

**People's Democratic Republic of Algeria Ministry of Higher
Education and Scientific Research University of Mohamed
Kheider-Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English**



**Developing Grammar Skills through Short Story
Case Study First Year EFL English Students Language in Mohamed
Kheider University of Biskra**

**A dissertation submitted in partial fulfillment of the requirements for the Master's
Degree in Science of Languages**

Submitted by:

ACHIR Kamilia

Supervised by:

Dr. HANANE SAIHI KIHAL

Board of Examiners:

Supervisor: Dr. HANANE SAIHI KIHAL

University of Biskra

Chairperson: MRS.SALHI AHLAM

University of Biskra

Examiner: MRS.BENEDIR SAMIRA

University of Biskra

Academic year

2016/2017

Dedication

Each success needs strong efforts, patience, and of course support, so I dedicate my modest work to all my family, my mother, my father with gratitude love and respect for their care and interest.

To my beloved sisters, **Marzaka, Marwa, Basma,Chahra**

To my brothers, **Aziz, Adel, Akram, Riad**

To my uncle **Cherief**

To all my friends, **Hiba, Mariem, Nariman**

without exceptions inside and outside of the university.

Acknowledgements

First of all I would like to send my sincere gratitude to my dissertation supervisor **Dr. Hanane Saihi Kihal** , for her guidance, constructive, suggestions, cooperation, and constant encouragement.

I dully thankful and respectful to my teacher **Mrs. Salhi Ahlam** as a member of the jury

I am also grateful and thankful to my teacher **Mrs. Benedir Samira** as a member of the jury

I would like also to extend my sincere appreciation to **Mr. Aounali Walid** the teacher of grammar for providing me valuable instructions during the period of classroom observation.

I am highly grateful to **Mrs. Aichaoui** teacher of grammar too, for her encouragement to completion of this study (where I have made the test).

I want to thank all my teachers from primary to the university levels.

I'm really thankful to every one especially those who gave me push and support.

I duly acknowledge Authors whose ideas are borrowed and cited in this study.

Abstract

The role of short story in developing grammar skills (rules and structures) has not been discovered as it claimed that is one of the most effective and successful method for conveying information in memorable way. There are many reasons to teach using short stories in our classes as well as they can give relief from the routine (break the routine teaching grammar in traditional way) and stimulate the mind (to be active participant) , they are best motivator for teachers and students alike. They have the ability to foster understanding and acceptance of the foreign language. The main objective of our study is to help teacher select appropriate short stories in order to develop grammar skills for EFL learners as it helps them for the acquisition of grammatical rules and their structures for the first year LMD students at Mohamed Kheider University of Biskra. The sample of our study consists 20 students who were randomly chosen from two different groups that are divided into experimental and control group of 10 test- takers. Grammatical point that was related to future perfect and future perfect continuous which was provided by short story followed by five statements that contained verbs and were asked to conjugate them. On the other hand, control group were given the same activity without providing them with short story. The analysis of the collected data through applying test revealed that short story had a positive effect on developing grammar skills. As we have attended four sessions for classroom observation in form of checklist that contained asking questions about characteristics of student teacher as well to proved that short stories had an impact on student's achievement. The result was as expected that there was a great difference between teaching grammar through short stories and teaching grammar in a traditional way, the results also showed that the short story has a positive impact on developing grammar skills and enhance learners communication in the target language. Short story

considered as a successful method in memorizing rules in the classroom when it provided as reading material.

List of abbreviation

N1 for the number of the experimental group

N2 for the number the control group

\bar{X} for the mean of the experimental group

\bar{X}_2 for the mean of the control group

S²1 for the standard deviation of experimental group

S²2 for the standard deviation of control group

List of tables

Table one: Scores recorded from the experimental group

Table two: Scores recorded from the control group

Table three: showed the differences between the mean, standard deviation, of the experimental and control groups

Table4: Showed the attended sessions of classroom observation

List of figures

Figure one: Nunan 's Transcription

Figure two: Showing short story about learning verb tense

Figure four: Showed the scores of the control group

Figure five: Showed the differences between the mean, standard deviation, of experimental and control group

Figure six: Showed the relevance of grammar instruction

List of Contents

1-Dedication.....	I
2-Acknowledgement.....	II
3-Abstract.....	III
4-List of abbreviation.....	V
5-List of tables.....	VI
6-List of figures.....	VI
7-General introduction.....	1
1-Statement of the problem.....	1
2-Research question.....	1-2
3-Hypothesis.....	2
4-Aims of the study.....	2
5-Significance of the study.....	2-3
6-Research Structure.....	3
Chapter One	
Part1: Grammar Skills and Teaching Methods (Literature Review).....	4
Introduction.....	4
I-1-Definition of Grammar.....	5
I-1-1- The significance of teaching grammar.....	5-6
I-2- Approaches in teaching grammar.....	6
I-2-1- Communicative Language Teaching.....	7-8
I-2-2- Grammar in context.....	8-9

I-2-3- Task- Based language teaching.....	9
I-2-4- Text- based communicative approach to grammar.....	9-10
I-2-5- Teaching grammar inductively versus deductively.....	10
I-2-6- Formal grammar instruction.....	11-12
I-3- Understanding and using English grammar.....	12
I-4- Integrative grammar teaching.....	12-13
I-5- The use of grammatical terminology.....	13-14
I-6- Traditional teaching approach versus modern teaching approach.....	14-15
Part2: Short Stories as Teaching Methods.....	16
II-1- Definition and history of short stories.....	17-18
II-2- The important of short stories.....	18
II-3- Text selection.....	18-19
II-4- Short story based language teaching (SSBLT).....	19-20
II-4-1- Characteristics of short story based language teaching.....	20
II-5-1- Understanding the reading skill.....	20-21
II-5-2- Reading and literature.....	21
II-5-3- Teaching procedures of short story based language teaching (SSBLT).....	21
II-5-3-1- Pre-reading activities.....	21-22
II-5-3-2- While reading activities.....	22
II-5-3-3- Post reading activities.....	22
II-5-3-4- Re-reading activities.....	23
II-6-Reinforcing the reading skill.....	23-24
II-7- Choose appropriate material.....	24

II-8- Teaching grammar through short stories.....	24-25
Conclusion.....	26

Chapter Two: Data interpretation and Analysis

Introduction.....	27
II.1.Research Methodology.....	27-28
II.1.1.Sample.....	28
II.1.2.Instruments.....	28
II.1.3.Data Collection.....	29
II.2.1.Classroom observation.....	29
II.2.2.Test.....	29
II.3.Data Analysis.....	29
II.3.1.Results obtained from the test.....	30
II.3.2.Test one.....	30-31
II.3.3.Test two.....	32-33-34
II.4.Discussion of the Results.....	34-35
II.5.Results obtained from classroom observation.....	36
II.5.1.Teacher-student interaction do learners participate?.....	37
II.5.2.Do they knowledgeable about the topic?.....	37
II.5.3.Does the teacher explain concepts clearly?.....	37-38
II.5.4.Does class structure appears well organized?.....	38
II.5.5.Does the teacher creates an enjoyable atmosphere when he use story in teaching articles?.....	39
II.5.6.Does the teacher read the story or ask his student to do by themselves?.....	39

II.5.7.Remembering:Can student remember the rules through short stories?.....	40
II.5.8.Understanding:Do they understand while the teacher explains?.....	40
II.5.9.Applying:Can student apply the grammatical rules in their understanding of the short story?.....	41
II.5.10.Group work:Does the instructor ask students to answer question in form of groups?.....	41
II.5.11.Are the student and teacher prepared to the subject matter?.....	41-42
II.5.12.Can the teacher answer students question about the subject matter?.....	42
II.5.13.Can the instructor motivates and matches their needs when he use short story?.....	42
II.5.14.Can the teacher control student’s behaviors?.....	43
II.5.15.Are teacher student excited to learn grammar through short story?.....	43
II.5.16.Are the activities appropriate for the student?.....	43-44
II.5.17.Does the teacher communicates effectively?.....	44
II.5.18.Are student attentive and interested to learn verbs through short story?.....	44
II.5.19.Did the instructor stays on topic when he explains the lesson?.....	44-45
II.5.20.Does the teacher has the ability to give directions and reach objectives?.....	45
II.5.21.Did the instructor encourages participation through short story?.....	45
II.5.22.Did learners identify the rules and construct it from the story?.....	46
II.5.Cnclusion.....	46
II.6.Recommendations.....	47
II.7.General conclusion.....	48-49
II.8.References	50-51-52
II.9.Appendices.....	53

II.10.Resumé.....58

II.11.الملخص.....59

General Introduction

The concept that the main purpose of EFL/ESL teaching is to assist students to communicate effectively and correctly in the target language, in that many instructors still believing that an EFL class should focus on mastering linguistic forms only. Although, recent trend in EFL teaching indicates the necessary of integrating literature due to its rich potential in proving authentic method of language use. In the literature genres, short stories seem to be the most important technique which helps students. First, increases vocabulary and develop grammar skills. Second, short stories have a positive effect on motivation and interaction (break the routine). So, the main objective of this study is to provide EFL instructors with suitable short stories to improve learner's grammar skills and these short stories should be suitable learner's level in English language teaching.

1-Statement of the problem

The problem of this study could be stated as follows, First students of English at Mohamed Kheider University of Biskra. EFL students face many difficulties in learning grammar skills; even if they can produce and understand sentences student can not ever think about its grammar, in addition they talk about language in an informed way, learners also have nothing about how English grammar is used, so our research attempted to answer the following question:

2. Research Question

This study was conducted in the English department at Mohamed Kheider University of Biskra. In this research, we have used Test investigating First

Year students development of grammar skills through the use of short story as teaching method.

Can using short stories improve the EFL learner's grammar skills?

3.Hypothesis

As an answer to this question, we hypothesized that providing short stories as a teaching method leads to better achievement of grammar skills activities and promoting students communicative competence, thus they will communicate effectively and correctly in language teaching.

4.Aims of the study

This study is conducted in English Department at Mohamed Kheider University of Biskra. This research aims to demonstrate how the reading to English short stories and using activities develop EFL student's grammar skills. In addition it integrate short stories in the curriculum to be text based of reading, and which allow for the instructors to select suitable short stories that suit the English language level for the students.

5. Significance of the study

Grammar teaching is the most difficult and challenging task that any teacher may face in his/her classroom. Because most of instructors tend to teach grammar explicitly with the awareness of students needs in understanding the rules, in order to gain achievement in language communication as well as accuracy. Thus the majority of students when they enter university did not have adequate English language of proficiency.

Moreover, one possible suggestion was integrating approaches of teaching grammar that the emphasis on the form as we focus on activities where the meaning is based. The objective of our study, were to determine whether short stories have a positive effect to develop grammar skills, so in our research we have focused on two main factors provided to the reader , language proficiency and teaching grammar through context.

The method that we have used was short story activities in teaching grammar in order, to stimulate student's attention which leads them also to select best stories, as it break routines in teaching grammar traditionally.

6. Research Structure

The structure of the study basically divided into two main chapters. The first chapter includes a literature review which aiming to discuss the main approaches in teaching grammar, and teaching grammar in context also we have discussed short story as teaching method. And the second chapter was concerned the Analysis of Data and the results obtained from the test, we have analyzed the scored recorded from the test about control and experimental group, than we gave the analysis of checklist of classroom observation. After that we are going to provide general results that we find in our analysis, than we gave some recommendations for both instructors as well as learners in order to raise their awareness in developing grammar skills through the use of short stories.

experimental those who study grammar through short stories and one control those who study grammar without using short stories i.e. study grammar in form of general rules) involved in the study (10 students for each group).

Chapter One: Literature Review

Grammar Skills and Teaching Methods

Introduction

Instructors have been debating on what is the perfect method for teaching grammar for EFL learners. Many language teachers who adopt the concept of grammar, they were focusing on it as a set of forms and rules constructed. In that, they were teaching grammar by explaining and illustrating the forms and rules the drilling students on them. This reasons, disaffected students who can produce grammar forms correctly on activities as well as tests, but they make errors consistently when they attend to use the language in communication activities. Moreover, other language teachers influenced by recent work on the different between teaching grammar traditional grammar approach and teaching modern grammar approach, believing that students develop grammar when they are provided with instructional rules, while they assume others that students will develop grammar skills when they use the language in context. Teachers should incorporate grammar teaching and learning into the larger context of teaching students to use the language. Teachers using this technique teach students to develop their grammar skills as they need know to accomplish defined communication tasks. Furthermore, to make grammar effectively, beneficial, and interesting a teacher should provide new method in the classroom. Since the meaning is an important device in developing grammar, it is important also to contextualize the grammar.

I.1. Definition of Grammar

Grammar has a great role in language teaching especially in English as a foreign language (EFL) and English as Second language (ESL). Without Conscious of grammar knowledge, Learners language progress will be limit; practically in the teaching grammar learners are taught rules of language usually known as sentence patterns .According to Ur. P(1999), grammatical rules Enable learners to know and apply how such sentence patterns should be put Together .In addition the teaching of grammar should bring an interest on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should focus on language structure or sentence patterns like, meaning and use. Furthermore, grammar is taught to establish the basis for a set of language skills: Listening, Speaking, Reading, and Writing. In Listening and Speaking grammar plays an important part in expressing Communicative language and grasping correct expressions. Since learning the Grammar of a language is considered crucial to acquire the capacity of Producing acceptable grammar utterances in the language (Corder, 1988; Widodo, 2004). In Reading, grammar makes learners comprehend sentence relationship among Paragraph, a passage and a text .In the process of Writing, grammar allows the Learners to reflect their ideas into intelligible sentences so that they can Successfully communicate in a written form.

I.1.1. The significance of teaching grammar

Grammar play great role in the teaching and learning foreign languages. Grammar illustrates the types of words and word groups that make sentences in any language possible and clear for us to communicate correctly and without being fear to make mistakes. In fact, grammar is the way in which sentences are structured and the language is formatted, so studying correct grammar may be boring, if rules were not known to communicate clearly and effectively in English language. People associate grammar with errors and correctness, also the use of incorrect grammar sentences can become meaningless and their message unclear. So, knowing about grammar helps us to understand what makes sentences, paragraphs clear, interesting, and precise. In addition, grammar can be part of literature discussions; when teachers and their students closely read the sentences in poetry and stories. Furthermore, knowing about grammar means finding out all languages as well as dialects follow grammatical patterns.

Grammar teaching has often been regarded as a structure based formal activity. But it no longer has much credibility when we believe that the focus on a specific form leads to learning (Skehan, 1996) after the integration of several sources and techniques, which are certainly based on communicative tasks, the teaching of grammar obtained a new insight especially in communicative activities, the learners comprehend, manipulate, produce or interact in the target language while their attention is basically on meaning rather than form (Nunan, 1989). According to Swan (1998) which claims, we should consider the needs of the students in teaching grammar. In addition he points out that the principles of comprehension and acceptability should be taken into consideration.

Moreover, Swan (1998) looks at why we should teach our students grammar because people are probably argue more about grammar than about anything else in language teaching. So research and theory have a good deal to tell us in this area, languages have regularities in the ways they shape and organize words for various reasons, which students should be aware and conscious about these regularities in order to be able to understand language successfully or structure it so as to make learners understand .

I.2.Approaches in teaching grammar

There are three approaches that appeared as reactions to prevalent directions in language instruction in the mid-twentieth century. The first of these, **Communicative Language Teaching (CLT)**, dominated the field for two decades. It eschews explicit grammar instruction and emphasized on collaboration among students to achieve meaningful communication.

I.2.1.Communicative Language Teaching

CLT focuses on meaning, with no clear interest to grammatical form. It developed as a reaction to a view of language instruction that there reliance is more on the evlvement of the four language skills Listening, Speaking, Reading, and Writing and on a mechanical drills that manipulated grammatical Form with ignorance to realistic communication .In addition CLT developed far of the pedagogical trends in Europe and the United sates in the 1970s and 80s.

The progression of the communicative competence in language learners was defined as ” The ability to interact with other speakers to make meaning, deferent from the ability demonstrate grammatical competence on discrete point test“. (Savignon, 1991, p.264). The

main objective of CLT is looking to foster the collaborative nature of meaning, which required the participation of other learners and teachers alike. Furthermore, two main purposes of CLT are presented for students to learn how to use their feedback in order to make judgments on the success of their attempts to learn to communicate and to use linguistic forms in the social contexts in which they would be consider appropriate classroom instruction in CLT which involves students in communicative activities, the selection of these activities and the particular of a given lesson are determined by the learners communicative wants. In the communicative classroom, teachers should learn how to assist students in producing grammatically accurate communication. The transcript below from Nunan(1989, p.98) that is showed CLT in action; a student is telling a story to other students and the teacher. This reflect a Collaborative and interaction in CLT, but it also reveals some reasons for the reservations that teachers may have about the effectiveness of the method (Cowan, 2008)

Nunan's Transcription

Student1: China, my mother is a teacher and my father is a teacher. Oh. She go finish, by bicycle, er, go to...

Student2: House?

Student1: No house, go to ...

Student2: School?

Student1: My mother...

Teacher: Mmm...

Student1: ...go to her mother.

Teacher: Oh, your grandmother.

Students: Grandmother.

Student1: My grandmother. Oh, yes, by bicycle, oh, is, em, accident (*gestures*).

Teacher: In the water?

Student1: In water, yeah. River, river. Oh yes, um, dead.

Students: Dead! Dead! Oh!

Figure1: Nunan's Transcription

This activity of Nunan's transcription was focused on meaningful communication among student (2) which was a temptation to help student (1) that attained a successful outcome, but only the feedback provided by the teacher seems to assist. Moreover, we can say that collaboration and interaction between the teacher and the learners will affect the grammatical accuracy of the storyteller. In addition, many language teachers lead them to say that some focus on grammar was necessary if students developed their grammatical competence.(Cowan,2008)

I.2.2.Grammar in Context

Teaching grammar in context includes several techniques that can be useful for achieving certain goals, rather than a formal method with a series of prescribed steps that should be followed. Grammar in context is a reaction against "the focus on form" format of traditional language teaching syllabi that present discrete units that emphasized on a particular grammar point before moving into another grammar point,Nunan(1998) felt that this serious linear approach to language learning, (which entails acquiring) one grammatical item at a time. It was unrealistic view of how any students learned a second language .Instead ,he recommended an organic approach that encouraged students to become active explorers of Language , some of the operational principles of Nunan's organic method of teaching grammar in context are as follows:

Teachers should expose their learners to many examples of authentic language (reading texts), than provide them with opportunities to use language, that they have not been exposed to or have not practiced in any systematic way, as they have give their learners chances for collaborating with other students and comparing their efforts in order to promote the learning process, In particular learning grammar through short stories. Moreover, let them revise and compare final efforts with the language in the original text.

Although Nunan's operational principles for language teaching are not based on any theory of L2 learning or classroom research ,they have considered as initiative influence to ESL teachers ,almost because of this emphasis on providing many exposure to authentic language .Nunan's approach has much in common with communicative language sizes implicit grammar instruction.Thus, teaching grammar in context seems to be more suitable for students who have at least an upper-intermediate level of proficiency, since students

should possess a sufficient knowledge of grammar to make judgments about “authenticity” and to explain the basis of their judgments (Cowan 2008).

In that Nunan’s support the idea of exposing learners with enough short stories, when they teach grammar to ensure their abilities in developing grammar structure, because they seemed to be the more required method ever in teaching language proficiency than any teaching method, in addition learners will have knowledge about grammar that they will need to prove their level of proficiency.

I.2.3. Task-Based Language Teaching

According to Cowan (2008), the reason for Task-Based language teaching (TBLT) seems to have several sources are firstly a desire for language instruction relevant to advanced learners who need proficiency for academic, occupational or vocational purposes (Long, 1997). Secondly, a feeling that L2 learning does not proceed in the step-by-step process characteristic of language text books; and finally, belief that task-based interaction among learners and teachers promotes real L2 acquisition (Gass & Veronic, 1994; Long, 1997; Prabhu, 1987; Swain & Lapkin, 2001).

This approach has some basic principles that should put emphasis on, using realistic tasks in teaching (tasks that should be relevant to the level of our students), elaborating on the input given to students i.e. provide them with enough examples to understand, and do not use authentic texts alone, than provide the learners with rich input (language that is comprehended and promote the formation of grammar rules). As the instructor have to promote cooperative learning between and among students, to stimulate their interaction in the class especially when the teacher ask from his/her learners to form group of work, thus will be better.

I.2.4. Text –Based communicative Approach to Grammar

The use of texts in language teaching specifically in teaching grammar enable lessons to be used for real purposes classroom, that are sites for authentic communication simulated dialogues and pretend personalities which replaced by reading for information, speaking, to get the task done, researching texts for sharing with others and listening to stories, novels, poems not for pleasure but to have enough knowledge about grammar structures thus students will communicate effectively. For teachers with oral competence those know how to manage lessons in a target language, they apply talking in class or discussing work,

recounting experiences, and interrogating texts. Not all teachers have the oral confidence to conduct class proceedings in the target language in which they focusing on written texts, and recorded texts of interest relevance and length for readers to attain satisfaction, whether reading for information or for answering activities given by the teacher.

The view of teaching grammar through the use of short texts (stories) and their benefits was supported by Wajnryb (1988, 35) who claimed, “students taking notes during the reading of the text and then, working in form of groups proceed to piece together the text as a cooperative endeavor”. This achieved by the pooling of the group’s notes and themaking of grammatical decisions about the text, particularly for word choice, sentence formation, and cross –sentence connections. At the end, after each group has produced its own version of the text, the whole class reconvenes and the group’s versions are analyzed and corrected. This approach can be summarized as follows:

The text has been read (twice) to the learners at normal speed, and as it is being read, students will be familiar with words as well as phrases. Working in small groups, the learner’s pool their “battered text” and are seeking to reconstruct a version of the text from their shared resources, each group of students produced their own reconstructed version, thus they focus on grammatical accuracy and textual cohesion rather than, replicating the original text. Thus, the various versions are analyzed and compared and learners refine their own texts based on the shared interaction and discussion. All these activities seem to be an important step that instructors should focus on, to enhance grammar learning.

I.2.5. Teaching Grammar Inductively Versus Deductively

Teaching grammar can be Inductive experience for students, this means students are given the context and then are presented with the grammar rules after words.

Some learners learn better this way while others need the rules in order to understand the rationale for the new grammatical structure. Teaching grammar inductively has an interesting implications for communicative competence, which involves a selection of the right grammatical terms to that of the appropriate setting, thus students need to have knowledge about how to use language in specific context in order to use correct sentences in grammar, so for teaching grammar method teachers can select any method that provided students with various practical classroom and procedures. In the inductive approach is the

opposite of deductive one because it is the learning of a general rule and then making specific applications.

I.2.6. Formal Grammar Instruction

The most recent approaches for second and foreign languages of teaching have principally been emphasized on meaning and on the way were language is developed naturally and as a whole, for example foreign language teacher he has observed educators who have decided to employ more communicative and authentic theories in order to help individuals emerge in competences in order to be able to use the second or foreign language in real and natural forms. As far as these approaches have replaced the teaching of explicit grammar for an implicit method in which accuracy is learned spontaneously with no pressure or excluding formal instruction.

This idea was supported by the second language acquisition theory (krashen, 2003) who has explained that formal instruction of grammatical structures should not be taken into account in language acquisition with considering the fact that human beings learn to understand and produce their first language through natural and informal communicative contexts. According to widdowson(1990:86),“...grammar is not a constraining imposition but a liberating force :it frees us from a dependency on context and purely lexical categorization of reality” .In that many learners as well as teachers tend to see grammar as a set of restrictions on what is allowed and disallowed in language in use ‘a linguistic straitjacket’ in Larsen-Freeman’ s words (2002:103) the conception of grammar as something that liberates rather than represses is one that is worth investigating.

Morelli (2003) was supported this idea in that, students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction.Elkilic andAkca(2008) have reported that generally positive attitudes of students studying English grammar. Thus the importance and the relevance of including grammar in foreign language class were negotiated and it was resulted that the teaching of grammar forms is worthy teaching. However, teachers might need to make decisions regarding the most effective techniques and moments to include this aspect in their lessons. Before starting to answer questions regarding the how, where, and when of incorporating linguistic forms in the foreign language classes, it is relevant to take a closer look at the definitions or expectations regarding grammar teaching. also Ellis (2006) presented an interesting definition in which he asserted that“involves any instructional technique that draws learners attention to some

specific grammatical forms in such a way that it helps them either to understand it meta-linguistically and or process it in comprehension and or production so that they can internalize it”(p 84).Similarly,Celce-Murcia(1991) explained that “if learners are presented with many fully illustrated and well demonstrated examples and then asked to describe other similar situations they have a basis for understanding and practicing the correct use of these forms”(p.467).

I.3.Understanding and using English Grammar

The main objective in understanding and using English grammar are, to present clear information about English grammar and their usage, to provide extensive as well as varied practice that promotedevelopment in all areas of language use ,and to be interested useful, and fun for learners and teachers alike ,the aim of approach Selection with the text is seeking to make balance between Form-Focused language learning activities with abundant opportunities forengaged and purposeful communicative interactionFurthermore, most of students find it an easy way to have special time set aside in their English curriculum to focus on grammar, students generally have many questions about English grammar and appreciate the opportunity to work with a text and teachers ,these understanding can provide the basis for advances in usage ability in a relaxed and accepting classroom that encourages risk-taking as the students experiment both in speaking and writing , with ways to communicate their ideas in new language. In other words the objective of the text is to support learners and teachers, by providing a good and a variety of material to adapt for your individual teaching situation, by using grammar as a base to promote overall English usage ability, teacher and text can engage their students in interesteddiscourse and challenging their minds, skills and intrigue them with the power of language as well as the need for accuracy to create an understanding among students. (Azar, 2001; Matthies, 1993)

I.4.Integrative Grammar Teaching

Integrative grammar teaching has relation with form-based and meaning-based focused. Spada and Lightbown (1993:205) has claimed that” form focused instruction and corrective feedback that provided within context of communication in interaction , which can contribute positively to second language progression” thus Celce-Murcia ,Dorneyi,and Thurell(1997:14) call it “Turning point”in communicative language teaching ,when “ Explicit ,direct component are acquiring effectively in teaching communicative abilities and skills”.Integrative grammar teaching are the EEE method proposed

by Sysoyev, Pavel.V. Which include of the three equally important stages: Exploration, Explanation, and Expression.

1. Exploration: in inductive approach students are given sentences in order to illustrate a certain grammar rules and are asked as a group to find the pattern with the help of the teacher ,and to formulate this rules ,in this part the knowledge that learners obtain becomes theirs and it is often much easier to remember.
2. Explanation: students try to find sequences or patterns in the examples they use
3. During the Exploration stage, teacher or students can summarize what was previously discovered, focusing on form. The Explanation stage is quite important because students can find some difficulties when they know the rules as they have some source go back to, in case of confusion or for future reference.
4. Expression: after discovering certain grammatical patterns in the Exploration stage, students start practicing the production of meaningful utterances with each other in the communicative and interactive tasks. This stage has positive points are:
 - Provide students experience in applying their acquired knowledge in activity by making meaningful utterances.
 - Motivate them, which can actually see what they can do with what they have learned.
 - To practice communication under the teacher's supervision.

An integrative grammar teaching theory created best conditions for learning students in their classrooms .Musumeci (1997) has pointed that, connecting form and meaning in grammar teaching as a developing trend in reference to the proficiency oriented curriculum.She has mentioned that students should be able to learn explicit grammar rules and apply them in communication, particularly in authentic or simulation activities. In addition, Musumeci was interested on how students look at the language especially on a sentence level to see how certain grammatical rules are practiced.

I.5.The Use of Grammatical Terminology

The use of grammatical terminology in the EFL/ESL classrooms is a way, of helping students understand different parts of speech in language about language. Which viewed by Stern(1992:327) as one of the main characteristics of explicit grammarteaching. According to Burgess and Hetherington (2002:444), teachers

believed that their students see grammatical terminology as useful and that its use did not present a specific difficulty for students.

Descriptive grammars recognized that language is dynamic and its use was constantly changing, but not in major ways, so the problem for ESL/EFL learners is that there was a time-lag between the awareness of such changes and their acceptance as the proper use of the language as Morelli(2003:33-34) has observed, “Grammar can be taught traditionally or contextually, but learners perception should be considered by teachers in the decision-making process students need to feel confident that educators have met their needs...and educators should be interesting to consider the attitudes and perceptions of students when making decisions about how to teach grammar”. He has mentioned that teachers or instructors when they teach grammar in context they have taken into consideration the needs and level of their learners as they should be more interested as well as aware on the understanding of the students in this way they can provide them with the appropriate contexts that they fit them, thus students will improve in learning grammar through short stories.

I.6.Traditional teaching approach versus Modern teaching approach

Traditional grammar teaching was focused on formal concepts of competence, their knowledge of concepts and rules stored in the minds of speakers which was similar to grammar with syntax and morphology, considering meanings totally different linguistic level. Traditional grammar teaching was interested on teacher-centered. It is based on the “traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers”. This idea corresponded to Jim Scrivener, (1994) who claimed that “traditional teaching was imagined to work as(jug and mug) the knowledge being poured from one receptacle into an empty one.

Unlike traditional methodology, modern methodology is much more student-centered. According to Jim Scrivener, (1994) the teacher’s main role is to “help learning occurred.” Since in modern method, English was aiming at achieved communicative objectives, the way to attain these purposes had also changed in relation with it. This view pointed out by Jack C. Richards, “attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes” .Teachers’ methods, lectures, and books should be adjusted to new requirements of the learners to accomplish their expectations. Instead of grammatical competence, today, communicative competence gained its predominance.

Instead of memorizing grammatical rules and isolated vocabulary, modern methodology prefers to provide contextualized language and to develop the language skills. In other words of Ronald V. White the three principles of modern methodology were emphasized on, firstly, “the primacy of speech” secondly, an emphasis on “the centrality of connected text as the heart of teaching-learning process”; and thirdly, an “absolute priority of an oral methodology in the classroom.

I.6.1.Traditional: grammar for grammar's sake

- Teach the regular -ed form with its two pronunciation variants
- Teach the doubling rule for verbs that end in d (for example, wed-wedded)
- Hand out a list of irregular verbs that students must memorize
- Do pattern practice drills for -ed
- Do substitution drills for irregular verbs

I.6.2.Communicative competence: grammar for communication's sake

- Distribute two short narratives about recent experiences or events, each one to half of the class
- Teach the regular -ed form, using verbs that occur in the texts as examples. Teach the pronunciation and doubling rules if those forms occur in the texts.
- Teach the irregular verbs that occur in the texts.
- Students read the narratives, ask questions about points they don't understand.
- Students work in pairs in which one member has read Story A and the other Story B. Students interview one another; using the information from the interview, they then write up or orally repeat the story they have not read.

Figure6: showed the relevance of grammar instruction

The most important instruction is when the teacher uses the communicative competence the purpose of learning grammar is based on learning language of which the grammar is part. Thus instructors teach grammar structures and forms related to the meaning and use for specific communication tasks that student requires fulfilling.

II. Short Stories as Teaching Method

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

II.1. Definition and history of short stories

The history of short stories developed in the 19th century as a literary form like magazines which become more popular and widely read. At this time many writers play great roles in the progression of the short story, these writers are frequently anthologized in the collections of short stories. Moreover, and particularly at the early of the 20th century, stories was established in the west ,also appeared many writers like Edgar Allan Poe, Guy de Maupassant, and Anton Chekhov and they start to use the literary form of stories that explore a variety of genres which contains various kinds such as love stories ,fantasy and others. Some features of short stories lived of immigrants, who worked so hard and learned to adapt a new language and culture in an unfamiliar environment as historical events that contributed in the development of stories like the World War I, and World War II form the backdrops to many of the best short stories in the first of the half 20th century. However, at the late of the 20th century short stories have been written and often have reflected the pressures of modern life and deal with issues that affect society and family as well as ,but now days story in English had truly become a global language .

A short story can be defined as a work of fiction that is usually written in prose, often in narrative format. According to Labov (1972) a 'story' also defined as "one method of

reduplicating past experiences by matching a verbal sequence of events” (p.359-60), it is concise and recounts a series of events with temporal relationships between them. The end in short story is different from the beginning. Moreover, the events might allow the reader or the listener to predict or anticipate the end. (Wikipedia: 2010)

One of the best opportunities to use stories is lessons on the supposedly dry subject of grammar. A story provides a realistic context for presenting grammar points and holds as well as it focuses on students attention in a way that no other technique can, also stories can be used for both eliciting and illustrating grammar points. The former employs inductive thought, and it is useful to contain both approaches in lesson planning. In addition, a well presented story is the best context for structure- discourse match, but the technique can also be used effectively for a structure- social factor match. However, when teachers include grammar stories in their sessions, students will have better understanding of real world and grammar lessons are not so boring for them. (Baker & Green, 1977) Teachers have many reasons to choose stories in their classes. Firstly, stories provide students with opportunities to listen or read to language in context. Secondly, stories introduce new vocabulary and language forms within rich texts. Finally, important stories can have deep impact on person’s construction of knowledge.

Short stories, was defined by Poe (as cited in Abrams, 1970, p158) as “a narrative that can be read at one sitting from one half hour to two hours, and that limited to a certain unique or single effect, to which every detail is subordinate”, that they seem to be the most suitable one to use in language teaching especially in teaching grammar skill, also teachers and instructors for thousand years have knew that short story is a very effective instructional method. This idea that short stories are the most suitable literary genre to use in English language teaching due to its shortness, according to Hirvela and Boyle’ s(1988) those who supported this view study on adult Hong Kong Chinese students attitudes towards four genres of literary texts(short story ,novel, poetry and drama)also they asserted that stories are the only genre that is less feared and the second best enjoyed(43%, the novel was the most enjoyed with 44%). Since short stories are easy to finish and definite to understand.

It appeared another point view in line with Collie and Slater (1991, p.196) when they have mentioned four advantages of using short stories in language teachers .Firstly, they are practical as their length is long enough to cover entirely in one or two class sessions.

Secondly, short stories are not difficult for students to work with on their own. Thirdly, they have various choices for different interests and tests. Finally, short stories can be used with all levels for example, (beginners, and advance) and all class sessions.

II.2. The importance of short stories

The use of short stories had a large number of benefits for EFL learners. In that many studies have discussed the benefits of using literature in language classes, and according to Maley (1989, which cited in Hismanoglu, 2005) that they listed the following reasons for using stories in foreign language classroom especially it can raise cultural awareness, linguistic awareness, motivation, and others. Also short stories are claimed to improve all the four skills, Murdoch (2002) indicates that “short stories can, if selected and exploited appropriately” (p.9), Erkaya (2005) reading literature text lead students to think critically, he pointed out when students read they interact with that text and interpret what they read and this analysis made them more creative and critical. Moreover, Yong (1996) have discussed two advantages of using short stories for raising critical thinking in students as followed: “because they are entertaining, student’s pervasive is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun” also stories put issues of critical thinking in an easily remembered contexts” (p.90)

II.3. Text selection

There was a great debate about text selection and very important in using literature in general and in language classes. Basically literature material is more suitable for students with a high level of language proficiency. With regarding literature material, apart from the reader’s linguistic proficiency, text difficulty depends on texts characteristics and reader’s literary competence. Literary competence can be achieved through repeated exposure to literary material. However, regarding the texts features a careful attention should be taken into consideration to the structure of the text.

It was generally preferred to select texts with straightforward structures. The general assumption was that when the ESL learners is regarding a text any one of them have to devote more attention to linguistic encoding, therefore they will be easily confused with text which has a complicated structural organization. As Riley (1993) viewed that “studies of reading English as a second or foreign language confirm the hypothesis that a story

which violates various aspects of a story grammar would be more difficult to integrate and understand than one matching a canonical structure” (p.418).

Thus, the more confident choice concerning a suitable text for ESL/EFL learners might be the short stories which were more contemporary and short enough to be discussed in one or two teaching sessions. The linguistic aspects of the text should concern the language, style, and diction appropriate to the level of our students; Gillian Lazer proposed that “the text should be sufficiently challenging without being so difficult as to be demotivating... it should be within the student’s grasp, in terms of their linguistic, intellectual, and emotional capacities” (1990, p.206). Furthermore, reading a whole, unabridged and non simplified literary text offer students a sense of accomplishment. So it will be encouraging when students are psychologically satisfied that they have read the very famous words of a great writers.

II.4.Short Story based language Teaching (SSBLT)

According to the importance of continuous development and innovation in language teaching methods on one hand and the benefits of using short stories in language classes, a new language teaching methods as short stories based language teaching (SSBLT) was a humanistic literature –based language teaching method that aimed to promote the learner’s personal, cultural and linguistic awareness, also the main objective of SSBLT was helping learners to learn language and grammar as well by enjoying and using short stories as materials in friendly atmosphere. It developed the learner’s communicative competence and critical thinking, SSBLT aimed at cultivating all language skills cooperatively; especially when students read the short story they can make a difference among verbs as it appeared in the example below that showed how the past perfect progressive can be learned.

Where was she? What did she do?

What had she been doing?

Lisa slept because she had been feeling very sick. In fact, Lisa had not been feeling well for three days. Her mother knew something was strange because Lisa had not been acting normal. She had not been finishing her meals for the past two days. She had not even been playing with her friends.

The doctor visited Lisa. He had been visiting many children since the sickness arrived.

He examined Lisa. He gave Lisa medicine. He talked to Lisa's mother.
Lisa's mother had been praying for a week when Lisa woke up. Lisa looked much better.
She did not feel sick anymore. Everyone was happy that Lisa was better! (Wikipedia)

Figure2: Showing short story about learning verb tense

This short story simplify learning grammar as it creates an enjoyable atmosphere, and better understanding will occur inside the classroom , thus learners interact with eachother when they read or when they answering the question of their teacher.(Wekipedia 2010)

II.4.1.Characteristics of Short Story based language Teaching

- a. The primary functions of language are interaction and communication.
- b. SSBLT is based on humanism and cooperative learning.
- c. Personal, cultural and linguistic awareness should be developed.
- d. Short stories are used as learning and teaching materials such as grammar rules and it will be remembered easily.
- e. Linguistics, Sociolinguistic and communicative competence are emphasized.
- f. All the four skills are received carefully and are practiced interactively.
- g. All of the class activities should be done in a stress-free friendly environment.
- h. Grammar has been taught in the context of the short story.
- i. Grammar also can be taught only with the focus on form.
- j. All types of interaction such as, teacher-student, student-teacher and student-student interaction should be founded.
- k. The main purposes of SSBLT are to help learners to be critical thinkers.

II.5.1.Undestanding the Reading Skill

Reading is one of the most interesting factors of success in learning foreign language.It is an essential instrument for academic settings (Anderson, 1994) According to Celce-Murcia et al.(1995) have believed the ability to read in second language is the most appropriate way for autonomous language learning. Alptekin (2006, p.494) defined reading “As an interaction of readers”text –based and knowledge –based processes .In processing texts, readers combine literal comprehension based on lower-level cognitive processes of reading such as lexical access and syntactic parsing, with inferential comprehension based on higher –level cognitive processes like text based of comprehension (understanding what

the text said) and the situation model of interpretation (understanding what the text is about)". Researchers have viewed towards teaching reading comprehension had dramatically changed in the past decades, Uso-Juan and Martinez- Flor (2006) discussed the following important views regarding teaching reading comprehension. In 1960's where environmentalist ideas was dominated decoding skills were emphasized, and learners reading skills were only limited words with the emergence of Chomsky's theories which explained language learning as a thinking process where the readers reconstructs the intended meaning of the author. So, readers are not treated as passive one, but they are cognitively engaged in processing the author's intended meaning.

II.5.2. Reading and Literature

As we have mentioned above reading considered one of the most important skills for mastery the foreign language. Some scholars believe that ability to read is a fundamental for autonomous learning (Celce- Murcia et al, 1995). Most learners in EFL contexts have little or no chances to contact with native speakers ,so reading literary texts will give them the opportunity to have a better interaction with foreign culture and people. Besides literary texts are amused because, it keeps learners to continue reading and the more learners read the more input are received. In fact literary texts can be used as valid and authentic source for increasing the amount of comprehensible input students receive; Krashen (1982) asserted with enough comprehensible input which is also interesting so that reduces student's anxiety, and since literature is really used for pedagogical objectives it can be a good authentic source for language learners especially for learning grammar skills. Sage (1987 as cited in Hismanoglu, 2005) called the use of short stories as useful technique in language classes, he pointed out that the more stories are short; it helps both teachers and students to easily cover it .Thus, stories are about solving problem, it may relate to students own situation in this case learners would definitely get more involved in the story and try to put additional time and effort in order to comprehend it, also as have mentioned by Hismanoglu (2005) class discussions about the story will help students to think critically .

II.5.3. Teaching Procedures of Short Story based Language Teaching (SSBLT)

The language class based on SSBLT goes through the following steps:

II.5.3.1. Pre reading activities:

When the teacher illustrates the materials to the students in their native language and explained to them that they are going to learn language by reading short stories and

enjoying. The teacher identifies linguistic objectives, for example, what grammar and sentence structures students want to learn for sound, word and sentence levels.

In addition, the teacher gave a context for the story and presents the main characters.

She/he asked 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.

As the instructor showed the students the appearance of the short story and they talk about what they see. These activities are to provide students with vocabulary exercise and cultural background as it develops grammatical skills. Also when the teacher provides his learners with textual analysis and group work he can improve reading comprehension and small scale writing tasks especially communicative skills.

II.5.3.2. While reading activities:

- a. The teacher reads the story once and clearly, then the teacher uses gestures; facial expressions and intonation that could help students follow the story.
- b. The teacher motivates students by asking them about the characters, and to predict what happens next in the story.
- c. New grammatical items are explained in the text thus, the learners will apply those rules in different tasks.

II.5.3.3. Post reading activities:

- a. Students formed cooperative work in form of groups in order to ask, and answer questions.
- c. Then, they are asked to paraphrase some grammatical sentences of a paragraph the theme of the story.
- e. They are also asked to give examples and correct classmates work.
- f. Next, they are invited to summarize the story.
- g. Then, the students go through a Discussion on the themes of the story with their teacher.
- h. Finally, the teacher asked them to express their opinions about the story and the activities to test their understanding. The classroom activities explained above should be done all in groups. Students should have opportunities given in the classroom, as well as they have to read more about stories to communicate correctly in different activities and in order to develop grammar skills. These post-reading assignments were to establish the acquired knowledge and to improve more comprehensive written skills.

Furthermore, the short story presents a way for instructors to help listening comprehension beyond the usual asking of question, also the use of short stories in language classes leads learners to become better readers.

II.5.3.4.Re-reading activities

Which are one of the most activities that provide students with an added advantages of establishing their previous knowledge about the text. To increase the effect of this Re-reading activity, short writing assignments can be given to students in order to enable them to articulate and further develop their thoughts and thematic meaning that they have discovered through class discussions. The main point which the teacher should pay attention to concerning, these written assignments should be the meaning expressed by the students and extent of the development of the argument or ideas; linguistic features and accuracy.

II.6.Reinforcing the Reading Skill

Short stories help teachers to teach the four skills, to all levels of language proficiency. Murdoch (2002) indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency" (p. 9). He explained why stories should be used to reinforce ELT by discussing activities instructors can create such as writing and acting out dialogues; if only has knowledge about grammar rules and they will apply it in their piece of writing . Also, Oster (1989) affirms that literature helps students to write more creatively (p. 85). It should be noted that the primary purpose of the use of a literary text in ESL curriculum is not just to expose our students to literature, but to involve them in direct experience. In addition, the objectives of a language class should be carefully followed and implemented. As Stern observes, "the objectives of some of the ESL/EFL literature textbooks for including exercises in syntax do appear, however, included the ability to use syntactic devices productively". She also mentioned various short story textbooks, such as 20th century American Short stories, which "follow each story with exercises in grammar and syntax designed. Firstly, to enhance the readers' understanding of what they have just read, and secondly, to help them assimilate new words and grammatical constructions for their own use" (75). Students' interest should be stimulated by activating their particular skills. They should be encouraged to read aloud the parts of the story, supply summaries of the parts or whole of the text, and take part in group discussions concerning important issues of the text. At this stage, students can move towards more mature critical analysis of

the text. This can lead to their personal involvement with the text as Gajdueska asserted, "having established the facts, students now begin to ask why and to develop their own attitudes towards the characters, values, and situations of the story, in short, to move beyond information to involvement and experience..." (224). Reading short stories provides the ESL student with an opportunity to practice reading, see sentence structure and see examples of English in the written form. Whether read as individual activities or used as the basis of class activity, short stories are a key part of the ESL lesson plan.

II.7. Choose appropriate material

The stories should be short enough to read in a single setting, somewhere between five and ten pages depending on the skill level of the student. The student's skill level also governs the style and complexity of the story under consideration. The more basic the learner, the more basic the story should be, regardless of the student's age. The last thing you want to do is turn what should be an enjoyable experience into an exercise in frustration. With that in mind, here are a few additional tips to follow when selecting a short story for an ESL student:

- Keep to reasonably contemporary fiction, 1930s and newer.
- The language should be challenging, but not overwhelming or obtuse.
- The storytelling itself should be straightforward, the plot fairly easy to follow for a native speaker of English.

The temptation some literary folks feel to inject some of the classics of nineteenth-century British literature, like Stoker's *Dracula* or Conan-Doyle's *Sherlock Holmes*, into the curriculum should be resisted as much as possible. True, Britain produced some amazing literature during this period and many of these are considered classics today. However, the language tends to be dense and difficult even for many native speakers of English. ESL students have plenty of time, once they master the basics, to tackle these more advanced pieces.

II.8. Teaching Grammar through Short Stories

Learners enjoy learning grammar through stories. Stories can be used for both eliciting and illustrating grammar points. The first employs inductive reasoning, while the latter requires deductive thought, and it is better and useful to include both approaches in lesson planning. In addition, a well-told story is the perfect context for a structure discourse match, but this technique can also be used effectively for a structure social factor match. Short story is one

of these extremely different techniques, and once you get the hang of it, it can be a convenient and natural grammar teaching method. We may even find that it is the technique that attracts students' attention best, as well as the one they like most.

Grammar points can be contextualized in stories that are absorbing and just plain fun if they are selected with the interest of the class in mind, are told with a high degree of energy, and involve the students. Students can help create stories and impersonate characters in them. Students will certainly appreciate and respond to teachers efforts to include them in the storytelling process, but they will also enjoy learning about grammar through short stories. Stories should last from one to five minutes, and the more exaggerated are, the more likely students will remember the teaching points they illustrate.

Short stories were traditional in almost all cultures. We can tap into that tradition for a very portable resource and a convenient and flexible technique for teaching any phase of a grammar lesson. A story provides a realistic context for presenting grammar points and holds and focuses students' attention in a way that no other technique can.

Conclusion

Since the main objective of EFL teaching is to help students to communicate fluently in the target language; instructors should provide a new method of language use. This may occur if teachers emphasize not only on linguistic but also on literary and cultural elements (teaching grammar in context). Thus, short stories are an important method of teaching; it offers these elements which they are highly beneficial to use in ESL/EFL teaching programs. However, the selection of short stories should be done in previous to the course objective, and the story content in order to make the lessons understood, rules memorized. Thus, teaching grammar with the use of short stories has a positive impact on the development of grammatical skills, as they are the most basic ways of sharing knowledge. Since every teaching situation is unique, short stories can be used to provide different activities for reading, listening, writing and speaking classes. Short story creates a meaningful context to teach different language focuses and to improve the students' creation and thinking strategies. As well as, the same story may also serve for some other language focuses or skills such as grammar development.

Chapter Two:

Data interpretation and Analysis

Introduction

As we hypothesized before, the more students engage to different short stories, the more grammar skills will be developed. This will affect students' communication as they will produce correct sentences which also affect their learning English language proficiency. This study is conducted in the Foreign language of First year LMD of English at Mohamed Kheider University of Biskra, it is an experimental work that have been taken from a population 48 from group (2) of first year students, than we have selected (10) students from the experimental group as we have chosen (10) students from the control group the total population was 62 male and female students. Students who participated in this experiment were asked to answer an activity that contained a short story followed by five statements that contained verbs, and they were asked to conjugate the verbs into the future perfect and the future perfect continuous, the same activity was provided to the control group but without giving them short story. The main concern of our research was to detect whether or not there is a difference between the two groups, so the test is a statistic test which helps us in drawing statistical inferences from an experimental data. Above all this we have used also classroom observation as second research tool, which was divided into four sessions in form of checklist.

II.1. Research Methodology

This study was mainly mixed research in design, using test we have selected 10 participants from two different groups of First year student (EFL), group one experimental those who

learn grammar through short story, the second control group those who learn grammar in a traditional way. Then we will make a comparison between them to detect whether there are significant differences or not, the data was analyzed statistically using Excel program to calculate the mean, standard deviation of each group, then we have attended four sessions for classroom observation about teaching parts of speech (Adjectives, Adverbs, Articles, and Verbs) in that we have asked questions about the characteristics of teacher- students alike, in order to confirm that short stories had an impact on developing grammar skills.

II.1.1. Sample

A sample is relatively small group chosen from a population. Divided into two different classes of First year EFL learners at Mohamed Kheider University of Biskra, the sample include female participants with the same foreign language, the learners participated voluntarily and then were randomly assigned into two groups (one experimental those who study grammar through short stories and one control those who study grammar without using short stories i.e. study grammar in form of general rules) involved in the study (10 students for each group).

II.1.2. Instruments

An identical test which consists of selected short story, followed by an activity about conjugating verbs into the future perfect and the future perfect continuous, and then was given to both groups. Students of group one (the experimental group) were answering the activity by reading this simple short story, unlike the control group were answering the same activity without providing the short story. At the end we made a comparison between the scores, the mean, and the standard deviation of each group. In addition, we have made a classroom observation we have attended four sessions at the class of First year EFL

learners, for those who have studied grammar through short stories, also to prove whether or not there was an improvement in learning grammar skill through short stories.

II.1.3.Data Collection

II.2.1.Classroom Observation

Field notes are the primary way of capturing the data that is collected from participant observations. It provided an accurate description of what is observed and are the product of the observation process. Classroom observation was used as an implementation of the action (observing students' behavior and attitude), the form of the observations sheet are questions divided into four sessions, these four checklists were prepared to detect. First, behaviors and the characteristics of student teacher alike. Second, to detect the improvement of the students when they use short story in learning grammar (Articles, Adverbs, Adjectives, Verbs).

II.2.2.Test

There were two tests administered. The first was for the experimental group 10 participants selected randomly from a population of 62 students to know the scores obtained from the activity that they have deled with, then we have selected 10 other participants randomly of the control group from a population of 48 students, those who learned grammar without provided short story in order to know their achievements; therefore, this tests was seeking to make a comparison between scores of both groups. Than we will interpreting students' scores.

II.3.Data Analysis

The main aim of this study is to develop grammar skills through the use of short story as a teaching method, on EFL learners and to prove if there is a significant difference in students attainment between traditional method (teaching grammar as general rules), and short story method of teaching grammar. The data were collected through test designed for two groups and was analyzed via the statistic using Excel program to determine if there are

any significant differences in the students scores and between the means of the two groups (experimental and control group).

II.3.1.Results Obtained from the tests

To determine if there was any significant differences in the students achievement between the two groups (experimental and control) we have used a test in order to make a comparison to investigate the positive effect of short stories on developing grammar skills.

II.3.2.Test one

Subjects	Scores of experimental group
1	18
2	14
3	14
4	16
5	10
6	14
7	11
8	16
9	10
10	9

Table1: Scores recorded from the experimental group

When short stories are presented as a reading leads to better achievement, the test revealed that students welcoming the use of short stories. According to the results showed

above the majority of the subjects recorded well, since the experimental group received a short story to answer the activity which was about, future perfect and future perfect continuous.

There are four subjects recorded scores average equal to (9), (10), (11), and (10) due to the lack of concentration, and three students recorded scores equal to (14) those who were more interested in reading short stories, also their attention aroused because these students followed the instruction of the teacher, but there were an excellent two students which recorded scores equal to (16), also one student recorded excellent score (18) these achievement explains the positive impact of short stories that brings an attention and memorizing of structure rules.

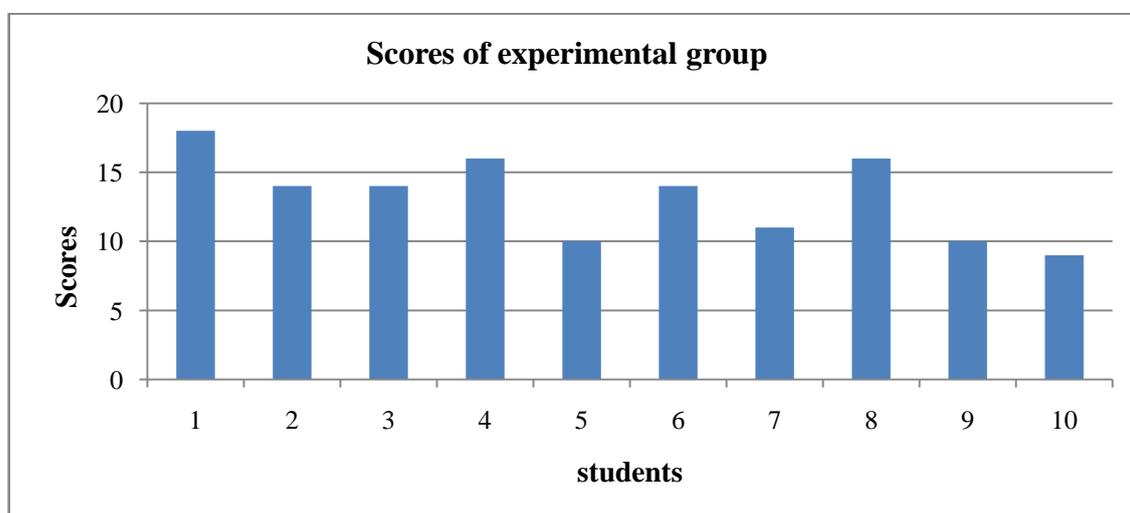


Figure3: showed the scores of the experimental group

To answer the question of this study can using short stories develop grammar skills and to detect if there is a significant differences on the students achievement among the experimental group the results showed us that there is improvement through the use of short stories and the scores recorded from answering the activity is higher than the control group, so there was a positive impact on remembering grammar rules (future perfect and future perfect continuous).

II.3.3. Test two

Subjects	Scores of control group
1	3
2	3
3	5
4	4
5	9
6	6
7	4
8	8
9	11
10	14

Table2: Scores recorded from the control group

The results showed that the scores of control group are average than the first scores of the experimental group; almost of the group recorded weak scores which revealed short story had an impact in the remembering of rules.

There were two students recorded scores equal to (3), there were two students recorded scores equal to (4),there was one student recorded score equal to (5),there was one student recorded score equal to(6),there was one student recorded score equal to (8),there was one student recorded score equal to (9),there was one student recorded score equal to (11),there

was one student recorded over the average score equal to (14), these achievement were less than the experimental group because students could not remember or focus on rules structure when the activity was out of context, and students could not understand well the activity.

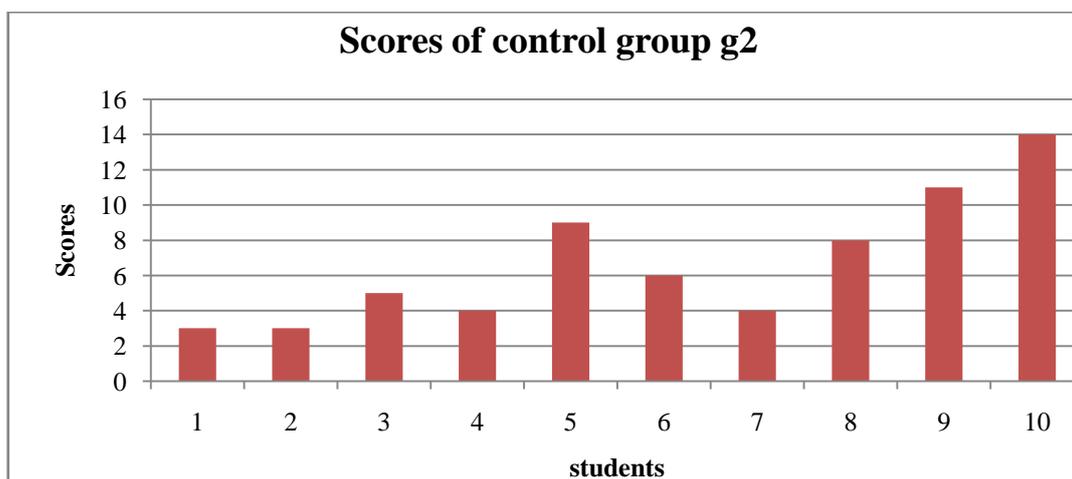


Figure4: showed the scores of the control group

The scores of control group seems average and less than the scores recorded of the experimental group due to the useless of short stories, so it affect student's achievement and can not remember grammatical rules we understand that short stories are the most important methods in remembering and developing grammar skills.

	Experimental group	Control group
Number of surdents	10	10
Mean	13,2	6,7
Standard deviation	3,05	3,71

Table 3: The differences between the mean, standard deviation, of the experimental and control group

This figure showed that there are significant differences between the experimental and control group, because the computed mean of the experimental group is bigger than the computed mean of the control group; this indicated that using short stories in English language instruction in First year LMD students had a positive effects on students

remembering of grammatical rules, these result can be represented in the following diagram.

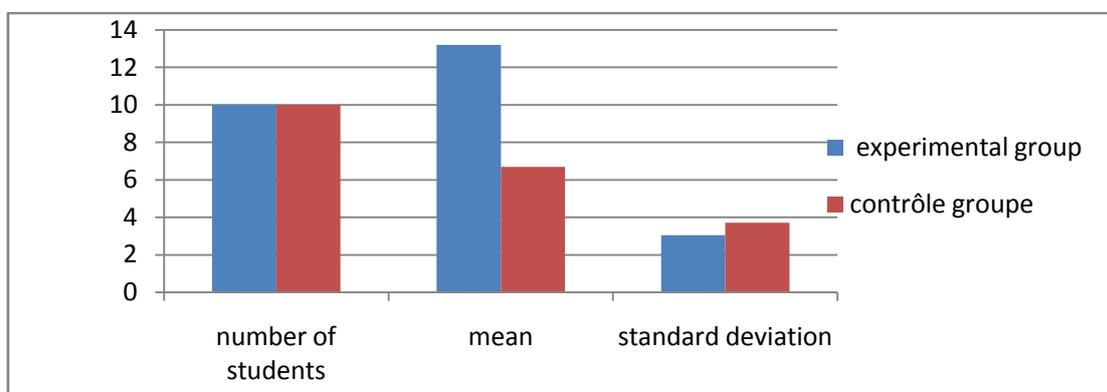


Figure5: Showed the differences between the mean, standard deviation of the experimental and control group

This figure showed us there is statistical significant difference between experimental and control group, since the computed mean of experimental group is higher than the mean of the control group

II.4.Discussion of the results

This study assigned to investigate two research questions (1) can using short stories improve the EFL learners grammar skills, and (2) whether there are significant differences between teaching grammar traditionally and using short stories as a teaching method to teach grammar, in order to develop grammatical skills (rules and structures) in the first year students at Mohamed Kheider University of Biskra.

After computing the mean of experimental group was found largely significant(13.2) than in the second control group (6.7); these means that the experimental group who were asked to answer the activity (with the use of short story) improve largely their ability to comprehend and memorize the rules easily, whereas, the control group who provided no short story in answering the activity, were incapable of improving their ability to memorize

rules. This indicated that the more learners provided with short story, they became ready to understand rules while they learning grammar.

The results revealed that using short stories had a positive impact on the development of grammar skills, as suggested by the test results. Moreover, the findings showed that teaching grammar through using short stories that there was significant difference, between the scores obtained from the experimental group it seems that almost of students benefited more than the average level of proficiency. Unlike, the control group almost of the students benefited less than lower level of proficiency because they need new teaching grammar method helped them to remember the rules and their structures.

Furthermore; the results of this study revealed to be as expected. It was evident that short stories are one of the best ways in explaining how sentences are constructed and how different types of sentences are formed, which help students communicate effectively when they are exposed to many reading short stories. In the classroom, short stories are an important activity with strong link to grammar skill, thus students will be able to remember rules easily because they create an enjoyable atmosphere, as they break the routine (i.e. students will not be boring in learning grammar), short stories can be the way that spoken words are powerful, listening and reading, writing, and speaking are important skills should focus on, and that clear communication between people will occurred.

II.5.Results obtained from classroom observation

Date of attendance	Time and Roles
Tuesday,November22nd,2016	15:00-16:20 Articles
Thursday,October27th,2016	11:30-12:42 Adjectives
Tuesday,November29th,2016	14:55-16:20 Adverbs
Tuesday,November15th,2016	14:55-16:20 Verbs

Table4: Showed the attended sessions of classroom observation

We have based some observations on some concepts and ideas during the lecture of teaching grammar.To see the effect of teaching grammar through short stories, as a method teaching which has not a large number in group (2) First year students as foreign language learners approximately (62)students where the personal observation occurred (field notes). Who was concerned about the memorization of the rules and their structures, so the aim of this evaluation was to encourage lecture development through providing learners with different short stories and various parts of speech, than making an application of the rules in form of activities to detect the strength of learning grammar, as well as areas that may need attention. At the end, we are going to present considerations about the whole teaching-learning process that we could observe during these four sessions.

Session1: Articles

II.5.1. Teacher- student interaction (Do students participate?)

This class have average interaction among students, are more lecture-focused, often well organized and tend to present material clearly, with maximal texts. The instructor is usually well versed in the content, but teacher in away that does not provide opportunities for interaction among students. In contrast, a more student's focused class provided multiple chances for students to discuss, for example the short story in small groups or the activity that they will deal with in answers about article subject matter. The quality of the discussion was also important tasks that have the potential for more than one answer can generate thinking processes and may also change the direction of the lesson.

II.5.2. Are they knowledgeable about the topic?

When the teacher begin the practice becoming familiar with all the content, that they are teach and how it relates to students development which represents and creates a field of concentration. In addition, when preparing a concept teacher need to know whether that concept previous knowledge or skills, for example, in order to learn the definite article and indefinite article (zero articles), as teacher need to understand the different types of knowledge their students should master in order to master the subject matter, he also appeared competent in his profession through the subject because he provided more information to his learners in the classroom.

It was the teacher capable to transform content knowledge into forms that are pedagogically powerful and he get adaptive to the variety of student abilities and background which are the key to the unique knowledge base of teaching.

II.5.3. Does the teacher explains rules clearly?

Concepts are knowledge tools that identify, define, explain, analyze, and demonstrate real elements and events. Usually the teacher and before starting the lesson should give a definition about the subject matter which he gave definition than specified class that the subject belongs to, and specified its unique characteristics of the (Short story) than their learners will understand that definition. In his class most of the time provided an example, support his explanation with providing examples to facilitate and help the understanding articles than apply in their activities, as it helps categorize articles based on similar properties.

II.5.4. Does class structure appears well organized?

Classroom set up is essential to support teaching and learning. The physical environment of the classroom can improve the learning environment, and prevent behavior problems before they occur. Structuring the learning environment, to create nurturing environment it was essential for both teacher and student. In the classroom teacher have to pay attention to the value about behavior and learning for example, the situation of how student are seated. Second if there was a relation between students one to another. Thirdly, the classroom members move across the room, at the end the classroom atmosphere and order the classroom environment suggested that the classroom should be organized to accommodate a variety of activities, in order to meet the teacher's instructional goals. In the classroom should be structured in such a way to allow the teacher address the academic needs of his students, than minimize distraction to keep the students engaged. The teacher here should teach the learners to take turns talking and listening to each other (especially when they read short story) because sharing is better way to help students get known each other as it is preferable closure activity.

II.5.5.Does the teacher creates an enjoyable atmosphere when he uses short story in teaching articles?

It is tempting to focus on creating a happy place through teaching story method. We can all relate to sitting in class trying not to listening to an instructor who is intelligent in a particular field, but who has no ability to engage students. It is up to the teacher to create a positive classroom atmosphere particularly when using a story in teaching articles that is going to engage and motivate the students externally, thus when teacher creating a positive learning environment in his classroom their students will feel comfortable, safe and engaged, in classroom where values and roles keeping constant and focus is placed on the positive aspects of learning, students also will be more open to actively participating in class.

II.5.6.Does the teacher read the story or asked students to do by themselves?

Teacher read aloud demonstrate the power of stories, by showing students the ways that involvement with text, engage them, he also gave them energy for learning how reading works, by showing them how to search for meaning, he introduces strategies of understanding, so when the teacher read aloud to his students they can share meaning together and discussion before, during, and after the story reading.

In this case students should include thinking aloud or interactive elements, and focus intentionally in the meaning, structure as well, encouraging high level of understanding, teaching the reading process in a meaningful context, as it develops understanding of story structures, supporting developing connections between elements.

Session2: Adjectives

II.5.7.Remembering: can students remember the rules through short stories?

In English language, rules of grammar are one of the hardest aspects, so a better way to master them is to use short stories because is the only method to clarify, explain. Different students respond differently to different audio visual stimuli during lecture, because some prefer to use of the audio visual(listen to the story), some are more interested to the blackboard as a visual aid, while still others prefer learning grammar through short stories (especially learning adjectives), with the use of poly copies. It should an interesting exercise to use all of these forms of materials in every lecture, in order to be easy remembered and adapted. He also used to move between the board in order to create energy and a point of focus for the students to concentrate on as they listen to the lecture. Lectures who stand in one place throughout the lecture often fail to stimulate interest, while the teachers who prefer moving around they tend to attract their student attention. The energy also suggests that the instructor was patient about the subject and appeared well serious about teaching.

II.5.8.Understanding: Do they understand adjectives while the teacher explained?

While the instructor introducing a topic to the classroom, can be very motivating as it arouse interest and concentration, because in his explanation he use to introduce the concept in detail with giving each element illustration in order to arouse vague about the subject matter, than he gave chances for asking questions about the topic and open a field of discussion, in that strategies the teacher enhance learners understanding. The teacher provided his learners with short story video which entitled (The old man and the sea) in order to explain what the right of adjectives order; they were well exited, as they were so

motivated in the listening of the story as the class was quite and all the students concentrated.

II.5.9.Applying: Can students apply grammatical rules through short stories?

Without grammar, words hang together without any real meaning or sense. One of the biggest problems facing any teacher or any course were, how learners making sense of content continuity between lectures, MrAounali seems to manage the transmittion between the lectures very well, he used to began each lecture with a brief summary, in order to remind students about what had been studied in the previous lectures and how it was going to be used in the current lecture. Moreover; the students could see the application of the previous work to the current lecture and with the helping of short story it seeming very easy process in managing the task.

II.5.10.Group Work: Does the instructor ask students to answer question in form of group (discussion)?

Teaching requires making working groups inside the classroom, especially in learning grammar to create a field of discussion and interaction to answer tasks giving by the instructor. It should be divided into groups of four or two it depends on the method teaching provided, in which students select their partner, but in the case of this class teacher prefer to answer activities as whole work. Which also an interactive technique that promote participation and motivation among students as well as teacher.

Session3: Adverbs

II.5.11.Are the student and teacher prepared to the subject matter?

Since teaching involves acquiring of knowledge skills and attitudes to individual, it is so necessary for a teacher to understand his subject matter before teaching it. Therefore; we

have noticed that in this session the teacher who was knowledgeable about adverbs which enable him to plan his lesson, and to evaluate his learners' assignments. In addition the teacher simplifies the teaching process, so that the facts and information of a particular lesson, unlike students those who have no idea about lesson because their knowledge was so limited about adverbs. Thus students and teachers as well should be able to influence their capacities to assist each other learn adverbs through short stories.

II.5.12.Can the teacher answer students question about the subject matter and clarify for them?

Knowing the adverbs will help students to understand and identify subject content, and make them remember what for example, adverbs are and the instructor tend to clarify for his learners the right elements he was responsible to arouse any ambiguity, for those who were interesting and focusing as they follow teachers instruction, some of them asking question about the position of adverbs, the role of teacher here were to use blackboard to illustrate more until he felt that their learners receive the idea, of course short stories when are presented in any lecture they contribute a lot learning different of parts of speech.

II.5.13.Can the instructor motivates his students and matches their needs when he use short story?

Teacher want from their students to successfully grasp, retain, and apply new material. In order to peak their interest teacher should speaks to them a lot about short story , first read it for them to have an idea than select a suitable short stories according to their level, and relevant to the subject matter. Teacher should pay attention to the students' needs what make them interested and motivated; as he should breaking the class up in groups, thus increases the contribution to class discussion and problem solving.

II.5.14. Can the teacher control student's behaviors?

Classroom management is a term teacher use to describe of ensuring that classroom lessons goes smoothly, although disruptive behavior by students as it refer to the prevention of disruptive behavior. In the class was difficult aspect of teaching for most teachers, also a major reason was negative student attitude and discipline. Classroom management is crucial because it supports the proper interference of curriculum development, developing best teaching practices. Short stories if selected well can contribute in the development of relevant, interesting, and appropriate curriculum. We can not ignore some misbehaviors was occurring in the class due to set up of the learners in the back of classroom, therefore teachers should examine their instruction and interaction.

II.5.15. Are teacher-student excited to learn grammar through short story?

Short stories bring the perfect balance of challenging, engaging, and rewarding for language students, as they play an essential role in ESL lesson planning. With all this advantages learners like to learn grammar through short stories because when they read short stories, they build foundation of many ESL skills as an example, grammar (learning adverbs) and discussion i.e. they discuss the activities as a cooperative work.

II.5.16. Are the activities appropriate for students?

Direct instruction involves simply getting in front of the class and teaching requires material, as teachers need to get their students engaged in taking an activity. This writing activity was quick and easy way to practice adverbs of manner, with his students he also tend to wrote some examples on the board spend minutes to wrote as many sentences as he can, then they discussed all the examples together next step they will answered with the

whole class. In each lecture the instructor provided many activities that were appropriate to their level first and appropriate to the subject matter, in order to promote understanding and focus.

II.5.17.Does the teacher communicate effectively?

When communication is effective, both students and teacher benefit. Communication made learning easier, help students achieve their objectives, increase opportunities for expended learning, as it strength the link between students and teachers, and created an overall positive experience; what we have noticed from the field of observation that the instructor had ability to communicate his subject matter to facilitate classroom learning as well as participation. Also students depend on their teacher to provide them with instruction, guidance and feedback through learning grammar with the use of short stories

Session4: Verbs

II.5.18.Did students attentive, interested in learning verbs through short story?

Learners need some right instruction that guide them in the learning process. MrAounali were very responsible in delivering information about teaching verbs, he provide them with a lot of examples about types of verbs, than he moved to phrasal verbs he wrote some of them in the board in order to ask his students about their meaning, well some of them have recognized, others were not, he also provide this phrasal verbs in the handout than the teacher ask his learners (in the above text find the kinds of verbs) when it was phrasal verbs written in short story were very easy task to recognize, short stories make students interested as well as memorable of the rules as they can perform well.

II.5.19.Did the instructor stay on topic when he explain the lesson?

When the instructor the classroom, he know well what he is going to do. Because Mr.Aounali was planning what students need to learn, and how will be done effectively during the class time. Than he designed appropriate learning activities and develop strategies to obtained feedback on student learning grammar through short stories. So he had no time space to tell jokes or stay away from his subject matter, the teacher was in the teaching process as he was well prepared of almost lectures attended; he gave more activities thus the main objective of him was to leave his learners with enough information about types of verbs.

II.5.20.Does the teacher has the ability to give directions and reach objectives?

Being in the classroom without knowing the direction for learning is similar to taking a purposeless in the career of teaching. The teacher was setting his objectives because it appeared that he could identify and communicate clearly with his learners, which emphasized that there were additional actions in order to improve student's attainment in the class or developing their achievement on exams.

II.5.21.Did the instructor encourages participation through short story?

Participation is one of the main characteristics of any course design, which typically involves length conversation with whole class; it can include short exchanges between teacher and students. Among first year students often took risks and participated because they were afraid of making mistakes. Thus the role of teacher was to provide them with short stories in learning parts of speech in order to be motivated and try to communicate. Moreover, teacher should moving away from front of the classroom can promote better participation, also the teacher should ask each student to evaluate the participation. For example, ask them to read aloud the short story, (what was the story about?) to encourage student contribution in the classroom.

II.5.22. Did learners identify the rules and construct it from the story?

Some learners come to learning situation with formulated knowledge (about types of verbs), ideas and understanding most of the student but not all of them. This previous knowledge we can considered as raw material for the new knowledge that they will create, so the teacher suggested as he allowed his learners ask question, learning activities which required the students full participation. The emphasis was on memorizing grammatical rules, thus the teachers concern were the ability to construct rules from the story, the activity were also solving problems in the class.

My all impression of Mr. AounaliWalid in teaching is a profoundly positive one. His subject knowledge was impeccable, and he had an excellent instinct when it comes to his teaching with some minor adjustments including the use of more activities and relevant examples, as he had to promote students to read short stories aloud in the class, and to form group working in order to create an enjoyable atmosphere, thus his teaching will continuous improvement. In addition the results of the test and classroom observation have proved that, the use of short stories had a significant role in developing grammatical rules, that helped students remember the rules easily, also it reach their vocabulary that enhance them to communicate effectively inside and out side the classroom, motivating student to participate and interact with their teacher. Student's achievement will be developed in the classroom and in language proficiency.

Recommendations

Each study evidently has some limitations this research is without exceptions. To support the results obtained through this study, there are suggestions for making further studies in order to complement the results of this study they are as follows:

1-The participant of this study were first year students. Some other studies could be conducted with other participants from different proficiency level, that are elementary, advanced, and low advanced to confirm whether or not the same finding will be obtained.

2-The emphasis of this study was to teaching grammar skills through short stories, other studies can be carried in the field of listening and speaking in order to find out how many participants influence in those studies.

3-The method using in this study was short story, however; in other studies of this literature genres we could use some difficult, complicated, and long texts that could be used to see if the participants will response in the same way or differently regardless with their proficiency level.

4- Teachers should ask their learners to form group work in order to, develop, grammar skill, increase interactions as well as participation among learners, motivation is major element in learning English language and in learning grammar through the use of short stories in classroom.

General Conclusion

There is a known fact that Literature used as a source for teaching ESL/EFL in classroom. In this study the teacher has an important role in the process of teaching grammar, while selecting a short story for the students. Teachers should take into consideration, understanding, motivation, needs, and language proficiency. That is to say, most of learners using short stories this method enhance motivation in learning English language, also it develops their grammatical skills if the literary text has simple language and short in length, which will facilitate the comprehension of short story, and to be crucial factor for increasing interaction among student and teacher alike.

Moreover, the use of literature enhance students to acquire a large amount of vocabulary, that help them having competence in English, an ability of expressing their ideas very well, learning features of modern English system that will be used in communication, as well as become creative, critical and analytical learners, so there are many reasons for language instructors to use short stories in an ESL/EFL classroom, that we have provided in the theoretical part, than we have proved in the practical field which short stories are an amazing method in developing grammar skills, but teachers should select an appropriate texts that suit the level of their students.

The study was conducted in the Department of Foreign Languages of English Mohamed Kheider University of Biskra. It aims to answer and confirm the hypothesis that providing short stories as a teaching method leads to better achievement of grammar skills activities and promoting students communicative competences. The case study was First year students we have 10 student for each group randomly chosen (experimental and control). As we have used a test to make a comparison both of the two groups, that was provided in form of activity conjugating verbs in future perfect and future perfect continuous, which was difficult task for control group because the answer the activity without using short stories and they achieve weak scores most of the student, so they face difficulties in remembering grammar rules due to several causes: the learning environment, the role of teacher, he/she has to provide their learners with short stories, the way of teaching. However, the experimental group welcoming the use of short stories and they achieve better scores, due to the importance of short stories in developing grammar skills.

The recent research affirms that First year students of the Department of Foreign Language of English at Mohamed Kheider University of Biskra need a new method of teaching and developing their grammar skills. Since the teacher role in the classroom affect the students learning especially in learning grammar skills.

At the end, we can say that students develop their grammatical skills when they are provided with large activities using short stories.

References

- Azar, S. B. (2001). Mathies, F. B. (1993) "Understanding and Using English Grammar". (3rd ed.). *Teachers Guide*. Longman: Apearson Education Company.
- Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1988). *Techniques and Resources in Teaching Grammar* Oxford, UK: Oxford University Press.
- Celce-Murcia, M. (1991) *Grammar Pedagogy in Second and Foreign Language Teaching. TESOL Quarterly*.
- Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1995). Communicative Competence : A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*.
- Celce-Muecia, M , Dornyei , Z., & Thurrel, S. (1997). Direct approach in L2 instruction A turning point in communicative Language Teaching? *TESOL Quarterly* .
- Collie, J., & Slatter, S. (1991). *Literature in the Language Classroom*. (5th ed.). Glasgow: Cambridge University Press.
- Cowan, R. (2008). *The teacher's Grammar of English. A Course Book an Reference Guide*. New York: Cambridge University Press.
- Erkaya, O. R. (2005). Benefits of using short stories in the EFL context. *Asian EFL Journal*, 8. <http://relinguistica.azc.uan.mx/no-oo7/no07art09.pdf>. retrieved on 20.10.2016.
- Ellis, R. (2006). Current issues in the teaching of grammar: A SLA perspective. *TESOL Quarterly*.
- Elkilic, G. & Akca, C. (2008). Attitudes of the students Studying at kafkas University Private Primar EFL Classroom towards Storytelling and Motivation. *Journal of language and linguistic studies*.
- Gajduesk, L. (1988). Toward wider use of literature in ESL: Why and How. *TESOL Quarterly*.

- Gass,S.&Varonis,E.(1994).Input ,interaction and second language production.*Studies in second language Acquisition Research*,16,238-302.
- Hirvela,A.,&Boyle,J.(1988).Literature Courses and student attitudes. *ELTJournal*.
- Hismonoglu,M.(2005).Teaching English Through Literature. *Journal of language andlinguistic studies*.
- Jim,S.(1994) *Learning Teaching-MacmillanELT*.
- Krashen,S.D.(1982).Principles and practice in second language acquisition.New York:Prentice-Holl.
- Krashen,S.(2003).*Explorations in Language acquisition and use*.Portsmouth,UK:Heinmann.
- Lazar,G.(1993).*Literature and Language teaching*.Cambridge:Cambridge University Press.
- Long,M.(1997).Focus on form in task-based Language Teaching.*Fourth Annual McGraw-Hill Satellite Teleconference*.
- Larsen-Freeman,D.(2002).Grammar of choice.InE.Hinkel&S,Fotos(Eds).*New perspectives on Grammar teaching in second language classrooms*.Mahwah,NewJersy:LawrenceErlbaurn Associates.
- Maley,A.(1989).Down from the pedastel:Literature as a resource .In Brunfi,C.J.&Carter,R.A.(Eds.),*Literature as a resource and the learner:Methodological approaches*(pp.10-23).London:McMillan.
- Musumeci,D.(1997).*Breaking the tradition:An Exploration of the Historical Relationshipbetween Theory and Practice in second Language Teaching*.NY:McGraw Hill.
- Murdoch,G.(2002).Exploiting well-known short stories for language skills development.IATEFLLCSS News Letter23,9-17).
- Moreli,J.A.(2003).Ninth Grader's Attitudes toward Different Approaches to Grammar InstructionUnpublished Dissertation.

Nunan,D.(1989).Designing tasks for the CmmunicativeClassroom.Combridge:Cambridge University Press.

Oster,J.(1989).Seeing with different eyes:Another view of literature in the ESL class TESOL Quarterly.

Reley,G.L.(1993).A *Story Structure Approach to Narrative text comprehension*.MLJ.Winter:417-432.

Richards,J.,&Rodgers,T.(2001).Approaches and methods in language teaching(2nd ed.).Cambridge:Cambridge University Press.

Savingnon,S.J.(1991).Communicative language Teaching:State of the art.TESOLQuarterly.

Stern,H.H.(1992).Issues and options in English Language teaching. Oxford University Press.

Spada,N.,&Lightbrown,P.M.(1993).Instruction and the Development of questions in the L₂Classroom.Studies in second Language Acquisition.12-205-224.

Skehan,P.(1996).Second Language acquisition research and Task-based instruction.InJ.Willis&D.Willis(Eds.),challenge and change in language teaching (pp.17).Oxford:Heinemann.

Ur,P.(1999).Grammar practiceactivities:Apractical guide for teachers(12th ed.).Cambridge:Cambridge University Press.

Uso.Juan,E.,& Martinez-Flor,A.(2006).Towards acquiring communicative competenceThrough reading.InE.Uso-Juan,&A.Martinez-Flor(Eds.),current trends in the development and teaching of four language skills. Berline:Motton de Gruyter.

Vygotsky,T.(1978).Zone of proximal Development.TESOL Journal,15.

Widdowson,H.,(1990).Teaching Lnguage as communication.Oxford:Oxford University Press.

Wekipedia,WWW.really-Learn-english.com/English-grammar-tenses.htm.copyright(2010-2017).

Appendices

Test One:
Experimental Group

**Chapter Two:
Control Group**

Chapter Two:
Classroom Observation

Résumé

Le rôle de la petite histoire dans le développement de compétences grammaticales (règles et structure) n'a pas été découvert, car il a affirmé que c'est l'une des méthodes les plus efficaces et réussies pour transmettre l'information de façon mémorable. Il existe de nombreuses raisons d'enseigner de courte histoire dans nos cours ainsi que de soulager la routine et de stimuler l'esprit.

Ils sont les meilleurs motivateurs pour les enseignants et les étudiants, ils ont également la capacité de favoriser la compréhension et l'acceptation de la langue étrangère. L'objectif principal de notre étude est d'aider les enseignants à sélectionner des histoires courtes appropriées afin de développer des compétences grammaticales pour les apprenants EFL. Car ils aident à acquérir des règles grammaticales et leurs structures des étudiants de première année LMD à l'université Mohamed Kheider de Biskra, l'échantillon de notre étude contenait 20 étudiants choisis au hasard parmi deux groupes différents qui sont affectés au groupe expérimental et de contrôle, 10 dans chacun, point de grammaire qui était à l'avenir de l'imparfait et futur plus que parfait qui a été fourni par une histoire courte suivi de cinq déclarations qui contiennent des verbes et ont été invités à donner la même activité sans leur fournir de courte histoire. L'analyse des données recueillies par l'application du test a révélé que la petite histoire a eu un effet positif sur le développement de la compétence grammaticale. Comme nous avons assisté à quatre séances d'observation de la classe en forme de liste de contrôle qui contenait des questions sur les caractéristiques de l'élève enseignant ainsi que de prouver que les nouvelles ont eu un effet sur la réussite de l'élève.

المخلص

لم يتم اكتشاف دور القصة القصيرة في تطوير المهارات النحوية (قواعد اللغة وبنيتها) كما ادعى انها واحدة من اكثر الطرق فعالية وناجحة لنقل المعلومات بطريقة لا تنسى. هناك العديد من الاسباب لتعليم القصص القصيرة في صفوفنا، فضلا عن انها يمكن ان تغنينا من الروتين وتحفيز العقل فهي افضل حافز للمعلمين والطلاب على حد سواء، كما ان لديها القدرة على تعزيز فهم اللغة الاجنبية وقبولها. الهدف الرئيسي من دراستنا هو مساعدة المعلم على اختيار القصص القصيرة المناسبة من اجل تطوير المهارات النحوية للمتعلمين، ايضا تساعدهم على اكتساب القواعد النحوية وهاكلها لطلاب السنة الاولى في جامعة محمد خيدر بسكرة.

تضمنت عينة الدراسة 20 طالبا تم اختيارهم عشوائيا من مجموعتين مختلفتين تم تعيينها في المجموعة التجريبية والضابطة، و10 طلاب في كل منهما. ثم قمنا باعطاء جمل التي كان لها علاقة بالمستقبل القريب والمستقبل القريب المتواصل عبر تقديمه في قصة صغيرة، يليه خمس جمل تحتوي على الافعال وطلب منهم تصريفها ومع ذلك في المجموعة الثانية اعطينا نفس النشاط دون تزويدهم بقصة قصيرة، فقد اظهرت تحليل البيانات التي تم جمعها من خلال تطبيق الاختبار ان للقصة القصيرة تأثير ايجابي على تطوير المهارات النحوية. الى جانب ذلك، قمنا بحضور اربع جلسات لمراقبة الفصول الدراسية في شكل قائمة مرجعية تحتوي على طرح اسئلة حول خصائص المعلم، الطالب وقد اثبتت الحصص ان القصص القصيرة كان لها تأثير على انجاز الطالب

