language, and the logical organization in a written text.

1.6.3 Post reading (after reading)

After finishing reading, the teacher makes activities and questions to test and evaluate the pupils' understanding of the text by linking their old and new information. In this line, Brown (1994) claims that teachers should give pupils short comprehension question to check pupils' understanding, and to give them an opportunity for discussion.

In this stage, the teacher plays the role of an evaluator. Moreover, the teacher also assesses pupils' understanding by looking to their reaction to the proposed comprehension questions to the given text. Therefore, the feedback of teachers is highly required.

1.7 Reading Comprehension Difficulties

Reading comprehension is the core and the aim of reading, since the purpose of all reading is to obtain meaning from written texts. If pupils say words in a passage without constructing their meaning, one would hesitate to call that reading. Nevertheless, the majority of pupils face serious problems with comprehending what they read even if they have acquired and mastered the necessary decoding skill. In this regard, Oakhill, Cain, & Elbro (2015) believe that comprehension failure takes place when the pupil is not able to know when and how to make inferences.

Reading comprehension difficulties occur as a result of different problems within the different aspects of language; among these problems: Inappropriate use of background knowledge, lack of vocabulary knowledge, lack of reading fluency.

1.7.1 Inappropriate use of background knowledge

Inappropriate use of background knowledge is one of the reading comprehension problems that obstruct pupils from comprehending written passages. Background knowledge is also commonly known as prior knowledge, which refers to “The sum of what a person knows about the content of a text” (Brandao & Oakhill, 2005, p. 688).

In other words, to better comprehend a written text, the pupil is required to make connection between the new textual information and all information, experiences, and knowledge that the pupil already has about what is he going to read (McNamara & Kintsch, 1996). Even though background knowledge is a critical element for facilitating the pupils’ comprehension of a text, some pupils cannot fully comprehend a text due to their limited prior knowledge.

1.7.2 Lack of vocabulary knowledge

Vocabulary knowledge is an essential factor that helps pupils to comprehend what is written in printed materials by allowing them to quickly decode vocabulary of what they read. Consequently, vocabulary knowledge is also an important component of reading

(Qian, 2002). For instance, comparing pupils with less vocabulary knowledge and others with more vocabulary knowledge has led to deduce that the second group has better understanding than the first group and they are able to rapidly gain the meaning of new words (Boucher, 1986). Furthermore, there is a powerful relationship between vocabulary knowledge and reading comprehension. This relation can be also described as a reciprocal relationship. Similarly, Chou (2011) asserts that the amount of vocabulary knowledge impact pupils' reading comprehension.

1.7.3 Lack of reading fluency

Reading fluency is also an important component of reading. Moreover, fluency permits readers to rapidly process vocabulary units, quickly process information, and thinking about the passage while reading. This leads to build the meaning of what are they reading (The National Reading Panel, 2000). That is to say, the lack of reading fluency is another serious problem that can negatively affect pupils' reading. In other words, pupils without fluency are under the risk of misinterpreting the text. In the same sense, many researchers have observed that the majority of pupils who have experienced academic failure are due to their deficits in reading fluency, comprehension or both. (Almutairi, 2018).

Conclusion

In this chapter, we have presented an overview on the reading skill and stated the factors that can affect reading comprehension, in addition to some intrinsic strategies of reading comprehension. Furthermore, reading and reading comprehension play a very crucial role when it comes to enhance EFL pupils' language mastery. Thus, teachers of EFL pupils need to apply the different stated strategies in order to make the process of reading and reading comprehension easier and more pleasurable.

Chapter Two

CHAPTER TWO: Short Stories

Introduction

2.1 Literature and reading

2.2 History of short stories

2.3 Short story definition

2.4 Intrinsic elements of short stories

2.4.1 Setting

2.4.2 Plot

2.4.3 Characters

2.4.4 Theme

2.4.5 Conflict

2.4.6 Point of view

2.4.7 Style

2.5 Characteristics of short stories

2.6 Short stories types

2.6.1 Anecdote

2.6.2 Drabble

2.6.3 Fable

2.6.4 Frames story

2.6.5 Fairy tale

2.6.6 Myth

2.6.7 Legend

2.7 Advantages of teaching short stories

2.7.1 Reinforcing the skill

2.7.2 Motivating pupils

SHORT STORIES AND READING COMPREHENSION

2.7.3 Teaching culture

2.7.4 Teaching higher-order thinking

2.8 Criteria of selecting short stories

2.9 Benefits of using short stories for developing reading comprehension

Conclusion

Introduction

Literary texts, in general, and short stories, in particular, have been an important source of teaching and learning materials for EFL classes. Therefore, using short stories in classes is regarded as one of the most effective methods that teachers use in order to develop pupils' reading comprehension. Actually, many researchers consider short stories as the most suitable literary genre to use in the English teaching classes due to many aspects, such as their, comprehensible form, shortness, easiness and others. In addition, short stories are a genre that always has a simple and short form. Thus, they will not present a boring task for pupils in their reading time. Furthermore, this chapter presents the relationship between literature and reading. It also introduces short stories including their history, definition, as well as their elements, characteristics and types. Next, this chapter deals with different advantages of short stories. Further, some criteria of selecting short stories are briefly discussed in this chapter. Finally, we conclude by introducing the major benefits of using short stories on the reading comprehension skill.

2.1 Literature and Reading

As we have mentioned in the first chapter, reading is considered as one of the most important skills for mastery FL(s). Many scholars believe that the ability to read in second language is a prerequisite for autonomous learning (Khatib& Nasrollahi, 2012). However, most EFL pupils have little or no opportunity to contact with native speakers; therefore, reading literary texts will give them the chance to have a better interaction with foreign situation, culture and people.

Literary texts are too amusing because they have the ability to keep pupils continue reading. As a matter of fact, literary texts can be used as an appropriate authentic material for increasing the amount of comprehensible input that pupils receive. In this regard,

Krashen (1982) state that pupils should be provided with enough comprehensible input that is also interesting so that it reduces pupils' anxiety.

Furthermore, using literature in the language classroom leads pupils to become better readers. In addition to that, literature currently has an essential role in teaching the English language. Teachers of English use literature in foreign language classes through different ways. In other words, the role of literature is considered as a fundamental component and a source of authentic texts that could be used in the English classrooms in various ways.

Meanwhile, instructors introduce literary texts through using short stories. Accordingly, Sage (As cited in Hismanoglu, 2005) agrees on the usefulness of using short stories as a literary technique in language classes. Sage also claims that the shortness of stories helps both teachers and pupils to easily cover the whole written prose.

To sum up, it can be seen from the benefits that using literature in the classroom has several advantages; however, the main benefit is motivating pupils to read more, and share ideas with classmates.

2.2 History of Short Stories

The history of modern short stories was developed in the ninetieth century as a literary genre, which become lately more popular and widely read. In this sense, Bowen (1937) claims that, "The short story is a young art [...] the child of this century" (p. 152). According to Rohrberger (1976), one of the first theorizers of the genre, "short narrative fiction is as old as the history of literature [...] but the short story, as we know it today, is the newest of literary genre" (p. 80). This means that nowadays, modern short stories are the newest literary genre among other genres.

In the same period, this genre became widespread in all the countries of Europe, particularly in America where the first literary theories about the short story appeared. The

most widely known theory is Edgar Allen Poe's theory "the philosophy of composition". Therefore, he was regarded as the father of the modern short story. Meanwhile, Bradmer (1909) published his theory of "the philosophy of the short story". After that, a couple of writers emerge with their philosophies and definitions of short stories.

2.3 Short Stories Definition

A short story can be defined as a short work of prose fiction, often written in a narrative form about imaginary events and characters. This depicts characters' inner conflicts with others. It is usually but not necessarily short in size. It is also concise, and recounts series of events with causal or temporal relationship between them (Klarer 1998).

Bouache (2010) who defined short stories as a work of fiction, which are usually written in prose, and sometimes in narrative forms, gave a similar view. Nevertheless, it is not necessary to be in a short style. Every short story has a mood, comic, or tragic. In addition to that, the short story has a beginning, middle and an end. In other words, short stories are a type of literature that can be used to provide different activities for listening, speaking, writing classes in general, and reading classes in particular.

Moreover, Poe (1846) in his essay "The philosophy of composition" said, "A short story should be read in one sitting, anywhere from a half hour to two hours" (As cited in Barone & Amendola, 2018, p.44). He also explains that a short story is short because of the shortened length, and it focuses on one plot, one main character and one central theme. In contemporary fiction, short stories range from 1000 to 20.000 words.

A short story is also defined by Merriam-Webster (n.d.) as "An invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot". This means that the short story is often contrasted with a novel on the grounds of length, magnitude and complexity. As the name suggests, a short story is shorter than a novel.

Writers of the short story define their works as a part of the artistic and personal expression of the form. However, a short story is largely distinct from a novel or novella. Moreover, short story emerges as a more or less independent type of text at the end of the nineteenth century; parallel to the development of the novel.

Furthermore, researchers assert that every short story has a double meaning, one concerned with the particular characters and events depicted in the story, and the other one, transcends to the universal meaning of reality. Therefore, many short story writers define their work through a combination of creative, personal expression and artistic integrity.

2.4 Intrinsic Elements of Short Stories

A short story deals with different elements that build the story itself. All of these elements take their own role to make the story sensible. Hence, these elements help the reader to understand the structure and the different meanings of a short story. Moreover, a short story is composed of seven essential elements namely: setting, plot, character, theme, conflict, point of view and style (Klarer, 1998).

2.4.1 Setting

The setting of the short story is where the action of a story happens. It always appears as a place and time in which a story takes place. Moreover, setting is important in any story because it puts the limits and the expectation for the reader. In other words, setting creates the atmosphere of the story and brings the reader to the situation that the authors want to create.

Merriam-Webster (n.d.) defines setting as the time and place of the action of a literary, dramatic or cinematic work. Another definition could be that setting denotes the location, historical period, and social surrounding in which the action of a text developed (Klarer 1998). In the same vein, Kurtus (2007) states that setting is the location and the time that create the mood and atmosphere of the story.

2.4.2 Plot

Plot is the action that takes place in the story. It is a series of connected events and their result. In accordance with the previous idea, Klarer (1998) suggests that a plot is the logical interaction of the various thematic elements of a text that leads to a change of the original situation as presented at the outset of the narrative.

Junaedi (2006) defines plot as a struggle between two persons, two groups of people, or two ideas in a person's mind. Moreover, the plot structure is also called the dramatic structure of a story that includes the events that make up the idea of the writer. Therefore, a plot is the arrangement of events in a story. The plot should follow some logical sequence of events (i.e., having a beginning, middle and end). The short story usually has one plot; so, it can be read in one setting.

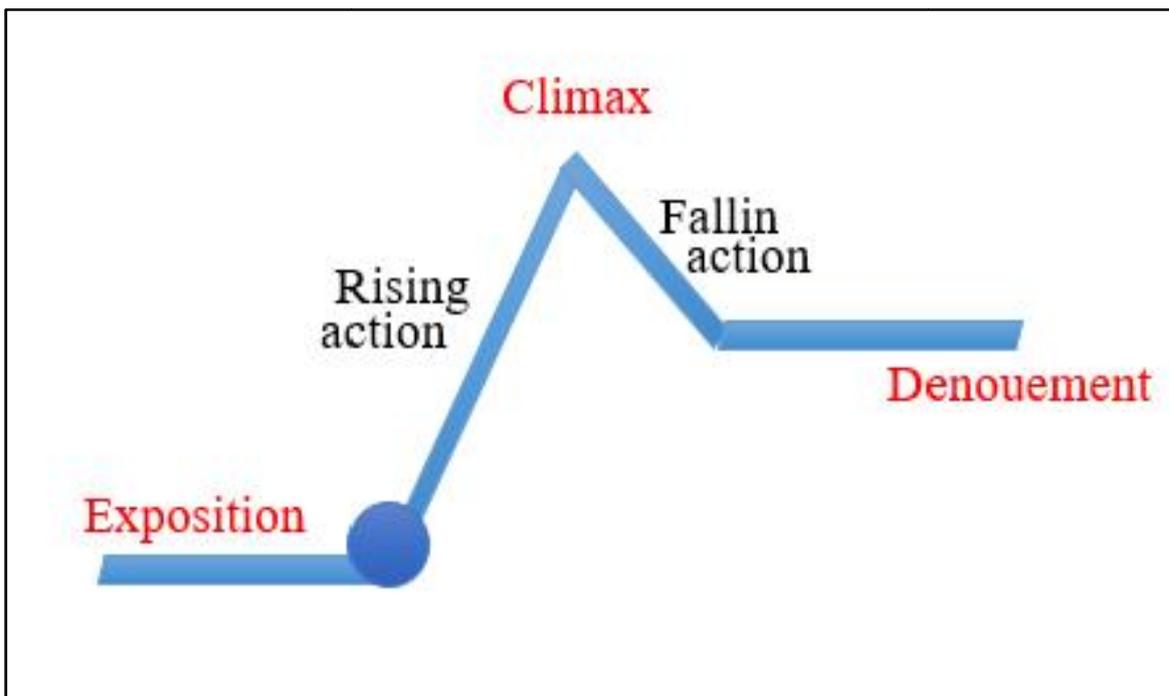


Figure 01: Freytag's Pyramid, Elements of plot (Adapted from Wiley, J., & Canada, S., 2013, p. 83)

This framework is adapted from Freytag's Pyramid, also known as Freytag's triangle. Freytag (1893) claims that the plot's elements are regarded as the building block of any short story structure. From a broad perspective, Freytag's pyramid offers a method that allows researchers to visually analyze a narrative (a short story), and to recognize the drama or tragedy that occurs in the plot. More specifically, Freytag says that every plot has the following elements: exposition (inciting incident), rising action, climax (turning point), falling action and denouement (resolution).

- **Exposition:** The exposition is the introduction to a short story where primary characters and setting (place and time) are revealed. Moreover, exposition introduces all of the main characters in a story, and shows how they relate to one another, what are their goals and motivation, and the kind of person they are. This section also presents other facts necessary to understand the short story.
- **Rising action:** It is the second phase in Freytag's five-phase structure. This is where the events in the short story become complicated and where the problem or conflict in the short story is revealed. Furthermore, the rising action of the story is all of the events that lead to the eventual climax, including character development and events that create suspense.
- **Climax (turning point):** The dramatic phase that Freytag called 'climax' is the third phase among the other five phases, which occupies the middle of a short story. Moreover, this is the highest point of interest and the turning point of the short story. In this phase, the main character makes a single big decision that defines the outcome of the story. In other words, the main character comes face to face with the conflict of the short story.
- **Falling action:** The falling action is everything that happens as a result of the climax. Freytag calls this phase 'falling action' because the plot of the story begins

to wrap up. Moreover, the conflict unravels with the main character either winning or losing.

- **Resolution / Denouement:** this is the final phase of Freytag's five-phase structure. This part follows quickly the climax, and provides the last pieces of information for the reader. In other words, a denouement is the outcome or untangling of events in the story. The resolution is not always happy; however, it does complete the short story. It also can leave readers with questions, answers, frustration, or satisfaction.

2.4.3 Characters

Character is one of the most important elements of a literary work. Simply, a character is a person who takes part in actions of the short story. In the same vein, Eliot (1975, p.26) defines characters as:

A 'living' character is not necessarily 'true to life'. It is a person whom we can see and hear, whether he be true or false to human nature as we know it. What the creator of character needs is not so much knowledge of motives as keen sensibility; the dramatist need not understand people; but he must be exceptionally aware of them.

This means that characters should make us see the conditions in which they live, feel and others. Therefore, a character in a short story must be a living being that think, and act in order to keep the story going. It can be both a person and even an animal. Hence, characters are important in any short story since they are considered as the heart of the story.

A character is one of the tools to identify the main messages of the story. In the latter, there are main and secondary characters, where the main character is the focus and the force that moves the story along. In fact, without understanding the main character's personality and growth, a story can be meaningless to the reader. Main characters are

always heroes. However, secondary characters are the extra characters that have secondary roles, such as assistants, workers, servants and others (McCarthy, 2000).

Furthermore, in short stories characters are normally split into two types called flat characters and round characters. A flat character is two-dimensional, which means that is the nature and the behavior of the character does not develop or change during the course of the work. Flat characters are also relatively uncomplicated. By contrast, a round character is complex and undergoes changes throughout the story. These changes might surprise the reader (Foster, 2004).

2.4.4 Theme

The theme in a short story is the central insight or the controlling idea that a reader understands at the end of a story. In other words, theme is the general meaning of a story. Moreover, the title of a short story usually points what the writer is saying, and through using various figures of speech to emphasize the theme.

Short stories often have single themes and illustrate a single idea. A theme can be incorporated in a story through setting, sounds, things, clothing, certain smells, musing, and others. It can be also reflected in a variety of different ways throughout your story (Klarer, 1998).

2.4.5 Conflict

In every story, there has to be a problem or a conflict. This latter is very important to the plot because without a conflict there is no existence of a plot. A conflict is the opposition of forces that relate one incident to another and makes the plot moves. Simply, it is an incident that opposes with the main character (Klarer, 1998).

Within a short story, there may be only one central struggle, or there may be one dominant struggle with many minor ones. The conflict can occur between two people or things where the main character is usually on one side of the central conflicts. On the other

side, the main character may struggle against another important character against the forces of nature, society, or even against something inside him/herself (feeling, emotion or illness).

2.4.6 Point of view

A point of view is concerned with how the story is told, and it also determines who will be the narrator of the story. Every story has a narrator, a character that provides the reader with information and insights into characters and events. Either the first person or the third person can introduce a point of view.

The first person who is one of the characters usually tells the story and interacts in the story as well. However, such a point of view also has limitation. Here, the reader sees the events from only one character's point of view. This character can reveal his own thoughts but cannot get into the minds of other characters.

The story can be narrate through the third person who is the author him/herself by using a "god like" position in which he can see into the minds of all characters. The third person narrator can be an omniscient, all knowing or an observer who knows all characters and comments on the action and interprets events of the short story (Klarer, 1998).

2.4.7 Style

Along with the aforementioned elements of a story, the style is considered as one of the most fundamental components of a short fiction. Besides, style is the codified gestures in which the author tells the story. The style must suit the story purposes, and takes into account suitable tone and suitable choice of diction.

Moreover, style, in short fictions, refers to the characterization of language in a particular story and to the same characterization in a writers' complete work. Furthermore, a detailed analysis of the style of an individual story might include attention to dictum, sentence, structure, punctuation and use of figurative language (Klarer, 1998).

2.5 Characteristics of short stories

Short stories are one of the most common narratives that are used in the language-teaching classroom. However, short stories tend to be less complicated than novels. Therefore, short stories usually focus on only one event, a single setting, a single plot, a small number of characters, and they cover a short period of time. Garcia (2007) suggests the following characteristics that a good short story should stand on:

- Short stories are extremely short: This point is obvious; however, it needs to be emphasized. Short stories can usually be read in one sitting, having one plot, and another thing is that the number of pages is few. Therefore, writers have to reduce the description, and ensure that actions move swiftly.
- Due to shortness, the short story tends to have a single focus: In any kind of novels, characters can develop and change over time. Novels can also develop a complex plot and maybe include some sub plots. Moreover, novels can elaborate on the setting or atmosphere and pay attention to backgrounds details. Nonetheless, in short stories the focus is usually on only one of these aspects.
- Characters are few in numbers: No unnecessary character can be introduced in a short story.
- There is often a surprise ending: Short stories have frequently unexpected twist at the end.
- Short stories usually end at or soon after the climax: While a novel may reach the climax and then take a chapter or two to tie up all those ends; a short story often leave the reader' expectations to imagine the end of the story.

Additionally, Bouache (2010) added that the ending of short stories are generally happy, and teach the reader moral lessons. Besides to all above characteristics, Loukia (2012) adds some features that the teachers should consider when they introduce any kind

of short stories to their pupils. Loukia confirms that a short story should possess certain qualities. Thus, she sets out the following features:

- Appropriate language level (appropriate vocabulary and grammar structures).
- Content (interesting, fun, motivating, memorable and encouraging participation).
- Visuals (attractive, potential to work with and appropriate size).
- Motivation (developing imagination, arising curiosity and drawing on personal experience).
- Language learning potential (skills development, language practice and recycling, prediction).
- Potential in terms of learning other subjects, target/other culture.

2.6 Short Story Types

Due to the variety of subjects, themes and arts, many researchers agree on the idea that a short story has various types among that: Anecdote, drabble, fable, Frame story, fairy tale, legend, and myth (Roan, 2014).

2.6.1 Anecdote

An anecdote is a short account of something interesting and amusing, which usually tells a story about a real person and incident. Anecdotes are very short, but have no specific limits. Moreover, Anecdotes are always presented as the recounting of a real incident, involving actual persons and usually in an identifiable place.

2.6.2 Drabble

A drabble is an exceptionally short piece of fiction. It frequently includes about 100 words in length. A drabble does not include a title, and the main goal of drabble is to test the authors' skill at expressing himself/ herself meaningfully and interestingly in a very confined piece of writing. Furthermore, this piece of writing is usually used to make a

point about the characters or events involved, or to provide an introspection or specific point of view.

2.6.3 Fable

A fable is a brief story intended to reach a moral lesson at the end of the story. Furthermore, the main characters of a fable are usually animals; however, it also includes mythical creatures, plants, inanimate objects, and forces of nature. In a fable, animals talk and act like human beings by representing them.

2.6.4 Frame story

A frame story is also known as a frame tale or nested narrative. Hence, it is a secondary story or stories embedded in the main story. A frame story is regarded as a literary technique within which one or more tales are related. In this type one character starts telling a story to other characters, or he sits down to write a story for the purpose of introducing the stage for a main narrative or a series of short stories.

2.6.5 Fairy tale

A fairy tale belongs to folk literature and it is a part of oral tradition. Fairy tales are traditional folktale involving imaginary creatures such as fairies, witches, wizards, elves, trolls, gnomes, goblins and fire-breathing dragons. Fairy tales are also known as wonder tale or magic tale. However, Fairy tales are not only not true, but could not possible be true.

2.6.6 Myth

This kind has a relationship with past events and traditions. Thus, a myth is a traditional story that explain people's belief about supernatural beings or imaginary phenomenon. Besides to that, people who narrate these stories believed that they were true. This type of short stories is often endorsed by rules and priests, and it is closely linked to religion or spirituality.

2.6.7 Legend

A legend is another form of short stories, and it is a part of both fact and fiction about the life and the deeds of a special category of human being including saint, a folk hero, or a historical figure. Additionally, the main characters are usually kings, lords, heroes and others.

2.7 Advantages of Teaching Short Stories

Researchers who support the use of short stories to teach EFL pupils list many various advantages of using short stories inside the classroom and even outside of it. This includes reinforcing skills, motivating students, teaching culture, and teaching higher-order thinking.

2.7.1 Reinforcing skills

The use of short stories allows instructors to teach the four skills (listening, reading, speaking and writing) to all levels of language mastery. In this regard, Murdoch (2002) indicates that “Short stories can, if selected and exploited appropriately, provide quality texts content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”(p. 9).

Short stories can be used to improve pupils’ vocabulary and reading. For instance, a study was conducted by Lao and Krachen (2000) shows the result of a comparison between two groups of pupils where the first group read literary texts; and the second group read non literary texts. The group who read literary texts showed improvement in both vocabulary and reading. As far as the reading comprehension is concerned, the new vocabulary will help pupils with comprehension. Hence, the more pupils read short stories the more their skills will be improved.

In addition, Hanadayani (2013) adds that short stories are considered as authentic materials for learning the English language. Besides, short stories provide pupils with

many different examples of vocabulary items and grammatical structures (linguistic aspects).

2.7.2 Motivating pupils

Due to the fact that short stories have a beginning, middle, and an end, short stories encourage pupils to continue reading until the end to find out how the conflict is resolved. In addition to that, short stories are more interesting than the ordinary books because they motivate pupils to read and to know what happens to its character and events. They also encourage pupils to continue their reading in order to know who wins, what happens to heroes and evils and how the story will end.

Vandrick (1997) lists many reasons for using literature with pupils including that literature motivates pupils “To explore their feeling through experiencing those of others” (p, 11). Accordingly, Pardede (2011) affirms that the use of short stories is more interesting to use as part of language skills classes, and as a material for enjoyment.

As a result, teachers should agree that literary texts encourage pupils to read and most short stories chosen according to pupils’ language mastery levels and preferences will certainly be motivating.

2.7.3 Teaching culture

Short stories are the most effective method in teaching culture to EFL pupils. Moreover, short stories transfer culture of people whom stories were written or told by others. By knowing the other’s culture, pupils learn about the past and the present and also about people’s traditions and customs.

Furthermore, learning culture allow pupils to understand and respect people’s differences. When using short fictions, teachers should be aware of the people’s culture (pupils with different cultures). Through short stories pupils will face many new cultures which differ totally from their own culture; therefore, pupils start thinking and comparing

their cultures with others' culture to know how they differ or how are they similar (Gajdusek, 1998). In other words, reading short stories enrich pupils' culture and encourage them to know more about others' life.

2.7.4 Teaching higher-order thinking

Higher order thinking is one of the most exciting advantages of short stories. Short stories allow advanced pupils to analyze what was read and to start thinking critically; this will develop pupils higher order thinking. Accordingly, Yong (1996) believes that short stories have two essential advantages. First, short stories are more entertaining for pupils and make them more familiar with critical thinking. Second, short stories with order thinking can be easily remembered.

Howie (1993) agrees on the importance of using short stories in teaching critical thinking. Therefore, he claims that teachers have the responsibility to help pupils to develop cognitive skills because everyone needs to "make judgments, be decisive, and come to conclusions, synthesize information, organize, evaluate, predict, and apply knowledge" (p.24).

In fact, short stories are very simple and can be used with all pupils' levels. Due to their benefits short stories will help (EFL) pupils in improving not only their language skills, but also their culture and their language in general.

2.8 Criteria of Selecting Short Stories

The selection of appropriate short stories is one of the most significant roles of teachers. However, selecting a proper short story is important both for teachers and pupils. While choosing stories, teachers have to consider pupils' age, level and interest. Teacher should also decide the readability of the text. Therefore, the selection of a suitable story to be used in the classroom must be based on several criteria.

Since the length of short stories is quite different, teachers have to choose a short story that is suitable to the course hours. The shortness of the story is very important for the pupils to continue reading, to understand, and to finish what they read. Besides, vocabulary and sentence structure of the short story must be suitable to the level of pupils.

Researchers in the field of EFL teaching indicate that teachers should focus more on the interest level, vocabulary difficulty, and the nature of topics. However, researchers report five critical components to consider when selecting a story: time, setting, characters with personality, a major problem, attempts to solve this problem, and a quick resolution (Ghasemi, 2011).

To conclude with, teachers should measure the motivational and the authentic spirit of the story in addition to all these aspects.

2.9 Benefits of Using Short Stories for Developing Reading Comprehension

Many scholars like Brumfit and Carter (1986) strongly recommend the use of short stories for effective teaching of foreign language skills. Thus, the use of short stories has many benefits in developing reading comprehension skill in EFL classroom. Some of these benefits are listed as below:

- Short stories are considered as a highly beneficial resource of material in EFL classrooms. Short stories also provide rich linguistic input, effective stimuli, and cultural awareness for pupils to express themselves in other languages and a potential source of learner motivation.
- A short story can be one of the fundamental teaching and learning material in reading comprehension classes, as well as it can supplement the main course materials for inside and outside class activities of foreign language learning/teaching.

- Using short stories make pupils feel more relaxed, and makes the reading comprehension easier. However, using short stories requires more attention in order to develop pupils' thinking skills.
- Many experts of EFL/ESL do agree that content knowledge is a crucial factor in the leaning process of reading comprehension. Hence, a valuable source of knowledge is certainly literary texts, and more appropriately for reading comprehension purposes short stories.
- The use of authentic dialogues and expressions in short stories can also be beneficial for EFL pupils to become familiarized with actual and functional language. Short stories can also be beneficial for teachers to maintain high interest and attention of their pupils' level. This latter is very important while developing reading comprehension skill in EFL classes.
- The controlled length, with the concise writing and with carefully selected vocabulary and lexis is another linguistic benefit of the use of short stories for both EFL teachers and pupils for developing reading comprehension skill.
- Stories are very enjoyable to read, and they provide examples of different styles of writing. They also represent various authentic uses of the target language. Therefore, short stories can be a good resource for new vocabulary, and for effective foster of reading comprehension of EFL pupils.

Conclusion

Knowing that the main purpose of EFL teaching is to help pupils to communicate fluently in the target language, teachers should provide a new method of language use. This may occur if teachers focus not only on linguistic aspects but also on literary and cultural elements. Thus, short stories are considered as an important method in teaching generally, and in developing reading comprehension in particular. Moreover, the use of

short stories has countless pedagogical advantages and benefits for EFL teachers and pupils. Additionally, the selection of short stories should be done previously to the course objectives and the story content in order to make the lesson understood. Furthermore, teaching reading with the use of short stories has a positive impact on the development of reading comprehension skill.

Chapter Three

CHAPTER THREE: Field Work

Introduction

3.1 Review of Research Methodology

3.1.1 Research methodology

3.1.2 Population and sample

3.1.3 Data collection methods

3.2 Administration of Pupils and Teachers' Questionnaires

3.2.1 Piloting study

3.2.2 Administration

3.3 Pupils' Questionnaire

3.3.1 Description of pupils' questionnaire

3.3.2 Analysis of pupils' questionnaire

3.4 Teachers' Questionnaire

3.4.1 Description of teachers' questionnaire

3.4.2 Analysis of teachers' questionnaire

3.5 Summary of the Findings

3.5.1 Pupils

3.5.2 Teachers

Conclusion

Introduction

In the previous theoretical parts, we reviewed the relevant literature to the study; however, the current chapter represents the field work of this study. Therefore, the purpose of this chapter is to investigate the effect of using short stories to enhance pupils' reading comprehension. In order to support this study with valuable data, we designed and distributed two questionnaires; one was directed for EFL teachers, while the other one was for the third year pupils at a secondary school and both of them were in Khadraoui Brothers The Martyrs Secondary School in Zeribet Eloued. Moreover, this chapter is designed to analyze the results obtained from both pupils' and teachers' questionnaires. These results are going to be presented in the form of tables to give more organization to the current chapter and to facilitate the reading process of it. Furthermore, this chapter is divided into two main parts. While the first part deals with research methodology, population and sampling of the study and data collection methods, the second part is devoted to the description of the questionnaires, the analysis of questionnaires in addition to the interpretations of the results. The final part is devoted for a general conclusion to present some suggestions and recommendations concerning the necessity of using short stories in the EFL classrooms in order to promote pupils' reading comprehension skill. This later will serve as a beneficial ground for future research, on one hand, and as a background for EFL teachers and learners educational practices, on the other hand.

3.1 Review of Research Methodology

3.1.1 Research methodology

This research is a descriptive study of third year pupils of foreign languages at Khadraoui Brothers the Martyrs Secondary School in Zeribet Eloued. Particularly, it aims at investigating the effectiveness of using short stories in enhancing pupils' reading comprehension. Moreover, the qualitative method is used in order to collect data. This

method tends to interpret the data through describing the answers of pupils and teachers' questionnaires.

3.1.2 Population and Sample

The concerned population of this study is third year pupils of foreign languages stream (N=83) at Khadraoui Brothers the Martyrs Secondary School in Zeribet Eloued during the academic year 2018/2019. Besides, teachers of English in the same Secondary School are involved in this research. In our investigation, we worked with a limited sample since it is impossible to undertake the whole population because of time constraints. Therefore, we have chosen thirty (30) pupils from the whole population that has been randomly selected. Moreover, concerning teachers, we have worked with four (04) teachers.

3.1.3 Data collection methods

To fulfill the aim of the current study which is investigating the use of short stories in developing pupils' reading comprehension, we have used the questionnaire as a data collection method. As a matter of fact, there are two questionnaires: one for pupils and another one for teachers. These two questionnaires include a set of clear questions in relation to our study in order to give our participants the opportunity to express their opinions towards the topic of interest.

3.2 Administration of Pupils' and Teachers' Questionnaires

3.2.1 Piloting study

This questionnaire was piloted in the 5th February 2019. We have randomly administered five copies to five pupils and a copy to one teacher at Khadraoui Brothers the Martyrs Secondary School in Zeribet Eloued. Then, they handed it back as they completed answering the questions. This stage aims to check whether pupils understand the questions or not, in addition to help us reformulating the ambiguous questions on one hand, and to get feedback from the selected teacher on the other hand.

Moreover, this piloted questionnaire was supplemented with an opinionnaire presented after the third section. It contains three main 'Yes/No' questions; namely concerning the difficulty, the ambiguity, the length and the layout of the questionnaire items. There are also two other sub-questions; one requires the participants to mention the specific number of the particular sections and statements in which they find any unnecessary statements, and the other one for further suggestions.

After piloting the questionnaire, a revision and some necessary changes were made with the supervisor. We decided to remove two questions which were unneeded, and to restructure others questions to facilitate their answers for pupils. However, we have kept the same questions in the teachers' questionnaire.

3.2.2 Administration

The pupils' questionnaire was administered to third year pupils of foreign languages stream at Khadraoui Brothers the Martyrs Secondary School in Zeribet Eloued. Moreover, we have selected randomly a sample of thirty (30) pupils from one class, since it difficult to deal with the whole population. Pupils were given instructions and explanations that might help them to complete the questionnaire. Nevertheless, all the questions were clear enough to help pupils understand and to provide us with the most valid responses. Concerning Teachers' questionnaire, it was administered to four (04) teachers of at the same secondary school.

3.3 Pupils' Questionnaire

Two main points will be covered under the above heading in the following order: description of the questionnaire, and analysis of the questionnaire.

3.3.1 Description of pupils' questionnaire

Pupils' questionnaire is classified under the structured type. This questionnaire consists of three sections that include different questions mainly closed ended questions.

Moreover, the present questionnaire contains a brief introduction, three section and eighteen statements. These questions require from pupils to pick up the right answer including Yes/No answers, and multiple-choice questions. Pupils' questionnaire has been given to thirty (30) pupils. Each section has been designed as follow:

Section one: this section is devoted to pupils' background information including only one question. This question aims to obtain an idea about pupils' attitudes towards English courses whether they like it or not.

Section two: this section is labeled "Reading comprehension" it seeks to give the pupils an opportunity to share their ideas and viewpoint toward reading comprehension and its difficulties. Therefore, this section contains nine (09) questions.

Section three: the last section is entitled "short stories", and it includes nine (09) questions. This section aimed to tackle pupils' attitudes toward the use of short stories in English classes, and the effect of this method on their reading comprehension.

3.3.2 Analysis of the pupils' questionnaire

After the administration and the description of the pupils' questionnaire, the analysis of the collected data will be introduced in the form of tables followed by commentaries.

Section one: General Information

Q.01: Do you like English courses?

Table 3.1: Pupils' attitude towards English courses

Options	Number of respondents	Percentage %
Yes	24	80
No	6	20
Total	30	100

The results in Table 3.1 show that the majority of respondents, who are represented by (80%), like English courses. However, the rest of the respondents (20%) claim that they do not like English courses. This indicates that the majority of pupils like the English courses because pupils are aware that the English language is nowadays the language of the world.

Section Two: Reading Comprehension

Q.02: Do you like reading in general?

Table 3.2: Pupils attitude towards reading in general

Options	Number of respondents	Percentage %
Yes	24	80
No	6	20
Total	30	100

The purpose of this question is to know pupils' perceptions towards reading in general. Table 3.2 shows that twenty four pupils (80%) like reading. In contrast, only six pupils (20%) do not like reading. Through these results we deduce that the majority of pupils like reading in general while the minority of pupils does not like reading at all may be because they prefer other hobbies. However, pupils must be supported and motivated by teachers to read more.

Q.03: If yes, what kind of reading materials do you prefer?

Table 3.3: Kinds of reading materials pupils prefer

Options	Numbers of respondents	Percentage%
Newspapers	6	25
Books	7	29
Stories	11	46
Total	24	100

This table shows pupils' preferences of reading materials. Responses show that thirteen pupils (46%) prefer to read stories, seven pupils (29%) are interested in reading books, and only six people (25%) prefer reading newspapers. The previous results show that the majority of the pupils prefer to read stories due to the fact that stories are more enjoyable and easy to read than any the other reading materials.

Q.4: What is your favorite language skill?

Table 3.4: Pupils' favorite language skills

Options	Numbers of respondents	Percentage %
Listening	5	16,66
Reading	10	33,66
Speaking	11	36,66
Writing	4	13,33
Total	30	100

The aim of statement three is to know pupils preferred language skills. Results of table 3.4 show that eleven pupils (36, 66%) chose the speaking skill; ten pupils (33, 66%) are interested in the reading skill. However, five pupils (16, 66) prefer the listening skill

and only four people (13, 33) are interested in the writing skill because it is the most difficult skill.

Q.5: How often do you read in English?

Table 3.5: Frequency of reading in English

Options	Number of respondents	Percentage %
Always	2	6, 66
Sometimes	21	70
Rarely	4	13, 33
Never	3	10
Total	30	100

Table 3.5 illustrates that the majority of the respondents (70%) said that they sometimes read in English, whereas (13, 33%) of the respondents declared that they rarely read in English, while about (6, 66%) of the pupils assert that they read always. However, the rest of the pupils by (10%) do not read at all. These results show that the frequency of reading in English is somehow good.

Q 6: when you read an English text you comprehend:

Table 3.6: Pupils' level of comprehending

Options	Number of respondents	Percentage %
The whole passage	5	16, 66
The main idea	22	73,33
Nothing	3	10
Total	30	100

Table (06) shows that (73, 33%) of the pupils are able to understand the main idea of the text they are reading. This means that pupils concentrate more on comprehending the general idea without having any need to translate each word of the text. Five pupils (16, 66%) said that they understand the whole passage. However, the rest of the pupils (10%) said that they understand nothing while reading. This indicates that pupils' reading comprehension enables them to comprehend the main idea due to various difficulties.

Q. 7: During reading which one of the following strategies do you use?

Table 3.7: Reading strategies used by pupils

Options	Numbers of respondents	Percentage %
Extensive reading	10	33,33
Intensive reading	20	66,66
Total	30	100

The aim of this question is to know what reading strategies pupils follow while reading. We found that (66, 66%) of respondents agree that they read by applying extensive reading strategies. Whereas, (33, 33%) of pupils read through using intensive reading strategies. From these results we deduce that the majority of pupils read rapidly and they care more about the amount of reading rather than understanding it. However, the rest pupils read carefully in order to understand what they read.

Q.08: Do you have difficulties in understanding English texts?

Table 3.8: Pupils' difficulties understanding

Options	Numbers of respondents	Percentage %
Yes	26	86, 66
No	4	13, 33
Total	30	100

The purpose of the question eight is to check whether pupils have difficulties in understanding English texts or not. From the table above we have found that the majority of respondents said 'Yes'. Twenty six pupils (86, 66%) asserted that they have difficulties in understanding English texts this indicates that they do not read and they need to practice more reading. In contrary, four pupils (13, 33%) said 'No' this indicates that those pupils are competent, and they are accustomed with English texts. This ability shows that those pupils practice reading whenever they have time. In other words, this is the reason that makes them more experienced to deal with comprehension difficulties.

Q. 09: In your opinion, these difficulties are due to?

Table 3.09: Pupils' difficulties while reading English texts

Options	Number of respondents	Percentage %
Difficult vocabulary of authentic materials	15	50
Time allotted for reading practice is restricted	5	16,66
Lack of comprehension	6	20
Interference of mother Language	4	13,33
Total	30	100

Table nine represents the main difficulties that pupils encounter when reading English texts. We have found that fifteen pupil (50%) claim that comprehension difficulties are due to the difficult vocabulary of authentic material, this indicates that pupils do not read a lot of authentic texts, and they are not familiar with them. Moreover, only five pupils (16, 66%) claim that its due to the restricted time which is allotted for the

reading activity, and teachers do not give enough time for reading practice and that all of their time is spent in explaining the theoretical lessons. We have noticed that six pupils (20%) said that these difficulties are due to the lack of comprehension, and this is because they do not make efforts to read English texts. The rest four pupils (13, 33%) state that they suffer because of the mother tongue interference. The later reason is because that when pupils start reading English texts they try to interpret the meaning of the text in their mother tongue.

Section Three: Short Stories

Q. 10: which literary genre do you like more?

Table 3.10: Pupils' preferences in reading literary genre

Options	Numbers of respondents	Percentage %
Drama	12	40
Short stories	15	50
Novel	3	10
Total	30	100

This table shows the pupils' preferences in reading literary types. The results show that fifteen pupil (50%) prefer to read short stories, and drama with twelve pupil (40%). However, novels take very little percentage (10%) in comparison to the other genres. From the previous results we found that the majority of the pupils prefer short stories for reading and that may infer that they find it easy and enjoyable to be understood in due to its structure, vocabulary, plot, and other aspects.

Q. 11: Have you ever read an English short story?

Table 3.11: Pupils' attitudes towards reading short stories

Options	Number of respondents	Percentage %
Yes	25	83,33
No	5	16,66
Total	30	100

The purpose of question eleven is to detect whether pupils read short stories or not. From the results of the table above we found that most of pupils (83, 33%) have read short stories. In contrast, only (16, 66%) of the participants did not read short stories.

Q. 12: How do you find reading short stories?

Table 3.12: Pupils' opinion towards reading short stories

Options	Number of respondents	Percentage %
Very interesting	7	23,33
Interesting	20	66,66
Not interesting	3	10
Total	30	100

Table 3.12 shows that (66, 66%) of pupils find reading short stories interesting and (23, 33%) find it very interesting. These results demonstrate that pupils are aware of the importance of reading short stories. Moreover, it is the teacher's role to guide them and help them to be more motivated and more interested. However, only three pupils (10%) said that reading short stories are not interesting for them. This means that this category of pupils needs to know how can short stories improve their language skills in general and reading comprehension in particular.

Q.13: Do you comprehend texts related to short stories better than other texts presented by other techniques (pictures, interviews...)?

Table 3.13: Comparison between pupils' comprehension by using short stories and by using other techniques

Options	Number of respondents	Percentage %
Yes	19	63,33
No	11	36,66
Total	30	100

The aim of question 13 is to compare between the pupils' comprehension when using short stories and when using other techniques. From the table above we have found that the majority of respondents said 'Yes'. Nineteen pupils (63, 66%) assert that they comprehend better when using short stories better than other techniques. However, only eleven pupils (36, 33%) said no because they prefer other techniques.

Q.14: Do you enjoy the time spent in reading short stories?

Table 3.14: Pupils' time enjoyment when reading short stories

Options	Number of respondents	Percentage %
Yes	22	73,33
No	8	26,66
Total	30	100

The aim of the question 14 is to know the opinion of pupils about if they enjoy the time spent on reading or not. We have remarked that twenty two from pupils have selected 'Yes' they enjoy when they read. This positive response shows that (80%) are used to read short stories, and it is considered as their favorite habit. However, eight pupils responded

with no. That means (26, 66%) of pupils do not like to read short stories because they feel bored when they read short stories.

Q.15: If yes, what kind of short stories do you prefer?

Table 3.15: Pupils' preferred kinds of stories

Options	Number of respondents	Percentage %
Fables	4	13,33
Fiction stories	16	53,33
Real stories	10	33,33
Total	30	100

Table 3.15 represents kinds of stories pupils like to read. The majority of pupils (53, 33%) are interested and enjoying reading fiction stories because it motivates their imagination about stories and events of drama that contain parts of suspense. Real stories take the second place with ten pupils (33, 33%) because they find it joyful and beneficial to see others' life experiences. And only four pupils (13, 33%) prefer to read fables. However, teachers should encourage their pupils to read all types of stories.

Q.3.16: Does your teacher encourage you to focus on reading short stories outside the classroom?

Table 3.16: Teacher's encouragement to focus on reading short stories

Option	Number of respondents	Percentage %
Yes	26	86, 66
No	4	13,33
Total	30	100

From the results in the table above, we have observed that almost of participant by (86, 66%) state that their teacher encourage them to read short stories outside the

classroom. While, only (13, 33%) of participants claim that they do not encourage them. This truly shows teachers' awareness of the importance of reading short stories in enhancing pupils reading comprehension.

Q.17: While reading the short story in class you would like the teacher to:

Table 3.17: Pupils' preferred way of choosing the short story

Options	Number of respondents	Percentage %
Choose for you the short story to read	5	16,66
Let you free to choose among different short stories	18	60
Give you a complete freedom to choose what interests you	7	23,33
Total	30	100

We noticed from the table above that (60%) of participants would like the teacher to give them the total freedom to choose a short story that interests them and suit their level. Moreover, (23, 33%) of pupils would like the teacher to give them freedom to choose among different short stories. Whereas, only (16, 66%) pupils prefer to let the teacher choose for them what they read in the classroom. Hence, pupils are more motivated to read when they are given the freedom to choose the short story to be read.

Q.18: Do you think that short stories have a role in enhancing your reading comprehension?

Table 3.18: The effect of short stories on reading comprehension

Options	Number of respondents	Percentage %
Yes	22	73,33
No	8	26,66
Total	30	100

The results of this table show that the answers of pupils confirm that short stories are important in enhancing reading comprehension. (73, 33%) of the participants indicate that short stories have a role in enhancing their reading comprehension. However, only eight pupils (26, 66%) claim that the reading comprehension cannot be better improved when using short stories. This category prefers to use other techniques to develop their reading comprehension.

3.4 Teachers' Questionnaire

This questionnaire was addressed to secondary school teachers of Khadraoui Brothers the Martyrs Secondary School in Zeribet Eloued. This school consists of four (04) of English teachers. In fact, this research tool is considered more reliable because it provides this present work with credible data from teachers who are experienced enough and more knowledgeable about the teaching learning process.

3.4.1 The Description of the teachers' questionnaire

This questionnaire aims to investigate the teachers' knowledge about the effectiveness of using short stories in classes to develop their pupils' reading comprehension. The questionnaire was a semi structured questionnaire that is a combination of close-ended questions. Where the participants are asked to tick the

appropriate answers, and open-ended questions where they are given the chance to provide their own answers or explanations. There are some closed-ended questions that are followed by open-ended questions in order to get more deep insights into the subject. The teachers' questionnaire is composed of fifteen (15) questions organized in three sections.

Furthermore, the main purpose of the teachers' questionnaire is to point out the improvements that short stories can provide for the pupils' reading comprehension. Moreover, it aims also to report the extent of the relationship between short stories and reading comprehension, and if it is supported by teachers or not. Besides, this questionnaire seeks to find out teachers' attitudes towards both short stories and the reading comprehension skill. Therefore, a detailed analysis of all the answers is carried out to find the most relevant findings and offer reasonable interpretations.

3.4.2 Analysis of teachers' questionnaire

After the administration and the description of teachers' questionnaire, the analysis of the gathered data will be introduced.

Section One: Background Information

Q.1: How many years have you been in teaching English?

Table 3.19: Teachers' experience

Options	Number of respondents	Percentage %
Less than 5	0	0
From 5 to 10	3	75
More than 10	1	25
Total	4	100

The main purpose of this question is to collect information about teaching reading skill and then improving reading comprehension from different teachers' experience. The above table shows that three teachers (75%) have a medium experience. However, only

one teacher (25%) of the sample has been teaching English at the high school for more than ten years. We deduce that our respondents are experienced enough to teach the reading skill and to apply the different reading strategies to develop their pupils' reading comprehension.

Section Two: Reading Comprehension

Q. 2: Do you consider reading in English as in important skill for your pupils?

Table 3.20: Teachers' beliefs about the importance of reading skill

Options	Number of respondents	Percentage %
Yes	4	100
No	0	0
Total	4	100

The results of the above table show that all teachers (100%) agreed on the importance of reading for their pupils. Moreover, teachers gave similar responses when it comes to the importance of reading: the result was that the entire teachers agree that reading helps in improving the three other skills. However they gave the following justifications:

T1: The reading skill enriches pupils' vocabulary and improves their comprehension skills.

T2: When they read, they will enrich their lexical repertoire as well as they will be a good writers and speakers too.

T3: It enlightens their way of thinking and enlarges their view towards the world and makes them good writers.

T4: It enables the students to enrich their lexical repertoire. It develops the students' capacity to analyze, deduce, scan, and skim.

Q.3: Which skill do you think is more difficult for your pupils?

Table 3.21: The most difficult language skill

Options	Number of respondents	Percentage %
Listening	0	
Reading	1	25
Speaking	0	0
Writing	3	75
Total	4	100

The aim of this question is to check which skill is exactly difficult for the pupils. From table 3.21 we have found that three teachers (75%) assert that writing is the most difficult skill among other skills. Nevertheless, only one teacher confirms that reading is the most difficult skill, while no participants said that speaking or listening is a difficult skill. Therefore, we deduce that teachers believe that writing and reading are hard tasks to fulfill in the EFL classes and need a lot of aids (activities) and abilities to be succeeded.

Q.04: Is the reading skill neglected in the program of teaching English compared to other skills?

Table 3.22: The negligence of the reading skill in programs of teaching

Options	Number of respondents	Percentage %
Yes	1	25
No	3	75
Total	4	100

From the results obtained in table 3.22, we noticed that the great majority of respondents (75%) believe that the reading skill is not neglected in the program of teaching

English, compared to other skills. However, only one teacher (25%) claimed that reading is neglected. Teachers are aware of the importance of reading therefore they prefer to include reading tasks to ameliorate their pupils' level and make them engaged in learning the target language.

Q.05: Do you follow a prescribed program in teaching reading comprehension or do you develop your own strategy?

Table 3.23: Teachers use of reading comprehension strategies

Options	Number of respondents	Percentage %
Yes	2	50
No	2	50
Total	4	100

The purpose of this question is to know how teachers introduce the reading comprehension skills in their programs. According to the above table we deduce that, (50%) from teachers said that they follow the prescribed program; though they declare that they add some changes (modification) to the real program. However, the other two teachers (50%) said they do not follow the prescribed program and they use their own strategies which are appropriate to their pupils' abilities, needs, timing and others. Furthermore, teachers gave the following justifications:

T1: I follow the program that is set by the ministry of education with some adaptation.

T2: I develop my own strategy (add some extra activities).

T3: Personally, I devise extra exercises to deepen this understanding (about main ideas, type of discourse, words reference).

Q.06: During reading activities, your pupils are:

Table 3.24: Pupils' motivation during reading activities

Options	Number of respondents	Percentage %
Very motivated	0	0
Motivated	1	25
Slightly motivated	2	50
Not motivated	1	25
Total	4	100

Table 3.24 shows that, the majority of participants (50%) assert that their pupils are slightly motivated in the reading activities. Moreover, one teacher (25%) said that they are motivated during reading activities. While, the fourth teacher (25%) claim that they are not motivated at all. However, teachers have to focus more on motivating their pupils to read and try to reduce what makes their student de-motivated.

Q. 07: What are the difficulties that your pupils face in understanding English texts?

In this question, teachers are asked about the difficulties that their pupils face in understanding English texts. According to the results obtained from teachers' responses we found that, all participants agree that the most common difficulties that pupils face in reading comprehension are: new words, text complexity, time allotted, length of the text, lack of vocabulary, and others. Furthermore, teachers gave the following explanations for the reasons behind the difficulties that their pupils face when they are reading:

T1: Difficult words, sometimes because of their mispronunciation, and poor vocabulary.

T2: Simply, the majority do not master the basis of the English language. So, they find it very hard to understand it.

T3: Some of the major difficulties are the lack of vocabulary to fully comprehend the text and the background knowledge on some subjects.

Q. 08: How do you deal with these difficulties?

The aim of question eight is to know teachers' ways in solving these problems. Many suggestions were given by all participants in order to deal with these difficulties. Teachers provided the following answers:

T1: Bring and equip the students with dictionaries and explaining the difficult words.

T2: Urge them to read during classes. Encourage them to read stories, novels.

T3: Explanation of the key words. To save time, I avoid silent reading and I ask students to read aloud and explain to them.

T4: I try to explain the key words, phrases, or to simplify the ideas.

Q.09: To what extent do think that you have succeeded in reducing these difficulties?

Table 3.25: Reducing pupils' reading comprehension difficulties

Options	Number of respondents	Percentage %
Less than 10%	1	25
From 10% to 50%	1	25
More than 50%	2	50
Total	4	100

The aim of this question was to check whether the strategies used by teachers are effective or not. From the results above, we have noticed that (25%) of teachers succeeded only in reducing less than (10%) of reading comprehension difficulties. Even though he/she tried to cope with these difficulties, but he/she did not reach a good result. This is probably due to the strategies they follow or the kind of reading materials they select. Moreover, (25%) claimed that they have reached an average level of success (from 10% to

50%). However, (50%) of teachers have asserted that their strategies have reached 50% or more. The last category has fully achieved a total remedy to reduce their pupils' reading comprehension difficulties.

Section Three: Short Stories

Q.10: Do your pupils prefer reading short stories?

Table 3.26: Pupils' opinion towards reading short stories

Options	Number of respondents	Percentage %
Yes	3	75
No	1	25
Total	4	100

The main purpose of question ten is to investigate pupils' opinion towards reading short stories. From the table above we found that three teachers of the respondents (75%) said that their pupils prefer to read short stories while only one teacher (25%) claim that his/her pupils do not like to read short stories. Therefore, we infer that most of teachers ask their pupils to read short stories.

Q. 11: How often do you encourage your pupils to read short stories?

Table 3.27: Teachers' encouragement to make pupils read short stories

Options	Number of respondents	Percentage %
Always	0	0
Sometimes	4	100
Rarely	0	0
Never	0	0
Total	4	100

The above table shows that all teachers (100%) affirm that they sometimes encourage their pupils to read short stories outside the classroom. Moreover, teachers should encourage their pupils to read by giving them some strategies to help them to read fluently, and to feel comfortable and confident while reading short stories. Furthermore, motivating pupils to read short stories is a very helpful thing for them to improve their reading comprehension skill. Their justification was as follow:

T1: I always encourage them by reminding them about the importance of reading in building their knowledge and I sometimes reward the good students with a short story.

T2: I used to encourage them to read from time to time but as I noticed their ignorance and careless I abandoned on that.

T3: I ask them to read short stories in their free time and each time read just one page.

Q. 12: How much do you consider reading short stories as an important strategy for your pupils?

Table 3.28: The importance of short stories

Options	Number of percentage	Percentage %
Very important	1	25
Important	3	75
Not important	0	0
Total	4	100

The table above illustrates that the majority of the participants (75%) think that reading short stories is an important strategy for developing pupils' reading comprehension. Moreover, the remaining teacher (25%) sees it as a very important strategy. As we can see from the results, all the teachers agree on the importance of short stories for their pupils. More explanation as follow:

T1: Teaches them indirectly different style of writing, types of texts, types of sentences....

T2: To enrich their vocabulary, to cultivate them, to entrain them.

T3: Because it has many benefits such as broadening their lexical range, educating them on certain subjects and helping them acquiring language as a whole.

Q.13: Do you think that devoting an official session for reading can have positive effects on pupils' reading comprehension?

Table 3.29: Devoting sessions for reading

Options	Number of respondents	Percentage %
Yes	4	100
No	0	0
Total	4	100

From results in the table above, we observed that all the sample of teachers (100%) said 'yes' and agree on devoting an official session for reading mainly in reading short stories. Moreover, teachers are aware of the importance of reading for that they would like to devote official sessions to practice reading and to apply all the reading strategies in order to improve their pupils' reading comprehension.

Q.14: In your opinion, can pupils develop their reading comprehension skill through reading short stories?

Table 3.30: Teachers' opinion

Options	Number of respondents	Percentage %
Yes	4	100
No	0	0
Total	4	100

The table shows that the four teachers (100%) indicate that reading short stories contributes in the development of their pupils' reading comprehension. Moreover, the participants justify their answer as follow:

T1: The exposure to different topics/ situations helps and pushes them to look up the new vocabulary in their dictionaries.

T2: To be a good writer, to be a fluent reader, and to be a fluent speaker.

T3: They can do that because reading will help them getting used to understanding complex texts and the more they read the easier it gets.

T4: Reading short stories does only motivate the students, but it aids them to better their skills.

Teachers' Suggestions

As a concluding item in our teachers' questionnaire, this question was for the sake of giving teachers an opportunity to express themselves and suggest proposals which they find helpful for their pupils. Teachers' suggestions of course vary enormously from one teacher to another. However, we have noticed that the majority of the teachers who answered this questionnaire agreed on the fact that short stories are fruitful skill that has to be given a great consideration by teachers and pupils alike. They strongly urged pupils to develop their reading comprehension by reading several different types of short stories. Moreover, for the choice of short stories topics, teachers' insisted on pupils' self –selection of relevant stories that would foster their interest, curiosity and mainly increase their motivation for reading. Furthermore, all informants emphasize teachers' duty to specify time, help, encouragement, preparation and enthusiasm in order to support pupils to read short stories to improve their reading comprehension skill.

3.5 Summary of the findings

3.5.1 Pupils

The major aim of this research is to investigate the role of short stories in improving the pupils' reading comprehension skill. We tend to know pupils' perception of short stories and its contribution on their reading comprehension skill through inquiring pupils to respond nineteen (19) questions of the questionnaire administered to them divided into three sections that reveal the following results.

Starting by the first section, general background, approximately the majority of pupils like the English courses; while only few pupils do not like it. Moving to the second section, reading comprehension, from the analysis we found that most of pupils like reading in general because Reading is one of the most challenging skills which reflect pupils' psychological factors such as: lack of self confidence, embarrassment, anxiety, fear of making mistakes, and many other factors. Moreover, Reading is not considered as a difficult skill in comparing to writing and speaking skills; however, the problem is with pupils' understanding of the reading materials. Due to the mentioned factor above and to other reading difficulties most of pupils face problem to comprehend English texts. Moreover, reading is a large field including many different materials our analysis shows that pupils like reading stories more than the other materials like newspapers, books because this kind of reading materials are written in a complicated language and ideas which are higher than the pupils' level , so that they find stories the suitable kind. We also noticed that high proportions of the pupils prefer speaking and reading skills, and fewer proportions prefer writing and listening skills. In other words, pupils like to read and speak more because they are mastering a new language and they want to express themselves by speaking at first and by comprehending what they are reading at second. Additionally, the majority of pupils indicate that they sometimes read in English though this choice is not a

good one but at least they read from time to time. Pupils mainly do not read because they lack motivation and they are not aware enough to know the importance of reading which will help them in mastering the English language. Moreover, most of pupils claimed that they understand nearly the main idea of the text. This later is due to the fact that pupils are not good readers and they do not know how to use the different reading strategies which can help them to ameliorate their reading comprehension. Furthermore, pupils use different reading strategies while reading; however, they mainly use extensive reading because at their age they read quickly as much as they can without paying attention to what they read. Pupils face many difficulties during reading tasks because as they said they lack comprehension and because they do not read so they have to read to get rid of these problems.

The analysis of the third section concerns mainly with the use of short stories as a technique that would help pupils to enhance their level. Moreover, the analysis of the ten questionnaire statement shows that half of the pupils prefer to read short stories more than the other literary genres due to the fact that short stories are enjoyable and easy to be understood. Along with, the analysis of question eleven results shows the majority of pupils have already read short stories. However, only a few pupils did not read short stories. In addition, in question twelve, the majority of pupils affirm that they find short stories interesting. This means that pupils are aware of the importance of reading short stories. Moreover the analysis of question thirteen results indicates that the majority of pupils comprehend more when using short stories rather than the other techniques (pictures, dialogues...). More precisely pupils confirm that they remember the different information presented in the short story better when using other techniques this is due to the power of stories on the pupils imagination, and motivation. On the basis of the question fourteen results, most of pupils enjoy the time they spend on reading short stories.

Moreover, in question fifteen, the results demonstrate that more than half of the participants prefer to read fiction stories because they are still young and this age group likes anything that has a relation with imaginations. In statement sixteen, results imply that teachers are aware of the importance of reading short stories besides to its effect on the pupils' not only reading comprehension but also the other language skills in mastering the English language. In question seventeen, the analysis of results shows that the majority of pupils would like the teacher to give them a complete freedom to choose the short story that they are interested in. In other words, pupils claim that they will read more when teachers do not impose them to read specific stories. Furthermore, results of question eighteen are another significant view revealed by pupils in which they assert that using short stories will enhance their reading comprehension. Besides, involving pupils in such tasks will certainly contribute to their reading comprehension development.

To conclude, the analysis of pupils' questionnaire shows that most of responses were in the direction of our main hypothesis, and it also answered our research questions.

3.5.2 Teachers

The analysis of teachers' questionnaire reveals a consensus among teachers about both short stories and reading comprehension and the relation between them. Also we wanted to know whether or not teachers use short stories as a part of their lesson plan. After gathering the data obtained from the analysis of the teachers' responses in the three sections and the interpretations of its results, our summary will be as follows:

In the first section which is concerned with the general information, the findings show that our entire sample has a good experience with different degrees of qualification. Hence these varied qualifications can play a major role in supplying pupils with a large amount of knowledge when they teach.

Moving to the second section, reading comprehension, the results obtained from the second questions demonstrate that all teachers agreed on the importance of the reading skill for their pupils in mastering the EFL. Moreover, in question three the respondents agree on that the most difficult skills for their pupils are writing then reading. Additionally, in question four, the results indicates that the reading skill is not neglected in the program of teaching the English language because teachers are aware of the importance of reading; therefore they include reading tasks whenever there is an opportunity for that. In statement five we noticed that half of the participants follow a prescribed program in teaching reading comprehension strategies whereas the other half follow their own strategies. However, both of them try to introduce this latter by adapting and changing the reading comprehension strategies according to their pupils' level and abilities. The results of question six demonstrate that the majority of their pupils are slightly motivated this is due to many difficulties nevertheless teachers have to motivate their pupils to read more and more. The next two questions (seven and eight) were in shape of open-ended questions. Concerning the results of the seven questions all participants agree on the same difficulties including vocabulary, new words, text complexity, length of text and other. However, in question eight teachers tried to give a suitable solution to these difficulties like using dictionaries, explaining key words, encourage them to read short stories and other solutions. Results of the last question in this section show that all teachers' strategies succeed in reducing their pupils reading comprehension difficulties.

Concerning the third section, short stories, the aim of this section was to detect the teachers' opinion towards using short stories in their classes and their opinion if it is a workable strategy or not. Moreover, the results of the first question in this section demonstrate that the majority of teachers indicate that their pupils prefer to read short stories. Therefore, results of the next question shows that all the participants encourage

their pupils to read short stories. Additionally, the selected teachers confirm the importance of using short stories in their classes due to its benefits not only developing the pupils' reading comprehension skills but also the other skills. Furthermore, all the sample of teachers agrees on devoting official sessions for reading mainly reading short stories. The results of the last question in this section show that all teachers agree on the usefulness of using short stories due to its positive impact on the pupils' reading comprehension levels.

To conclude, from all the above findings we have found that teachers encourage and support the use of short stories to improve reading comprehension. Due to the success, usefulness, and effectiveness of this strategy and due to its crucial role as a motivating tool for developing pupils' skills and especially the reading comprehension skill.

Conclusion

In the current chapter, the researcher has attempted to present, analyze, and discuss the findings of the main data gathered tools. Firstly, an analysis of the data collected from both pupils and teachers' questionnaires took a place. Secondly, the results of the analysis of both questionnaires showed the crucial role of short stories in improving pupils' reading comprehension skill. Furthermore, the findings revealed a positive attitude from the target population towards integrating short stories in the reading program. Hence teachers and pupils agreed that short stories are effective on the reading comprehension skill. In other words, the results fit each other and prove the research hypothesis which states that if teachers include short stories as a strategy of teaching reading comprehension, they may help their pupils to enhance their reading comprehension.

General conclusion

The present study has dealt with the relationship that exists between the use of short stories and the improvement of pupils' reading comprehension. Primarily, this study aimed at investigating both pupils' and teachers' attitudes towards using short stories as a central strategy of teaching reading comprehension. As it has been previously explained, the aim of this study is to encourage the use of varied reading strategies with accordance to pupils' learning strategies. In more precise terms, this study attempted to provide teachers with more detailed information about their pupils' learning strategies. Additionally, this study is an attempt to investigate the role of short stories as a reading strategy that has an effect on pupils' level of reading comprehension.

The present study was divided into three chapters. The first chapter dealt with identifying the reading skill in general, and with the concept of reading comprehension in particular. Moreover, the second chapter introduced the independent variable which is short stories. Furthermore, the third chapter was concerned with the field work of this study which was devoted for the analysis of the collected data from pupils' and teachers' questionnaires. In order to approach the aim of our study, the researchers were obliged to use a qualitative research approach to achieve the intended purpose since the subject under investigation deals with attitudes.

The obtained findings revealed that teachers and pupils have positive attitudes towards the integration of short stories in foreign language classrooms and their valuable answers have provided brilliant insights to our study. The findings of this research also confirmed our initial hypothesis which indicates that "if teachers include short stories as a strategy of teaching reading comprehension, they may help their pupils to enhance their reading comprehension", and the majority of participants reported their appreciation of the potential usefulness of these equipments in enhancing their reading comprehension.

Although, the findings were positive, one cannot over generalize these findings on the entire population because pupils have different learning styles and strategies. This means that these results can change by the change of the sample. Consequently, providing the real validity of this hypothesis prerequisites further studies that can be conducted through experiments. The latter has the ability to examine in-depth the applicability of our hypothesis.

Recommendations

To complete this dissertation which is about the importance of using short stories in EFL classes for enhancing their reading comprehension skill, we suggest these recommendations that we hope will be hopeful for both EFL pupils and teachers.

For EFL teachers:

- EFL teachers need to encourage and motivate their pupils to read more inside and outside the classroom.
- EFL teachers need to demonstrate the value of involving short stories to their pupils.
- EFL teachers need to include the reading tasks in all their sessions and activities.
- EFL teachers need to devote at least one session per week in order to read different materials and especially in reading short stories.
- In the selection of short stories, EFL teachers should be aware of pupils 'level. They need to encourage their pupils to read easy materials 'short stories' which are appropriate to their level rather than dealing with hard materials that cause unsatisfactory results.

For EFL pupils:

- EFL pupils need to devote more time and effort to read different types of short stories.

- EFL pupils need to be aware enough about the advantages of short stories in promoting their language mastery level in general, and their reading comprehension level in particular.
- EFL pupils need to read more authentic materials for instance, short stories.
- EFL pupils should not only rely on what teachers propose inside classroom, but to read short stories both inside and outside classroom; because that helps them to understand better.

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Appendices

Appendix 1

Consent letter for the teacher

Dear Teacher,

I am conducting a research about the role of short stories in enhancing EFL learner's reading comprehension at the secondary school level as a part of a project at the University of Mohammed Kheider of Biskra. At this phase of research, I wish to administer a questionnaires to your class.

I am seeking your consent to administera questionnaire to your pupils. Through the questionnaire, data will be gathered and later analyzed and presented in a written form as a part of the final research. No unwished information or pupils will be named or identifiable in this report.

If you consent to administer a questionnaire to your class, please sign the attached consent from and return it back to the researcher. You are entitled to withhold your consent for this project, and you may withdraw your consent at any time.

When the research is complete, you may request a copy of any data relating specifically to your class.

If you have any questions or comments relating to this project, you may contact the researcher at the following address.

**SELMA CHAALI
ENGLISH DIVISION
FACULTY OF LETTERS AND FOREIGN LANGUAGES
UNIVERSITY OF MOHAMMED KHIDER OF BISKRA
Tel: 0795951505
E-mail: chasalma95@gmail.com**

Yours Sincerly

Appendix 2

Pupils' Questionnaire (Piloting stage)

Dear pupils,

This questionnaire is designed with the aim of collecting data for the accomplishment of a master dissertation in science of the language. It is particularly aimed at investigating the role of short stories in improving EFL pupils' reading comprehension skill. Your responses will help us effectively to reach our objective. Please tick the appropriate box or write full statement whenever it is necessary.

Chaali Selma

Section One: Background Information

1) Do you like English courses?

a- Yes b- No

Section Two: Reading Comprehension:

1) Do you like reading in general?

a- Yes b- No

2) If yes, what kind of reading materials do you prefer?

a- Newspapers b- Books

c- Stories d- Others

3) Which language skill(s) is/are more important for you?

a- Listening b- Reading

c- Speaking d- Writing

4) How often do you read in English?

a- Always b- Sometimes

c- Rarely d- Never

5) When you read an English text, you comprehend:

a- The whole passage b- the main idea c- Not

6) Before reading when you preview an English text which one of the following questions you ask yourself?

a- Is it about the subject I'm studying?

b- Is it written at a level I can understand? c- Is it going to help me?

7) During reading which one of the following ways you use?

a- Extensive reading (rapid and silent reading)

b- Intensive reading (slower reading)

c- Critical reading (reading between lines)

8) Do you have difficulties in understanding English texts?

a- Yes b- No

9) In your opinion, these difficulties are due to?

a- Difficult vocabulary of authentic (language of native speakers) materials

b- Time allotted for reading practice is restricted

c- You do not know how to read (fluently) (lack of reading fluently)

d- Lack of comprehension

f- Interference of mother language

Other difficulties

.....
.....
.....

Section three: short stories

1) Which literary genre do you like more?

a- Drama b- Short story b-Novel

others.....
.....
.....

2) Have you ever read a short story?

a- Yes b-No

3) How do you find reading short stories?

a-Very interesting b- Interesting c-Not interesting

4) Do you think that short stories have a role in enhancing your reading comprehension?

a- Ye b-No

5) Does your teacher stimulate you to read short stories to enhance your reading comprehension skills?

Opinionnaire

1- Do you think that the statements are relevant?

Yes No

If no, please explain:

.....
.....

2- Are there any ambiguous statements?

Yes No

If yes, please specify them:

Section(s) n°.....Statement(s) n°.....

3- Are there any unnecessary statements?

If yes, please specify them:

Section(s) n°.....Statement(s) n°.....

4- Do you think that the layout is appropriate?

Yes No

5- Do you have any further suggestion?

.....
.....

by other techniques (pictures, interviews, dialogues...)?

a- Yes b- No

Thank you for your cooperation

Appendix 3

Pupils' Questionnaire

Dear pupils,

This questionnaire is designed with the aim of collecting data for the accomplishment of a master dissertation in science of the language. It is particularly aimed at investigating the role of short stories in improving EFL pupils' reading comprehension skill. Your responses will help us effectively to reach our objective. Please tick the appropriate box or write full statement whenever it is necessary.

Chaali Selma

Section One: Background Information

2) Do you like English courses?

b- Yes b- No

Section Two: Reading Comprehension

3) Do you like reading in general?

b- Yes b- No

4) If yes, what kind of reading materials do you prefer?

a- Newspapers b- Books c- Stories

Others.....
.....
.....

5) What is your favorite language skill?

a- Listening b- Reading

c- Speaking d- Writing

6) How often do you read in English?

a- Always b- Sometimes

c- Rarely d- Never

7) When you read an English text, you comprehend:

- a- The whole passage b- The main idea c- Nothing

8) During reading which one of the following strategies do you use?

b- Extensive reading

b- Intensive reading

9) Do you have difficulties in understanding English texts?

a- Yes b- No

10) In your opinion, these difficulties are due to?

a- Difficult vocabulary of authentic materials

b- Time allotted for reading practice is restricted

c- Lack of comprehension

d- Interference of mother language

Other difficulties

.....
.....
.....
.....

Section three: short stories

11) Which literary genre do you like more?

b- Drama b- Short story b-Novel

Others

.....
.....
.....
.....

12) Have you ever read a short story?

a- Yes b- No

13) How do you find reading short stories?

a-Very interesting

b- Interesting c-Not interesting

14) Do you comprehend texts related to short stories better than other texts presented by other techniques (pictures, interviews, dialogues...)?

a- Yes

b- No

15) Do you enjoy the time you spend on reading short stories?

a-Yes

b-No

16) If yes what kind of stories do you prefer?

a- Fables

b- Fiction stories

c- Real stories

Others.....
.....
.....
.....

17) Does your teacher encourage you to focus on reading short stories outside the classroom?

b- Yes

b- No

18) While reading a short story in class you would like the teacher to:

Choose for you the short story to read

Let you free to choose among different short stories

Give you a complete freedom to choose what interest you

19) Do you think that short stories have a role in enhancing your reading comprehension?

a- Yes

b- No

Thank you for your cooperation

Appendix 4

Teachers' Questionnaire (Piloting Stage)

Dear teacher,

This questionnaire is designed with the aim of collecting data for the accomplishment of a master dissertation in sciences of the language. It is particularly aimed at investigating the role of short stories in improving EFL pupils' reading comprehension skill. Your responses will be strictly confidential and a great help to us. We would be very grateful if you accept to fill in the following questionnaire. Please, tick (✓) the appropriate answer or give a full statement whenever it is necessary. Your cooperation and the time devoted to answer the questionnaire are highly appreciated.

Chaali Selma

Section One: Background Information

1) How many years have you been in teaching English?

a- Less than 5

b- from 5 to 10

c- More than 10

Section Two: Reading Comprehension

1) Do you consider reading in English as an important skill for your pupils?

a-Yes

b-No

If yes, why?

.....
.....
.....
.....

2) Is reading as a skill neglected in the program of teaching English in comparison to other skills?

a- Yes

b-No

3) Do you follow a prescribed program on teaching reading comprehension or do you develop your own strategy?

Yes

b-No

If yes, please describe it

.....
.....
.....
.....

4) Which skill you think is difficult for your pupils?

a- Speaking

b- Reading

c- listening

d- Writing

5) During reading actives, your pupils are:

a- very motivated

b- Motivated

c- Slightly motivated

c-Not motivated

6) What are the difficulties that your pupils face in understanding English texts?

.....
.....
.....

7) How do you deal with these difficulties?

.....
.....
.....

8) To what extent are your strategies to deal with such difficulties successful?

a- Less than 10%

b-From 10% to 50%

c-More than 50%

Section Three: Short Stories

1) Do your pupils prefer reading short stories?

6) Do you think that short stories enhance your pupils' reading comprehension of English texts?

- a- Strongly agree b- Agree
c-Strongly disagree d- Disagree

Thank you for your collaboration

Opinionnaire

6- Do you think that the statements are relevant?

Yes No

If no, please explain:

.....
.....

7- Are there any ambiguous statements?

Yes No

If yes, please specify them:

Section(s) n°.....Statement(s) n°.....

8- Are there any unnecessary statements?

If yes, please specify them:

Section(s) n°.....Statement(s) n°.....

9- Do you think that the layout is appropriate?

Yes No

10- Do you have any further suggestion?

.....
.....

Appendix 5

Teachers' Questionnaire

Dear teacher,

This questionnaire is designed with the aim of collecting data for the accomplishment of a master dissertation in sciences of the language. It is particularly aimed at investigating the role of short stories in improving EFL pupils' reading comprehension skill. Your responses will be strictly confidential and a great help to us. We would be very grateful if you accept to fill in the following questionnaire. Please, tick (✓) the appropriate answer or give a full statement whenever it is necessary. Your cooperation and the time devoted to answer the questionnaire are highly appreciated.

Chaali Selma

Section One: Background Information

9) How many years have you been teaching English?

a- Less than 5

b- from 5 to 10

c- More than 10

Section Two: Reading Comprehension

2) Do you consider reading in English as an important skill for your pupils?

a-Yes

b-No

If yes, why?

.....

.....

3) Which skill do you think is more difficult for your pupils?

a- Speaking

b- Reading

c- Listening

d- Writing

4) Is the reading skill neglected in the program of teaching English compared to other skills?

a- Yes

b-No

5) Do you follow a prescribed program in teaching reading comprehension or you develop your own strategy?

Yes b-No

If yes, please describe it

.....
.....
.....

6) During reading actives, your pupils are:

a- very motivated b- Motivated

c- Slightly motivated d-Not motivated

7) What are the difficulties that your pupils face in understanding English texts?

.....
.....
.....

8) How do you deal with these difficulties?

.....
.....
.....

9) To what extent do think that you have succeeded in reducing these difficulties?

a- Less than 10% b-From 10% to 50% c-More than 50%

Section Three: Short Stories

10) Do your pupils like reading short stories?

a- Yes b- No

11) How often do you encourage your students to read short stories outside the classroom?

a- Always b- Sometimes

c- Rarely d- Never

Whatever your answer is, explain how.....

.....
.....
.....

12) How much do you consider reading short stories as an important strategy for your pupils?

a- Very important b- Important c-Not important

Why?

.....
.....

13) In your opinion, can pupils develop their reading comprehension skill through reading short stories?

a- Yes b- No

Please justify your choice

.....
.....
.....

14) Do you think that devoting an official session for reading can have positive effects on pupils' reading comprehension?

b- Yes b-No

15) Do you think that short stories enhance your pupils' reading comprehension of English texts?

a- Strongly agree b- Agree
c-Strongly disagree d- Disagree

Suggestions.....
.....
.....

Thank you for your collaboration

The
Consent letter for teachers

Dear Teacher,

I am conducting a research about the role of short stories in enhancing EFL learner's reading comprehension at the secondary school level as a part of a project at the university of Mohammed Khider of Biskra. At this phase of research, I wish to administer a questionnaires to your class.

I am seeking your consent to administerra questionnaire to your pupils. Through the questionnaire, data will be gathered and later analysed and presented in a written form as a part of the final research. No unwished information or pupils will be named or identifiable in this report.

If you consent to administer a questionnaire to your class, please sign the attached consent from and return it back to the researcher. You are entitled to withhold your consent for this project, and you may withdraw your consent at any time.

When the research is complete, you may request a copy of any data relating specifically to your class.

If you have any questions or comments relating to this project, you may contact the researcher at the following address.

SELMA CHAALI
ENGLISH DIVISION
FACULTY OF LETTERS AND FOREIGN LANGUAGES
UNIVERSITY OF MOHAMMED KHIDER OF BISKRA
Tel: 0795951505
E-mail: chasalma95@gmail.com

Yours Sincerly

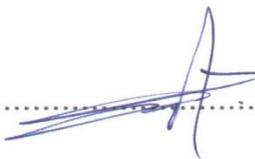
I consent the participation of my class in the research project being carried by Selma Chaali.

Name of school:Khadraoui Brothers secondary school

Name of teacher: Bounab Housssem Eddine.....

Telephone number: ...0697234809.....

E-mail: Bounab.bounab.kossam@gmail.com

Signed: 

Date: 18/02/2019

Headmaster signature: 

جمال قوبع



ملخص:

تعتبر القراءة واحدة من بين أكثر المهارات الصعبة التي يواجهها تلاميذ اللغة الانجليزية، بسبب تعقيد هذه المهارة، يعاني العديد من التلاميذ من عجزهم في تحقيق فهم القراءة. يهدف هذا البحث إلى دراسة دور القصص القصيرة في تحسين الفهم القرائي لتلاميذ الصف الثالث ثانوي في ثانوية الإخوة الشهداء خضراوي بزريبة الوادي. خلال هذه الدراسة، نفترض أنه إذا قام المعلمين بتضمين القصص القصيرة كإستراتيجية لتدريس مهارات القراءة، فقد يساعد ذلك على تحسين مهارة فهم النصوص لدى تلاميذهم. لهذا السبب تم استخدام المنهج الوصفي للتحقق من الفرضية و من أجل جمع البيانات اللازمة ، قمنا بتوزيع استبيانين على كل من التلاميذ والأساتذة. أولاً، تم تقديم استبيان التلاميذ إلى عينة من تلاميذ السنة الثالثة ثانوية اللغات الأجنبية في ثانوية الإخوة الشهداء خضراوي بزريبة الوادي (ع=30)، وذلك من أجل استكشاف وعي التلاميذ بالدور الذي تلعبه القصص القصيرة في تطوير مهاراتهم في فهم القراءة. ثانياً ، تم توزيع استبيان المعلمين على مجموعة بسيطة من مدرسي اللغة الانجليزية في نفس المؤسسة (ع=4) وذلك من أجل معرفة موقفهم اتجاه تأثير استخدام القصص القصيرة كإستراتيجية للقراءة من أجل تحسين مستوى فهم القراءة لدى تلاميذهم. أشارت نتائج تحليل الاستبيانات إلى وعي كل من التلاميذ والمعلمين بضرورة استخدام القصص القصيرة لفهم جيد لمواد القراءة. ووفقاً لذلك، بينت نتائج الأبحاث التي أجريناها إلى أنه يجب على المدرس أن يخصص حصة رسمية للقراءة في فصول اللغة الانجليزية لكي يتغلب فيها التلاميذ على مشكلات فهم القراءة . وهكذا، يمكن أن نستنتج أن الفرضية المذكورة قد تأكدت و أن النتيجة كانت ايجابية .

