



Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

MASTER DISSERTATION

Letters and Foreign Languages

English Language Sciences
of the language

Submitted and Defended by:

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The Impact of Short Stories in Fostering Learners' Usage of Verb Tenses

A Case study of First year students at Biskra University

Dissertation submitted to the Department of Foreign Languages as partial fulfillment of the requirement for the degree of Master in sciences of Languages.

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August 2020

Dedication

In the Name of ALLAH the Most Gracious, the Most Merciful All the Praise is
due to ALLAH alone, the Sustainer of all the worlds

This work is dedicated:

To my dearest parents: **my mother** ‘Zohra’, the light of my life, and **my father**
‘Saddek’, the dearest person to my heart, for their incomparable love, patience,
and encouragement that helped me to complete this dissertation,

To my beloved brothers Alla Eddine and Hani, who were always supporting
me,

To my dear and lovely friends and cousin Turkiya, Warda and Sara for their
moral support,

I also dedicate this work to all of my family and friends who helped me or
supported me to accomplish this work.

Acknowledgments

First, I thank **Allah** who gave me the strength to accomplish this work,
My dissertation would not have been possible without my parents' love and generous support
throughout years of education. So, thank you!

I would like to express my sincere gratitude to my supervisor Mr. Walid Aounali, for his
assistance, guidance and encouragement to accomplish this work.

I am enormously thankful to the members of the jury; namely, Dr. Saliha Chelli, Mrs. Nadjet
Moussaoui, and Mr. Bilal Zannou for their time and efforts which would help me to refine my
work.

Abstract

Grammar is the core of any language learning and teaching. However, its aspects are considered as one of the major problems that many students face. Thus, they find difficulties in understanding the English verb tenses' aspects. To solve this issue, we investigated the importance of including short stories in teaching grammar to first-year LMD students to foster their comprehension of using English verb tenses, because using them in EFL classes could help learners enhance their learning process. Also, we presented it to grammar teachers to survey their attitudes towards this technique. Since, most of the EFL learners like short stories and enjoy using it in learning, they are believed to be the appropriate solution to overcome the mentioned problems of grammar. Therefore, the present study aims at investigating EFL students' attitudes towards the use of short stories to foster their English verb tenses usage. To carry out the descriptive method adopted, a questionnaire was administered to a sample of twenty (20) first year LMD English students and to six (6) grammar teachers at Mohamed Kheider University, Biskra. After analysing the results of the questionnaires, it is denoted that EFL students appreciate the use of short stories to promote their English verb tenses usage, also grammar teachers' attitudes were positive; they like and prefer teaching verb tenses' aspects using short stories. On the basis of these findings, the hypothesis put forward was confirmed in that first year EFL students have favourable attitudes towards the effect of using short stories to develop their comprehension of using English verb tenses correctly. Therefore, many practical implications and recommendations have been proposed to better the teaching of English verb tenses.

Keywords: English verb tenses, short stories, EFL students, grammar, EFL teachers.

List of Abbreviations

ALM: Audio-Lingual Method

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

EML: Eclectic Method of Learning

GTM: Grammar Translation Method

SSBLT: Short Story-Based Language Teaching

TBL: Task-Based Learning

List of Tables

Table 1.1 Advantages and Disadvantages of the Deductive Approach to Teach Grammar (Widodo, 2006, p. 127).....	12
Table 1.2 Advantages and Disadvantages of the Inductive Approach to Teach Grammar (Widodo, 2006, p. 128).....	14
Table 1.3 Implicit and Explicit Instruction (Housen and Pierrard, 2006) Retrieved from http://bib.univ-oeb.dz:8080/jspui/bitstream/123456789/3752/1/M%C3%A9moire.pdf	16
Table 3.4 Students' Gender Distributions	39
Table 3.5 Students' Age Distributions	40
Table 3.6 Students' Level in English	42
Table 3.7 Students' Views About Using Short Stories as a Teaching Tool	43
Table 3.8 Students' Use of Short Stories	44
Table 3.9 Students' Preference About the Use of Short Stories	45
Table 3.10 Students' Interaction with the Teacher	46
Table 3.11 Students' Views About Teachers' Explanation and Control of the Lecture	49
Table 3.12 The Grammar Teachers' Frequency of Correcting Errors in Class.....	51
Table 3.13 Teachers' Experience in Teaching English.....	55
Table 3.14 Teachers' Attitudes Towards Short Stories	55
Table 3.15 Teachers' Purposes of Using Short Stories.....	56
Table 3.16 Teachers' Preference about Teaching English Verb Tenses Using Short Stories ..	57
Table 3.17 Teachers' Views About Using Other Techniques in Teaching English Verb Tenses	57

List of Figures

Figure 1.1 Planning Wheel (Hunter, 1982, p. 80)	20
Figure 2.2 Story Elements (Adapted from https://www.teacherspayteachers.com/Product/Basic-Story-Elements-Poster-1084899).....	25
Figure 2.3 Criteria of Choosing a Text.....	27
Figure 3.4 Students' Gender Distributions.....	40
Figure 3.5 Students' Experience in Studying English.....	41
Figure 3.6 Students' Choice of Studying English.....	42
Figure 3.7 Students' Views About Short Stories	43
Figure 3.8 Students Purpose of Using Short Stories	44
Figure 3.9 The Use of Other Techniques to Teach English Verb Tenses	45
Figure 3.10 Teaching Techniques that Teachers Use.....	46
Figure 3.11 Students' Attitudes Towards Taking Grammar Lessons	47
Figure 3.12 Students' Mistakes in Using English Verb Tenses.....	48
Figure 3.13 Students' Views About Teachers' Activities	48
Figure 3.14 Teaching Method of Grammar Teachers	50
Figure 3.15 Teachers' Techniques of Presenting the Lesson.....	51
Figure 3.16 Teachers' Gender Distributions.....	54
Figure 3.17 Teachers' Opinions About Using Short Stories in Teaching Situations.....	56
Figure 3.18 Teachers' Attitudes About the Other Teaching Techniques.....	58

Table of Content

Dedication.....	II
Acknowledgments	III
Abstract.....	IV
List of Abbreviations	V
List of Tables	VI
List of Figures.....	VII
Table of Contents	Erreur ! Signet non défini.
1. Statement of the Problem	1
2. Aim of the Study	1
3. Significance of the Study.....	1
4. Research Questions	2
5. Research Hypotheses	2
6. Research Methodology.....	2
6.1. Choice of the Method	2
6.2. Population	3
6.3. Sample	3
6.4. Data Collection Tools	3
7. Structure of the Study.....	3
 Chapter One: Teaching and Learning Grammar in EFL Context	
Introduction	5

1.1. Definition of Grammar	5
1.2. Components of Grammar	5
1.2.1 Syntax	5
1.2.1 Morphology	6
1.3. Approaches and Methods of Teaching Grammar	6
1.3.1. The Grammar Translation Method (GTM)	7
1.3.2. The Direct Method (DM)	7
1.3.3. The Audio-lingual Method (ALM)	8
1.3.4. The Communicative Language Teaching (CLT)	8
1.3.5. The Task-Based Learning Method (TBL).....	9
1.3.6. The Eclectic Method of Learning (EML)	9
1.4. Techniques of Teaching Grammar	10
1.4.1. Deductive Grammar	10
1.4.2. Inductive Grammar	12
1.4.3 Explicit Grammar Teaching	14
1.4.4. Implicit Grammar Teaching	15
1.4.5. The Difference Between Explicit and Implicit Grammar Teaching.....	16
1.5. Tools and Techniques of Teaching Grammar	16
1.5.1 Teaching Grammar Using Drawing Timelines (Teaching Tenses).....	16
1.5.2. Teaching Grammar Through Games	17
1.5.3. Teaching Grammar Through Storytelling	17
1.5.4. Teaching Grammar Through Songs	18
1.6. Lesson Planning.....	18
1.6.1. Definition.....	18
1.6.2. Herbartian Model.....	18

1.6.3. Lesson Planning Process	19
1.6.4 The WIPPEA Model for Lesson Planning	19
Conclusion	20

Chapter Two: Teaching and Learning Grammar Using Short Stories

Introduction	21
2.1. The use of Literature in EFL classrooms.....	21
2.1.1. Definition of Literature	21
2.1.2. English Teaching and Literature	22
2.1.3. The Importance of Literature	22
2.1.4. Benefits of Using Literature in Language Teaching	23
2.2. Definition of Short Story	24
2.3. Element of Short Story	24
2.4. Basic Criteria for Choosing Short Stories	26
2.5. Characteristics of a Good Short Story	27
2.6. Activities Based on Short Stories Used in EFL Classes.....	27
2.6.1. Discussion	27
2.6.2. Retelling	28
2.6.3. Role Playing	28
2.7. Short Story Based Language Teaching (SSBLT).....	28
2.7.1. Characteristics of Short Story Based Language Teaching (SSBLT)	29
2.7.2. Teaching Procedures of Short Story Based Language Teaching (SSBLT)	29
2.7.2.1. Pre reading Activities.....	29
2.7.2.2. While Reading Activities	30
2.7.2.3. Post Reading Activities.....	30
2.7.3. Advantages of Using Short Story Based Language Teaching (SSBLT).....	30

a) Developing Critical Thinking.....	31
b) Reinforcing Learning Skills	32
c) Motivating Students :	33
d) Teaching Culture :	33
e) Fostering the Learners' Grammar :	33
f) Fostering the Learners' Vocabulary :	34
2.8. Short Stories as Contexts in Teaching Grammar.....	34
Conclusion	35

Chapter Three: Methodology, Data Analyses, and Results

Introduction	37
3.1 Research Design	37
3.1.1 Methodology.....	37
3.1.2 The Sample of the Study	37
3.1.3 Population of the Study	38
3.1.4 Data Analysis Procedures	38
3.2 Students' Questionnaire.....	38
3.2.1 Description of the Questionnaire.....	38
3.2.2 Aim of the Questionnaire	39
3.2.3 Result Analysis of Students' Questionnaire	39
3.2.3.1 Section One: Personal Information	39
3.2.3.2 Section Two: Students' views about short stories as a technique to learn English verb tenses	43
3.2.3.3Section Three: Teaching Grammar Courses Using Short Stories	47
3.2.3.4 Section Four: Students' suggestions to enhance their grammatical rules, especially the usage of English verb tenses.....	52

3.2.4 Discussion of the Results.....	52
3.3 Teachers' Questionnaire.....	53
3.3.1 Description of the Teachers' Questionnaire	53
3.3.2 Aim of the Questionnaire	54
3.3.3 Result Analysis of Teachers' Questionnaire	54
3.3.4 Discussion of the Results.....	59
Conclusion	60
Limitations of the Study	60
3.4 Recommendations and Pedagogical implications	61
General conclusion	62
References	64
Appendix One.....	69
Appendix Two	74
الملخص	76

General Introduction

General Introduction

1. Statement of the Problem	1
2. Aim of the Study	1
3. Significance of the Study	1
4. Research Questions	2
5. Research Hypotheses.....	2
6. Research Methodology.....	2
6.1. Choice of the Method	2
6.2. Population	3
6.3. Sample	3
6.4. Data Collection Tools	3
7. Structure of the Study.....	3

1. Statement of the Problem

It is clear that many first-year LMD students find obstacles in several modules especially when it comes to learning grammar rules. Thus, they will not be able to understand how to use a language by its appropriate grammar rules. Also, the grammar rules of the first-year syllabus at the university is different from that of middle and secondary schools; in other words, the grammar level in the university is higher and needs to be used accurately in writing and speaking in its real context. Likewise, grammar teachers find difficulties in teaching those rules to their students, and they try different techniques to help them comprehend better. The short story is one of the main useful and successful technique that most of the students prefer and enjoy using during the grammar courses. The main concern of this study is to discover the problems that face students in the Division of English, at Biskra University in Algeria, in understanding grammatical rules. Thus, the role of short stories is important and teachers use this technique to help their students improve their comprehension in using English verb tenses.

In this research, we investigated the role of using short stories on students' comprehension of English verb tenses usage.

2. Aim of the Study

This study aims at investigating the use of short stories as a teaching technique in grammar courses; especially in the usage of English verb tenses. Then, we seek to explore the degree of using it in teaching grammar rules. Also, it aims at showing the effective role of teachers using this technique to motivate their learners and develop their comprehension in the lessons. Furthermore, it seeks to prove the effectiveness of this technique in helping grammar teachers to present the grammar course easily to their learners.

3. Significance of the Study

This research is important for first year LMD students, because it helps them in learning all the points that are related to grammar in general, and the usage of English verb tenses in specific, as if they are in middle or secondary school. Secondly, it is beneficial for teachers as well, because this technique allows them to explain rules in their real context using authentic materials. Therefore, they will achieve the goal of comprehending grammar courses successively. We wanted to raise teachers and students' awareness concerning the problem of

understanding grammar and to try to suggest some beneficial solutions for this problem. Our study provides a useful tool that allows teachers to foster their students' comprehension and to achieve better learning outcomes.

4. Research Questions

This study intends to answer the following questions?

- ❖ Do short stories improve understanding the aspect of verb tenses in English?
- ❖ How can students foster their mastery of verb tenses through short stories?

5. Research Hypotheses

In order to answer the above research questions, the researcher hypothesised the following:

- ❖ We hypothesise that short stories may have an effective and successful role in understanding the aspect of English verb tenses, because many students like short stories; thus, they will enjoy learning those rules using short stories.
- ❖ If students rely on learning using short story-based teaching technique, they will master English verb tenses usage, due to the short stories' potential.

6. Research Methodology

6.1. Choice of the Method

This research study follows the descriptive method because it is the suitable methodology that helps in gathering valid data. Descriptive study has been selected in order to describe the impact of short stories as a teaching method on students' comprehension of the usage of English verb tenses. And it helps in transferring the results into statistics easily. We relied on one research tools presented to two kinds of population: a students' questionnaire which is administered to first-year LMD at Biskra University in order to know students' viewpoints and attitudes towards the role of short stories in improving their comprehension of the right usage of English verb tenses. And a teachers' questionnaire presented to grammar teachers to investigate their opinions about short stories as a teaching technique. Both of the questionnaires are represented in quantitative method. Thus, we conducted our study quantitatively and qualitatively.

6.2. Population

The target population that we used in this study were first-year EFL students at Mohamed Kheider University of Biskra which consists of (10) groups. Each group contains approximately (32) students, so the whole population consists of (322) students. However, our sample is (20) students which have been selected randomly. And (6) grammar teachers among (57) teachers, to see their viewpoints about the target topic. We have chosen first-year population because they have experience of at least seven years studying English and they may have difficulties in the comprehension of the aspects of English verb tenses usage. Thus, they need new techniques to improve their comprehension.

6.3. Sample

The sample are first-year LMD students at the English division; they are (10) groups of students, but we selected (20) students randomly as a sample for the students' questionnaire. And the representative sample for teachers' questionnaire are 6 grammar teachers, they were selected randomly as well in which there is no subjectivity or bias in our selection.

6.4. Data Collection Tools

Our research includes one gathering tool that is administered for students and teachers. The students' questionnaire was submitted to the first year LMD students at Biskra University; the students were chosen randomly. The questionnaire was done in order to see the different viewpoints about the role of short stories on students' comprehension of English verb tenses' usage. Also, the teachers' questionnaire were presented randomly to grammar teachers, in order to investigate their attitudes towards the use of short stories as a teaching technique, to teach grammar rules in general, and English verb tenses in specific.

7. Structure of the Study

Our research study is divided into three main parts; the two first parts are theoretical and the third one is practical. The theoretical parts are an overview about the related literature and the practical part is the fieldwork. So, the first chapter studies the independent variables which are teaching and learning grammar in EFL contexts: this means that in this chapter we reviewed grammar in general; we investigated its components, and the major approaches and methods of teaching grammar, tools and techniques to teach grammar lectures. The second chapter studies teaching and learning grammar using short stories. In this chapter, we investigated the role of

short stories in developing the learners' comprehension of grammar rules, especially the use of English verb tenses. We talked about its importance as a teaching technique. The third chapter is a field work, which includes the analysis of the questionnaires which were conducted to first year students and to grammar teachers, and their main results of data analysis to conclude with several suggestions and recommendations for both teachers and students in addition to syllabus designers.

Chapter One

Teaching and Learning Grammar in EFL

Context

Chapter One : Teaching and Learning Grammar in EFL Context

Introduction	5
1.1. Definition of Grammar	5
1.2. Components of Grammar	5
1.2.1 Syntax	5
1.2.1 Morphology	6
1.3. Approaches and Methods of Teaching Grammar.....	6
1.3.1. The Grammar Translation Method (GTM)	7
1.3.2. The Direct Method (DM)	7
1.3.3. The Audio-lingual Method (ALM)	8
1.3.4. The Communicative Language Teaching (CLT)	8
1.3.5. The Task-Based Learning Method (TBL).....	9
1.3.6. The Eclectic Method of Learning (EML)	9
1.4. Techniques of Teaching Grammar	10
1.4.1. Deductive Grammar	10
1.4.2. Inductive Grammar.....	12
1.4.3 Explicit Grammar Teaching	14
1.4.4. Implicit Grammar Teaching	15
1.4.5. The Difference Between Explicit and Implicit Grammar Teaching.....	16
1.5. Tools and Techniques of Teaching Grammar	16
1.5.1 Teaching Grammar Using Drawing Timelines (Teaching Tenses).....	16
1.5.2. Teaching Grammar Through Games	17
1.5.3. Teaching Grammar Through Storytelling	17
1.5.4. Teaching Grammar Through Songs	18
1.6. Lesson Planning.....	18
1.6.1. Definition.....	18

1.6.2. Herbartian Model.....	18
1.6.3. Lesson Planning Process	19
1.6.4 The WIPPEA Model for Lesson Planning	19
Conclusion.....	20

Introduction

Grammar is an essential element in any language learning or teaching process. Its role in English foreign languages' classrooms was a major issue for decades for both, students and teachers alike. Grammar is the core of the four learning skills, because they are based on using appropriate and right grammar rules. In addition, grammar learning helps students to improve their competences in writing and speaking as well, so that students will get rid of their mistakes in learning.

This chapter shows the importance of teaching and learning grammar in EFL context, and how teachers and students would use or learn grammar rules in the right way.

1.1. Definition of Grammar

Grammar is an important component of the language rules and structures, that help students and teachers of foreign languages in their career.

Crystal (1991) defined grammar as a business of dividing a language into pieces and see how it works. Thornbury (1999) also defined it as the description of the rules that form language sentences in a specific way. In other words, grammar is interested more in syntax and morphology. While, Keck and Kim' study (as cited in Takala, 2016, p. 9) defined pedagogical grammar as: "a research domain that is concerned with how grammar can most effectively be taught and learned in the second language (L2) classroom". It is also defined by Lado (1977, p. 141) as "the study of rules that learners should respect in order to speak language of the social educated class".

1.2. Components of Grammar

Grammarians used to analyse the language for decades. Therefore, they divided grammar into two interrelated categories to help them in analysing different languages. Those categories used to be an important components of grammar, which are morphology and syntax.

1.2.1 Syntax

It is a system of rules that examines the ways of combining words in a sentence, and the relationship between those words in combination.

Thornbury (1999, p.2) defined it as “The system of rules that cover the order of words in a sentence”, and he gave an example in which syntax disallow saying ‘Not we at right home now!’. Then the right order of this sentence is ‘We are not at home right now’. This is an example of syntax, which has rules that cover the order of words in a sentence or phrase. Syntax also is important in oral speech when communicating, to make a comprehensive and meaningful dialogues and discussions.

There are other aspects of language that are related to grammar, such as grammar and phonology. “Phonology is the usual term for the sound system in the language” (Greenbaum and Nelson, 2002, p.1). Also, grammar and meaning are related to each other, because when a speaker says something such as saying ‘I’m busy’, the listener should understand that he has to leave him alone because the speaker should have something to do and he would be embarrassed to say that.

1.2.1 Morphology

It is a system of rules that determines the ways of forming words. Harmer (2001, p.2) “Morphology refers to the set of rules that describe the structure of words” and he gave the word ‘computer’ as an example, it consists of two parts the base: computer which is used as a verb, and the suffix–er, and the same with many other verbs.

Decapua (2008, p.34) wrote “The smallest unit of meaning is called a morpheme. A morpheme can be a single word or other independently meaningful units”.

Booij (2007, p.24) defined morphology as “The study of the internal structure of words, deals with the forms of lexemes (inflection), and with the ways in which lexemes are formed (word-formation)”.

1.3. Approaches and Methods of Teaching Grammar

Teachers used to teach grammar to students and they should face difficulties in explaining the rules with their students. In turn, those grammar rules may be complicated for students in learning a foreign language. There are several methods and approaches for teaching grammar that was developed by grammarians and researchers to facilitate and help teachers and students in learning and teaching activities. These techniques are: the grammar translation method, the

direct method, audio-lingual method, communicative language teaching, the task-based learning method, and the eclectic method of learning.

1.3.1. The Grammar Translation Method (GTM)

Grammar-translation method (GTM) is an old language teaching method. It was called the Classical Method because it was first used in teaching classical languages, and it was used for helping students to read and estimate foreign language literature. This method used to help them also in learning grammar and simplifying its rules, and help learners to be familiar with Grammar and vocabulary. This familiarity would aid them to be fluent speakers and good writers in the target language. (Larsen-Freeman, 2000).

GTM was intended to foreign language learners which focuses on grammatical competence. GTM courses was based on the grammar syllabus and lessons that mainly started with a statement of rules, then exercises of translation into and through the mother tongue. We find this technique for example in teaching English in the middle school, the teacher give exercises of fill in the blanks, then he/ she uses this technique to help students understand better.

1.3.2. The Direct Method (DM)

The Direct Method (DM) came as a reaction and an alternative to the GTM. This method is not new, because language teachers have applied its rules and principles for many years. The DM became a popular one, when the GTM failed in preparing learners to use the target language in communications. The Direct Method has one main rule which disallows definitely translation.

According to Larsen-Freeman (2000, p. 23), “the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and the use of aids, with no recourse to the students’ native language”

In the DM, meaning and the target language should be associated directly. For example if a teacher wanted to explain or give any information in the target language, he should explain it using pictures or media or even pantomime, and he should never translate it to the learners’ native language because it is not allowed. (Larsen-Freeman, 2000).

According to Larsen-freeman (2000, p. 27), “Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed

through practice with speaking”. This means that, language is foremost speech and the culture exceeds more than the fine arts. Thus, studying geography and cultural attitudes is a good example for this method.

1.3.3. The Audio-lingual Method (ALM)

The Audio-Lingual Method (ALM) agreed with the DM in the priority of speech, but it rejects their ways of teaching grammar. ALM obtained its notional rules from behaviourist psychology, which confirms that the language should be learned through the consistency of correct and good habits, because it is a form of behaviour. (Thornbury, 2000).

According to Larsen-Freeman, (2000, p.45), “the goal of the Audio-lingual method is, via teaching vocabulary and grammatical patterns through dialogues, to enable students to respond quickly and accurately in spoken language. The dialogues are learnt through repetition and such drills as repetition, backward build-up, chain, substitution, transformation, and question-and-answer are conducted based upon the patterns in the dialogue”.

The ALM focuses on improving learners’ speaking skill. Learning any foreign language is based on presenting its sections in spoken form, and we should not refer to the mother tongue, then learners could learn the target language successfully. In other words, the repetition of dialogues and the drills would help students to respond quickly and precisely in spoken language, because using dialogues and drills help students to produce the speech of the target language effectively. Therefore, they will develop their communicative competence. For example, if a teacher wants his students to use the target language communicatively, he has to know that learners need to learn the target language by heart, in order to use it automatically without thinking, his learners will attain this by forming new habits in the target language and overcoming the old ones of their native language. (Larsen-Freeman, 2000).

1.3.4. The Communicative Language Teaching (CLT)

According to Richards (2006, p.2) “Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Let us examine each of these issues in turn.”.

Canale and Swain (1980) defined communicative competence as the interaction between grammatical competence and socio-linguistic competence. In other words, it is related to the grammar rules and the rules of language use.

Communicative competence aims to know the way of using language according to its different functions and purposes. Also, it helps in knowing how to change language use according to setting and participants such as using formal or informal language in a particular context. In addition, CLT includes knowing the way of understanding and making several types of texts such as interviews, narratives and other different types. Communicative competence focuses on maintaining communication by depending on various types of communication strategies (Richards, 2006).

1.3.5. The Task-Based Learning Method (TBL)

Task-Based Learning is an approach that is important for the fulfilment of significant tasks. It focuses on learners' different activities that are given by teachers inside the classroom.

Willis (1996) suggests using tasks as an essential point in language teaching classrooms, because those tasks make a supportive methodological setting. Teachers often try to find something new that could help them in their classroom when teaching, especially when they face different problems with learners because of their lack of motivation to the target lesson.

Teachers intend to use this method in order to help students in their different tasks to motivate them in an effective way. TBL method involve students to work on tasks in groups, then it is a method that gives the spirit of cooperation between students. In addition, this method includes pre-task stage that consists of preparing different instructions, then introducing the topic, explaining it, and giving activities and tasks to the learners to check their feedback about the target language (Willis, 1996).

1.3.6. The Eclectic Method of Learning (EML)

The Eclectic Approach is an approach that combines different methods of teaching to teach any language successfully, and to help the students in comprehending and learning the target language. This method includes using various learning activities in the classroom in which they are different in their characteristics (Larsen-Freeman, 2000).

The eclectic method helps the learner in understanding the text and its context, because it aims to link life experiences to the introduced knowledge. In addition, the teacher tries to become competent because this approach was based on different methods of teaching and learning. Furthermore, Luo, He & Yang (2001) were the advocates of the eclectic method of teaching and learning. They described eclectic approach which combines listening, speaking, reading and writing skills, and may include some classroom practices.

The teacher should hold a good capacity of understanding the students' experience, goals and their language style and so on, in order to make this approach successful and effective. In the Eclectic approach, teachers were free and able to choose their teaching strategies according to their students learning needs.

1.4. Techniques of Teaching Grammar

1.4.1. Deductive Grammar

Deductive grammar is a top down approach that moves from general to specific. In other words it start with the more general idea, then narrows to specific points.

A deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied (Thornbury, 1999).

a. The Advantages of Deductive Grammar

Richards and Schmidt (2010, p.146) defined the deductive learning as “an approach to language teaching in which learners are taught rules and given specific information about a language. They then apply these rules when they use the language”.

The main focus of deductive grammar is that teachers should guide their learners in learning grammar's various sides. The grammar is given and illustrated in different ways in order to help students to practice it effectively. Also, deductive grammar consists of tasks, activities and examples to simplify more the grammatical sections. In fact, many teachers prefer the deductive lesson because they find it a suitable way to save time and help students in focusing on the important sections in the lecture.

In a deductive lesson, the teacher is able to provide the grammar rules of present perfect to the students, and let them discuss and explain the rules to each other in pairs or groups. Then the teacher adjust the groups and asks questions to guide them. When learners grasp the rules from their teacher, they would be able to work on some practices using grammar that could be a correction task, listening task, or production task. Also, teachers can explain the rules directly by using grammar in different practices and activities, because it is very important in helping students to use grammar in their personal language. In addition to these advantages, deductive learning allows the teacher to deal with the different difficulties that he may face.

b. The Disadvantages of Deductive Grammar

As the deductive grammar has advantages, it consists of disadvantages as well. There are students who rely only on a specific grammar rule that usually leads them to be mistaken of some terminologies and items. Furthermore, the explanation of the teacher is insufficient, because it does not allow the learners to interact and discuss information, or knowledge, so it would not be clear enough for learners. The deductive approach is very narrow because it does not provide the learners with the grammatical structure, it only encourages them to learn a specific rule, and these are the negative side of this approach.

Widodo (2006) summarized advantages and disadvantages of inductive grammar in the table below:

Advantages	1.The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.
	2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples.
	3. A number of direct practice/application examples are immediately given.

	4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
	5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.
Disadvantages	1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
	2 Younger learners may not able to understand the concepts or encounter grammar terminology given.
	3 Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
	4 The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
	5 The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

**Table 1.1 Advantages and Disadvantages of the Deductive Approach to Teach Grammar
(Widodo, 2006, p. 127)**

1.4.2. Inductive Grammar

Inductive grammar is a bottom-up approach that moves from the specific to general, in which we make specific observations, detect styles, develop hypotheses and make conclusions. In

other words, this approach includes the students' adjusting, or noticing examples, then working for finding or making rules for themselves before practicing the language.

An inductive approach (rule-discovery) starts with some examples from which a rule is inferred. (Thornbury, 1999).

a. Advantages of Inductive Grammar

The inductive grammar is different from the deductive grammar in that the inductive is based on teaching learners the examples of the lesson at first and then, they would be able to conclude the rules. In addition, inductive teaching is often seen as advantageous approach, because it helps the learner to be more active in learning process rather than being a passive learner. This intensified progress would help the learner in developing his skills and he may understand better the target language that should be learned.

Most of the grammarians and experts have called the inductive approach rule-discovery learning. Because in this approach, teachers start with giving examples and facts when they teach grammar. Thus, learners will understand grammatical rules from those examples, they can be written or spoken as well (Widodo, 2006). Also, Brown (2001) mentioned that the inductive grammar is more practical because it helps the learners in communicating some language sides and keep them motivated. Furthermore, this approach prompts the learners to improve their own rational position of strategies to deal with different tasks and activities. This means that inductive approach helps learners to spotlight the grammatical rules indirectly, so that they would extract the rules given by teacher effectively.

b. Disadvantages of Inductive Grammar

Inductive grammar has a negative side. The inductive learning can consumes more time and energy, and requires more efforts from learners and teachers as well. Also, during the inference process, the student may arrive at a wrong derivation or make incorrect and incomplete grammar rules. In addition, an inductive approach can discomfit students who depends on their personal style of learning, or those who prefer being taught by teachers. Relying on inductive grammar leads the students to concentrate only on the grammatical rules, rather than sections.

Widodo (2006) summarized advantages and disadvantages of inductive grammar in the table below:

Advantages	1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
	2. Learners' greater degree of cognitive depth is "exploited".
	3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
	4. The approach involves learners' pattern-recognition and problem solving abilities in which particular learners are interested in this challenge
	5. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.
Disadvantages	1. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
	2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
	3. The approach can place emphasis on teachers in planning a lesson.
	4. It encourages the teacher to design data or materials taught carefully and systematically.
	5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

**Table 1.2 Advantages and Disadvantages of the Inductive Approach to Teach Grammar
(Widodo, 2006, p. 128)**

1.4.3 Explicit Grammar Teaching

The notion of explicit grammar is related to the conscious teaching of grammatical rules through mental abilities. According to (Shrum, 2005) as mentioned in (Marzouk's report p.4) "In explicit grammar teaching, the teacher explains the grammatical rules to learners, then he gives them activities to involve the forms of language". In explicit grammar teaching, learners need teachers to express their abilities to be more familiar with grammatical rules. Also, learning books that are instructed by explicit grammar teaching are provided with grammatical rules' explanations and activities. It focuses on the context, because the activities generally depend on discrete and incoherent clauses.

Explicit grammar teaching would help students in understanding the English grammar and they can express the knowledge effectively and exactly. Krashen (1982, p. 58) said that "explicit knowledge is the knowledge learned by people consciously, and can be expressed by language".

In the same sense Ellis (2009, p. 3), as mentioned in Fennouh (2017, p. 36); added: "... Learning involves memorizing a series of successful facts and thus makes heavy demands on working memory". This means that learners are aware of the grammatical items through memorization and grammar analysis.

1.4.4. Implicit Grammar Teaching

Implicit grammar teaching is done unconsciously, it is also called "suggestive method". Ellis (1994, p. 1) defined it as "a process which takes place naturally, simply and without conscious operations". For example children, when they start acquiring their mother language without learning in school, they use conscious thoughts to express the knowledge that they acquired. Also, it assist the inductive thinking method. because it focuses on the natural acquisition of grammar rules for foreign language learners when communicating with their teachers. Ellis (2009, p. 3); as cited in (Fennouh, 2017, p. 36), stated that "in the case of implicit learning, learners remain unaware of the learning that has taken place, although it is evident in the behavioural responses they make".

1.4.5. The Difference Between Explicit and Implicit Grammar Teaching

Housen and Pierrard (2006); as cited in Benberrah (2017, p.21); mentioned a number of characteristics that show the differences between explicit and implicit instruction in the table below :

Implicit instruction	Explicit instruction
Attracts attention to target form	Directs attention to target form
Is delivered spontaneously	Is predetermined and planned (e.g. as the main focus and goal of a teaching activity)
Is unobtrusive (minimal interruption of communication of meaning)	Is obtrusive (interruption of communicative of meaning)
Present the target forms in context	Presents target forms in isolation
Makes no use of meta-language	Uses meta-linguistic terminology (e.g. rule explanation)
Encourages free use of the target form	Involves controlled practice of target form

Table 1.3 Implicit and Explicit Instruction (Housen and Pierrard, 2006)

1.5. Tools and Techniques of Teaching Grammar

There are several techniques and tools of teaching grammar. These techniques help learners and teachers in their career, also they simplify the lesson to present it clearly. These techniques are:

1.5.1 Teaching Grammar Using Drawing Timelines (Teaching Tenses)

Teachers use timelines to teach grammar structures that are related to the time parts. They are visual and simple technique to show the described actions and incidents in a specific sentence. Teachers often use this technique to show the meaning of English verb tenses. In addition, timelines form is shown in a horizontal line with a point in the middle indicating now or the moment of speaking. Before that point there is the past, and after it is the future. There are teachers who write the words ‘‘PAST and FUTURE’’ within the line. Also we may mark actions with X and show the periods of time with an arrow. And continuous actions are denoted with a wavy line.

1.5.2. Teaching Grammar Through Games

Games are natural tools for children to understand the world around them. Thus, it can be a part and a section of their learning, including the learning of grammar and foreign languages. Using games in the lesson help students in learning, playing games is a successful way that has a strong motivational impact on learning and lead to better stimulation of the learners' minds. Also, teachers should know the way of using games. After that, they have to explain how to play these games to learners. Then, they must confirm that learners understood the explanation, and they have to help them and give them feedback for an effective learning.

Lewis and Bedson (1999, p.5) stated that, "Games are fun and children like to play them...playing games is vital and natural part of growing up and learning". Playing games helps learners to use grammar in real communicative situations to incorporate grammatical rules. There are different types of games that help in learning grammar such as board races, card games, dice games, rhymes games, scrabble, and role play games and crosswords.

Corder (1981, p.7) added "efficient language teaching must work with, rather than against, natural process, facilitating and expedite rather than impede learning".

1.5.3. Teaching Grammar Through Storytelling

Storytelling is an effective tool to facilitate the grammar rules and structures to the learners in a creditable way. Celce-Murcia and Hilles (1988, p. 51) as cited in (Fennouh, 2017, p. 42) stated that "stories can be used for both eliciting and illustrating grammar point". This means that using stories in teaching grammar help students to understand the rules easily and successfully. Also, it includes inductive and deductive reflexion for learning and it helps students to progress their English. Storytelling is an adaptable tool that requires a context that helps the learners to understand and practice all the grammatical rules.

Celce-Murcia and Hilles (1988, p. 59), as cited in (Fennouh, 2017, p. 42); added "a story provides a realistic context for presenting grammar and holds focuses students' attention in a way that no other technique can". Also, Mallan (1991) said that storytelling can demonstrate different and convenient use of tense and connecting tools and it helps in understanding syntactic structure and organising the ideas when listening to stories. Furthermore, storytelling insert new vocabulary and language structures, and it give opportunities to all of the learners to improve their level in listening and speaking English in an organized way.

1.5.4. Teaching Grammar Through Songs

Using songs as a tool of teaching is a useful way to learn any language. Teachers can use songs in their classrooms, because it is a beneficial technique that helps in motivating the students to learn the grammatical rules and structures, and in improving their abilities in the target language skills of listening, speaking, reading and writing. For example, when students learn the lyrics of any song they would learn vocabulary and grammar of that language.

According to Celce-Murcia and Hilles (1988) (as cited in Fennouh, 2017, p. 43) "...contextualization is essential to any grammar presentation and meaningful practice of structure, and certainly one of the most delightful and culturally resources for contextualization is the song". This means that songs are a joyful and appropriate resources for learning a specific idea, especially when it comes to contextualization. Moreover, Schoep (2001) argued that teachers and even researchers prefer using songs in teaching, because they are worthy according to three reasons namely, affective, cognitive and linguistics reasons. Teachers use songs to stimulate the learners' attention, because they are appropriate for learning, repeating and practicing without boredom. This repetition is beneficial for students in learning, and helps them to be more comfortable in learning the target language structures.

1.6. Lesson Planning

1.6.1. Definition

The lesson plan is a daily guide of the teacher, that provides their students' learning needs, how these needs will be taught, and how learning will be adjusted, "teaching is planned preparation" (Cooper, 1990).

Lesson plan is a detailed description of the teacher's course of instruction for an individual lesson prepared to help learners achieve a particular learning objective. Lesson plans provides what will learners learn and how they will be estimated. Lesson plans help teachers in organizing the content, materials, time, instructional strategies, and assistance in the classroom.

1.6.2. Herbartian Model

According to (Tanner & Tanner, 1980), there are five steps for a formal planning (Herbartian Model; Five-Step Lesson Model);

- 1) Preparation : the teacher calls previous learning experiences to the learner's attention ;

- 2) Presentation: the new materials are summarized or outlined;
- 3) Association: the new ideas are compared with the old;
- 4) Generalization: rules and general principles are derived from the new materials; and
- 5) Application: the new generalizations are given meaning by relating them to specific instances.

1.6.3. Lesson Planning Process

Before starting a lesson, teachers should prepare a plan. During this process, they define the *lesson topic*. From the topic, they have to derive the extract the objectives or *desired results*, the concepts and ideas that learners are anticipated to improve and the specific knowledge and skills that they are required to obtain and use at the end of the lesson. Objectives are critical to effective teaching because they help teachers in planning the instructional strategies and activities they will use, involving the materials and resources to consolidate learning. The objective should be clear and describe the intentional learning result. Objectives can help the learners to know what is required from them, if these objectives were shared with learners of course.

1.6.4 The WIPPEA Model for Lesson Planning

The WIPPEA Model, is an acronym that consists of six steps ; Warm-up which requires prior knowledge by consulting previous materials relevant to the current lesson ; Introduction, it provides a wide overview of the content and notions to be taught and focuses the learners' attention on the new lesson; Presentation, it teaches the lesson content and ideas; Practice, which designs the skills and provides chances for guided practice; Evaluation, it estimates each learner's profit of the objective, and Application, it provides activities that help learners apply what they learned to new status or contexts beyond the lesson and link it to their own lives. WIPPEA is a lesson plan model that shows a continuous teaching cycle in which each learning notion is related to the previous one, presented as an instructional roadmap for teachers. The WIPPEA lesson plan model is adapted from the work of Hunter (Hunter, 1982).

The following graphic combines the WIPPEA process with backward layout in a lesson planning wheel. In this recurrent approach, teachers consider previous knowledge, show a wide overview of the content/ideas to be taught, introduce vocabulary, teach content/ideas, check understanding, combine the content and vocabulary through guided practice, evaluate student

achievement, and prepare an application activity. Instructional strategies differs depending on the lesson content and skill areas and the learners' needs.

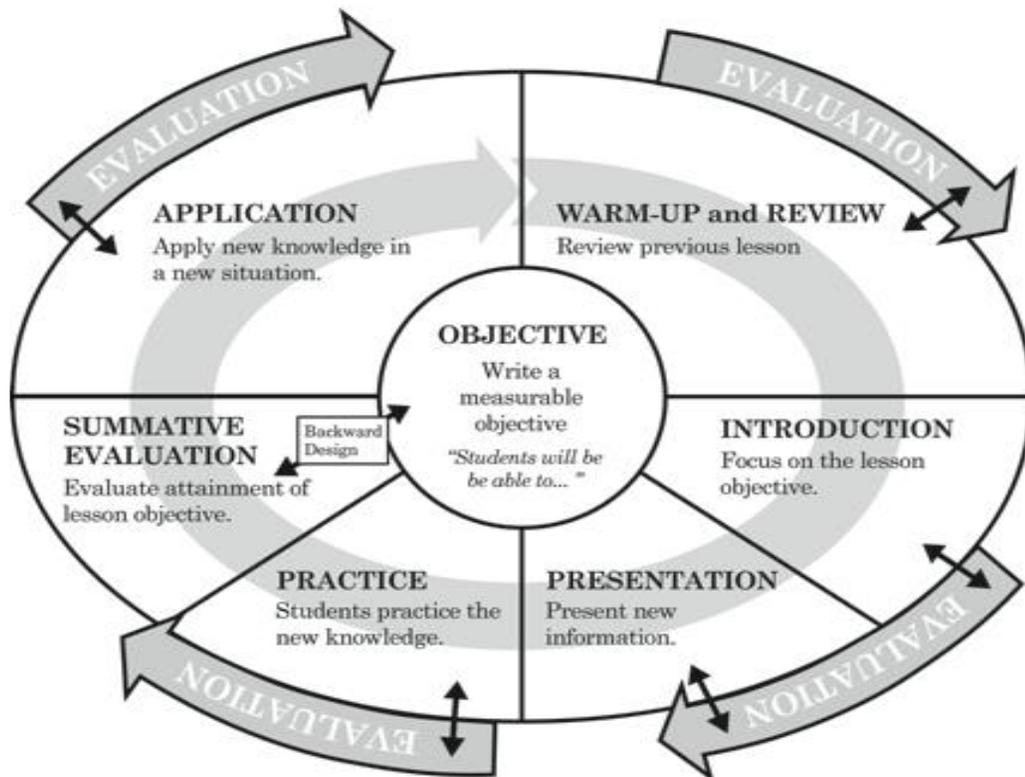


Figure 1.1 Planning Wheel (Hunter, 1982, p. 80)

Conclusion

In teaching English as a foreign language, teachers face many problems and difficulties with EFL learners. Teachers should help their learners in learning the grammatical rules and structures, so they use different techniques and tools to teach grammar in EFL context. Each technique or tool has its characteristics, but they complete each other, in other words all techniques are beneficial for learning grammar, in order to provide an effective and successful learning in EFL context.

Chapter Two

**Teaching and Learning Grammar Using Short
Stories**

Chapter Two: Teaching and Learning Grammar Using Short Stories

Introduction	21
2.1. The use of Literature in EFL classrooms.....	21
2.1.1. Definition of Literature	21
2.1.2. English Teaching and Literature	22
2.1.3. The Importance of Literature	22
2.1.4. Benefits of Using Literature in Language teaching	23
2.2. Definition of Short Story	24
2.3. Element of Short Story	24
2.4. Basic Criteria for Choosing Short Stories	26
2.5. Characteristics of a Good Short Story	27
2.6. Activities Based on Short Stories Used in EFL Classes.....	27
2.6.1. Discussion	27
2.6.2. Retelling	28
2.6.3. Role Playing	28
2.7. Short Story Based Language Teaching (SSBLT).....	28
2.7.1. Characteristics of Short Story Based Language Teaching (SSBLT)	29
2.7.2. Teaching Procedures of Short Story Based Language Teaching (SSBLT)	29
2.7.2.1. Pre reading Activities.....	29
2.7.2.2. While Reading Activities.....	30
2.7.2.3. Post Reading Activities.....	30
2.7.3. Advantages of Using Short Story Based Language Teaching (SSBLT).....	30
a) Developping Critical Thinking.....	31
b) Reinforcing Learning Skills	32
c) Motivating Students :	33
d) Teaching Culture :	33

e) Fostering the Learners' Grammar :	33
f) Fostering the Learners' Vocabulary :	34
2.8. Short Stories as Contexts in Teaching Grammar.....	34
Conclusion.....	35

Introduction

Short stories is one of the basic of literary genres, usually it is used to be a way to lessen boredom, or to entertain in free time. Short stories are considered also as a means of teaching and learning. There are teachers and learners who prefer this technique, especially when it comes to teaching and learning grammar rules and structures. Furthermore, short stories consist of several verb tenses, that help the learners to make a difference between them, then they learn them easily.

This chapter shows how short stories can affect learning and teaching grammar rules, and how short stories help in learning and teaching English verb tenses.

2.1. The Use of Literature in EFL classrooms

Lately, literature is considered as one of the most motivating resources for learning a language. (Duff & Maley, 2007) as cited in Vural (2013, p. 15). Also, Clandfield & Foord (2006) confirmed that using literature in English language teaching classrooms since the 1980s, has attracted a great interest among EFL teachers. Because foreign language teachers have to find new ways and techniques to motivate their students during lessons. And since motivation is an important aspect in learning process. So, in order to increase students' motivation, teachers have to use literature in classes because it is a suitable way to motivate them. There are many studies that showed the importance of this issue using literature to motivate EFL students. According to Vural (2013, p.15), in these studies students were given some samples of exercises and communicative activities that might be used with literary works. Researchers also gave recommendations that short stories are often a typical way to motivate students and improve their language skills in EFL classes.

2.1.1. Definition of Literature

McRae (1994) distinguishes between literature with a capital **L** the classical texts such as Shakespeare, Dickens' writings. And literature with a small **l**, which refers to popular fiction, fables and song lyrics. The literature used in ELT classrooms today includes the work of writers from a diverse range of countries and cultures using different forms of English. Literary texts can be studied in their original forms or in an easy or concise versions. There are many English stories that are written particularly for foreign learners to learn the target language aspects. There are several types of literature texts that can be used in the EFL classrooms such as: poems, novels, short stories, plays and song lyrics.

2.1.2. English Teaching and Literature

Literature is full of different and fantastic new experiences, adventures, places, characters, and so on, which encourage students in reading. However, literature becomes a great tool for teaching different materials. Literature was chosen to perform this study because it helps in improving language skills. Elliot (1990), as cited in (Rodriguez, 2017, p. 103), says that through literature, students can internalize the language at a high level, which is relevant in language learning. Koutsompou (2015, p. 75) argued “The purpose of using literature in a language classroom is to make the class interactive and it can be stated that an interactive class can obviously improve communicative competences of the learners and keep a lasting impact on their mind”. Actually, one of the advantages of teaching using literature, is the change in the class dynamic which contributes to a suitable environment for teaching and learning as well. Therefore, learners would have a good procedure to different activities. In addition to that, Riwes (2010), as cited in (Rodriguez, 2017, p. 103), ignores the paradigm of using the textbook as the basis for teaching a foreign language. He suggested the enforcement of literature because it is a rich source of “authentic material” through which students have direct contact with native speakers. He also ensures that literature is an appropriate representation of the spoken language in a cultural context. Therefore, literature is a complete material that can be classified as an approach to improve teaching and learning a foreign language’s process. Over years, literature has been used to teach foreign languages according to its benefits. That is why it has been considered the best way to acquire vocabulary, expressions, enhancing the learners’ grammar and also knowledge as well.

2.1.3. The Importance of Literature

Literature has many advantages in EFL contexts. Chiang (2007, p. 170) mentioned that “Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions. While literature has the potential to be a tool of great use in L2 classrooms, its potential can be best realized when readers are encouraged to develop personal responses to the reading from multiple aspects and to share them in discussions”.

Some of these positive sides are:

- Literature encourages interaction. Literary texts are rich and has several meanings, there would be an effective interaction with people because they would discuss and share their feelings and opinions.

- Literature is motivating. Learners will be able to understand and achieve any piece of literature, because this latter holds high status in several countries. Also, literature is often more interesting than the other texts found in coursebooks.
- Literature expands language awareness. Learners would be more aware of the language use standards, when they are asked to examine sophisticated or non-standard examples of language (which can occur in literary texts) (Widdowson, 1975 quoted by Lazar 1993).
- Literature is an authentic material. It is a good technique to expose learners to learn the language aspects in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class.

2.1.4. Benefits of Using Literature in Language Teaching

The use of literature in language teaching classes has taken a great debate. Some such as the proponents of audio-lingual method and communicative approaches dismiss the use of literature in language classes due to unrealistic nature of literary text. On the other hand, some such as Grammar Translation Method believe that literature is an essential aim of English teaching. However, in the last years, the literature's role as a main component and source of authentic texts of the language curriculum is gaining more attraction, rather than being an important aim of English teaching.

There are many studies that have discussed the benefits of using literature in language classes. For example, Maley as cited in (Khatib, 2017, p. 191) lists some reasons including internationality, non-banality, personal relevance, variety, interest, economy and suggestive power and ambiguity for using literature in the language classroom. Parkinson and Thomas as cited in (Khatib, 2017, p. 191) state that literature should be used in language classes because they provide cultural enrichment, linguistic model, mental training, extension of linguistic competence, authenticity, memorability and they are rhythmic resource and motivating appropriate items that are open to interpretation. In addition to that, literature can provide the most authentic materials for language teaching and learning.

McKay (2001) as cited in (Khatib, 2017, p. 191) maintained that literary texts can be ideal for all the four language skills. In reading comprehension tasks literary texts can prompt interest and closer reading of the texts, as well as combining the four skills during reading practice. Literature also provides learners with a big valuable cultural information. Also, Sell (2005) as cited in (Khatib, 2017, p. 191), mentioned that "Teaching literature provides learners with a truly cultural competence, equipping them with culturally-apposite

pragmatic and socio-psychological components around which to build effective identities which will enable their socialization in the target culture and enhance the effectiveness with which they participate in that culture”. Concerning appropriateness for classroom discussion, literary texts are often rich and have different meanings, and can be effectively mined for discussions.

2.2. Definition of Short Story

Short story is one of the important literature genres that teachers use in EFL classrooms to teach grammar rules and structures. It has many characteristics that suits teachers and learners in learning and teaching grammar, especially English verb tenses.

Baldick (2008, p. 307) as cited in (Rouabah, 2017, p. 25) “short story will normally concentrate on a single event with only one or two characters, more economically than a novel’s sustained explanation of social background”. According to March-Russell (2009) as cited in (Tucan, 2014, p.1) The short story is “a dissident form of communication”. Also, Matthews (1994) as cited in (Tucan, 2014, p.2), added “a true Short-story is something other and something more than a mere story which is short”. In addition, short stories are a sort of prose fiction; it describes people’s events and places that are ordered in a specific way so that certain messages will be transmitted such as giving advices or entertaining people (Rains, 2009). Moreover, Poe as cited in (Abrams, 1970, p. 15) added a definition of short story as follows “It can be read at one sitting of one-half hour to two hours, and that is limited to a certain unique or single effect; to which every detail is subordinate”.

2.3. Elements of Short Story

Any short story cannot be completed without its important and necessary elements. According to Doughy (2013), any particular short story demands the following elements:

- a) **Plot:** it is the sequence of events and actions that comprise a short story. The plot contains five main elements:
- **Introduction:** It the general description of the characters, setting and all the important events.
 - **Rising action:** It is the development of the story events and the beginning of the story’s chain events.
 - **Climax:** It is about the beginning of the excitement in the short story.

- **Falling action:** The crisis or the complexity of the events or accidents starts to be solved.
 - **Resolution:** the end or the final outcomes of the story.
- Characters:** It is about the people that engage in the building of the short story. They are known through their physical description, actions, speech, the opinions and responses of other characters.
 - Setting:** It refers to the time and the place of the short story.
 - Point of view:** It is about the person that tells the short story. When the narrator himself is telling the story depending on what he is watching in front of him. He uses the first person pronouns “I or We”. In the second person point of view, we refer to the main characters through the use of the second person pronoun “you”. In the third person point of view, the narrator is absent from the story; he tells the story from a far location, he uses the third person pronouns “he” and “she”.
 - Theme:** It is the basic idea or belief which the author intends to express in a short story.

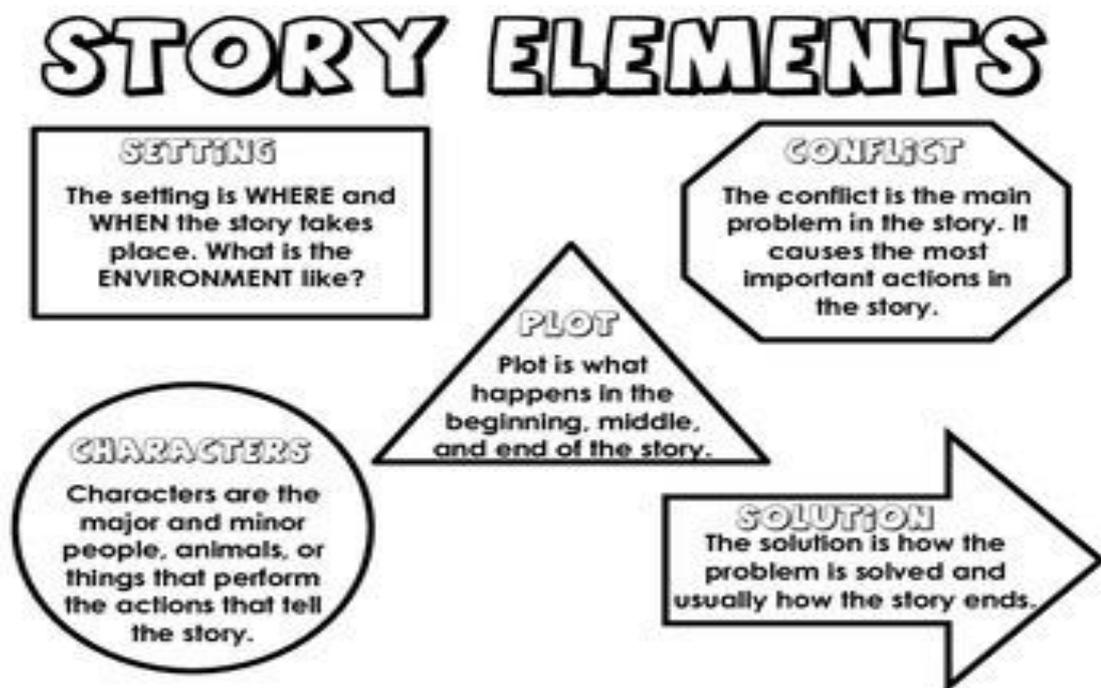


Figure 2.2 Story Elements (Adapted from <https://www.teacherspayteachers.com/Product/Basic-Story-Elements-Poster-1084899>)

2.4. Basic Criteria for Choosing Short Stories

The short story is one of the perfect literary genres that is useful in EFL context because it is simple, short and clear way to learn. According to Hirvela and Boyle (1988) short stories are the useful and right choice for students to use in the classroom, due to its simplicity and shortness. In addition, Mackay (2001, p. 322) confirmed that “students read and enjoy a text if the subject matter of the text is relevant to their life experience and interests. Moreover, the aspect of readability of the text should be considered”. That is to say, learners have to choose the stories that are easy to read, and reflect their life experience, also they has to take their interest, because this is an important criteria for choosing short stories.

Ur (1996) as cited in (Rouabah, 2017, p. 33) added that teachers should be aware of choosing appropriate short stories for their learners. The chosen text should be clear, easy and suits the learners’ level as well, in order to be understandable for learners, otherwise they will not be able to deal with it. In this concept, Hill (1994) mentioned three main criteria for selecting the appropriate text:

- Teachers should be aware of their students’ abilities as well as their needs when dealing with the text. Teachers should select the appropriate texts according to the linguistic and the stylistic level of the learners; the language have to be simple and clear, also the style should be systematic and easy to understand.
- The learners’ background information is important to estimate the target item. In addition to that, Spack (1985) (as cited in Rouabah, 2017, p. 33) also affirms that when the teacher chooses a short story, he should choose the one that motivates the learners, also it have to be interesting because interest is the first element that has to be included when selecting short stories. So that they will be excited to read it without feeling bored. He confirms also that the teacher is responsible for his learners’ motivation. Because he have to show them the right way of selecting short stories to apply in their classes, and he should help them to choose a text that is easy because this latter shift their attention from focusing on the understanding of the hard words and their meanings to focusing on understanding the short story in general, which is the most important objective behind using short stories.

The selection and proper application of short stories in a grammar class are very challenging tasks. So, while selecting the stories, Biswas and Anis (2017, p. 183), tried to focus more on the following aspects of the target students as well as of the content itself:

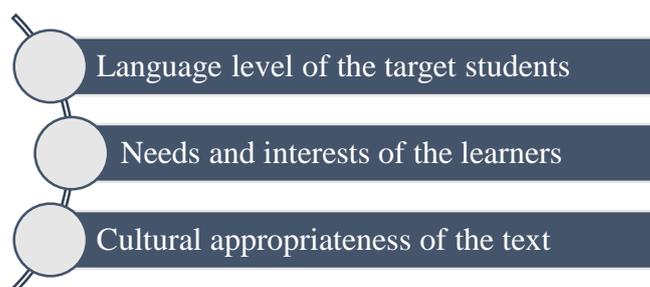


Figure 2.3 Criteria of Choosing a Text

2.5. Characteristics of a Good Short Story

Using short stories in EFL classes is a good technique to apply for learners. Still, teachers must select appropriate short stories to use in the classroom. The careful selection depends on many characteristics. Menrath (2003) claimed that the good short story should be:

- Brief and easy to read, and it should be applied in a short period of time.
- It has to affect the readers by including particular life events.
- The plot should be single and simple.
- The number of characters should be small.
- The setting of the story should be limited; it should not include too much in order not to confuse the readers.
- The end of the story should be attractive, interesting and finishes with an open or a surprised scene.
- It should be unified; each part of the story has to be related to the other and to the short story as a whole.

2.6. Activities Based on Short Stories Used in EFL Classes

The authentic materials are beneficial and effective in the EFL classes. One of the main literature genres that are used as a teaching technique is the short story. This latter plays a vital role in helping the learners improve their foreign language learning, taking into consideration its importance in developing their oral performances, based on several activities such as discussion, retelling and role playing.

2.6.1. Discussion

Discussion in EFL classes is used with all different language learning aspects, because it is very effective and frequent task. According to Stern (2001, p. 90) as cited in (Rouabeh, 2017, p. 35), literature is defined as “an ideal source for speaking skills by generating discussions about different elements of literary texts”. This means that discussions are

beneficial for literary texts and for short stories as an important genre of literature. For example, when it comes to the teacher, he asks the students to bring stories to discuss them in the classroom including the main events, characters and the setting by exchanging ideas, sharing information and also analysing the characters. This technique will help the learners to improve their speaking performances by motivating them to speak confidently in front of each other and in front of the teacher as well.

2.6.2. Retelling

Retelling is the act of repeating the material that the students read or listened to. For example, he should listen or read a specific short story, and then tell his classmates. The teacher in this case have to evaluate the students according to some criteria such as their comprehension of the story, fluency, accuracy, performance, and so on. This technique is beneficial, because it boosts their receptive and productive skills through reinforcing their vocabulary, strengthening their pronunciation, narrating and self-confidence (Kalmbach, 1986).

2.6.3. Role Playing

Role playing is another helpful activity that is used with short stories due to its several benefits for the students. It is the easiest and the most motivating activity amongst the others. Doff (1990, p. 232) as cited in Rouabeh (2010, p. 36) defined it as “a way of bringing situations from real life into the classroom”. In other words, role playing is the activity that enables the learners to live a real life situation or event in the classroom. Schellin (2006) also added that role playing is the main tool among the other tools for fostering the learning process in EFL/ESL classes. Role playing is the activity that connects the outside world with the classroom, because learners in this activity would play certain roles of certain characters and try to bring them to life through imitation.

2.7. Short Story Based Language Teaching (SSBLT)

There are many scholars who tried to improve the language teaching methods, in order to help the teacher and learners to understand better. They found that short stories in language classes has advantages and it is beneficial for learners and teachers as well. Then this idea helped in using a new language teaching methods which is short story based language teaching (SSBLT). SSBLT is a humanistic literature-based language teaching method that aims to improve the learners’ personal, cultural and linguistic awareness. The

main purpose of SSBLT is to help learners to learn language by enjoying and using language for communication through using short stories as the materials in a friendly atmosphere. It develops the learners' communicative competence and critical thinking. SSBLT aims at cultivating all language skills cooperatively.

2.7.1. Characteristics of Short Story Based Language Teaching (SSBLT)

- The main function of language is interaction and communication.
- SSBLT is based on humanism and cooperative learning.
- The learner should develop his personal, cultural and linguistic awareness.
- Short stories are used as learning and teaching materials.
- Linguistics, sociolinguistic and communicative competence are emphasized
- All four language skills receive attention and are practiced interactively.
- The students' native language should be avoided in the classroom but can be used
- to talk about the procedure and cultural points.
- All of the class activities should be done in a stress-free friendly environment.
- Vocabulary is taught in the context of the short story.
- Grammar is taught based on focus on form.
- All types of interaction: teacher-student, student-teacher and student-student interaction exist.
- One of the main objectives of SSBLT is to help learners to be critical thinkers.

2.7.2. Teaching Procedures of Short Story Based Language Teaching (SSBLT)

According to (Khatib, 2017, p. 192), there are several steps that the language classes should follow:

2.7.2.1. Pre-reading Activities

- a) The teacher explains the procedures to the students in their native language and tells them that they are going to learn language by reading short stories and enjoying. The teacher identifies linguistic objectives, for example, what vocabulary and sentence structures wants students to learn for sound, word and sentence levels.
- b) The teacher provides a context for the story and presents the main characters. S/he asks them some questions about the short story content to make their schemata activated. Therefore, students will link their own experiences with those in the story.
- c) The teacher shows the cover of the short story to his students and they talk about what they see, such as title, pictures, and so on.

2.7.2.2. While Reading Activities

- a) The teacher reads the story slowly and clearly, making use of gestures; facial expressions and intonation that could help students follow the story.
- b) The teacher asks the students about the characters to predict what happens next in the story, in order to make them active.
- c) New vocabularies and grammatical items are explained in the text.

2.7.2.3. Post-Reading Activities

- a) Students are asked to make groups and answer the questions orally: All types of questions (Factual, referential, inferential and evaluative).
- b) Students are asked to write a dialogue between two characters.
- c) Then, they are asked to paraphrase some sentences of a paragraph.
- d) After that, they are asked to write one sentence on the theme of the story.
- e) They are also asked to write a paragraph on what caused a character did something for example lying.
- f) Next, they are invited to summarize the story in three sentences, including the main character, setting, conflict, climax, and resolution.
- g) Then, the students go through a discussion on the themes of the story and what they would do if they were the protagonist of the story.
- h) Finally, the teacher asks them to express their opinions about the story and the activities.

2.7.3. Advantages of Using Short Story Based Language Teaching (SSBLT)

Short stories consist of several benefits that help the foreign language learners in developing their level of learning, so that SSBLT can be highly fruitful teaching and learning technique. Lazar (1993) as cited in (Farrah, 2015, p. 12) believes that exposing learners to literature provides them with memorable syntactical or lexical items. In addition to that, Hirvela and Boyle (1988) affirmed that short stories are the most suitable literary genre to use in English language teaching, because they are short and easy to use, and obvious to understand. King (2001) (as cited in Farrah, 2015, p. 12) also supported this point of view, and added that short stories can be utilized as engines, and a powerful and motivating source for assisting learners consolidate and practice language (grammar, diction). Some of the advantages of short story are as follows:

a) Developing Critical Thinking

According to Khatib, (2017, p. 193), reading different short stories with different themes and perspectives helps the learners to look at the world from different angles. Subsequently, they start thinking critically when they read stories. Young (2007); as cited in Khatib (2017, p. 193); believes that “stories have two crucial advantages over traditional content... First, because they are entertaining, students’ pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun. Second, the stories put issues of critical thinking in an easily remembered context”. Howie (2003); as cited in Khatib (2017, p. 193); also agrees with the impact of the short stories on improving the critical thinking. He indicates that teachers are responsible for their learners to help them develop their cognitive skills because everyone needs to “make judgments, be decisive, come to conclusions, synthesize information, organize, evaluate, predict, and apply knowledge”.

The practical ways to develop critical thinking for the learners in SSBLT are as follows:

- Annotating: it is essential to all strategies. Students should comment directly on the page (underlining, writing comments, numbering, making notes).
- Previewing: reading the head-notes and skimming, to learn about what the text is about and how it is organized.
- Contextualizing: adjusting one’s values and attitudes with the ones in the text and place it in its historical, biographical, and cultural context.
- Questioning about the content helps the learners understand and remember. The questions should focus on main ideas and should be replied in your own words.
- Reflecting on the challenges to personal beliefs and values on current matters by marking and making notes.
- Outlining and summarizing: differentiate between the main and the supporting ideas and restate them in their own words (results in deeper understanding).
- Evaluating an argument: evaluating the logic, integrity, and emotional effect of a text. Claim and support are the two main sections of the argument. Claim confirms a conclusion (idea or opinion), and support includes reasons (beliefs and values) and evidence (facts and statistics).
- Comparing and contrasting related readings: adapt the text into an outstanding dialectic.

There are other advantages, that were mentioned already under the title of “the benefits of using short stories in EFL classroom”.

b) Reinforcing Learning Skills

A short story is beneficial for teachers to teach the four skills to the different grades of language proficiency. Murdoch (2002, p. 9) as cited in (Erkaya, 2005, p. 3) indicated that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English language teaching courses for learners at intermediate levels of proficiency”. He shows the importance of using short stories to reinforce ELT by discussing activities with teachers .

- **Reading**

Short stories are beneficial for learners to improve their vocabulary and reading. The results of Lao and Krashen’s study (2000) ; cited in Paradede (2011, p. 19) ; which compared the reading achievement between a group of students that read literary texts and a second group that read non-literary texts at a university in Hong Kong revealed that the group who read literary texts made better improvement in vocabulary and reading. And Oster (1989, p. 35) confirmed and stated clearly that “when students read, they interact with the text”. So, short stories have an effective role in reinforcing learners’ reading skill.

- **Writing**

The short story is a vigorous source of writing in English as a second or foreign language classes. Oster (1989, p. 85) exhibits his point of view and confirms that “literature helps students to write more creatively”. The short story is used as both a model and a subject matter. When learners’ writings are closely similar to the archetype or their content in general is imitated, then the short story is used as a model. However, literature avails as subject matter, when students’ writings show original thinking such as interpretation and analysis.

- **Listening and Speaking**

Short story is considered as an effective and beneficial way for teaching both speaking and listening skills. Paradede (2011, p. 22) affirms that “Oral reading, dramatization, improvisation, roleplaying, re-enactment, and discussion are some effective learning activities which centre on a short story EFL classes can use for enhancing these two skills. Asking students to read story aloud can develop their speaking as well as listening skills.

Moreover, it also leads to improving pronunciation''. The followings are some activities teachers can designate to develop students speaking skills by using short stories.

c) Motivating Students

There are many EFL learners who find difficulties and obstacles in motivation, so they try to find useful aspects that help them and motivate them to learn effectively. Furthermore, short stories have several impacts on students' motivation, they attract the readers and help them to finish reading till the end even if they don't like reading in general. Literature genres, especially short stories, are considered as an effective tool for motivating learners in the EFL classes. Clandfield and Foord, (2006) confirmed that Literature is an effective way of learning, and short stories especially are considered to be a vigorous source of motivation among a large group of other techniques. In addition, Elliott (1990, p. 197) as cited in (Erkaya, p. 5) for example, confirms that literature motivates advanced students and is "motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities". He focuses on the importance of improving student-response (individual and group levels) and competence in literature.

d) Teaching Culture

Short stories are an effective way for teaching culture to EFL students. When students learn the culture of any country, they would know different information about the past and present, and about people's customs and traditions, because short stories transmit the their culture. Also, students would be aware of their own culture when they face a new culture. This awareness lead them to start comparing their culture to the others' culture to see the similarities and differences between the cultures. When students learn a new culture misinterpretation may occur because of the differences between the two cultures, Gajdusek (1998, p. 232) as mentioned in (Erkaya, 2005, p. 8) said that "To avoid misinterpretation, instructors should introduce the culture to the students or ask them to find relevant information about it".

e) Fostering the Learners' Grammar

Short stories used to be, and they still an interactive way to teach grammar rules. For example students learn grammatical structure such as verb tenses using short stories effectively. And Kartika (2011, p. 88) ; as cited in (Saiful, 2012, p. 1); further confirms this point of view, she says that "in the short story, students can find several tenses such as past tense in legends and folks and fairy tales, and present and future in the cotemporary stories". So that, in this case teachers will be able to teach those verb tenses easily and interactively,

because the short stories' verb tenses are always related to the contexts and functions. Then of course, this latter that exist in short story will help the learners to catch up the concept of grammatical structure in the form of verb tenses easily.

Alim (2011, p. 163); as cited in Saiful (2012, p. 1); also affirmed that “short story which belongs to literacy work, gives some benefits to language learning such as increasing vocabulary, understanding sentence structure, and interpreting context”. Moreover, learners and teachers may find some forms of sentences in short stories such as: affirmative, imperative, and question, because the notions of the short story itself is to express or inform something that is in a form of a text which absolutely use those forms of sentences in transmitting the meaning. Therefore, short story is good way to teach grammar. (Saiful, 2012).

f) Fostering the Learners' Vocabulary

Short stories have many advantages for EFL students' vocabulary. Using literature in classrooms will definitely enhance the building of new vocabulary and also unwraps the old vocabulary through learning synonyms for the already known words (Ono, Day and Harsch, 2004); as cited in Rouabeh, (2017, p. 28); short stories, therefore, are very beneficial in all aspects of language. Also, Hedge (1985) confirmed that literary texts have a big impact in developing the learners' knowledge of language and structure at the levels of vocabulary and the level of textual organization. In this sense, Handayani (2013, p. 49) ; cited in Rouabah, (2017, p. 28) ; declared clearly the benefits of short stories as follows: “short stories are able to facilitate the students to improve their reading comprehension in terms of enriching their vocabulary, increasing their motivation, encouraging their critical thinking, and accommodating them to practice their language skill”.

2.8. Short Stories as Contexts in Teaching Grammar

Pardede (2011), as cited in (Biswas and Anis, 2017, p. 182), mentioned several points in which stories help students to learn grammar. First, stories foster the memory through the identification of patterns, the stimulation of the imagination and any well-written short story is enjoyed by the readers. Stories can be used for both eliciting and illustrating grammar points. In addition, a well-told story is the perfect context for a structure-discourse match, but the technique can also be used effectively for a structure-social factor match. In addition, Thornbury (1999) rightly confirms that if the students are able to make sense of grammar, they first need to be exposed to it in its contexts of use. Moreover, Brumfit and Carter (1986)

as cited in (Biswas and Anis 2017, p. 182), have suggested different ways in which the study of literature and language can be integrated, and have also experimented with the implications of the use of literature in the language classroom. Their point is that literary text is almost the only context where different varieties of language can be mixed (Khatun, 2013), as cited in (Biswas and Anis, 2017, p. 182).

According to Biswas and Anis (2017, p. 182), students will surely consider and respond to the efforts of including them in the storytelling process, they will also enjoy learning grammar through stories. Nunan (1998) mentions that in textbooks, grammar is very often presented out of context. Learners are given separated sentences, which they are expected to internalize through exercises, involving repetition, manipulation, and grammatical transformation. These exercises are designed to provide learners with formal, declarative mastery, but teachers have to provide opportunities for learners, to explore grammatical structures in context. They help in developing procedural skill being able to use the language for communication more difficult than it needs to be, because learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use. Collie and Slater (1991) affirms that among different genres of literature that can be employed for the purpose of teaching language, short story receives considerable attention for its length and inner construction. According to its shortness, a short story is feasible enough to be wholly covered in a class (Shaha, 2014). In this connection, Wajnryb (1990); as cited in (Biswas and Anis, 2017, p.182); asserted that accuracy in language acquisition plays an important role to understand both speaking and writing performances. Context gives a more precise understanding of how to use the grammar, and provides accuracy in the studied language both in oral and written skills.

Conclusion

To conclude, the short story effective in different ways for EFL classes, that is why it is considered as a beneficial teaching and learning technique. This latter is a suitable authentic source that has many advantages which help the foreign language teachers and learners as well. Because it is used to gain the learners' interest and encourage them to love learning more than before. The main advantageous characteristics of short stories are shortness, simplicity, authenticity and a wealthy source of cultural information, and so on. Short stories help learners to improve their language skills, enhance their vocabulary, grammar and reinforce their foreign language information, and they also help the teachers to give the lessons in an easy and a reasonable manner. Thus, using literature in EFL classes will

facilitate the learning and teaching process more than before. Especially, the short story, due to its effectiveness on different aspects of teaching and learning English, especially grammar rules and structures.

Chapter Three

Methodology, Data Analysis, and Results

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Introduction	37
3.1 Research Design	37
3.1.1 Methodology.....	37
3.1.2 The Sample of the Study	37
3.1.3 Population of the Study	38
3.1.4 Data Analysis Procedures	38
3.2 Students' Questionnaire.....	38
3.2.1 Description of the Questionnaire	38
3.2.2 Aim of the Questionnaire	39
3.2.3 Result Analysis of Students' Questionnaire	39
3.2.3.1 Section One: Personal Information	39
3.2.3.2 Section Two: Students' views about short stories as a technique to learn English verb tenses	43
3.2.3.3Section Three: Teaching Grammar Courses Using Short Stories	47
3.2.3.4 Section Four: Students' suggestions to enhance their grammatical rules, especially the usage of English verb tenses.....	52
3.2.4 Discussion of the Results.....	52
3.3 Teachers' Questionnaire	53
3.3.1 Description of the Teachers' Questionnaire	53
3.3.2 Aim of the Questionnaire	54
3.3.3 Result Analysis of Teachers' Questionnaire	54
3.3.4 Discussion of the Results.....	59
Conclusion.....	60
Limitations of the Study	60
3.4 Recommendations and Pedagogical implications	61

General conclusion	62
References	64
Appendix One.....	69
Appendix Two.....	74
المخلص	76

Introduction

In the previous two chapters, we have tackled teaching and learning grammar in the EFL context, and the importance of implementing short stories in teaching grammar courses, as a teaching and learning technique. Now in our practical part of the research, we try to prove the importance of the short story as a teaching and learning technique to improve the students' comprehension of grammar rules. We have investigated the students and teachers of grammar, who apply this technique during the session, when they present a new lecture. In this chapter, we deal with our practical part of the research and reveal the findings.

3.1 Research Design

3.1.1 Methodology

This research work follows the descriptive approach because it can achieve facts about the actual situation of the students' comprehension of grammar rules through short story teaching and learning technique and it is a reliable and valid to gain good results; the descriptive method is used to describe what exists and to verify the formulated hypotheses. According to Seliger and Shohamy (1989, p.157), "Descriptive research is based on understanding a phenomenon within the interactive frame work of the environment where it occurs, without isolating variables". This study also is conducted quantitatively, because the quantitative data was gathered via students' and teachers' questionnaires. After that, the researcher is going to analyze the causes behind the learners' selections of particular answers, also to give the chance to the participants to comment on some answers they choose.

3.1.2 The Sample of the Study

The short story as a teaching and learning technique is an important element to comprehend the grammar rules, especially the English verb tenses. For this research work, we have selected first year LMD students of the department of English language at Biskra University to be the hub of our research because they have an experience of seven years and they have the ability to produce and generate new ideas related to their prior knowledge using short stories and to know their views about using this technique, and we selected also grammar teachers. The method has been used in this study is Random Sampling in which there is no bias. A representative sample of the population under study has been chosen.

3.1.3 Population of the Study

Our target population is 322 first-year students of English department at Biskra University. Thus, out of the whole population, we could reach a sample of 20 students who were selected randomly. All these students have an experience of seven years or more studying English subject. My choice fell on this population because first-year students have difficulties in the comprehension of grammar rules and they want more developed techniques to master comprehension. I also chose 6 teachers of grammar among the whole staff of 57 teachers, to see their point of view about this technique.

3.1.4 Data Analysis Procedures

The data obtained were analysed in analytical manner and represented in tables and pie charts according to the nature of the questions (yes/no, or direct questions). Furthermore, the percentage of each question are presented in the tables followed by comments. Then, at the end of each section of the questionnaire we have discussion about all the questions of the section. And finally, we have discussed the hypotheses and the research questions whether they are confirmed and answered or not.

3.2 Students' Questionnaire

3.2.1 Description of the Questionnaire

The questionnaire was handed to (20) students of first-year from the whole population (320) at the English Department, Mohamed Khider University of Biskra during the academic year (2019/2020).

Students' questionnaire includes closed-questions that require from the students' answer from a number of possibilities. And one open question which requires from the students to express their opinions and attitudes. It also provides free space for their personal suggestions concerning the role of teaching and learning techniques of grammar courses and its effectiveness in improving students' comprehension.

Students' questionnaire is made up of four sections. Each of these sections investigates a different but a relevant issue. The results are analysed below with brief comments.

Section one contains five questions. This section is entitled "personal information"; it seeks the personal information about the students' gender, age, level, learning background, and whether their choice to study English is personal or imposed.

Section two contains eight questions. This section is entitled ‘students’ views about short stories as a technique to learn English verb tenses. It aims to identify the students’ viewpoints about the importance of short stories and the purpose of using it in teaching grammar rules, especially English verb tenses, and to see whether it is a positive or negative tool. It also investigates whether the teachers use this technique or others to motivate learners and to improve their level in grammar rules.

Section three contains seven questions. This section is entitled “teaching grammar courses using short stories”. It examines the personal evaluation of students’ attitudes towards taking grammar lessons through short stories and the difficulties they encounter while speaking and practicing the rules of grammar. It investigates the different attitudes and roles that the grammar teacher used in presenting the lesson.

Section four contains one question. This section considers the suggestions of the students to enhance their grammar rules, especially the usage of English verb tenses.

3.2.2 Aim of the Questionnaire

The designed questionnaire aims to investigate the students’ views about the role of short stories as a teaching technique in enhancing their comprehension of English verb tenses. And to test its effectiveness in teaching students which is one of the main research questions.

In addition, the questionnaire has investigated if there is a relationship between grammar and short story. Also, it evaluates the students’ needs for this technique in facilitating and understanding the grammatical rules.

3.2.3 Result Analysis of Students’ Questionnaire

3.2.3.1 Section One: Personal Information

Q1. Students’ Gender

Responses	Participants	Percentages
Female	14	70%
Male	6	30%
Total	20	100%

Table 3.4 Students' Gender Distributions

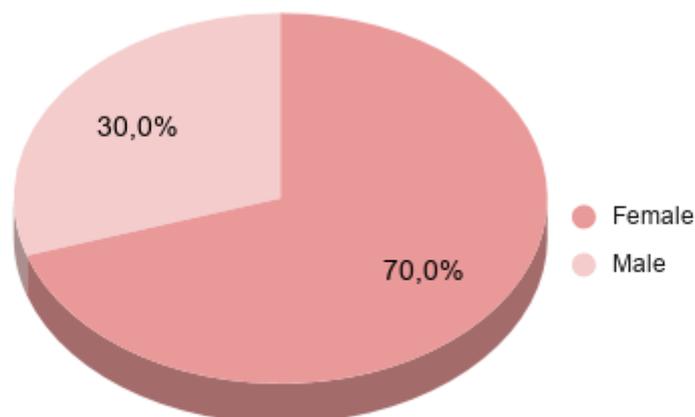


Figure 3.4 Students' Gender Distributions

Figure 3.4 reveals the fact of female over presentation: (70%) are females and (30%) are males. The majority of respondents in our sample in the Department of English are females; this means that there is a huge number of females who are studying English language, and they are interested in learning English as a foreign language.

Q2. Students' Age:

Option	Participants	Percentage
18 to 22 years old	4	20%
22 to 27 years old	16	80%
More than 27 years old	0	0%
Total	20	100%

Table 3.5 Students' Age Distributions

We can notice from the (table 3.5) above, that the scope of first-year students' age ranges between 18 and 22 (20%) with the supremacy of the students aged between 22 and 27 (80%), and there is no students aged more than 27 years old. This means that some students started early their primary education, whereas others started on time. It could be also due to the

number of times they pass Baccalaureate exam, or not having started early their primary education. And they could have worked or stopped studying for a while.

Q3. How long have you been studying English?

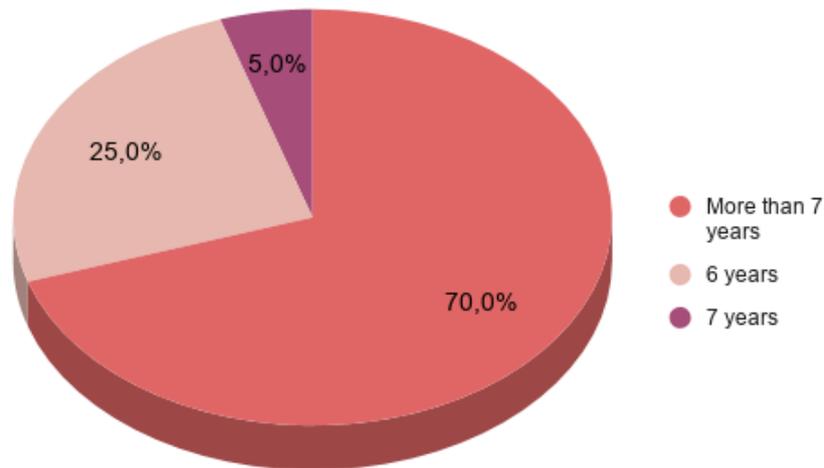


Figure 3.5 Students' Experience in Studying English

The (figure 3.5) above, indicates that the number of years of learning English ranges from 6 to more than 7 years with a supremacy of participants who reported more than 7 years of studying English as a foreign language (70%). And (25%) of the students studied 6 years and (5%) of the students who studied English language for 7 years. This means that there are students who repeated a year(s) during their studies.

Q4. Your choice of English was...

The figure (3.6) below, shows that a great rate of students whose decision to study English was personal represents (95%) of the participants. This great percentage reveals students' intrinsic motivation and interest to study English. These two factors are important to let students receive any new technique from the teacher to reach the course and to improve their cognitive abilities. However, only (5%) of participants said that studying English was imposed either by their parents or by the administration due to different situations.

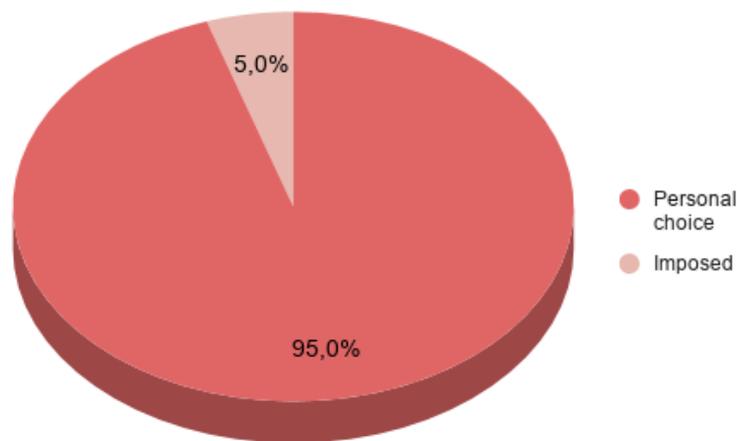


Figure 3.6 Students' Choice of Studying English

Q5. How do you consider your level in English?

Responses	Participants	Percentages
Excellent	1	5%
Good	13	65%
Fair	6	30%
Poor	0	0%
Total	20	100%

Table 3.6 Students' Level in English

The (table 3.6) indicates that 13 of the students (65%) claimed to have a good level. This means that students of this level understand the language and have a good comprehension. Only 6 (30%) considered their level in English as fair. And 1 (5%) of participants said that his/her level is excellent because s/he has been practicing the language and this is a factor to develop one's abilities. Whereas there is no participants considered their level as poor in English, which is a good indicator in the sample.

3.2.3.2 Section Two: Students' views about short stories as a technique to learn English verb tenses

Q1. Do you like short stories?

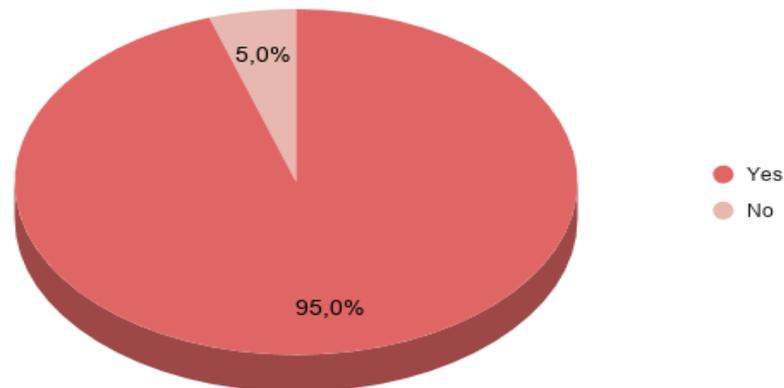


Figure 3.7 Students' Views About Short Stories

The (figure 3.7) above, shows that (95%) of the participants reported that they like short stories. This choice may be to the students' uses of this technique before in learning or the teacher applied it in the classroom to present new lessons. Whereas, only one participant (5%) claimed that he/she does not like short stories. This choice may be related to the participants' preferable learning techniques are different.

Q2. Do you have an idea about using short stories as a teaching tool?

Responses	Participants	Percentages
Yes	14	70%
No	6	30%
Total	20	100%

Table 3.7 Students' Views About Using Short Stories as a Teaching Tool

The (table 3.7) above, displays that 14 participants (70%) claimed that they have an idea about short stories as a teaching tool; however, 6 participants (30%) claimed the opposite opinion. Knowing this tool from (70%) participants resulted in the uses of this tool in learning different subjects and it may help them to better understand their courses.

Q3. If yes, have you used short stories in learning situations before?

Options	Participants	Percentage
Yes	13	65%
No	7	35%
Total	20	100%

Table 3.8 Students' Use of Short Stories

This question is related to previous question for the participants who said “yes” who make 70% of the participants. From the (table 3.8) above, the majority of the participants representing 13 participants (65%) used short stories before in their learning process; it means that students are aware of the importance of the benefits of short stories, and they know its role in learning and its effectiveness as well. While 7 (35%) of the participants did not use it in the classroom during learning situations.

Q4. If yes, for which purpose?

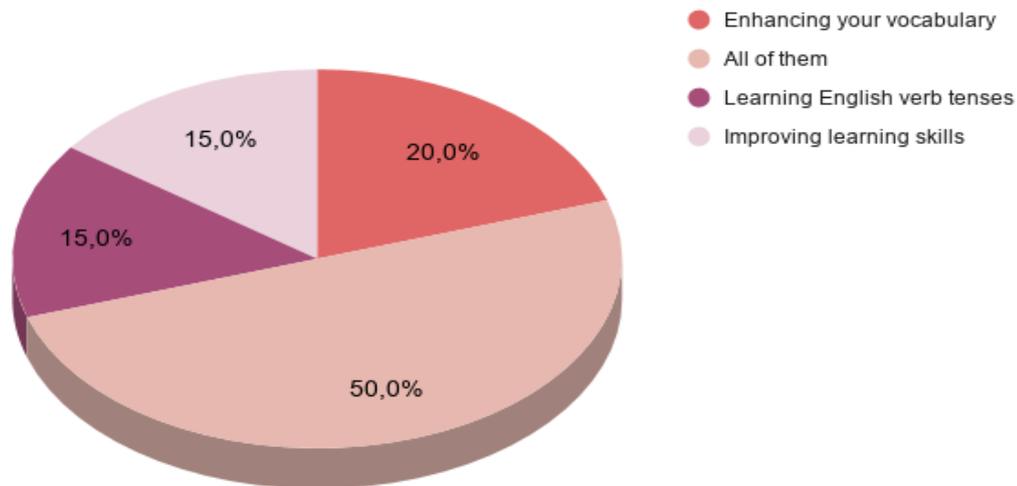


Figure 3.8 Students Purpose of Using Short Stories

This question aims to investigate for which purpose the students use short stories. The (figure 3.8) assumed that students used short stories for several purposes. The first purpose was to enhance their vocabulary (20%). It means that students used it to improve their level in vocabulary and to recall the prior knowledge. The second purpose was to learning English verb tenses (15%). The third purpose which equals the previous one (15%) used short stories to improve their learning skills. Finally, the great percentage, which is 50% reveals all of

the previous purposes. This means that there are many students who used the short story in different learning contexts, for many purposes.

Q5. Would you like your teacher to use this technique in teaching English verb tenses?

Responses	Participants	Percentages
Yes	18	90%
No	2	10%
Total	20	100%

Table 3.9 Students' Preference About the Use of Short Stories

The majority of respondents (18 participants with a percentage of 90%) gave a positive response to the question. They prefer to apply the short story as a teaching tool by the teacher in the presentation of the lessons of English verb tenses to improve their comprehension of grammar rules. Only 2 participants (10%) claimed that they do not prefer using it.

Q6. Does your grammar teacher use any other techniques to teach English verb tenses' usage?

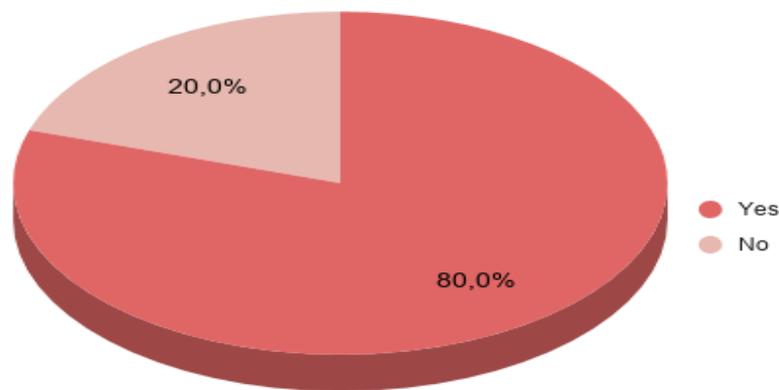


Figure 3.9 The Use of Other Techniques to Teach English Verb Tenses

The (figure 3.9) above, indicates that (80%) of participants opted for “yes”. While only (20%) answered “No”. We assume that the majority of teachers use several techniques to present the lessons of English verb tenses. This means that there are few teachers who use short stories as a teaching tool for presenting the grammar rules.

Q7. If yes, what are the other techniques he/she uses?

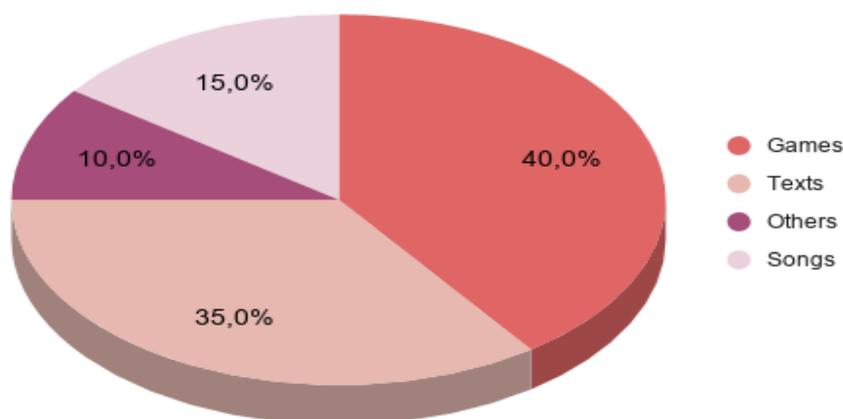


Figure 3.10 Teaching Techniques that Teachers Use

This question is related to the previous one about the use of other techniques when teaching English verb tenses. The participants who claimed the positive response “yes” mentioned in this question that most teachers use other tools in grammar lessons (80%). The other techniques are as follows: (40%) of the participants opted for using games. (35%) of them opted for texts, and (15%) answered for songs; while, (10%) of the participants opted for others. This means that grammar teachers varies in their teaching techniques, especially when it comes to teaching English verb tenses.

Q8. How often do you interact with your grammar teacher during the lecture?

Responses	Participants	Percentages
Most of the Time	11	55%
Always	1	5%
Rarely	8	40%
Never	0	0%
Total	20	100%

Table 3.10 Students' Interaction with the Teacher

In the table (3.10) above, there are 11 participants (55%) who said that most of the time, they interact with their grammar teachers. While 8 participants (40%) claimed that they rarely interact with their teachers and only one participants (5%) said that he/she always interacts with his/her grammar teacher during the session, and there is no participant who

stated the he/she never interacts with his/her teacher. We can deduce from these results that there are students who keep silent and just listen to the teacher to generate new ideas, without interacting with him/her regularly.

3.2.3.3 Section Three: Teaching Grammar Courses Using Short Stories

Q1. Do you like taking grammar lessons?

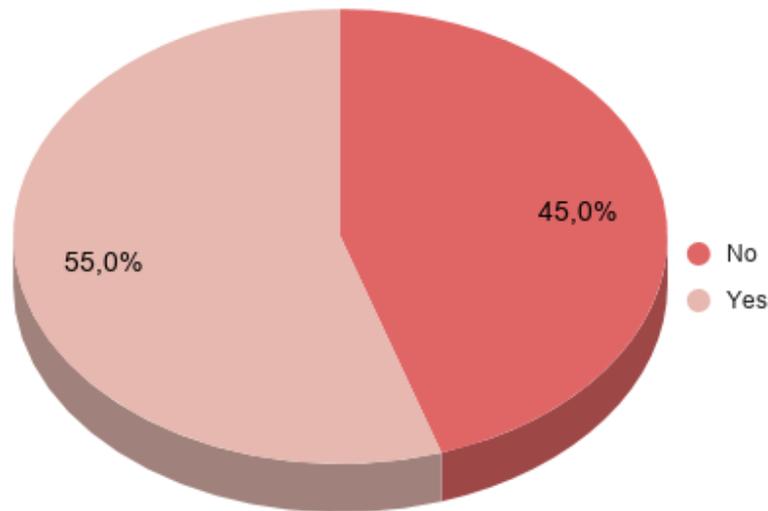


Figure 3.11 Students' Attitudes Towards Taking Grammar Lessons

As it is expected, most of the students gave a positive attitude towards taking grammar lessons. There are (55%) of them like taking grammar lessons. However, (45%) of the participants gave negative responses. The reason behind (55%) of positive responses is the students' interest of the grammar rules to improve their language structure to be developed. It also helps them to communicate easily. Generally, grammar is the basis of English language structure.

Q2. Do you often complain that you know the grammar rules, but you still make mistakes in using verb tenses?

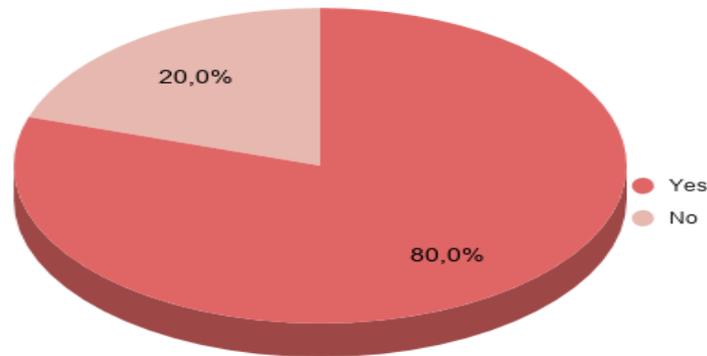


Figure 3.12 Students' Mistakes in Using English Verb Tenses

The (figure 3.12) above, shows that (80%) of the respondents, reported that they still make mistakes when using English verb tenses despite knowing the rules. This may be because of the lack of practice in the classroom, or unfamiliarity with using the verb tenses; thus, they would be afraid of speaking and making mistakes. While (20%) of them stated that they commit no mistakes in the grammatical rules. This means that these students may practice the use of English verb tenses inside and outside the classroom.

Q3. Does your teacher provide you with activities to practice your usage of English verb tenses?

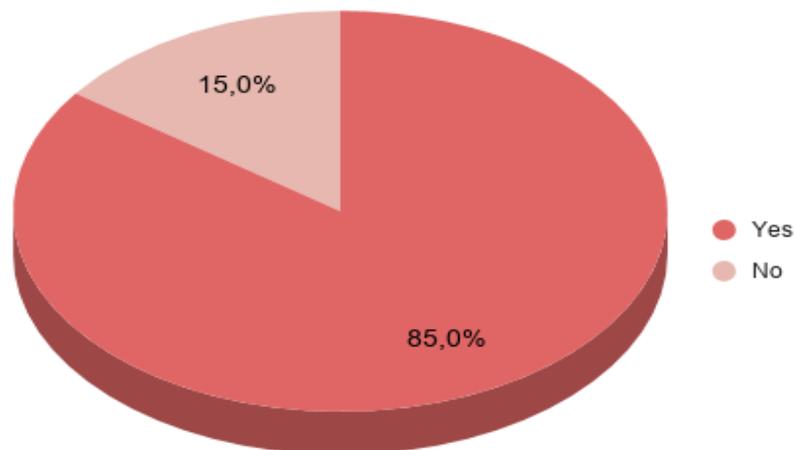


Figure 3.13 Students' Views About Teachers' Activities

In the above figure (3.13), we got (85%) of the respondents declared that their grammar teachers provide them with activities to practice English verb tenses usage, whereas, a considerable proportion (15%) reported that their grammar teachers do not give them any exercises to enhance their usage of English verb tenses.

Q4. Does your grammar teacher regularly explain all the points of the course, and controls you all the time during the lecture?

Responses	Participants	Percentages
Yes	13	65%
No	7	35%
Total	20	100%

Table 3.11 Students' Views About Teachers' Explanation and Control of the Lecture

The (table 3.11) indicates that the majority of participants (65%) which equals 13 students said that their grammar teachers explain and discuss all the details of the lecture and they also control the activities, time and the students during the lecture this claimed that the teacher is responsible and prepared in advance. However, 7 participants (35%) reported a negative response.

Q5. Which method does your grammar teacher use when teaching?

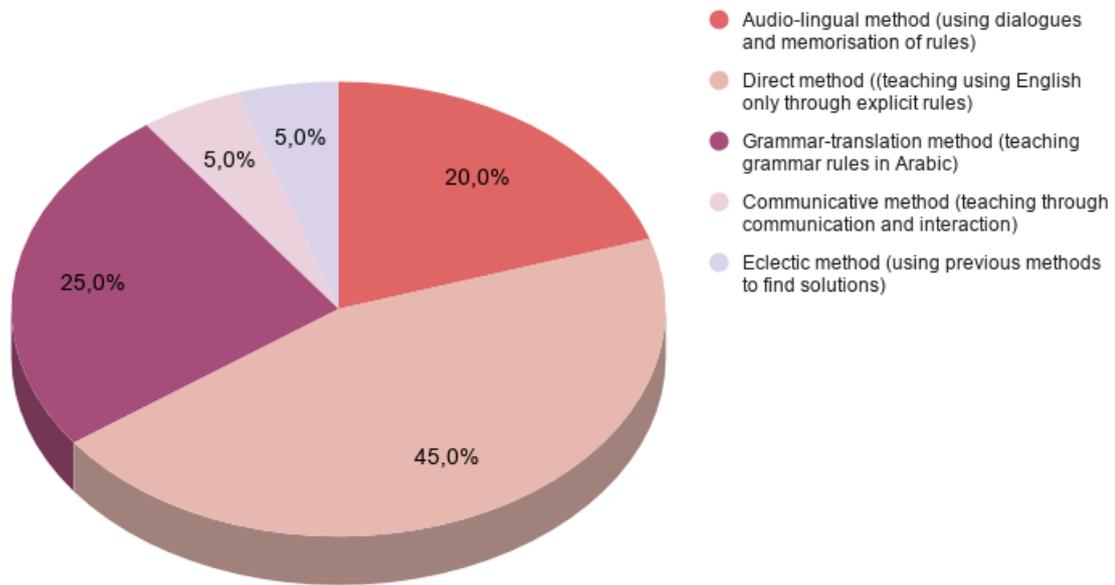


Figure 3.14 Teaching Method of Grammar Teachers

According to the results shown above, there are different responses from participants. (45%) of participants claimed that the grammar teachers rely on direct method; teaching grammatical rules using English only through explicit rules. (25%) of the participants said that grammar teachers teach through grammar translation method. (20%) of respondents reported that grammar teachers focus audio-lingual method (using dialogues and memorisation of rules). The eclectic method comes next with a proportion of (5%). Finally, (5%) of participants said that the grammar teacher gives students lectures focusing on communicative method (communication and interaction). We can deduce from these results that teachers of grammar used a variety of techniques in presenting the grammar lectures.

Q6. Your grammar teacher presents the lesson:

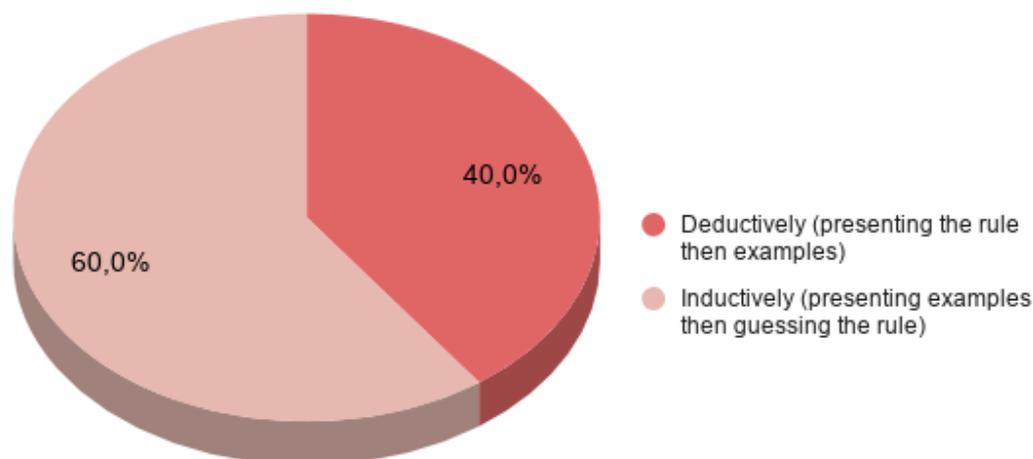


Figure 3.15 Teachers' Techniques of Presenting the Lesson

The above (figure 3.15) represents the students' view about the techniques that are used by their teachers to present the lessons. Most participants (60%) claimed that their teachers teach them inductively, which means that they give them examples then they guess the rule. Whereas, (40%) of the participants said that their grammar teachers teach them deductively; they give them the rules followed by examples. This means that grammar teachers use different techniques to simplify the rules for learners.

Q7. Does your grammar teacher correct errors in the classroom?

Options	Participants	Percentages
Usually	15	75%
Often	4	20%
Sometimes	1	5%
Never	0	0%
Total	20	100%

Table 3.12 The Grammar Teachers' Frequency of Correcting Errors in Class

The (table 3.12) indicates that 15 participants (75%) selected the option “usually” as a response. And 4 participants (20%) chose the “often” option. One participant stated that they “sometimes” receive feedback and there is no participant mentioned the “never” option. Students’ responses indicated that their grammar teacher are aware in instructing and helping their students to overcome their errors and mistakes with written and oral feedback.

3.2.3.4 Section Four: Students’ suggestions to enhance their grammatical rules, especially the usage of English verb tenses

At the end of the questionnaire, we gave the students a free space to suggest what they think is better to enhance their comprehension of grammatical rules. The suggestions written by students were few. Here are the obtained suggestions:

- When they teach grammar rules they have to use their mother tongue to be clear.
- Fire up your imagination and take trips to the past, present, and future with these cute (and free) printable armbands. They will really help them relate tenses to time.
- Fostering the practical part by doing more grammar exercises.
- Teacher should communicate with his/her students in a good manner by using English words and methods which make students enjoy learning grammar rules.
- Practice is the main solution.
- Using enjoyable techniques.

3.2.4 Discussion of the Results

The results obtained from the learners’ questionnaire revealed different perceptions and facts about their attitudes towards the use of short stories to enhance their comprehension of English verb tenses’ usage. The results denoted from the questionnaire show that **(95%)** of the participants claim that they study English based on their personal choice while only **(5%)** of the participants were obliged to study English at university. The majority of the informants chose English with contentment; this means that they consider English as an interesting and attractive language to study. Likewise, **(65%)** of the participants said that their level in English is good; while, **(30%)** of them stated that their level is fair, and **(5%)** of them claimed that their level is excellent. It is clearly obvious from the obtained results that EFL learners believe in their ability to learn English. It seems that first year LMD English students are very satisfied with their levels and they are motivated to learn English. Because there is no one of the learners stated that their level in English is poor. Besides,

(95%) of learners said that they like short stories, and only (5%) opted for the negative response. Moreover, (70%) of the respondents claimed that they have an idea about using short stories as a teaching tool. While, (30%) of them said the opposite. There are (90%) of the students claimed that they would love their teachers to use this technique in teaching English verb tenses, and only (10%) claimed the opposite. This means that the short story is an appropriate tool for many students because it is enjoyable and preferable for them. In addition, teachers vary in their teaching techniques especially when it comes to teaching English verb tenses, they use songs, texts games and other techniques, in order to help students master the grammatical rules.

Furthermore, grammar is an important module for the majority of the First-year LMD students (55%); however, they still make mistakes in using English verb tenses (80%). Most of grammar teachers regularly explain the lectures' points and controls their students during the lecture (65%), then they provide their learners with activities to practice their usage of English verb tenses (85%). In addition to that, participants claimed that their grammar teachers use different methods when teaching, but the most used one is the direct method in which they teach using English only through explicit rules (45%). Also, the majority of the respondents said that their grammar teachers present the lecture inductively (60%); while, the rest said that they present it deductively (40%), they also usually correct their students' errors (75%). Finally, the last part of the questionnaire revealed the students' suggestions to enhance their usage of English verb tenses.

3.3 Teachers' Questionnaire

3.3.1 Description of the Teachers' Questionnaire

The questionnaire was handed to (6) teachers of grammar from the whole population (57) teaching different subject matters at the English Division, Mohamed Khider University of Biskra during the academic year 2019/2020.

Teachers' questionnaire includes closed-questions that require the teachers to answer from a number of possibilities. And one open-ended question which requires from the teachers to express their opinions and attitudes. It also provides free space for their personal suggestions concerning the role of teaching techniques of grammar courses and its effectiveness in improving their students' comprehension.

Teachers' questionnaire is made up of ten (10) brief questions without sections; those questions investigate the teachers' teaching experience, their views about short stories, and

whether they used it in their teaching situations. It also investigates the purpose behind using short stories, we also looked out whether they prefer or use short stories as a technique to teach English verb tenses. Moreover, we asked if they use other techniques, and what are those techniques. Finally, we investigated the effectiveness of the other teaching methods rather than short stories in teaching English verb tenses, and the last question was a kind of suggestions by grammar teachers to foster their learners' usage of English verb tenses.

3.3.2 Aim of the Questionnaire

The designed questionnaire aims to investigate the teachers' opinions about the role of short stories as a teaching technique to foster their students' comprehension of English verb tenses usage. Also to test its effectiveness in teaching students which is the main point in our research.

In addition, the questionnaire has investigated if there is a relationship between grammar and short story to use it as a teaching technique. Also, it evaluates the teachers' attitudes towards this technique in order to facilitate the grammatical rules, especially English verb tenses usage for learners.

3.3.3 Result Analysis of Teachers' Questionnaire

Q1. Are you? ...

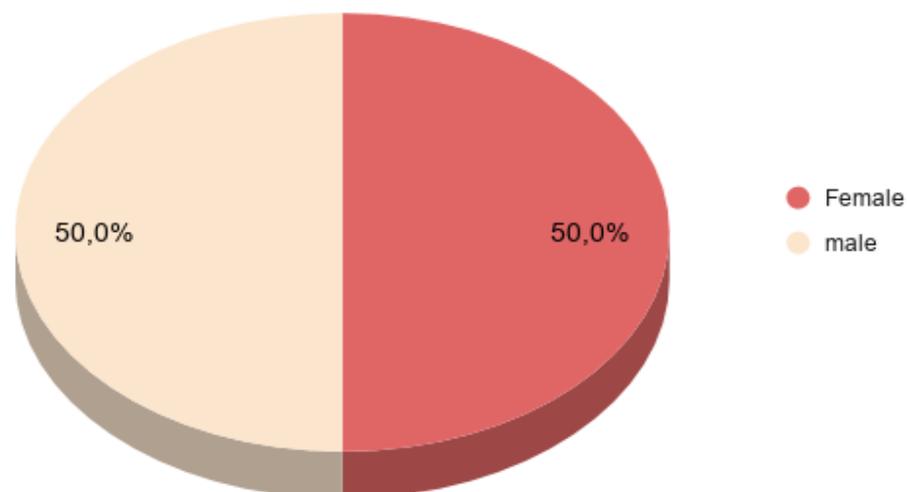


Figure 3.16 Teachers' Gender Distributions

The (figure 3.16) above, shows that half of the respondents are males (50%), and the other half are females (50%). This equal number of males and females in the Division of English proves that both of them have tendency towards teaching grammar module to the students of English language. Therefore, the sample is representative in terms of gender distribution.

Q2. How long have you been teaching English?

Options	Participants
12 years	1
10 years	1
6 years	2
4 years	1
3 years	1
Total	6

Table 3.13 Teachers' Experience in Teaching English

The (table 3.13) above indicates that teachers' responses about their career in teaching English are different. One teacher taught English for 12 years, and one another for 10 years. Also, there are two (2) teachers taught English language for 6 years, and another one said that he/she used to be an English teacher for 4 years, and the last one claimed that he/she has the experience of teaching English for 3 years. This variety of teachers' experience in teaching English language has a positive effect on the researcher's study work, because it shows that the next responses will be gathered from teachers with different experiences in teaching English language.

Q3. Do you like short stories?

Responses	Participants	Percentages
Yes	6	100%
No	0	0%
Total	6	100%

Table 3.14 Teachers' Attitudes Towards Short Stories

The (table 3.14) shows that all of the teachers (100%) claimed that they like short stories. This choice may be related to their teaching experience when using short stories in classrooms to present new lesson.

Q4. If yes, have you used short stories in teaching situations?

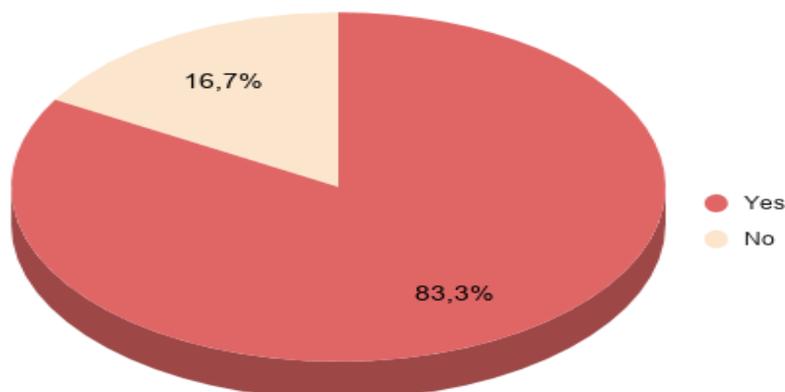


Figure 3.17 Teachers' Opinions About Using Short Stories in Teaching Situations

This question is related to previous question for the teachers who answered with “yes”. From the (figure 3.17), most of the participants (83,3%) used short stories before in their teaching situations; this means that the teachers know the importance of the short story, especially in this study they have different experiences in teaching; thus, they know its role in learning and teaching and its effectiveness as well. While only (16,7%) of them did not use it as a teaching tool in teaching situations. This choice may be related to the teachers’ speciality or the nature of the lectures he/she presents.

Q5. If yes, for which purpose?

Options	Participants	Percentages
Teaching English verb tenses	0	0%
Enhancing students’ vocabulary	1	16,7%
Improving students’ learning skill	0	0%
All of them	5	83.3%
Total	6	100%

Table 3.15 Teachers' Purposes of Using Short Stories

This item aims to investigate for which purpose do the grammar teachers use short stories. The (table 3.15) shows that teachers used short stories for different purposes. The first purpose was to enhance the students’ vocabulary (16,7%) which equals one teacher. This means that the teacher used this technique to improve his/her students’ level in vocabulary.

The second and final purpose; with the percentage of (83,3%) that equals five (5) teachers; was all of the other purposes which are; teaching English verb tenses, enhancing students' vocabulary and improving students' learning skill. This means that the majority of teachers use short stories for different purposes in different contexts.

Q6. Do you prefer using short stories as a teaching technique to teach English verb tenses?

Responses	Participants	Percentages
Yes	6	100%
No	0	0%
Total	6	100%

Table 3.16 Teachers' Preference about Teaching English Verb Tenses Using Short Stories

The (table 3.16) indicates that all of respondents (6 teachers with a percentage of 100%) gave a positive response to the question. In other words, they opted for the preference of applying the short story teaching tool by grammar teacher in the presentation of the lecture of English verb tenses, in order to help learners master their comprehension of grammar rules, especially the verb tenses usage.

Q7. Do you use other techniques to teach English verb tenses?

Options	Participants	Percentages
Yes	6	100%
No	0	0%
Total	6	100%

Table 3.17 Teachers' Views About Using Other Techniques in Teaching English Verb Tenses

The (table3.17) above shows that all of the respondents opted for “yes” (100%). We suppose that the majority of teachers use different techniques to present the lesson of English verb tenses, to help students comprehend the rules with different tools. This means that all the grammar teachers try to transmit the information; (whatever the kind of this information); they use several techniques to improve their students' comprehension of using English verb tenses correctly.

Q8. If yes, what are these techniques?

In this question, we opened the door for grammar teachers to suggest the other techniques of teaching English verb tenses usage. Their answers were as follows:

Teacher 1 and 2: They mentioned using games and songs as a teaching techniques.

Teacher 3: he/she suggests task-based exercises technique to teach his/her students' English verb tenses usage.

Teacher 4: he/she uses games as a teaching technique.

Teacher 5: said that he/she used videos to teach his/her students grammatical rules usage.

Teacher 6: mentioned that he/she uses several techniques which are; short paragraphs and texts, article extracts and videos; this means that this teacher varies in his/her teaching techniques to explain the lecture of using verbs.

Q9. Do you find that the other techniques are useful more than short stories?

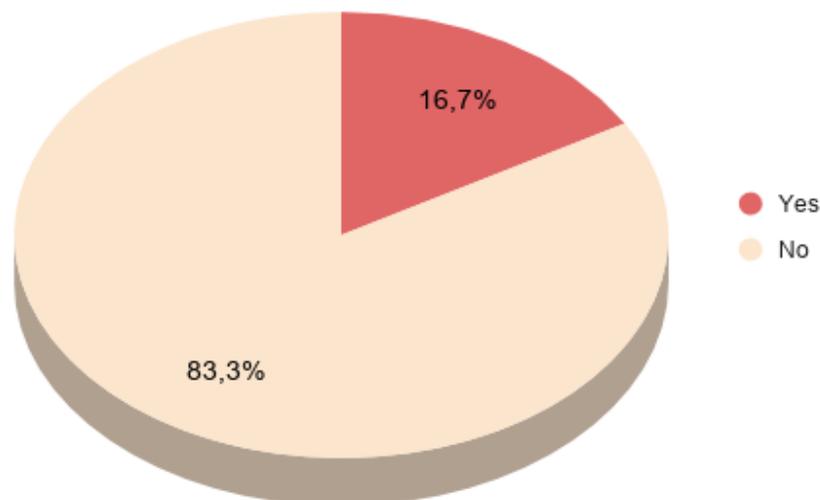


Figure 3.18 Teachers' Attitudes About the Other Teaching Techniques

This question is related to the previous one about the use of other techniques when teaching English verb tenses. The majority of teachers opted for “No” (83.3%); in other words, they find that the other techniques are not useful more than using short stories, when it comes to teaching English verb tenses. And only (16.7%) opted for “yes”, and this choice may refer to the nature of the teachers’ lessons or experience. We can understand from this attitudes, that most of the grammar teachers with different teaching experiences, prefer using

short stories to foster their students' comprehension and usage of English verb tenses, in different contexts according to the short story's effectiveness.

Q10. Do you have any other suggestions to foster the learners' usage of English verb tenses?

At the end of the questionnaire, we left a free space to grammar teachers to suggest their opinions what they find is better to enhance their students' comprehension of English verb tenses usage. There were only two teachers who offered suggestions. Here are the obtained suggestions:

- Making students read extensively short stories or other short writings help them see how to use verbs in the context. The next step is to make them practise using different verb tenses in their own productions by making them write or narrate (orally) their own short stories. The need is then for the teacher to provide effective feedback and correct students' mistakes.
- Variety and creativity are required.

3.3.4 Discussion of the Results

The results obtained from the teachers' questionnaire revealed different conceptions and facts about their attitudes towards the use of short stories to enhance their students' comprehension of English verb tenses' usage. The indicated results of the questionnaire shows that there is a variety of teachers' periods in teaching English as a foreign language. This was a positive factor for our research study, because it guaranteed the effectiveness of the teachers' responses, and because they have different teaching experience of English language. All of the teachers opted for praising the use of short stories (100%) that equals the whole population (6 teachers), this choice may be related to their experience in teaching methods, and they like short stories because it is enjoyable and beneficial for learners. The majority of grammar teachers used short stories in their teaching situations (5 teachers, which equals 83,3%), and only one teacher (16,7%), said that he/she did not use it before; this choice may be related to his/her lectures' nature, or to his/her experience in teaching. In addition to that, we investigated for which purpose they used short stories, whether for teaching English verb tenses, or improving students' learning skill, or enhancing their vocabulary or all of these purposes. (83,3%) of them used short stories for all of what is mentioned before, and only (16,7%) who opted for enhancing their students' vocabulary.

This means that using short stories as a teaching technique is effective for several contexts of learning English as a foreign language.

Also, we asked grammar teachers if they prefer using short stories as a teaching technique to teach English verb tenses. As expected, all of the respondents opted for “Yes” (100%), here we can confirm the effectiveness of the short story as a teaching techniques, especially for teaching English verb tenses usage, and this is a positive point for our research study. Even though, all of the teachers said that they use other techniques to teach the use of English verb tenses, the majority of them (83,3%) claimed that they do not find the other techniques useful more than short stories. This means that most of grammar teachers find that the short story is an appropriate tool to teach English verb tenses usage in different contexts, due to its effectiveness, as it is clear that our participants have different teaching experiences; thus, they know more about it. Finally, the last question reported the teachers’ suggestions to foster their learners’ English verb tenses usage.

Conclusion

In this chapter, we tried to present a detailed analysis of students’ questionnaire and the grammar teachers’ questionnaire as well. At the beginning, we gave a full description to all of the research procedures, including both of the teachers and students’ questionnaires. Then, we presented the analysis and the interpretation of our tool. Also, both of the students and teachers’ questionnaires were analysed using statistics and further comments. At the end of the analysis of each one of the questionnaires is followed by discussion and comments of the results.

Limitations of the Study

Concerning the limitations of the study, the first one is the planned methodological design; as the classroom observation was cancelled due to critical situation of the health services in the country and the whole world; via, Covid-19. Thus, there was no study at university after the outbreak of the pandemic in Algeria, as a result, we could not make our observation, and we were obliged to rely only on students and teachers’ questionnaires. The second limitation is that we found difficulties in gathering data from students and teachers as well. Both of them did not answer the questionnaires, whenever we contact them to do, and this was the most difficult limitation we faced in our research study.

3.4 Recommendations and Pedagogical implications

The results obtained from the analysis of students and teachers' questionnaires, enabled us to suggest some pedagogical implications concerning the contents of grammar in terms of syllabus design and lesson planning regarding the role of short stories as a teaching technique in enhancing students' comprehension of English verb tenses usage. The listed recommendations are suggested in order to evaluate the effectiveness of the short story in fostering the comprehension of grammatical rules especially the usage of English verb tenses. The proposed recommendations are as follows:

- Teachers have to provide enough time and effort to help students understand the importance of grammar in general, and English verb tenses in specific.
- Grammar teachers should apply motivational teaching techniques like short stories.
- They can adopt short stories for their students as an activity to foster the usage of English verb tenses and to encourage them to read about them as much as possible.
- Grammar teachers have to create a real atmosphere that helps learners understand better the grammar rules.
- They have to encourage their students to work in pairs and in groups, to exchange ideas and knowledge.
- Grammar teachers should prepare useful short stories for the course to make learners enjoy the lecture and to understand the usage of English verb tenses better.
- The short story is the best teaching technique for better understanding the verb tenses usage during the lesson.
- Teachers have to make use of short stories in the syllabus and give it much importance, because it provides learners with opportunities and insights to enjoy the learning process and better understand the grammar rules.
- Teachers should provide different activities for their learners, based on short stories to give them the opportunity to express their opinions freely.
- The students have to rely on themselves, because teachers' explanation is not enough to grasp all the grammatical rules in general and the verb tenses in specific.
- Students have to practice more in order to improve their level of comprehension and to get the objectives of lesson.
- Teachers have to give attention to students who cannot speak; i.e, shy students, and they have to motivate them to practice by selecting appropriate teaching techniques such as short stories.

General conclusion

This study was conducted in order to confirm or to reject the hypothesis we put forward in the outset of the research study to investigate “the impact of short stories in fostering learners’ usage of English verb tenses” for first-year LMD at Biskra University. As we know, the process of learning English requires the learners to master all the learning skills, and grammar items; especially English verb tenses usage, which is the core of the language that help learners improve their level in order to improve their abilities in the English language. In addition, short stories give the learners the opportunity to discover the native speakers’ real-life situations and authentic language in context; thus, learners will be provided with the authentic exposure to the English language.

This work attempts to examine teachers’ and learners’ attitudes towards the role of short stories in enhancing the learners’ usage of English verb tenses. The suggested hypothesis is that short stories may have an effective and successful role in understanding the aspect of English verb tenses. This hypothesis was confirmed through the obtained results from both questionnaires of grammar teachers of English and first year LMD students at Biskra University. Also. It confirmed the second hypothesis which is the use of story-based teaching technique, because it helps them master English verb tenses usage.

The analysis of the questionnaires revealed that English verb tenses usage is considered as a beneficial and an effective strategy to master the target language knowledge and skills. Therefore, the analysis shows that the learners’ problems in expressing themselves can be decreased through the use of some strategies and techniques that explains grammar in its real context. Thus, both teachers and learners are aware about the importance of short stories in enhancing the usage of English verb tenses.

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Appendices

Appendix One

Students' Questionnaire

Dear students,

We would be so glad if you could answer the following questions concerning our research which is about the impact of short stories in fostering students' usage of English verb tenses. The purpose of this questionnaire is to help to investigate whether this technique has an effect for improving students' comprehension of grammar rules, especially the usage of English verb tenses. We hope you will answer with full attention, honesty and interest.

To answer the question, please, put a tick to indicate the chosen option, and justify your answers when needed. Be sure that any information you will provide us within this questionnaire will remain strictly anonymous.

Thank you in advance for your time and effort.

Remark: Short story is a literary genre that teachers use as a teaching technique to help students understand better the right usage of English verb tenses.

Master Researcher: Rania MAROUCH

Section One : Personal information

1. Are you :

Male

Female

2. Your age :

18-22

23-27

More than 27

3. How long have you been studying English?

6 years

7 years

More than 7 years

4. Your choice of English was :

Imposed

Personal choice

5. How do you consider your level in English ?

Excellent

Good

Fair

Poor

Section Two : Students views about short stories as a technique to learn English verb tenses

1. Do you like short stories ?

Yes

No

2. Do you have an idea about using short stories as a teaching tool ?

Yes

No

3. If yes, have you used short stories in learning situations before ?

Yes

No

4. If yes, for which purpose ?

Learning English verb tenses

- Improving learning skills
 - Enhancing your vocabulary
 - All of them
5. Would you like your teacher to use this technique in learning English verb tenses ?
- Yes
 - No
6. Does your grammar teacher use any other techniques to learn English verb tenses' usage ?
- Yes
 - No
7. If your answer is yes, what are the other techniques he uses ?
- Songs
 - Texts
 - Games
 - Others
8. How often do you interact with your grammar teacher during the lecture ?
- Always
 - Most of the time
 - Rarely
 - Never

Section Three : Teaching Grammar Courses Using Short Stories

1. Do you like taking grammar lessons ?
 - Yes
 - No
2. Do you often complain that you know all the grammar rules, but you still make mistakes in using verb tenses ?
 - Yes
 - No
3. Does your teacher provide you with activities to practice your usage of English verb tenses ?
 - Yes
 - No
4. Does your grammar teacher regularly explain all the points of the course, and controls you all the time during the lecture ?
 - Yes
 - No
5. Which method does your grammar teacher use when teaching ?
 - Grammar- Translation method (Teaching grammar rules in Arabic)
 - Direct Method (teaching using English only through explicit rules)
 - Audio-Lingual Method (using dialogues and memorisation of rules)
 - Communicative Method (teaching through communication and interaction)
 - Eclectic Method (using all the previous methods to find solutions in teaching)
6. Does your grammar teacher present the lesson :
 - Deductively (presenting the rule and followed with examples)
 - Inductively (starting with examples then guess the rule)
7. Does your grammar teacher correct errors in the classroom ?

- Usually
- Often
- Sometimes
- Never

Section four : Comments

Do you have any suggestions to enhance the students' grammar rules, especially the usage of verb tenses ?

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Appendix Two

Teachers' Questionnaire

Dear teachers,

This questionnaire is a data collection tool about **the impact of short stories in fostering students' usage of English verb tenses**, in order to prepare a Master Dissertation. Your contribution will be a great help to make the research work achieve its objectives. You are kindly required to answer the questions by ticking the options that corresponds your choices. Be sure that all information provided will remain anonymous.

We will be very grateful for your collaboration.

Remark: Short story is a literary genre that teachers use as a teaching technique to help students understand better the right usage of English verb tenses.

1. Are you

Male

Female

2. How long have you been teaching English?

3. Do you like short stories?

Yes

No

4. If yes, have you used short stories in teaching situations?

Yes

No

5. If yes, for which purpose?
- Teaching English verb tenses
 - Enhancing students' vocabulary
 - Improving students' learning skill
 - All of them
6. Do you prefer using short stories as a teaching technique to teach English verb tenses?
- Yes
 - No
7. Do you use other techniques to teach English verb tenses?
- Yes
 - No
8. If yes, what are these techniques?
-
9. Do you find that the other techniques are useful more than short stories?
- Yes
 - No
10. Do you have any other suggestions to foster the learners' usage of verb tenses?

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الملخص

قواعد اللغة هي جوهر تعلم وتعليم أي لغة. ومع ذلك، تعتبر جوانبها واحدة من المشاكل الرئيسية التي يواجهها العديد من الطلاب. وبالتالي؛ يجدون صعوبات في فهم جوانب أزمنة الفعل الإنجليزية. لحل هذه المشكلة، قدمنا أهمية تضمين القصص القصيرة في تدريس القواعد النحوية لطلاب السنة الأولى ليسانس لتعزيز فهمهم في استخدام أزمنة الأفعال الإنجليزية، لأن استخدامها في صفوف اللغة الإنجليزية كلغة أجنبية ثانية يساعد المتعلمين على تحسين عملية التعلم، وكذلك قدمناها لأساتذة القواعد للتحقق من مواقفهم تجاه هذه التقنية. نظرًا لأن معظم متعلمي اللغة الإنجليزية كلغة أجنبية يحبون القصص القصيرة ويستمتعون باستخدامها في التعلم، يُعتقد أنهم الحل المناسب للتغلب على مشاكل القواعد المذكورة. لذلك، تهدف الدراسة الحالية إلى التحقق من مواقف طلاب اللغة الإنجليزية كلغة أجنبية تجاه استخدام القصص القصيرة لتعزيز استخدامهم لأزمنة الأفعال الإنجليزية. ولتنفيذ المنهج الوصفي المتبع، تم إرسال استبيان لعينة من عشرين (20) طالبًا في السنة الأولى ليسانس في اللغة الإنجليزية وعلى ستة (6) مدرسين لقواعد اللغة بجامعة محمد خيضر بسكرة. بعد تحليل نتائج الاستبيانات، يُشار إلى أن طلاب اللغة الإنجليزية كلغة أجنبية يهتمون باستخدام القصص القصيرة لتعزيز استعمالهم لأزمنة الأفعال الإنجليزية، كما كانت مواقف معلمي قواعد اللغة إيجابية؛ ذلك أنهم يحبون ويفضلون تدريس أزمنة الأفعال باستخدام القصص القصيرة. على أساس هذه النتائج، تم تأكيد الفرضية المطروحة لدى طلاب السنة الأولى في اللغة الإنجليزية كلغة أجنبية مواقف إيجابية تجاه تأثير استخدام القصص القصيرة لتطوير فهمهم لاستخدام أزمنة الأفعال الإنجليزية بشكل صحيح.