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**The Role of Short Stories in Enhancing EFL Pupils Reading Comprehension**  
**Case Study of Third Year Secondary School Pupils**  
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the Requirements of the Master Degree in Didactics

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**Dedication**

*In the name of God, Most Gracious, Most Merciful*

*All the pray is due to God alone, the Sustainer Of all the worlds*

*I dedicate this work to my precious treasure in the life my dearest parents especially mom **Mostefa Mimouna**, who suffered to raise me up and who always is by my side in the hardest moments encouraging and supporting me and who have made me the person I am now. Thanks for everything have done for me.*

*I gladly dedicate this work to:*

*To my teachers*

*To my dear only brother Mohamed Abd el Ali*

*To Younes and Adam*

*To my lovely Sisters*

*To my relatives*

To all my friends without exception

**-Fatima Zohra -**

*I wish to dedicate this work to:*

*The most precious people in my life, to the ones who gave me birth and meaning in my life, to*

*the persons who gave me strength and hope*

*To my dear father's soul "Abdurrahman", who could not never see this thesis completed, I*

*wish I know how proud he was even though he won't be around to see me graduate.*

*May he rest in peace*

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*offered encouragement and support in my endeavor.*

*May Allah bless her.*

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*To my beloved sisters, who never left my side and are very special.*

*To little princes nephews, and little princesses my nieces.*

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### Abstract

Reading Comprehension skill is considered as one of the four skill fundamental language learning that must an EFL learners must perform. It is not an easy skill, since most of learners have many issues related to this skill. The latter enables the learners to acquire a good language proficiency. This research is an attempt to highlight the role of short stories in enhancing EFL pupils. The study aims to prove that using short stories improves learners' language abilities. Throughout this study, we try to explore the importance of short stories as a reliable strategy that plays an important role in the teaching/learning process, as well as developing the learners reading skill.

**Key words:** Reading, short stories, foreign language, teaching/learning

### List of Acronyms

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**L1:** First Language

**L2:** Second Language

**NRP:** National Reading Panel

**Q:** Question

**SL:** Second Language

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## Introduction

English is the second foreign language that is taught in Algeria. It is one of subjects included in the national curriculum. In language learning, there are mainly four skills, which are writing, speaking, reading, and listening.. The more pupils listen, the more they speak, the more they read, and the more they write well. Reading is one of the most important elements of language; it is not just a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Reading is very critical skill, it is very necessary in improving learning skills and it is the best way to have pupils deal with the content. If pupils read a lot, they will acquire new and large vocabularies. Some pupils do not like to read because they so not have much vocabulary knowledge or due to the lack of fluency. Developing the reading skill is very important because it enables learners to increase their level of understanding and concentrating. Teachers should spotlight on the reading skill and encourage pupils to read more. If they develop good reading, it will be very helpful to their future. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. Pupils can obtain information which can help them understand and solve various problems which come constantly in their live. Furthermore; researchers affirm that reading short stories plays a great role in the improvement of the reading skill in terms of comprehension. Teaching reading comprehension using short stories can help the learners improve their reading skill. Therefore, short stories are the most suitable choice as a reading strategy in helping pupils to enhance their reading comprehension. However, the problem which the present study attempts to investigate is the reading skills problem with English short stories. Many pupils do not like to read because of many reasons, for instance, the lack of vocabulary and inappropriate techniques. EFL pupils' abilities to communicate in English language are weak. Many pupils at the secondary level can read and understand what they read but they seem to face many difficulties in interacting.

Thus, we pose an essential question:



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

In light of the forgoing questions, we formulated the following hypothesis:

- Short stories help learners to improve their English language acquisition as they help the learners to enrich their vocabulary and strengthen their language
- Teachers should include short stories as one of the best teaching strategies to develop their learners' reading skill

Our research work consists of three chapters; the first one is a sort of a literature review about reading comprehension, its types, models and its components. The second chapter talks about short stories, its elements, characteristics and types. It highlights also the advantages of teaching short stories, its objectives and the role of the teachers in implementing short stories in EFL classes. Chapter three deals the practical part of the study. It deals with data collection, statistics, analysis, and the discussion and interpretation of the findings.

To accomplish the purpose of the study, a combination of both qualitative and quantitative research methods are applied for an effective practice. Two questionnaires are designed for both pupils and teachers. The classroom observation was not done because of Covid-19 pandemic and the quarantine.

## Chapter One

### Reading Comprehension

Linguistics emphasize on reading as a main skill that the foreign language learners should master. Reading developed language skills. In order to get knowledge, pupils need good resources to obtain successful reading. Readers use different reading strategies, these strategies are like to guide for FL pupils that help them to understand the text and develop their way of learning EFL. Moreover, there is no reading without comprehension because comprehension is the pillar of reading. Many people see reading as an enjoyable time when they can just relax and enjoy reading stories, or even journals which make them gain more information and knowledge about the topics that they are interested in. Hence, reading is a vital skill either in first language (L1) or in second language/ foreign language (L2). This chapter sheds light on an overview and definition of reading and their importance for pupils. It discusses models and components of reading.

#### 1. An Overview on Reading

Reading is one of the most important skills for mastery of foreign language. Some scholars believe that the ability to read is prerequisite the autonomous learning.

Khatib, (2002). Most learners in EFL contexts have little or no opportunity to contact with native speakers, so reading text will give them the opportunity to have a better interaction with foreign culture and people.

William Grabe states “Reading is also an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways.” From a statement above it is clear that reading means an interaction between author and reader in sharing the same information. What the reader understands has to be the same what the writer wants to tell in the text. According to Krashen (1982) students should be provided with enough

compressible input which also interesting. According to Tarigan (1990) argues that reading is the process that is carried and used by readers who want to get the message delivered by author through the medium of words or written language. Nunan (1989) said: "*Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different.*». Reading is not an easy task, thus, the word reading has always been a source of controversy. In this respect a number of researchers in the fields' psychology, linguistics, and language teaching gave many different definitions of reading. However, no single research could cover and include all aspects of the actual reading. It can be seen a guessing game in which the pupil decodes the messages which has been encoded by the writer. Presley (2009) has discovered that there is a relationship between reading and thinking, pupils use thinking as a part of decision making in order to build the final meaning.

### **1.1 Definition of Reading Comprehension**

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity in any class, not only as a source of information. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Reading is the process of looking at series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols, letters, punctuations marks and spaces.

Reading is a receptive skill through which we receive information and transmitting it, and it is the key to any door of knowledge, it gives access to information and enriches our minds with new experience. Reading implies comprehension that is the process of capturing and building up

meaning from a written text. However, many researchers claimed that there are differences between them. For that reason reading comprehension is considered as a dynamic activities.

Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in relation to their own needs and purposes (Khoiriyah : 2010:1).

According to Olson and Diller (198:42) reading comprehension is a term used to identify those skills needed to understand the content and apply information contained in written material.

Reading comprehension is a thinking process by which a pupil selects facts information or ideas from printed materials decides how relate to previous knowledge he has acquired and judges their appropriateness and worth for meaning his own needs and objectives.

From this statement the concluded that in order to comprehend a reading selection fast a person must be able to use the information to make conclusion and to read critically to understand the figurative to determine the author's purpose to evaluate the ideas presented and to apply the ideas to actual situations.

According to Smith and Johnson (1980) state that reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author. It means understanding what has or has been read. Reading comprehension refers to reading with comprehension

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

## **1.2 The Importance of Reading Comprehension**

Reading is very important and has main role in our life. Reading can enrich our experience and knowledge. Therefore, reading also something crucial and indispensable.

A large reading comprehension can help us express our ideas precisely and we cannot do well comprehension without a large reading comprehension for the passage and questions involves a range of words much wider than that of our daily conversation.

EFL pupils need reading comprehension skills in order to reach academic success, and by reading, we can increase our knowledge about science, technology, and easy way to get much information that is useful for us.

So, Comprehension is the soul of reading, EFL pupils are asked to understand what they read in order to improve their levels. Without comprehension, reading is nothing, so the goal behind reading is to comprehend.

## **2. The Level of Reading Comprehension**

The level of reading comprehension involves more of an active role on the part of the reader (Heilman: 246).

### **2.1 Literal comprehension**

This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of the author. The author's message is received but not examined, evaluated, or utilized in any way.

### **2.2 Interpretive comprehension**

As this level, the reader not only knows what the author said but goes beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences,

and generally interpret the message. It requires a more active participation on the part of the reader.

### **2.3 Applied comprehension**

At this level, reader does more than merely receiving and interpreting the message. The reader evaluates the author's ideas, either accepting or rejecting them or applying them to some new situation.

### **2.4 Critical comprehension.**

At this level, the reader analyses, evaluates and personally reacts to information presented in a passage.

Generally, the emphasis at this level of comprehension is on actively bringing the reader's general understanding to bear on the ideas and concepts contained in the reading comprehension especially on difficult material.

## **3. Types of Reading**

Reading strategies are a vital method that facilitates pupils' reading comprehension. Reading can be classified into two types of activities, intensive and extensive reading.

### **3.1 Intensive Reading**

Intensive reading refers to detailed focus on the reading texts, which usually takes place in classroom and means reading shorter text to extract specific information. This activity is likely more emphasize the accuracy activity involving reading for detail. On intensive reading, the learner focuses on using the dictionary in which he has to analyze, compare, and translate while reading texts. Therefore, the use of dictionary helps the learner to progress in his language learning process. Reader is trying to absorb all the information, example: reading dosage instruction for medicine. In intensive reading, students usually read a page to explore the

meaning and to be acquainted with writing mechanisms. Hedge argues that is only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.

These strategies can be either text-related or learner related: the former includes an awareness of text organization, while the latter includes strategies like linguistic; schematic, and Meta cognitive strategies.

### **3.2 Extensive Reading**

Extensive reading refers to reading that learners often do away from the classroom for instance: reading novels, magazine and articles...ect and it can be inside classroom and outside classroom. It is also called voluntary reading because it involves personal choice of the material, and dealing with a variety of topics.

One of the fundamental condition of successful extensive reading programmed is that student should be reading material which they can understand. (Harmer: 283)

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning; usually for one s pleasure. There has been conflicting of the term extensive reading. According to Hedge (2003:202), some use it to describe skimming and scanning activities others associate it to quantity of material. Hafiz and Tutor state that the pedagogical value attribute to extensive reading is based on the assumption that exposing in the long run; produce a beneficial on the learner's command of the L2. There are seven types of reading text which is learned by students in secondary school. They are Descriptive, Narrative, Spoof, Recount, Procedure, Report and Anecdote. Students are expected to understand and master all of the text after they learnt English.

#### **4. Reading Models**

Researchers conducted that the main purpose of reading models is to describe the way a reader uses in order to build meaning from a text, that is to say: reading models aims to describe how readers translate printed symbols into meanings. There are mainly three models of reading which are: Bottom-up model, Top-down model and Interactive Model.

##### **4.1 The Bottom-up Model**

According to Gough (1985), the bottom-up processing includes a series of steps the reader has to go through, i.e. a series that involve moving from a step to another one ,beginning from recognizing the key features of every letter and them words, sentences until reaching the meaning of text.

Alderson , Bastien and Madrazo (1977) conducted a study about Mexican subjects reading in both their native language which is Spanish and English, the results were findings a significant correlation between proficiency in English and reading comprehension of English texts.

They conducted that knowledge of the foreign language plays a major role in the comprehension of the foreign texts than anything else.

So, According to the bottom-up model of reading ,there are a series of discrete stages in order to gain the information every stage in this process transforms the input and then passes the recoded information to the next higher stage for additional transformational and recording.

##### **4.2 The Top-down Model**

Unlike the bottom-up model, the top down model assumes that a reader uses his/her prior knowledge while reading, as well as expecting the writer's message. At this phase, the teacher acts the role of the evaluators, he has to look whether the objectives of the reading task have



been achieved or not. While reading which means reading is impossible if there is a lack of knowledge in that language.

Smith states: "The more you already know, the less you need to find out "(Smith, 1985.p.15).

That is to say, the more a reader knows in advance about the topic of the text.

According to Goodman (1973)" Reading is a process in which the reader picks and chooses from the available information only enough to select and predicts a language structure, which is decodable. It is not in any sense a precise percentile process". (p.164). That is to say, a good reader is the one who predicts more and decodes less without using all the available information.

The Top-down model of reading implies that reading skills such as anticipated, guessing, predicting and going for the meaning are basic processes in FL reading. This model fails to account for reader who can be feasted by a text with a large amount of unfamiliar readers who are able to understand a text for which they have title background knowledge. Due to the limitations of bottom-up and top-down models, a new reading process, which is more insightful has been proposed the name of interactive model.

#### **4.3The Interactive model**

Interactive model is an attempt of making both bottom-up and down models work together.

Rumelhart (1977) claims that: reading is seen as an interactive process, in which readers include both perceptual and cognitive processes. That is to say, interactive process consists of an interaction between a set of varieties or orthographic, syntactic, lexical and semantic information, until the meaning of text is attended.

According to Eskey, good reading should include both bottom-up and top- down models.

He claims that: "Good readers are both good decoders and good interpreters of texts "good decoding skills are one of causes and not merely a result as Goodman has argued of fluent

reading. No doubt, the whole process is reciprocal, but that exactly what an interactive model would predict. (Eskey.1988, p.95)

Eskey distinguished between the use of prior knowledge (top -down process) to facilitate language decoding and its use to facilitate higher level of interpretation of a text. Regular use of top-down process word at level suggests a failure to decode properly.

Similarly, Stanovich (1980) suggested in his model of reading that reading rate is more independent on the speed with which a reader can recognize words and construct a representation than on the ability to use prediction.

To conclude, many researchers agree that the interactive model can increase the strength and decrease the weaknesses both bottom-up and top -down models.

## **5 .Components of Reading**

Reading has five components that can help and provide EFL learners with knowledge and the information whenever they will need. Those components as benefits from reading that help learners to develop their skills. So, that the EFL learners are obliged to read in classroom and deal with these components for overcoming such difficulties that hinder than to speak.

### **5.1 Reading Fluency**

Readers are able to read orally with appropriate speed or proper expression. Fluency is the ability to read as well as we speak and make the sense of the text without having stop and decode each word. It enables readers to quickly span the gap between recognizing a word and understanding its meaning. It is something that comes to develop phonemic awareness, phonics skills and vocabulary

Reading fluency is the ability to read accurately and smoothly words and expression, and at a level that enables pupils to understand and comprehend what they are reading. Fluency is a matter of reading, and as much the pupil read as much his fluency become stronger.

Fluency is defined as "The ability to read with accuracy, speed and prosody" (Harmer, 2000, p.130)

Fluency provides a critical link between single word decoding and reading comprehension, however many pupils have poor fluency. According to the NRP, a pupil with poor fluency also has lower scores on reading texts.

Nevertheless, good fluency requires that each single pupil have three skills: accurate decoding, automatic word recognition, and use of the rhythms of spoken language including stress and intonation.

## **5.2 Comprehension**

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

Additionally, comprehension is a form of active and dynamic thinking, it includes interpreting information through the filter of one's own knowledge and beliefs by using the author's organization plan to think about information, inferring what the writer does not tell explicitly as well as many author cognitive actions. Thus, successful comprehension requires the thought interaction of a reader with a text. (The National Reading Panel, 2000).

### **5.3 Vocabulary**

Having an ever increasing vocabulary is a fundamental part of academic and reading success.

The more words we know, the better we become at reading and understanding the texts that we read.

Mehigan (2009) suggests "Learning as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge of words, and words meaning." This means that vocabulary is closely connected to comprehension.

Consequently, the more pupils know words, the better s/h becomes at reading, and understanding written texts. Vocabulary here refers to word meaning, and vocabulary instruction is about the teaching of word meaning.

### **5.4 Phonemic awareness**

Every word in English language is made up of a combination of individual units of sound, known as phonemes. It is one of the most fundamental skills .pupils need to acquire in order to learn how to read.

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

### 5.5 Phonics

Phonics is the integration of phonemic awareness with the printed words. In other words, Phonics is a method of teaching reading built on a letter to sound correspondence. Phonics is not the same as phonemic awareness, it refers to instruction about how letters and sounds correspond to each other, and how these sound letter correspondences can be used to decode or pronounce words in texts.

These reading components are very helpful for pupils to overcome all the reading problems.

Researchers assert that these five essential components of Reading has a significant and positive impact on the pupils' reading level.

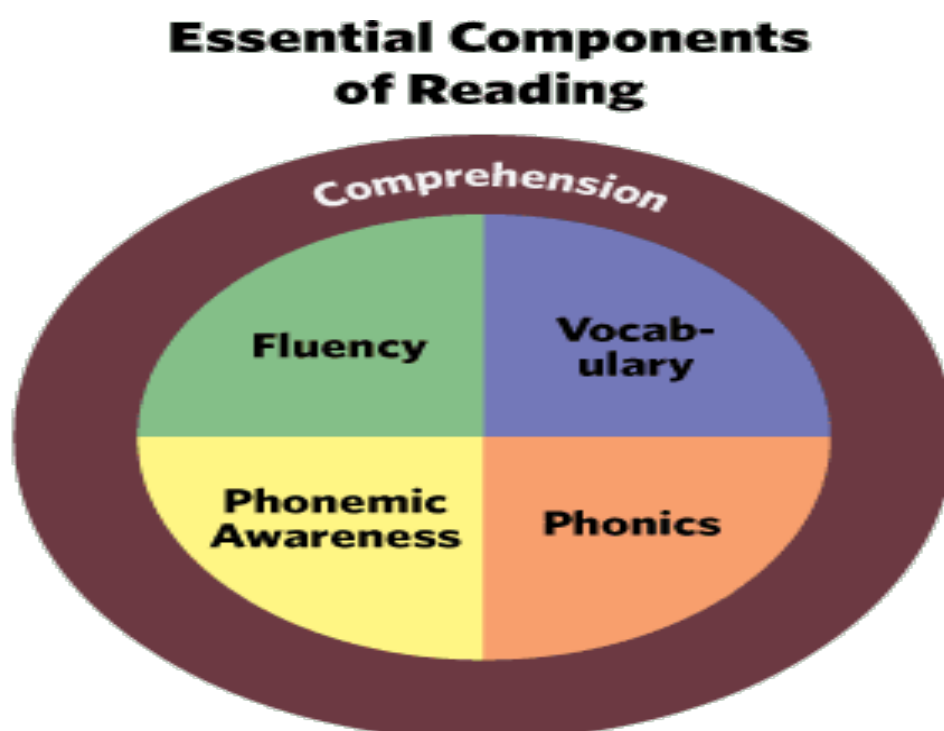


Figure 1 Components of reading

## 6. Teaching Reading Comprehension

Reading in foreign language requires teachers; researchers assert that reading comprehension needs specific and different techniques in order to make the reading activity much meaningful and easier for pupils.

Effective teaching of reading comprehension should be divided into three main phases: pre-reading, while reading, post reading.

### 6.1 Pre-Reading Phase

Pre-reading is a kind of warming up before the reading activity in order to prepare pupils for the context of reading passage. The teacher plays a very important role that is producing the text, and asking his pupils to prepare the text.

The pre-reading phase, teachers are supposed to prepare their pupils by activating their background knowledge about topics and the teacher can use various techniques in order to make the reading activity easier

Wills (2008) affirms " Pre-reading prepares pupils for the content focus, organization and level of difficulty of challenging comprehension materials."

This activity helps pupils to have a clear idea about what are they going to read even before reading it closely. This stage involves:

- Using pictures or any visual aid that can help the learner to make prediction.
- Think of some of the vocabulary items that will appear in the text.
- Activate prior knowledge.
- Set a purpose and identify the authors.
- Pose questions related to the topic.
- Formulation hypothesis.

- Skimming and scanning.

### **6.2. While Reading Phase (during)**

In this stage, the learners read the passage silently and the teacher plays the role of monitor. Teachers help their EFL pupils to look for specific clues and key words in the text to extract the author's meaning and purpose for communicating, in while reading stage, pupils will strengthen the abilities, skills and fluency as readers moreover it will help them to be encouraged to think critically and to increase their comprehension and easy retention.

While reading stage involves some activities such as:

- Read silently/Re read/ Read aloud.
- Check predictions and clarify, verify comprehension
- Monitor and adjust comprehension.
- Analyzing, guessing and finding answers.
- Use context and phonetic cues.
- Develop conscious reading.
- Teach learner how to skim and scan.

### **6.3 Post Reading Phase (after reading)**

Post reading stage refers to pupils after they finish reading the text and checking their comprehension and retention of the information and knowledge in the text that they have tackled. At this phase, the teacher acts the role of the evaluators, he has to look whether the objectives of the reading task have been achieved or not, they should employ this last stage of reading to test their pupils understanding about the contents of the text.

Post reading involves some activities:

- Summarizing/Paraphrasing/Note taking.

- Reflect on what has been learned.
- Mapping.
- Seek feedback.
- Interpret text.

## 7. The Principles of Reading

According to Jeremy Harmer, there are some principles of reading:

- A-** Encourage students to read as often and as much as possible. The more students read the better.
- B-** Students need to be engaged with what they are reading. Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading; that is teachers should try helping them get as much pleasure from it as possible. During the lesson, teachers should also do the best to ensure that the students engaged with the topic and the activities they are asked to do while dealing with.
- C-** Encourage students to respond the content of a text (and explore their feelings about it) ,not just concentrate on its construction It is important for the students to study reading texts in class in order to find out such things as the way they use language ,the number of paragraphs they contain and how many times they use relative clauses. It is as well important that the students should be allowed to show their feelings about the topic.
- D-** Prediction is a major factor in reading. When someone reads a text, he/she usually have a good idea of the content before he/she actually starts reading. Book covers can give the readers a clue what is in the book, photographs, and headlines hint at what article is about before reading a single word.



- E- Match the task to the topic when using intensive reading texts. Teachers need to choose good reading tasks; the right kinds of question, appropriate activities before during and after reading, and useful study exploitation when the topic of reading has been set.
- F- Good teachers exploit reading text to the full. Good teachers can integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation, and using range of activities to bring the text to life. Whatever opportunities present themselves to provoke useful feedback.

In summary, the goal of teaching is to help students to understand the text. These principles are to help the teachers to design teaching reading effectively. It should be designed based on students reading purposes. It does not only focus on the reading skill, but it should also relate to other language skills. Then, the other important thing that teachers should do is to choose the appropriate teaching method and technique which influence to how students motivation to read a lot to develop their reading skill. In addition, the other important thing is teacher should encourage students to read as often and as much as possible, and give chance the students to respond and help them to predict the content of the text. The teachers should also give good reading tasks and reading activities that relates to reading topic.

### **8. Reading in a Second Language**

In a second language, reading is account as one of the dominant fountain of new information about all attentive of the content. Researchers have agreed on the concept that achieving academic smash and second foreign language acquisition are related to the significance of reading skill. Moreover, a large number of features make the procedure of reading in SL disparate form reading in the mother language.

Due to the importance of reading process ,instructors need to make vital exertion in the classroom in order to huge those behavior as well as besides, it is very obligatory that teachers

know as much as possible about the background including linguistic, education and culture about their pupils since many of these factors impact reading in context.( Singhal,1998).

Furthermore, SL/FL pupils do not only use their background knowledge, but they also transfer learning and reading strategies which they acquired in their mother language.

Nutall (1982) argues "The best way to improve your knowledge of a foreign language is to go and live among its speakers; the next best way is to read extensively in it."p 168.

It is not easy to apply what Nutall said, however teachers should try to provide their pupils with authentic materials.

## **9. Reading Comprehension Difficulties**

Researches on reading comprehension show that EFL pupils face some difficulties when they read. In fact, the majority of pupils face serious problems with comprehending what they read even if they have decoding the necessary skill.

Cain (2015) believes that comprehension failure takes place when the pupil is not able to know and how to make interference.

Reading comprehension difficulties occur as a result of different problems within the different aspects of language, these problems are: inappropriate use of background knowledge, lack of vocabulary knowledge.

### **9.1. Inappropriate Use of Background Knowledge**

Inappropriate use of background knowledge is one of the reading comprehension problems that obstruct pupils comprehending written passage. Background knowledge is also commonly known as a prior knowledge. To better understand a written passage, the pupil is required to make connection between the new textual information and all information, experiences and

knowledge that already has about what is he going to read. Even though, background knowledge is a critical element for facilitating the pupil's comprehension of a text.

## **9.2 Lack of Vocabulary Knowledge**

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

Vocabulary knowledge is also an important component of reading (Qian, 2002).

Furthermore, insufficient Vocabulary leads too many obstacles in Reading Comprehension since lexis has a very important role for a successful Reading. When the learner has a large Vocabulary, he will not face problems Comprehension in understanding the whole text ,and this comes from habitual reading ,i.e. whenever the learner needs a lot he will be acquire new Vocabulary and then improve his Vocabulary knowledge which makes the reading task much easier for him.

For instance, comparing pupils with less vocabulary knowledge and others vocabulary knowledge has led to deduce that the second group has better understanding than the first group and they are able to rapidly gain the meaning of new words (Boucher ,1986). There is powerful relationship between vocabulary knowledge and reading comprehension..

## **10. The teacher and Learner's Role in the Reading Classroom**

The teaching of reading comprehension using a small group interaction means that the class has to be communicative. Nunan (1989: 10) informs "Too many will consider the communicative task a piece of classroom work that involves learner in comprehending and manipulation, producing or interacting in the target language while their attentions is principally focused on meaning rather than form."

Nunan (1989:87) has three main roles. The first is to act as a facilitator for the communicative process the second is to act as a participant and the last one is to act as an observer and learner. Learners have more active role. They can communicate directly with each other rather than with the exclusive teacher. Moreover, teachers in classroom environment play different roles in EFL teaching. They should train their learners to determine their goals and choose the suitable strategy to use for reading texts. As Brindley (1994) argued that the teachers are responsible for the development of active and critical readers. Moreover, researchers say: "It becomes the responsibility of the teacher to train students to determine their own goals for particular reading to encourage students to take risk and to ignore their impulses to be always correct."

### **11. Goals of reading**

Reading is an activity with a purpose. The reader may read a text to verify existing knowledge. EFL learners read for many reasons not only for enjoyment but also to get information. Reading is the only skill which the learners consider it as a reference to answer their questions about language.

Tarigan (2008) suggested some reasons why should be language learners read a foreign language.

**A-** The reader try to find or know the experience of someone what he has done or experience that happens to him.

**B-** Reading for main idea, the reader tries to know what the topic interest and the problem of the story.

**C -** Reading for sequence or organization.

**D-** Reading for inference, the readers try to find out the conclusion from the action or the idea in the text.

E- Reading to classify information or actions of the writer in the text or paragraph.

F- Reading to evaluate what the writer has done or what he try to explain in his paragraph.

Hedge (2003) claims learners' goals in a reading process as:

- The ability to read a wide range of texts in English.
- The ability to adapt reading style according to reading purpose.
- Building a knowledge which will facilitate reading ability.
- Building schematic knowledge.
- Taking a critical stance to the contexts of the texts.
- Reading will help learners decipher new words that they need for conversation.
- Through reading language learners will have vocabulary knowledge which facilitates their speaking performance and their usage of structure in the target language will develop.

From the purpose above, reading have important role for the readers. It can be conclude that reading or organizing and study also for a general impression. Moreover, we can know that reading as learning content.

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

## Chapter Two

### Short Stories

Using literature in the language leads the pupils to become better reader. The use of short story in English learning should be aimed to encourage pupils to use what they have previously learnt. The short story creates the tension necessary for a genuine exchange of ideas in discussions, it also pushes the pupils out of a passive reading state into a personal connection with the text and then beyond. The teacher plays great role, he must choose suitable text to use in class, and should help his pupils understand the story with various activities. Literary texts are source of teaching and learning materials for EFL classes. This chapter presents the relationship between reading and literature; it introduces the definition of short story and their elements, characteristics and types. This chapter deals with the role of teachers' in implementing short stories on EFL classroom and the advantages of short stories. Further, some objectives of teaching short stories and some criteria that are briefly discussed. This chapter also discussed the main reasons for teaching short stories. Finally, we conclude by reading comprehension and its benefits for short stories.

#### 1 .Short stories definition

According to Irvan Al Radjab (2007:98), short story is a short piece of prose fiction, written in narrative form about imaginary events and characters. Every short story has a mood, comic or tragic, in addition, the short story has a beginning, middle and end.

Purve (1997:973) defines short story as a short story as “a short prose narrative that carefully and usually rightly constructed. The short story form developed on 1800s .A short story as one form of literature as Prasade (1953:229) puts it “The short story will continue to meet the need of authors and readers alike and find new material for its especial purpose in a constantly changing word”.

Short story can be read in one setting and has limited set of characters, single setting and simple plot.

A short story is also defined by Merriam WEBSTAR as “An invented prose narrative shorter, than a novel usually dealing with a few characters at unity of effects an often concentrating of the creation of mood rather than plot. This means that the short story is often constructed with a novel. A short story is shorter than a novel.

Short story is types of literature that can be provide different activities for listening, speaking, writing classes in general, and reading in particular.

Short stories are generally dealt with a single back wash imparted in just one or a few telltale events, the form inspires conservation of context ,brief narrative , and the deletion of a complicate plot ; reputation is made known in action and operate melodramatic , however , it rare completely evolved. Although, a short story generally judged by its capability to feed a complete or gratifying approach of its characters and motive.

## **2. Elements of Short Story**

In order to graph the central meaning of short story, it is very important to know about its basic elements. Garcia suggests seven important elements of short story. These elements help the reader to understand the structure and the different meanings of short story. There are namely: setting, plot, characters, theme, conflict, point of view and style.

### **2.1 Setting**

Setting is to describe time and place in the story. It can be general, specific or every detailed. It may serve some purposes. Stories have to take place somewhere. The time and place contribute to the atmosphere of the story by setting we mean the environment which surrounds the characters and influences them and their actions.

Setting is the total environment, it includes beside time and place , social, educational , political ,and economic factors that effects the characters , sometimes a story has a local setting and a larger setting as well , such as a revolution.

In a short story, the setting may be introduced at the beginning; it is not generally created by long description.

## 2.2 Plot

Plot is the name given to a particular structure that many stories have, the structure consists of an introduction a sequence of events that leads to climax. Plot of story refers to the structure and to series of actions that constitute the story. Plot is the authors' arrangement of the events in a narrative to get desired effect. It is series of actions that are usually organized in chronologically order. Every plot has different elements (exposition, raising action, climax, falling action, resolution.)

- **Exposition :** It is background about the setting and characters also it is known as introduction, it introduces all the main characters in a story and show how they relate to one another , and it is giving description of the situations that the reader needs to comprehend the story.
- **Rising Action:** Rising action means some events happened that develop complication in the story. It is where the problem or conflict in short story is revealed.
- **Climax:** Is the highest point of tension or drama in a narrative's plot. It is the turning point in the plot or the point where the opposite character gains the advantage. Often, climax is also when the main problem of the story is faced and solved by the main character
- **Falling Action:** The events that occur which begin to resolve the conflict. Falling action is everything that happens as a result of the climax. Freytag calls this phase



‘falling action’ because the plot of the story begins to wrap up. Moreover, the conflict unravels with the main character either winning or losing.

- **Resolution:** This is the final outcome of the story. It is not always happy; it can leave readers with questions, answers or satisfaction.

### 2.3 Characters

The development of the characters is important to the short story. The characters are the head of the story. The two primary characters are called the protagonist and antagonist. The protagonist is the main character. It is not safe to call him the hero because the main character is not always heroic. He/she is the person with which the story is most concerned. The antagonist does not have to be a human being. If he is a person, he may be the villain. This character does not have main character’s best interest at heart. In some stories, nature is the antagonist. Some characters do not change in a story: these characters are called flat. The characters are considered flat or static when he or she does not experience change of any kind, does not grow from beginning to end.

### 2.4 Theme

Theme is an author’s insight or general observation about human nature or the human condition that is delivered by characters, and imagery. There is rule to put it in the story. But it can be identified in the factual details of the plot, characters and setting.

### 2.5 Conflict

This is the vital elements of a story, without the presence of conflict, there will be no plot. It is not merely a form of an argument between two characters, but rather it is a form of opposition that faces the main character, and there are two types of conflict (external and internal conflict).

## **2.6 Point of View:**

A point of view is where the author places her/him in the story and it concerned with how the story is told, and it also determines who will be the narrator of the story, every story has a narrator, a character that provides the reader with information. It insights with two main points of view either the first person or the third person or mask through which she/her tells the story. The first person of view may be a character in the story, the observer of events. The third person is divided into two parts: omniscient, and limited omniscient in the story. Meanwhile, the limited omniscient means the author just knows and focuses on a character in the story.

## **2.7 Style**

Style is an author's characteristic way to say things in the story, and it is considered as one of the most fundamental element of the short fiction. It is codified gestures in which the author to the story purposes. It refers to the characteristics of language in a particular story.

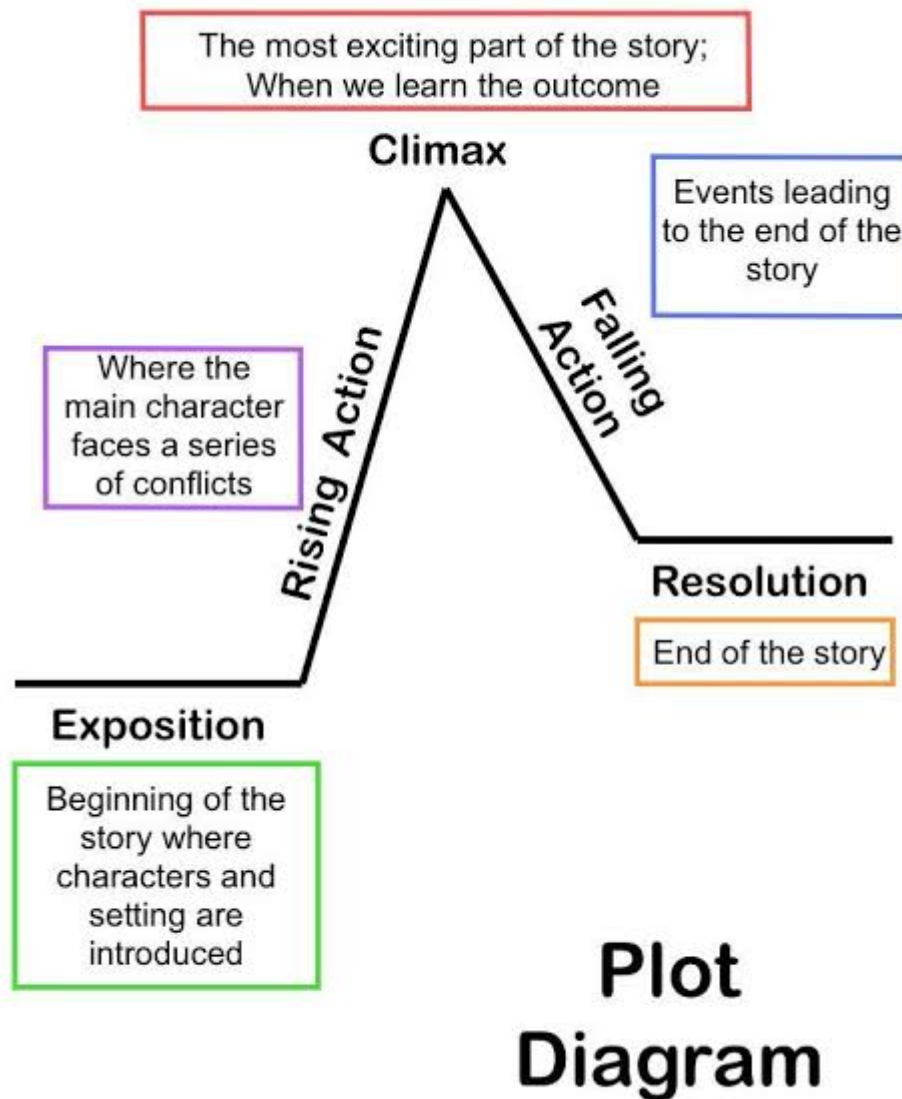


Figure 2: Elements of short stories

### 3. Characteristics of short stories

Short stories are among the most common narratives used in classroom language teaching. However, short stories focus on just one event, a single setting, a single plot, a small number of characters and cover a period in short time.

Garcia recommends the following features that great story stands on:

- 1) Short stories are incredibly short: it must be stressed, this point is obvious. Usually, short stories can be read in one sitting, having one plot and something else is that there are few pages.
- 2) Because of shortness, the short story appears to have a single that focus on: characters can grow and change over time in any kind of novels. Novels may also establish a complex plot and can have several sub-plots.
- 3) In addition, authors are able to expand on the setting or environment and pay attention to background details. Nonetheless, in short stories only one of these things is generally the subject.
- 4) Characters are limited in number; in a short story no unnecessary character can be added.
- 5) Often a surprise ends: short stories often end in unexpected twist at the end.
- 6) Typically short stories conclude at or shortly after the climax. While a novel will reach its conclusion, and then take a chapter or two to tie all those ends together: a short story also leaves the reader's expectation of anticipating the end of the story.
- 7) A short story should create a single impression.
- 8) It should be highly economical with every word, all characters, dialogue and description designed effect.
- 9) Most short stories revolve around a single incident, character or period of time that should be capable of being read at one sitting.
- 10) Opening sentences should initiate the predetermined or predesigned effect.
- 11) Once climax reached, the story should end with minimal resolution.
- 12) Character should only be developed to the extent required by the story.

In other hand, short story might be effect a single impression, it should be completely provided with every term, all characters, dialogue, and description created to evolve around a single predetermined impact, the majority of short stories turn around only event, character or duration should be able of being analyzed at one session.

**a) Development of Subject**

The content of the story should be acceptably and appropriately advanced within the specific limits. It must keep us with the confidence or conviction. It must imprint us as certainly obvious in outline, well proportioned, full enough for the purpose.

**b) Unity**

Unity of motive, purpose and impression is an essential characteristic of the short story.

**c) Language**

There must be nothing in the language that does not good and stuff to the story. Each term in it must provide to its impact.

**d) Moral**

The author's desire is to instruct his audience over his work.

**e) Conflict**

In the short story, there is usually an issue in somehow, we named it a conflict. It is the heart of short story.

**f) End**

It is essential in its framework. The appropriate short story should finish in a splendid way.

**g) Brevity or Economy**

It is the heart of a short story, it should introduce the fewest numerous of events and personalities.

**h) Title**

It is an essential point in the short story. The short story related with the characters or an event. The title is intended to guide us to the main problem in the story. Title may be appealing by its dissimilarity, proposes

**4. Short Story Types**

Due to variety of subjects, themes and arts, many researchers agree on idea that a short story has various types among that: anecdote, drabble, fable, frames story, fairy tale, and legend.

( Bibhu Datta, 2016).

**4.1 Anecdote**

An Anecdote is a type of storytelling about a real person and /or incident. This short account of something is interesting as well as amusing. Often, anecdote is used to illustrate or support a point in essay article, or chapter. They are very short but have no specific limit.

**4.2 Drabble**

The purpose of this type of storytelling in briefness, exceptionally short, they comprise 100 words, here an author's writing skill is out to text, as he has to express himself meaning fully in a very confined space.

**4.3 Fable**

It features arthropod Orphic creatures (usually animals, but also creatures, plants in animate objects) telling a story with a moral, most popular among children Aesop's fables. In a fable animals talk and act like human beings by representing them.

#### **4.4 Frames story**

It knows as a frame tale or a rested narrative, it is a technique of placing a story within a story, for the purpose of introducing or setting the stage for main narrative or a series of short stories.

#### **4.5 Fairy tale**

Fairy tale is traditional folktale involving imaginary creatures such as fairies, witches, wizards, trolls, goblins and fire breathing dragons, fairy tales are also known as wonder or magic tale. However tales are not only true.

#### **4.6 Legend**

It is another form of short stories, and it is part of both fact and fiction about the life and the deed's of special categories of human being including saint, a folk, hero or historical figure.

#### **4.7 Story sequence**

When a group a short stories work together to form a long piece, it is called story sequence. However, each story functions as a complete short story on its own. It also called short cycle or composite novel.

#### **4.8 Myth**

Myth is traditional story that's explain people beliefs about supernatural beings or imaging phenomenon. This kind has relationship with past events and traditions. Besides to that, people who narrate these stories believed that they were true.

These types of short stories are often endorsed by rules and priests, and it is closely linked to religion.

## 5. Teachers' Role in Implementing Short Stories on EFL Classroom

Among literary genres short stories seem to be the most suitable choice for this due to its potential to help students enhance the four languages skills-listening, speaking, reading, and writing. Literature also enables students to understand and appreciate other cultures, societies, ideologies different from their own, it encourages personal growth and intellectual development (Carter and Long 1991, pp.2-4).

Second /Foreign Language were taught with the help of the Grammar Translation. Teacher through short-stories transmit the culture of the people about whom the stories were written. By learning about the culture, students learn about the past and present, about people's customs and tradition. Culture teaches students to understand & respect people's differences. They start comparing their culture to the other culture to see whether they find similarities or differences between the two cultures. Misinterpretations may occur due to differences between the two cultures as Gajdusek (1998 p. 232) explains. To avoid misinterpretations teacher should introduce the culture to the student or as them to find relevant information about it. The short story can provide EFL learners with suitable study resource which is both delightful and instructive to improve their linguistic proficiency and reading comprehension. Aims are to put forward variety of strategies to make the teaching of the short story enjoyable and an academically enriching experience. Short story makes them better reader. Teachers should be careful when they choose stories for their students because as Wheeler (2001) emphasizes good story can hold children's attention, stimulate their imagination and also their desire to use the language. The short stories distinctive features i.e. its brevity, modernity and variety make it appealing and interesting to language learners and it improves L2 reading comprehension. The short story can offer learners adequate linguistic, intellectual and emotional involvement to enrich their competence. Using literature as a vehicle for the teaching of second or foreign



language has proved very beneficial to the ESL/EFL students' learning experience. Notable researchers such as Susan Louise Stern (1985) Yorio (1971), M McKinley (1974), Walsleben (1975), Gorman (1979) and Povey (1979) have attested to the effectiveness of the implementation of literature in the language class. The short story enhances learners' reading proficiency. It makes Students sensitive to the hidden and implied meaning. While in reading non-Literary material students learn to read the Lines and decode the meaning, in reading Short stories they learn to read between the Lines. Indeed, the short story is multidimensional literary genre can be profitably used in the acquisition of various language skills. It develops their learning experience.

The teacher's role is a facilitator who guides the students as they draw inferences and provide learning experiences through personal involvement with the text. It will be overall benefit of The EFL learners if the teachers promote the use of stories at all levels.

## **6. Advantages of Teaching Short Stories**

Investigators who recommended the utilization of short stories to instruct ESL/EFL register various gains of short stories. There contain inspirational literary, cultural and overall reasoning gains. Nonetheless, already mentors consider these gains in more data. They desire to be remembered of single gain that all mentors need to get benefits of reinforcement of skills.

### **6.1 Reinforcements of skills**

Teachers are able to instruct the four skills to whole grades of language expertise by using short stories. "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" Murdoch (2002,p9). He indicates that the reason behind why short stories must be applied to reinforce ELT by arguing exercises, teachers are able to develop for example learners' writing and represent dialogue.

" Literature helps students to write more creatively " Oster (1989,p85). "Instructors can create a variety of writing skills, they can ask students to write dialogues." Murdoch (2002, p9). If learners exceed an upper grade of language expertise, it is an else complicated action.

Furthermore, stories may be utilized to increase learners' terminology and reading. Leo and Krashen (2002) submit the findings of a distinction between group of learners who read literary text and others who read non-literary texts at university of Hong Kong. The first group who read literary text found enhancement in terminology and reading.

Three activities can be added to "The Wisdom of Solomon," to help students to acquire more vocabulary. These activities are related to form, meaning and use respectively.

- 1) Complete the word form chart below. The first word has been done for you. Remember that some words do not have all forms. Participle, adjective, noun, verb and adverb.

There can be as many words as the instructor thinks necessary but not too many so as not to make students lose interest in the activity that should be included in every story. This activity helps students to learn more vocabulary, and it also teaches them how to use a dictionary.

- 2) Write the letter of the definition/synonym that most closely that matches column A each word/phrase in column B.

In this activity, the words/phrases in column A come from the story students are reading.

The definitions /synonyms provided in column B must match the meaning of the words/phrases in the context of the story to help students to understand how a different word/phrase can be used in the same context.

- 3) - Choose the word/phrase that best fits each sentence, drawing upon the list under column A in the previous activity. You may need to add -s to a plural word or to a third person singular of a verb in the present tense, and to the past tense of regular verbs, etc.

In this activity, learners practice words that they already understand the meanings.

## 6.2 Motivating Students

Short stories are generally composed by beginning, middle, and the end. They help learners at the whole grades of language expertise to figure out the resolve of the conflict by reading the story till the end.

According to Elliott (1990), “if students can genuinely engage with its thoughts and emotions and appreciates its aesthetic qualities” (p197). He indicates that reading short stories motivate learners to enhance their vocabulary. Furthermore, also Vandrick (1997) affirms that literature or reading short stories motivates learners. “To explore their feelings through experiencing those of others “(p1).” in addition, according to the internet article (author not named), using literature in teaching English as a foreign / second language “(2004).

Consequently, Teachers must admit that short stories are helpful to acquire the language, and it supports the Learners to read, normally, the literature texts are selected according to language expertise grade and which is absolutely motivating.

## 6.3 Teaching Culture

Short stories are effective when teaching culture to EFL students. Short stories transmit the culture of people whom the stories were written. By learning about the culture, students learn about the past and present, and about people’s customs and traditions. Culture teaches students to understand and respect people’s differences. When using literary texts, instructors must be aware that the culture of the people for whom the text was written should be studied. As students face a new culture, they become more aware of their own culture. They start comparing their culture to the other to see whether they find similarities and differences between the two cultures.

## 7. Objectives of Teaching Short Stories

Short stories teaching gains to brace and trigger pupils' creativity, it is also making him realize things which help them to create or output new proficiency in their real lives. They will discover a lot of procedures to proof their reflections and emotions. They may expose their admiration of the literary piece via the body language and strategies.

Gathering the literary theme in the correct procedure can contribute pupils 'impassioned and individual proficiency. Pupils will find out through the manual essential things around themselves that elaborate bottomless perception individual procedures. So, pupils can discover that reading short stories has connection with their gains and their real lives. Ibsen (1990). "In a broader sense, teaching short stories give pupils relative foundation to notice virtue in the targets of human beings. Teaching short stories make pupils to create gains and worth by clearing their own Sameness, positively, via the approval of the suitable. And creditable people, and negatively via negation of the dire."(Roberts, 1991). So, Teaching short stories make pupils from their finding and holding via the similarities of the good and bad.

Since, there are handful of reasoning why teaching short stories has a great role in instructional syllables digression from it's being individual and learning value.

In the same context, Elaine shows alter (2003, p. 26-27) stated some answers to sub gains questions:

1. How to recognize subtle and complex differences in language use.
2. How to read figurative language and distinguish between literal and metaphorical meaning.
3. How to seek out further knowledge about the literary work, the author, the content, or the interpretation.
4. How to detect the cultural assumptions underlying writings from a different time or Society, and in the process to become aware of one's own cultural assumptions.

5. How to relate apparently disparate works to one another, and to synthesize ideas that connect them into a tradition or a literary period.
6. How to use literary models as cultural references, either to communicate with others or to clarify one's own ideas.
7. How to think creatively about problems by using literature as a broadening of one's own experience and practical knowledge.
8. How to read closely, with attention to detailed use of diction, syntax, metaphor, and Style, not only in high literary works, but in decoding the stream of language everyone in modern society is exposed to.
9. How to create literary texts of one's own, whether imaginative or critical.
10. How to think creatively within and beyond literary studies, making some connections between literary work and one's own life.
11. How to work and learn with others, taking literature as a focus for discussion and analysis.
12. How to defend a critical judgment against the informed opinions of others.

There are particular advantages are gained from instructing short stories, Welters Of arguments have been Stated by other researchers and ELT experienced.

- They are summarized as:

First, in the vein of reading, Feming (2006) affirms that short stories propose capabilities for elaborating language advertence. Via precise reading, there should be extra exertion to assemble the sense of the text; furthermore, teaching short stories for the aim of reading, can purpose an opportunity for pupils to be engaged exactly with literature. According to cultural knowledge, Sandra McKay (1982) said that short stories can enrich "Students understanding of a foreign culture and perhaps spin their own creation of imaginative works. "

Lazar (1995) claims that teaching short stories is a procedure to brave and motivate pupils to handle with their individual views and proficiency. Sandra McKay (1982) also claims that it is a needful reference to extend the learners 'stimulation to react with a text. Eventually extend their reading proficiency.

In the other side, Thom Nguyen (2005) agrees that the use of short stories "bridge the gap between a fixed curriculum and real teaching contexts...support teaching integrated language skills. "If teaching short stories has all these implicit, the problem is what and how to teach it. The respond has to do with the applicative approaches and methods to be applied for good combination.

Furthermore, Langer (1998) claims "Literature classrooms particularly good environments not only for the learning the literary works... but also for the development of literature thinking, intelligent reasoning, and human sensitivity. "(P16-17). Moreover, it gives an empirical basis for learnedness and interpretation that relates learners with the extended cultural, religious and philosophic domain of whichever they are a partition.

## **8. Criteria of using short stories**

The three dominant criteria that explain the application of short stories as a foreign language device. First, Linguistic criterion justifies that, short story should be apply in language tutoring, as long as, it gives the learner authentic, real and slice of language. It is exceedingly significant for second language; pupils should be educated in diversity of schedules, methods and types and to be capable to distinguish the aim of any of them. These dissimilar externalization of language are not dissimilar rhetorical, but also socially. They all over have a social communicative capacity, it must do with the idea of efficiency, it relates to the reality that a meaning must be rhetorically proper circumstantially suitable.

Second, methodological criterion relates to the reality that literary text has numerous clarifications, these produce various findings persuasion through the learners and this guides to genuine stimulated intercourse with the text with associate pupils and with the instructor. With the methodological opinion, author regards that prefer the apply of short story in English language session are the functional purpose of the learner and the literary text as the capital center of awareness, learners learn into freestanding functioning, freestanding, essential to the learnedness procedure. One feature of particular significance, inside the communicative method is the aim of short story providing the learners with cultural facts about the nation whose language they are studying.

The last criterion is the motivational which us of expert applicability cause the literary text exposes the effective sentiments of the author and this causes on important encouragement in the learner. With short story, the pupil penetrates this particular proficiency, if they are affected by the matter and stimulated, they will be capable to link what they are reading to their real life, to what they comprehend and perceive.

## **9. The Main Reasons for Teaching Short Stories**

There are three main reasons for teaching short stories have been coherently developed. A circumstantial group of learning goals for the pupils, the models can be briefed as:

### **9.1 Cultural Model**

Instructions running through like an direction emphasize the worth of short stories in encapsulation the accrued sense, the greatest that has been believed and perceived through a culture. Among teaching short stories pupils obtain to recognize backdrop not only the circumstantial tale but also they study about history, society, and politics of the country mentioned in the short story. They extend themselves to comprehending and valuing ideologies, intelligence, mythologies, emotions from inside prescription the literature of cultures stakes.

## **9.2. The Language Model**

One of the important causes for the instructors' aspects about a language model for instructing short stories is the donate pupils wisdom with certain sensation of the extra delicate, diverse, intensive utilizes of language. An important input of language-Centered short stories teaching is to aid pupils' discovery ways toward a text in systematic way and for themselves. If we bear in mind that "Literature is made from language "(Boas), we simply assume that if pupils can increase or enhance their reading capabilities, they can become to conditions with a literary text.

## **9.3 The Personal Growth Model**

Instructions are truly absorbed in the personal growth model of the pupils; the important aim of the teachers is to aid pupils to accomplish an involvement with literary texts reading. (Boas). Aiding pupils to read short stories more efficiency is aiding them to raise and develop as singular, in addition their connections with public in their environment. To promote the personal growth the instructor must choose texts that pupils can comprehend and can apply their thoughts and creativity imaginatively.

## **10. Benefits of Short Stories in Reading comprehension**

The usage of short stories in development reading comprehension skill in EFL classroom has several advantages. Several thinkers such Brumfit and Carter, (1986), mention that forcefully suggested the useful of short stories for efficiency, instructing of second language Skills. Certain of advantages of the use of short stories, for the development of reading comprehension skill, and their interaction for EFL teachers and learners in Sudan are included as the following:

- a) Short stories are viewed as extremely helpful resort tools in EFL course



- b) They may be the important tool of teaching and learning in reading comprehension course, besides may complement the important procedure tools for the in-course and out of the course exercises of foreign language, teaching, learning, training.
- c) Stories are be able to be more advantageous, in simulative the obtainment procedure, as they give precise atmosphere for producing a current language.
- d) The existence exemplification of grammatical structure in novels, introduced in fluent figure, and the important terminology point, provided in contexture and application, it may help them in studying these phases and applying them in the actual life exchanges.
- e) As stories appreciate EFL understanding into the nation and the people whose language is being studied by giving cultural data about the targeted language .
- f) As stories reveal pupils to a board type of modes and language structures, they may aid the EFL learners to develop their thought and language capabilities, in addition it is another examination skills.
- g) Collie and Slater (1991:196). Short stories are applied for ELT to utilize like their expanse is lengthy sufficient covering, completely in one or two course séance and they are uncomplicated for pupils to study by themselves, it may be beneficial for the development of EFL learners' self-reliance when learning foreign language. The result of inventive authors who have the best control above language. Short stories are achieve in language and may be perfect tool for reading comprehension skill course.
- h) As stated by Brumfit Carter (1986:149). Short stories can be complete easily, express to comprehend and interest the pupil concentration in excess of every other usual passage way which may be examined as other advantage for the EFL instructors to interest their pupils about reading in English.
- i) According to Murdoch, G (2002:09). View the appropriate utilization of short stories may suggest possibilities for EFL instructors to incorporate reading comprehension skill

over another constructive skills, such as (speaking, and writing), and when choose and manipulated properly, this utilization permits teachers to teach the four language skills for all grades of language experience, and may improve ELT séance for the learners

The utilization of genuine, real dialogues, in the short stories may be aid full for the ELT learners to require initiated with effective, functioning language and application. Short stories are considered as an important method in teaching generally and in developing reading comprehension particular. Short stories have countless pedagogical advantages and benefits for both EFL teachers and pupils. Therefore, teaching reading with the use of short stories has a positive impact of the development reading comprehension.

## **Chapter Three**

### **Field Work**

The previous two chapters of this study have outlined the relationship between the reading process and short story. However, this chapter is devoted to the practical part (the field work of study). The aim of this chapter is to investigate the role of using short stories to enhance pupils' reading comprehension. This chapter is designed to collect data, analyze and discuss the results obtained in order to whether confirm or refute the hypotheses set before to the research.

#### **1. Population**

The population of this study is third year pupils' secondary school streams learning English as a second foreign language, during the academic year (2019-2020). Since, we cannot take the whole population of pupils (87); we have dealt with a representative sample composed only of (55) pupils (34 females and 21 males) that have been randomly selected. However, teachers we worked with are six (06).

#### **2. Data Analysis**

The purpose of designing the questionnaire statements is to reflect pupils' and teachers' opinions that concern the significance of the role of short stories for developing reading skill and enhancing EFL pupils.

##### **2.1 Pupils' Questionnaire**

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

###### **2.1.1 Description of the Questionnaire**

In the present study, we chose the questionnaire tool because it gives more freedom to the pupils when answering the questions. This questionnaire is composed of three sections that include different questions; it is designed of open-ended and close ended questions. Pupils tick

the right answers for some questions and the some questions they give their opinions. This questionnaire is divided to three sections as follow:

**Section one: Background Information (Q1-Q2)**

This part includes just two questions. We put this section in order to have general information about participants such as gender to obtain an idea about pupils' attitudes towards English courses whether they like it or not.

**Section Two: Reading Comprehension (Q3-Q13)**

This part includes ten (10) questions about reading and its importance, and to know if pupils are interesting in the process of reading or not, and how often pupils read. Giving the opportunities for them to share their ideas and point of views concerning reading comprehensions as well as they learn how to apply the different strategies to get the idea about the use of reading in vocabulary and how they evaluate it.

**Section Three: Short Stories (Q14-19Q)**

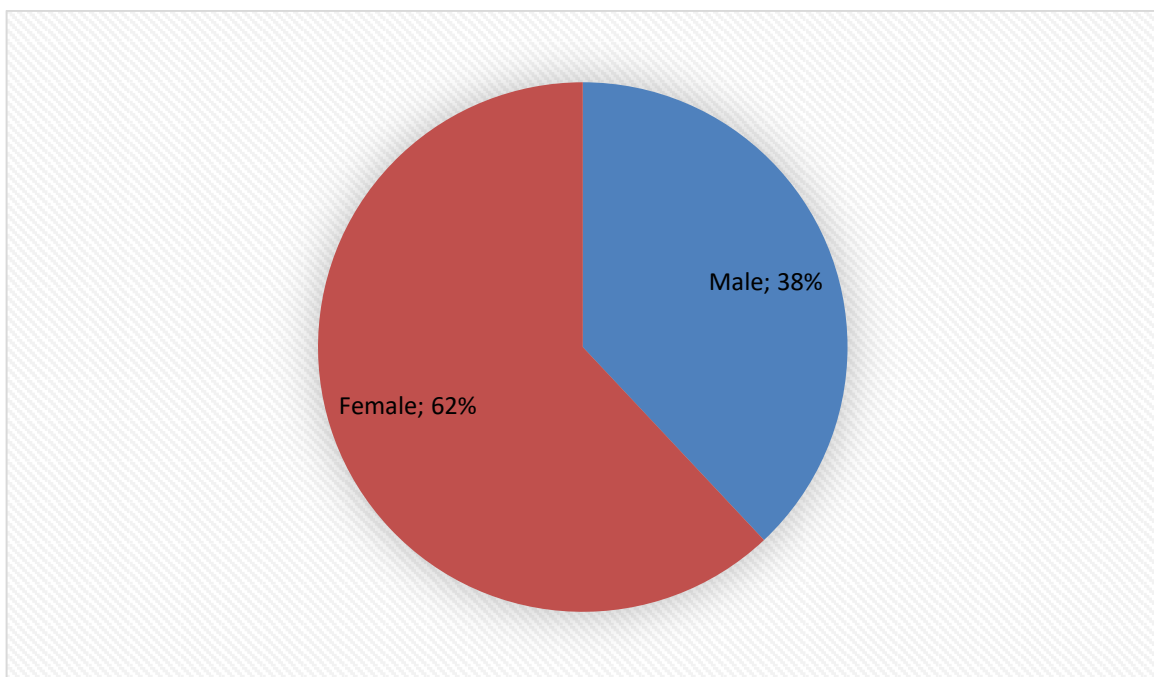
This last section includes five (05) questions; it aims to shed light on the use of short stories in English and the effect of this method on reading comprehension to enhance pupils.

**2.1.2 Analysis of the Pupils' Questionnaire**

- **Section one: Background Information**
- **Q 1: Gender**

Gender	Participants	Percentages (%)
Male	21	38%
Female	34	62%
Total	55	100%

**Table 1 Pupils' gender**



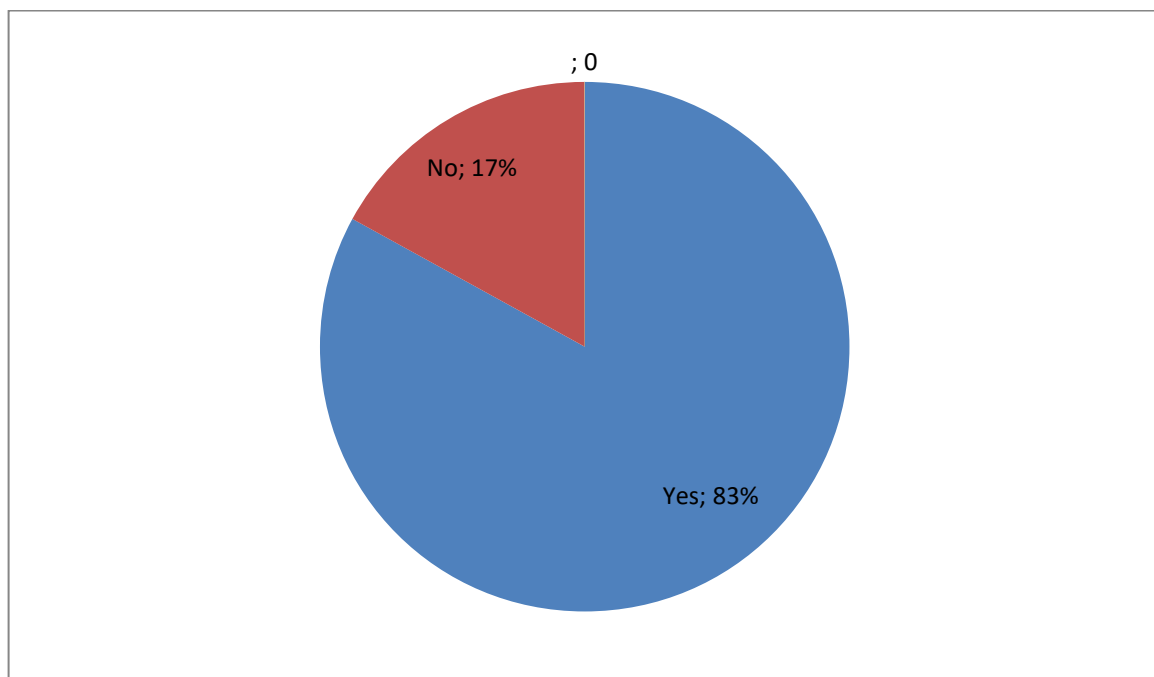
**Figure 3 Pupils' gender**

We can notice that the number of the females' participants is more than the number of males. Thirty four (34) of the participants out of (55) learners are females and twenty one (21) are males; this means (62%) of the sample is females while (38%) are males. This indicates that females prefer to study English rather than males.

**Q 2: Do you like English course?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentages (%)</b>
<b>Yes</b>	46	83%
<b>No</b>	09	17%
<b>Total</b>	55	100%

**Table 2 Pupils’ attitude English course**



**Figure 4 Pupils’ attitude English course**

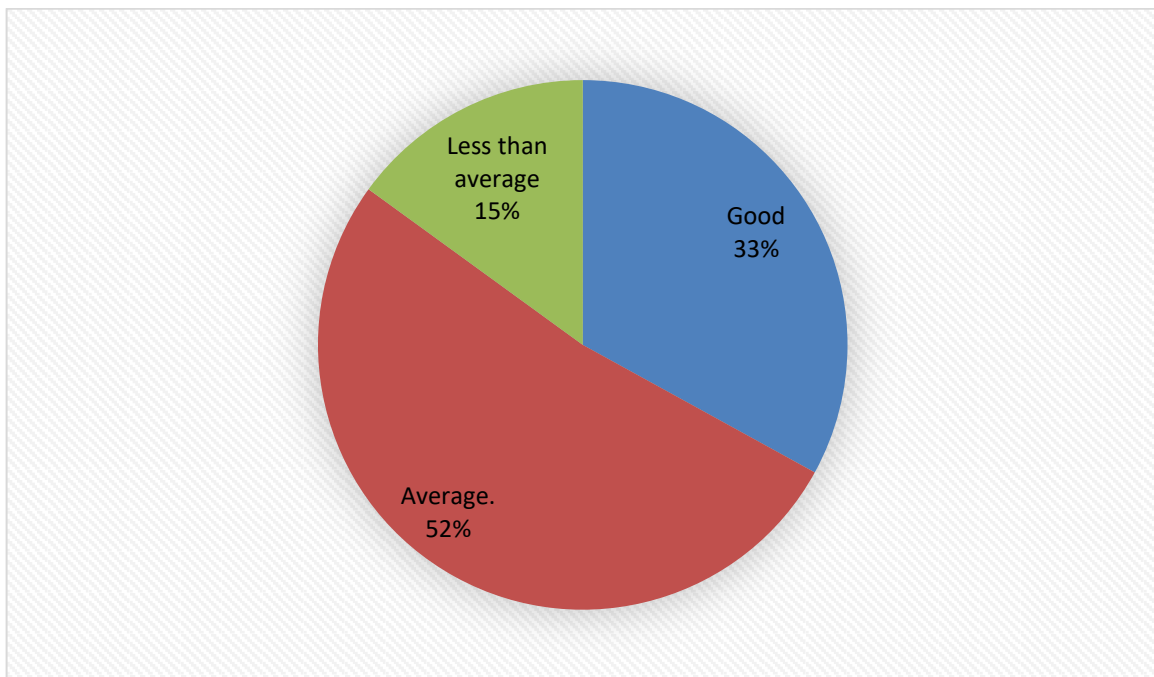
The statistical data in the table above that the majority of the respondents (83%) are interesting to English course. However the rest of the participants (17%) claim that do not like it. We notice that pupils are aware that English language is nowadays that language of the world.

- **Section two: Reading in English**

**Q3: How is your level in English?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentages (%)</b>
<b>Good</b>	18	33%
<b>Average</b>	29	52%
<b>Less than average</b>	08	15%
<b>Total</b>	55	100%

**Table 3 The Level of Pupils in English**



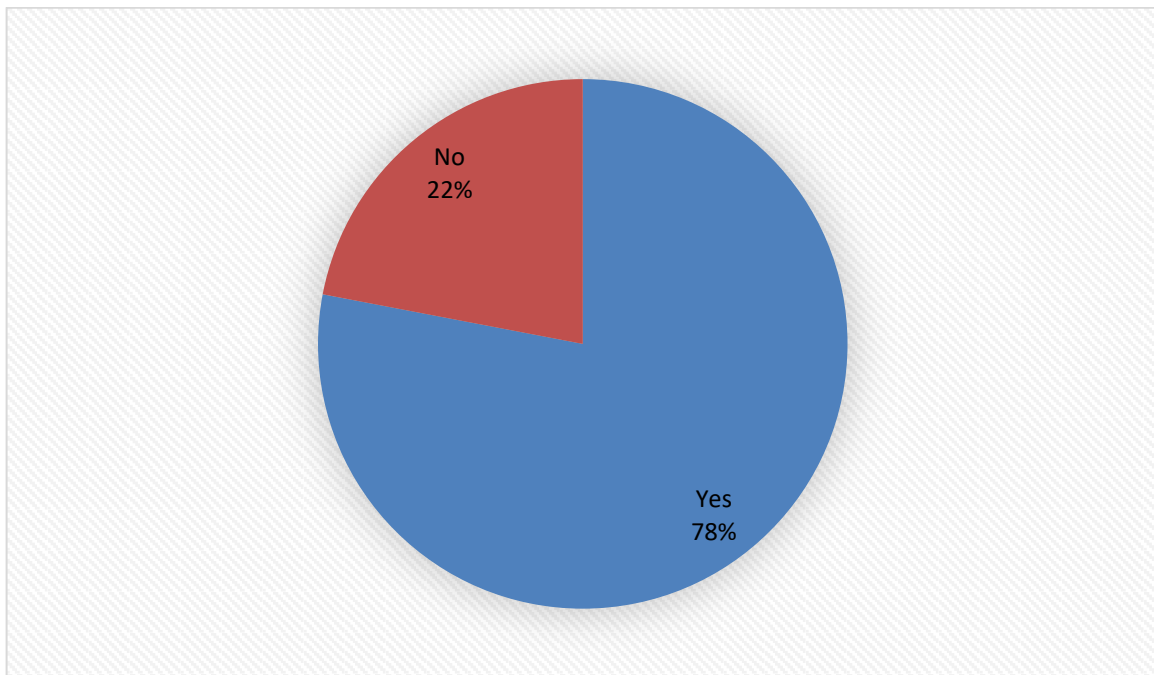
**Figure 5 The Level of Pupils in English**

The results in the table above reveal that a high percentage of pupils (52%) show that learners are average in their level in English, whereas (33%) consider themselves good at English may be because they read a lot. However (15%) pupils mention their level is less than average.

**Q 04: Do you like reading in general?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Yes</b>	43	78%
<b>No</b>	12	22%
<b>Total</b>	55	100%

**Table 4 Pupils attitude towards reading in general**



**Figure 6 Pupils attitude towards reading in general**

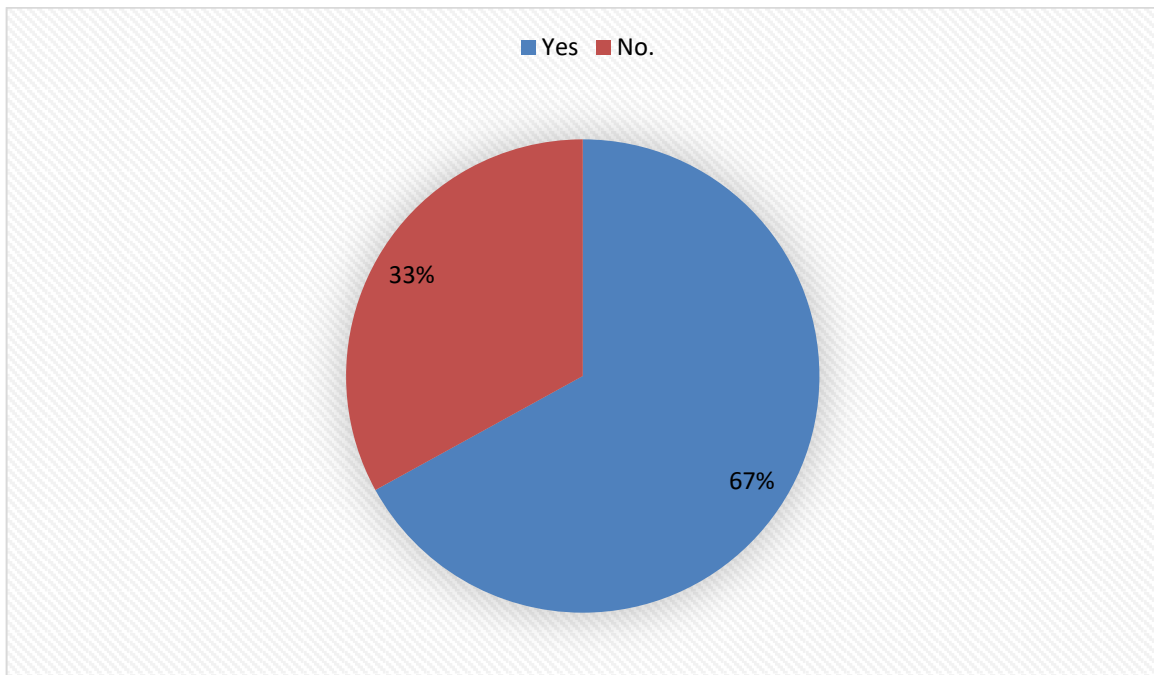


The table below shows that (82.5%) of pupils like reading. This means that they give an especial state to reading skill. However, only (17.5%) do not like reading may be because they are like and interest to other hobbies.

**Q 05: Do You Read in Foreign Language?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Yes</b>	37	67%
<b>No</b>	18	33%
<b>Total</b>	55	100 %

**Table 5 Pupils reading in foreign language**



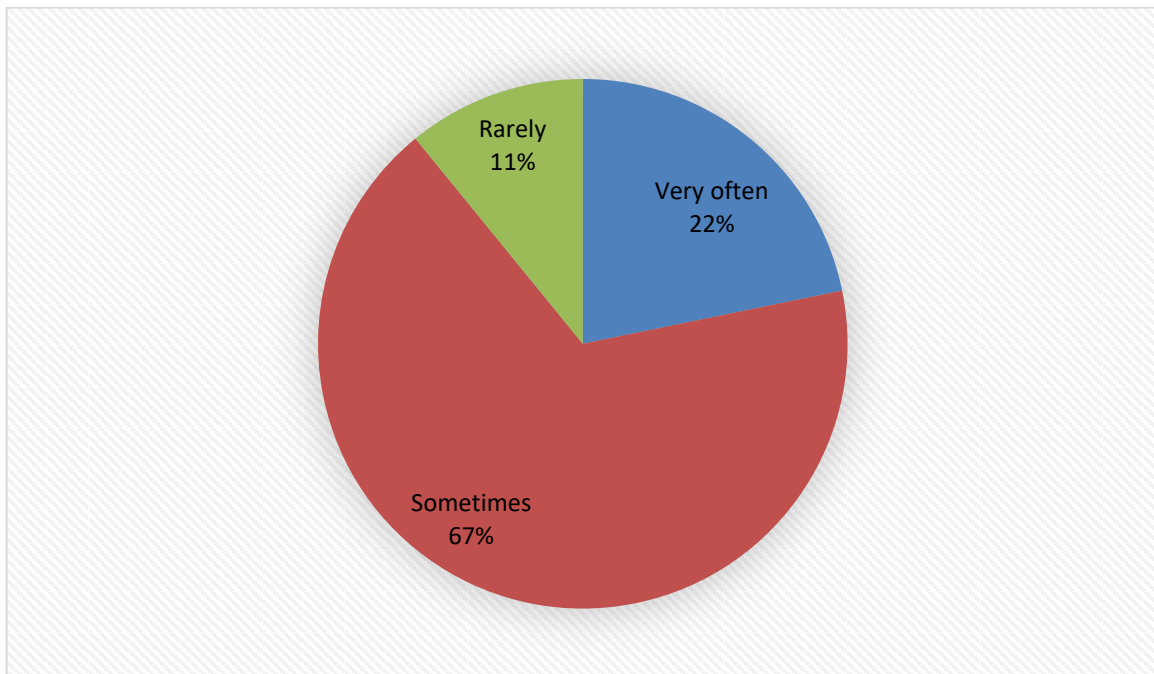
**Figure 7 Pupils reading in foreign language**

The large population (67%) revealed that they read in foreign language and only (33%) of the participants stated that they do not read in foreign language. This means that learners are familiar with reading whether in English or in other foreign language.

- If yes, how often

<b>Opinions</b>	<b>Participants</b>	<b>Percentages (%)</b>
<b>Very often</b>	08	22%
<b>Sometimes</b>	25	68%
<b>Rarely</b>	05	11%
<b>Total</b>	37	100%

**Table 6 Pupils' consistency of reading in foreign language**



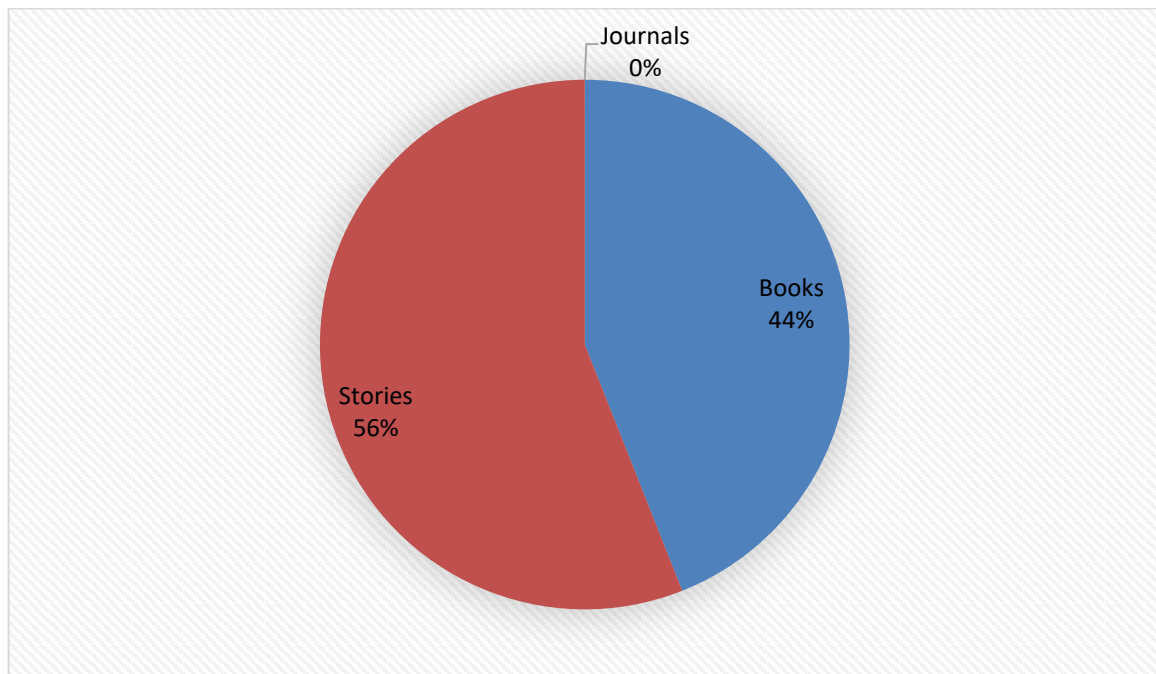
**Figure 8 Pupils' consistency of reading in foreign language**

The participants showed a variety of answers when it comes to how often they read in foreign language. The majority (68%) said they read in FL, whereas (21%) read very often, (11%) read rarely. So we can say that pupils are not permanent readers.

**Q 06: What kind of documents you prefer to read?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentages (%)</b>
<b>Books</b>	24	44%
<b>Stories</b>	31	56%
<b>Journals</b>	00	00%
<b>Total</b>	55	100%

**Table 7 Pupils’ preferences in reading short stories**



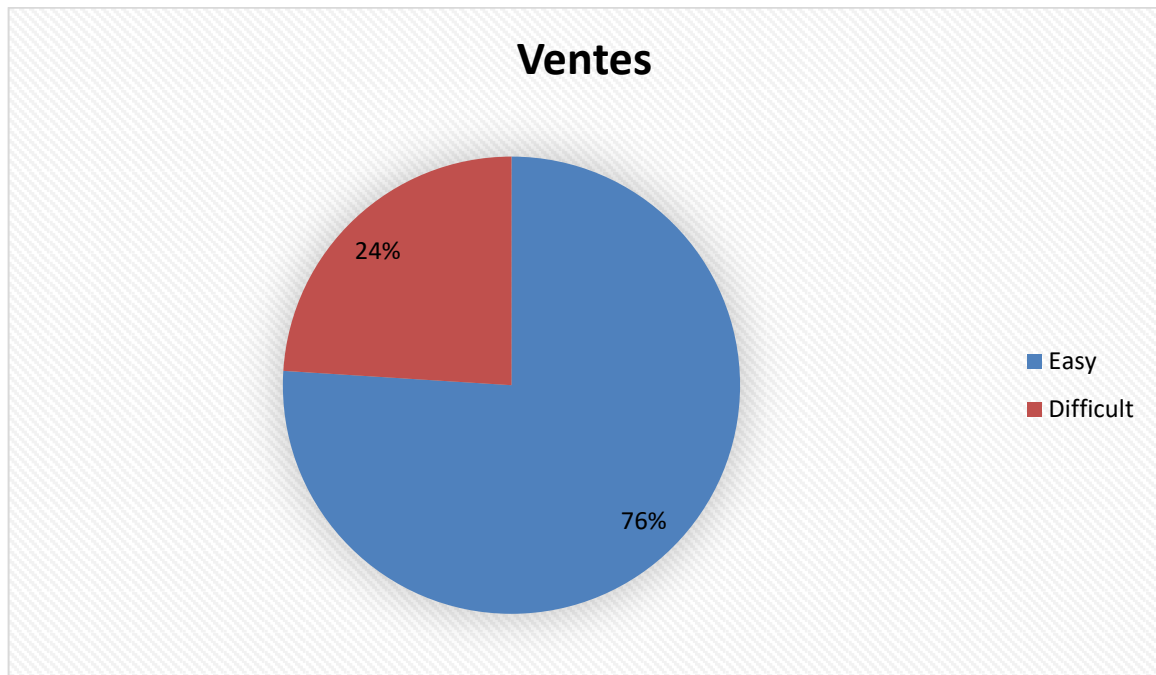
**Figure 9 Pupils’ preferences in reading short stories**

As the results present in the table below, (56%) of the sample said that they read stories, whereas (44%) read books and (00%) for reading journals. So, we notice that pupils prefer to read stories and books in English.

**Q7: Do you think that reading in English easy/ difficult?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentages (%)</b>
<b>Easy</b>	42	76%
<b>Difficult</b>	13	24%
<b>Total</b>	55	100%

**Table 8 Pupils’ opinions about reading in English**



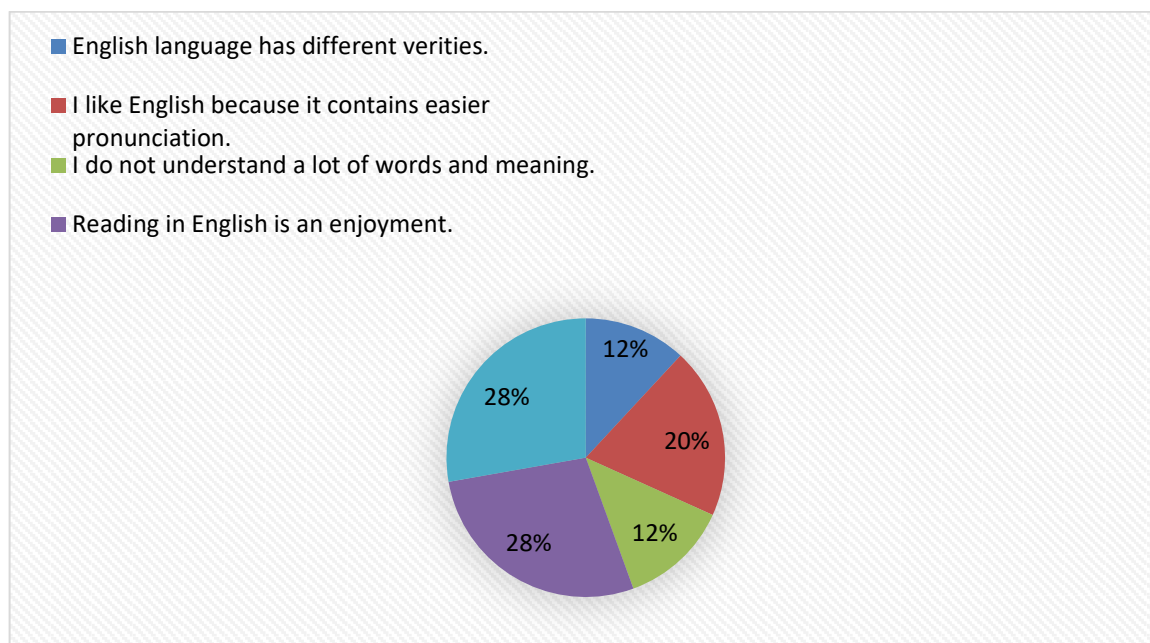
**Figure 10 Pupils’ opinions about reading in English**

The aim of this question is to know how pupils consider reading in English. (76%) of pupils represents the majority that they said reading is an easy activity, however (24%) considered reading as a difficult activity.

- Please explain:

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>English language has different verities.</b>	08	15%
<b>I like English because it contains easier pronunciation.</b>	14	25%
<b>I do not understand a lot of words and meaning.</b>	09	16%
<b>Reading in English is an enjoyment.</b>	19	35%
<b>No answer</b>	05	09%
<b>Total</b>	55	100%

**Table 9 Pupils' argument about reading in English**



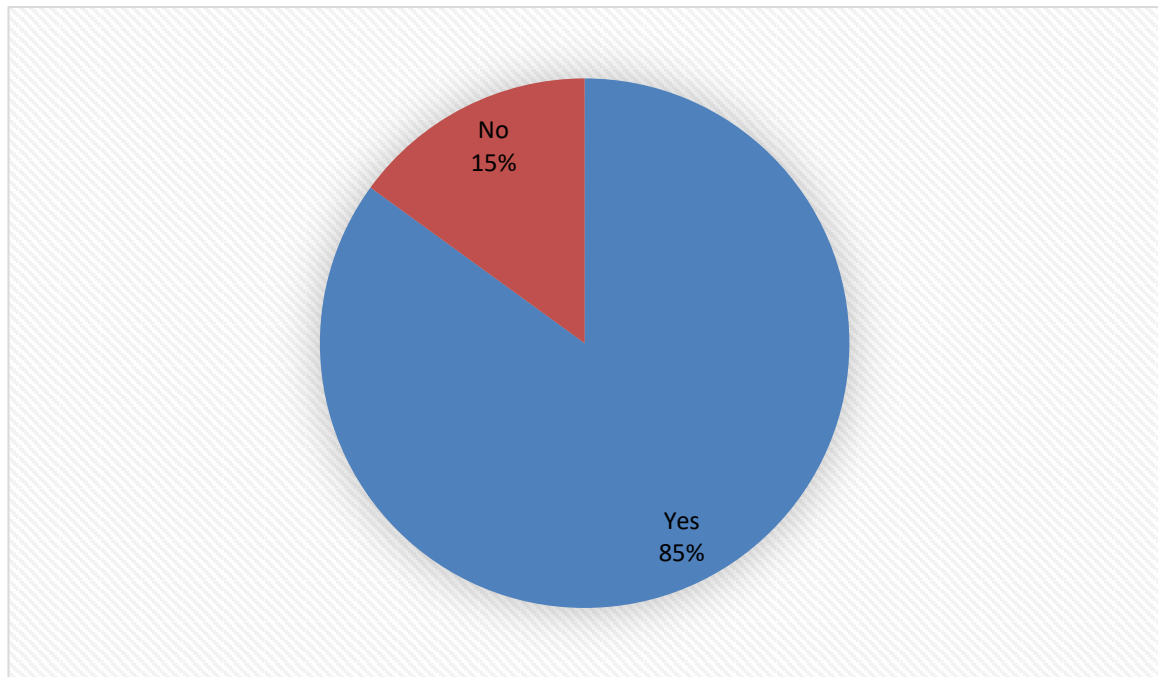
**Figure 11 Pupils’ argument about reading in English**

From various answers of the participants, we reformulated them according to their meaning, the results were as follow :( 35%) of pupils answered that they find reading in English fun because they like and enjoy it. (25%) said that English contains new words; whereas (16%) found reading difficult because they were suffer from the lack of vocabulary that means they do not understand a lot of words. (15%) said that English language has different verities that made the reading skill easy to practice. Finally, (09%) preferred to not answer the question.

**Q8: Do you enjoy reading?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Yes</b>	47	85%
<b>No</b>	08	15%
<b>Total</b>	55	100%

**Table 10 Pupils’ enjoyment when they read**



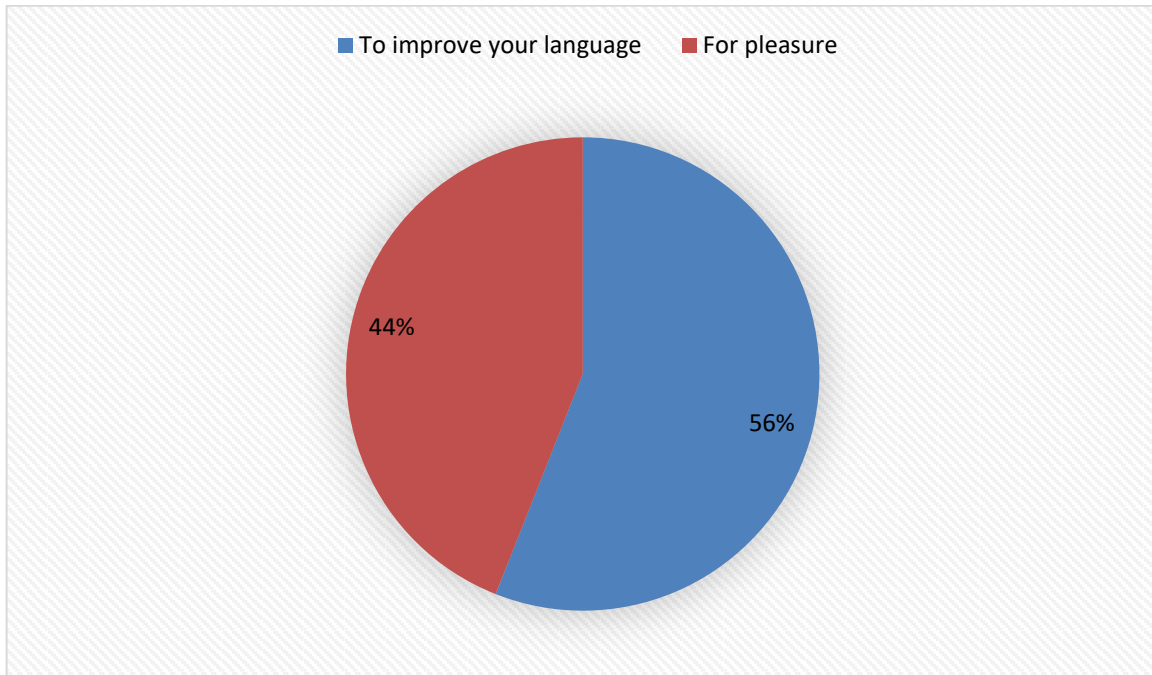
**Figure 12 Pupils’ enjoyment when they read**

The result consists (85%) of pupils that consider reading is an enjoyment, this means the majority of participants like reading, while only (15%) answer the question negatively.

**Q 9: Why do you read?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>To improve your language</b>	31	56%
<b>For pleasure</b>	24	44%
<b>Total</b>	55	100%

**Table 11 Pupils’ reasons of reading**



**Figure 13 Pupils’ reasons of reading**

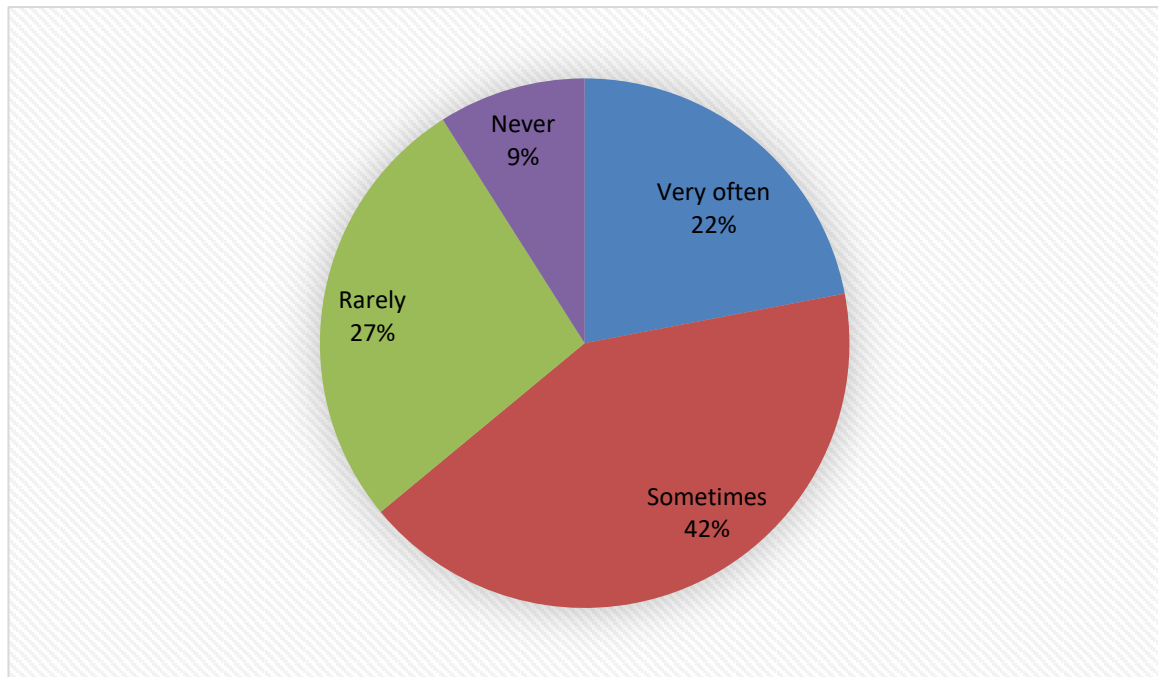
From this question and from the results in the table below, we observe that the majority of pupils (56%) read to improve their language and to get new baggage. (44%) read for pleasure. So, this indicates that pupils consider the reading skill as a door of knowledge and a key factor to improve language mastery.

**Q 10: How often does your teacher interrupt you while reading aloud?**

Opinions	Participants	Percentage (%)
Very often	12	22%
Sometimes	23	42%
Rarely	15	27%
Never	05	09%
<b>Total</b>	<b>55</b>	<b>100%</b>



**Table 12 Pupils’ interruption while reading aloud**



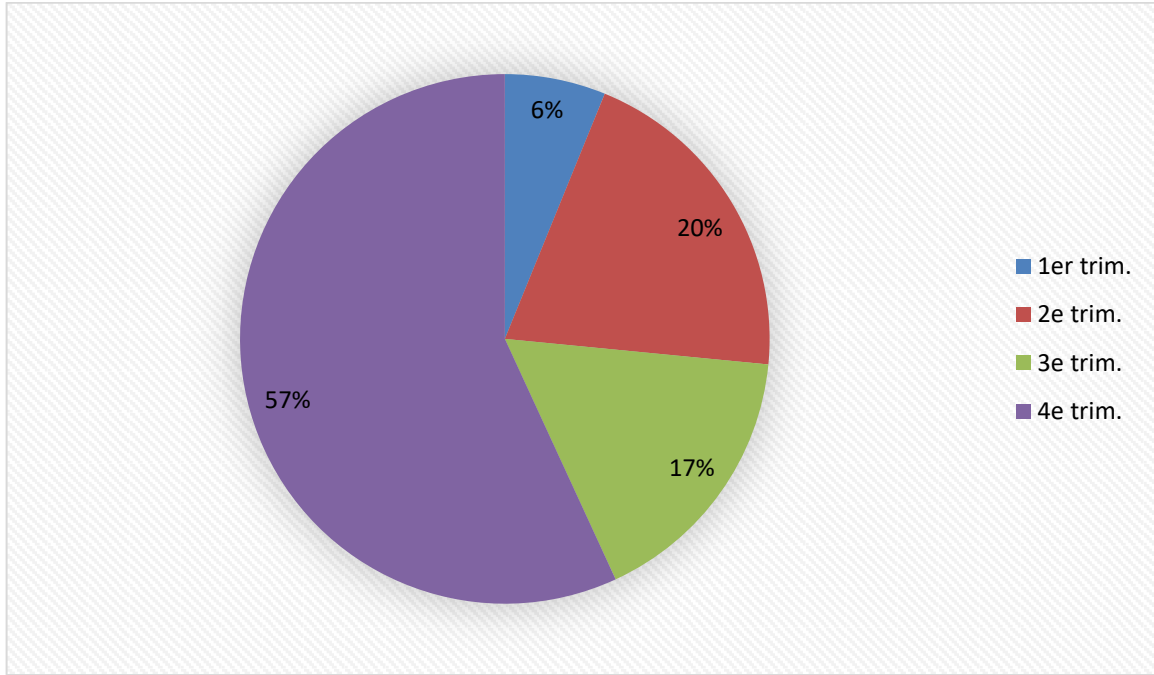
**Figure 14 Pupils’ interruption while reading aloud**

According to the table 12, (42%) of the pupils declared that their teachers sometimes interrupted them while reading aloud, (27%) said that they rarely get interrupted by teachers, (22%) get interrupted very often, whereas (09%) said that they never got interrupted. This indicates that the average of teachers’ interruption during reading task is very regular.

**Q 11: Which of the four skills is important for you?**

Opinions	Participants	Percentage (%)
Listening	07	13%
Speaking	24	43%
Reading	19	35%
Writing	05	09%
<b>Total</b>	<b>55</b>	<b>100%</b>

**Table 13 Pupils’ opinions about the importance of the four skills**



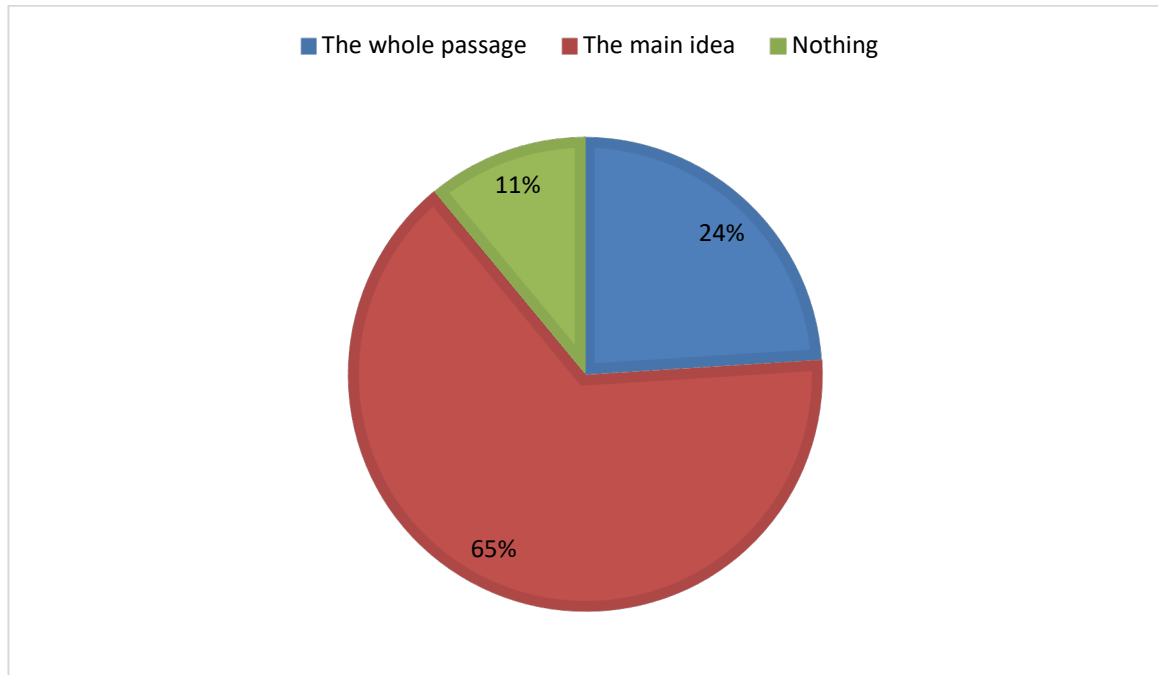
**Figure 15 Pupils’ opinions about the importance of the four skills**

The table indicates that the most participants (43%) prefer the speaking skill, (35%) are interested in the reading skill. According to pupils, both speaking and reading are the most effective method to enhance their English language. (13%) are chosen listening skill and only (09%) preferred writing skill.

**Q 12: When you read an English text you comprehend?**

Opinions	Participants	Percentage (%)
The whole passage	13	24%
The main idea	36	65%
Nothing	06	11%
<b>Total</b>	<b>55</b>	<b>100%</b>

**Table 14 Levels comprehension of pupils**



**Figure 16 Levels comprehension of pupils**

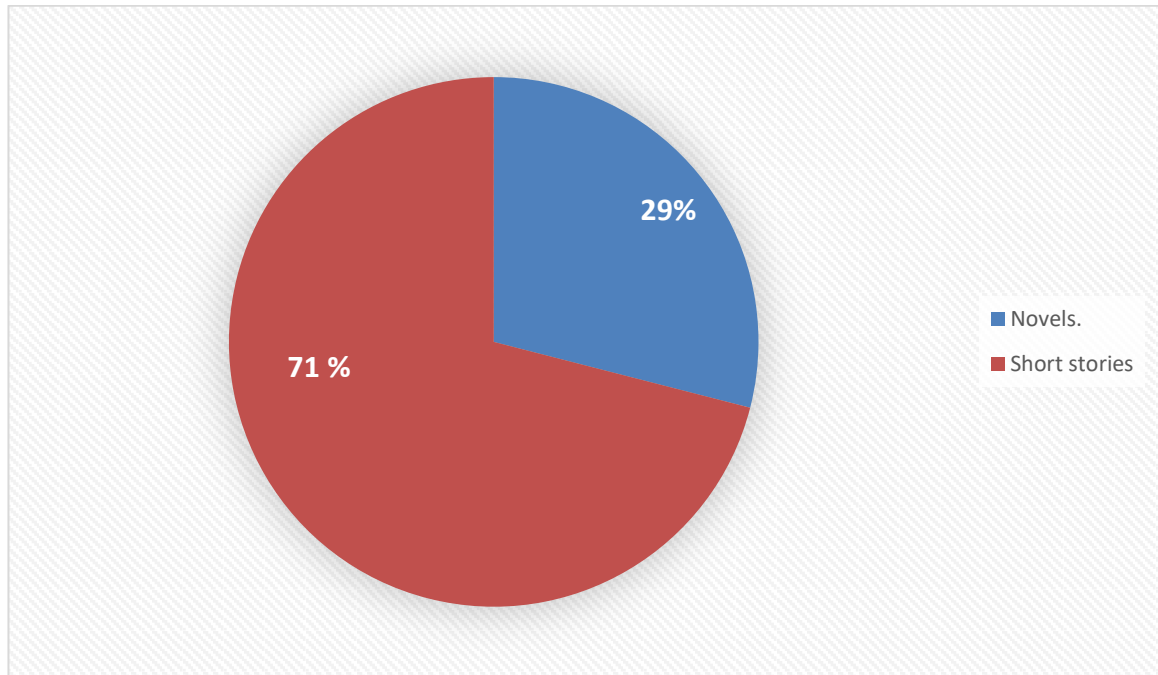
Large sample (65%) said that when reading a passage they only understand the main idea, (24) said that they understand the whole passage, and (11%) said that they understand nothing while reading. This indicates that pupils’ reading comprehension enables them only to comprehend the main idea due to various difficulties.

- **Section Three: Short Stories**

**Q 13: Which genre do you like to read?**

Opinions	Participants	Percentage (%)
Novels	16	29%
Short stories	39	71%
<b>Total</b>	<b>55</b>	<b>100%</b>

**Table 15: Pupils’ literary genre**



**Figure 17 Pupils’ literary genre**

This table above shows the preference of pupils reading literary text, (71%) of participants said that they prefer read short stories, and (29%) prefer to read novel. So the majority of pupils prefer short stories for reading may be they find it easy and enjoyable.

**Q 14: do you enjoy the time that you spend on reading short stories?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Yes</b>	45	82%
<b>No</b>	10	18%
<b>Total</b>	55	100%

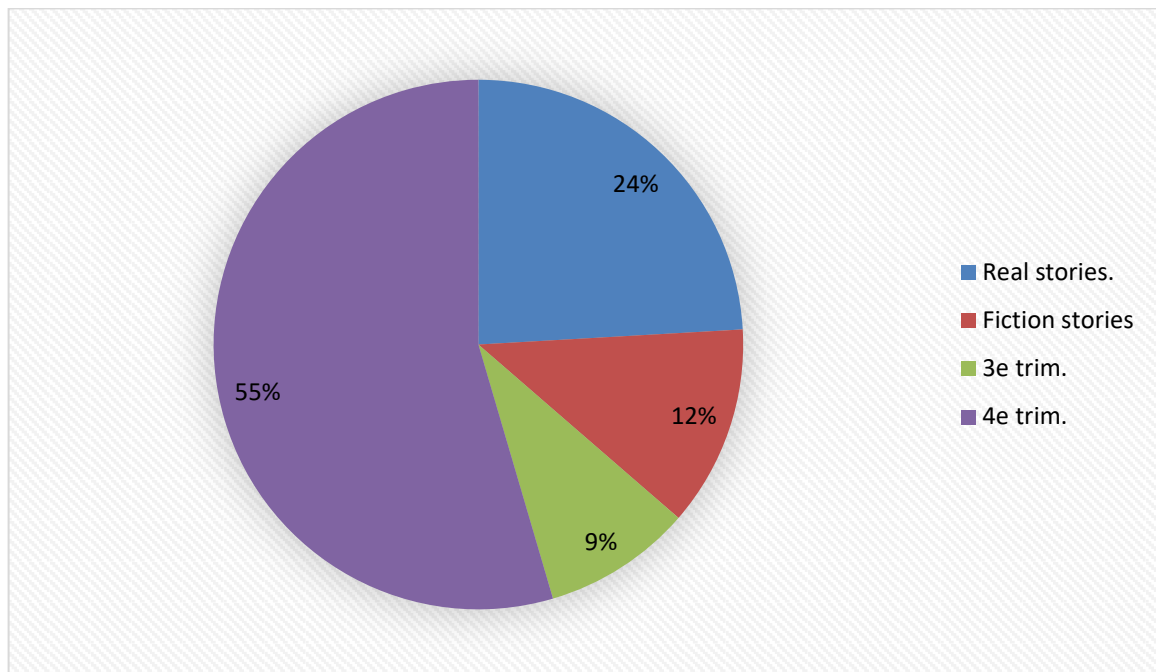
**Table 16: Pupils time enjoyment when reading short stories**

The results in this table consist (82%) of pupils said yes they enjoy their time when they read, may be short stories are considered as their favorite habit. However the rest of participants (18%) said that they do not like read short stories may be they enjoy another hobbies.

**Q 15: What kind of stories do you prefer?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Real stories</b>	29	53%
<b>Fiction stories</b>	15	27%
<b>Novel</b>	11	20%
<b>Total</b>	55	100%

**Table 15 Preference pupils' Kinds of stories**



**Figure 18 Preference pupils' Kinds of stories**

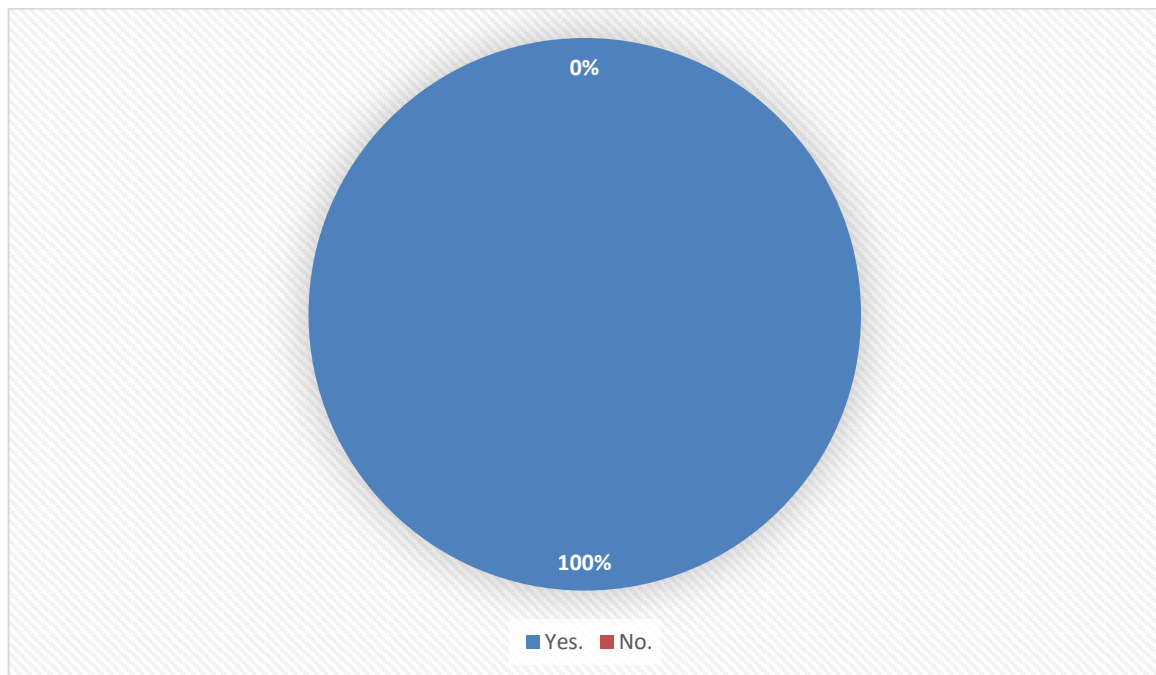
The table below defines kinds of stories that pupils like to read. The most participants (53%) prefer to read real stories, and fiction stories with (27%). However novels take very little percentage (20%). From the results we found that the majority of the pupils prefer short stories for reading and that may infer that they find it easy and enjoyable to be understood.

**Q 16: Does your teacher encourage you to read?**

Opinions	Participants	Percentage (%)
Yes	55	100%
No	0	00%
Total	55	100%

**Table 17: Preference pupils' Kinds of stories**

**Table 16 Preference pupils' Kinds of stories**



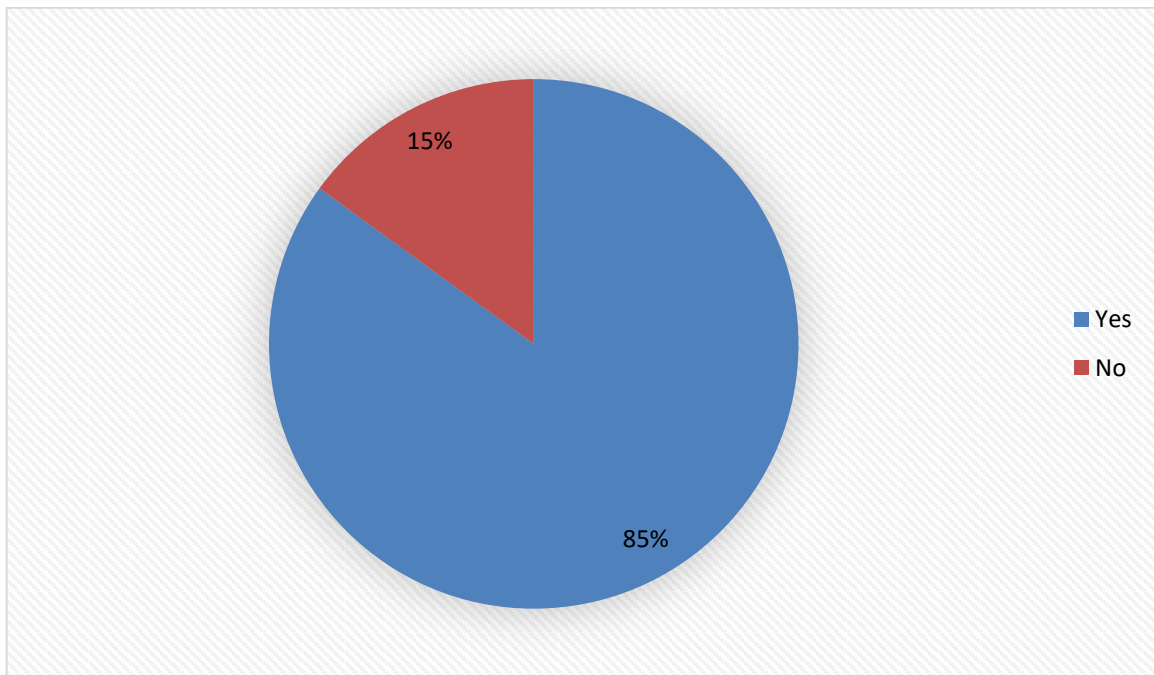
**Figure 19 Preference pupils' Kinds of stories**

From this table above all participants (100%) claim that their teachers encourage them to read. So we observe that teacher do their role and give great importance to enhance then reading comprehension.

**Q 17: Do you think reading short stories enhances you reading comprehension skill?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Yes</b>	47	85%
<b>No</b>	08	15%
<b>Total</b>	55	100%

**Table 17 The effect of short stories on reading comprehension**



**Figure 20 The effect of short stories on reading comprehension**

The responses of pupils show that short stories are very importance in improving reading comprehension. (85%) of them declare that short stories have great role to enhance reading.

However, only (15%) indicate that the short stories cannot improve their reading comprehension.

### **2.1.3 Results Discussion of Pupils' Questionnaire**

We tend to know pupils' perception of short stories and its contribution on their reading comprehension skill through inquiring pupils to respond eighteen 18 questions of the questionnaire administered to them divided into three sections that reveal the following results.

Starting by the first section, general background, the majority of pupils are females, and approximately the majority of them like the English course, while only few pupils do not like it. Moving to the second section, reading comprehension, from the analysis we found that the most of pupils like reading in general because reading is one of the most challenging skills which reflect pupils' psychological factors such as: lack of self confidence, embarrassment, anxiety, and fear of making mistakes. Moreover reading is not considered as a difficult skill in comparing to writing and speaking skills. Most of pupils face problem to understand English texts. Moreover, reading is a large field including many different materials. Our analysis shows that pupils like reading short stories than the other materials like novels, books because this kind of reading materials are written in a complicated language and ideas which are higher than the pupils' level, so that they find stories the suitable kind. We also noticed that high proportions of pupils prefer speaking and reading rather than writing and listening skills. Additionally, the majority of pupils indicate that sometimes read in English. Pupils mainly do not read because of the lack of motivation and they are not aware to know the importance of reading which will help them in mastering the English language. Moreover most of pupils claimed that they understand the main idea of the text. Pupils face many difficulties during reading tasks because as they said they lack comprehension and because they do not read so they have to read to get rid of these problems.



The analysis of the third question concerns with mainly with the use of short stories as a technique that would help pupils to enhance their level. Moreover, the analysis of this question of this section shows that the majority of the pupils prefer to read short stories more than the other literary genres due the fact that short stories are enjoyable and easy to be understood. Only few pupils did not read short stories, this means that pupils are aware of importance of reading short stories.

## **2.2. Teachers' Questionnaire**

### **2.2.1. Description of Teachers' Questionnaire**

The questionnaire was administered for six (06) teachers on July 19<sup>th</sup>, 2020 and the teachers were very collaborative in that they handed back the answered file in thirteen days.

High school teachers were given questionnaire at the end of the year, however the (COVID 19), the work was online to avoid the infection and be in health, moreover the questionnaire is given to provide information about teachers 'attitudes and strategies in using the short stories to enhance reading comprehension.

The questionnaire consists of nineteen (19) questions (see appendix02), organized in two sections, each one focuses on particular aspect. It concerns close, open-ended questions. The instructors are supposed to answer by "Yes "or "No", "Strongly agree" or "Agree" or "Disagree" or "Strongly disagree", they have to tick up the suitable answers from the certain options, or fill in the blank for explanations or personal opinions .

- **Section one**

(Questions 1-5) is to get the general information about the respondents their gender, age, degree of qualification, teaching experience and career, and level of taught.

- **Section two**

(Questions 6-19) make the respondent express their opinions toward using short stories in reading sessions. The aim of this section is to figure out the participants’ attitudes towards the reading skill, therefore respondents are asked about the importance of the use of short stories to develop their pupils’ level, and whether they encourage them to read short stories.

Consequently, we gain through this section to see what teachers consider the use of short stories as an important strategy to improve pupils’ level in learning a foreign language especially developing the reading skill. This section investigate the relation between the use of short stories and reading comprehension and how can short story improves the pupils ‘reading skill, it gains at pointing out the instructors’ Viewpoints about the role of short stories in enhancing EFL pupils reading comprehension and how the respondents support this relation.

### **2.2.2 Analysis of teachers’ questionnaire**

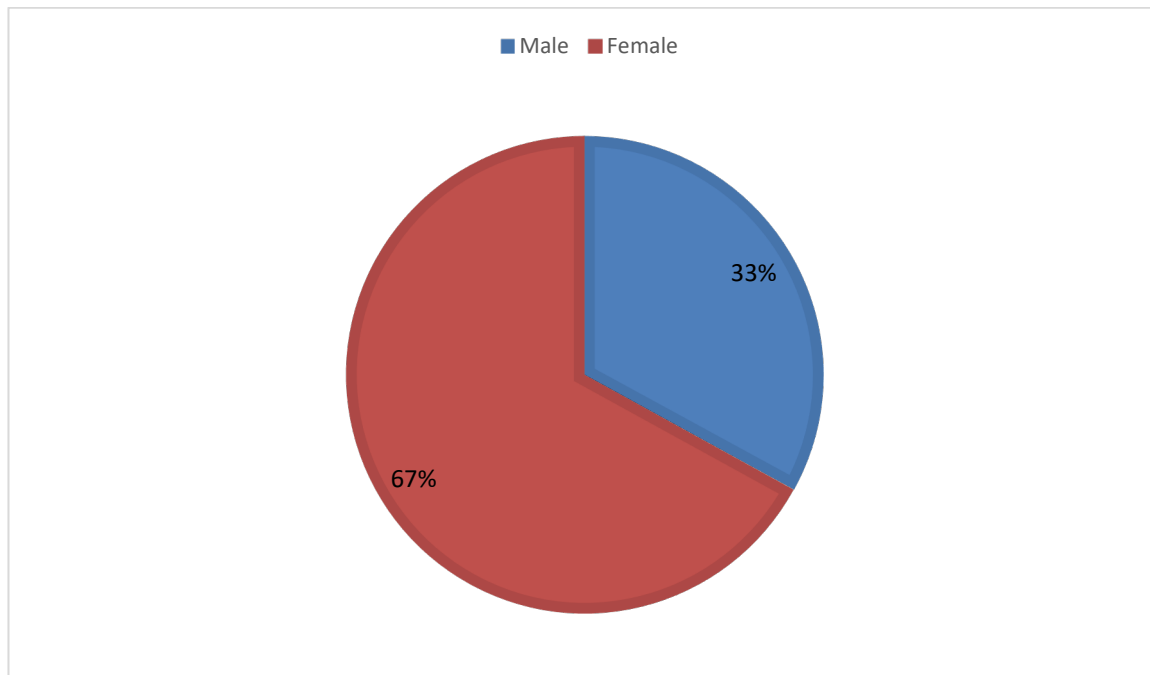
After the administration and the description of teachers’ questionnaire, the analysis of the gathered data will be introduced.

- **Section One: Background Information**

**Q 18: Gender**

<b>Gender</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Male</b>	02	33%
<b>Female</b>	04	67%
<b>Total</b>	06	100%

**Table 18 Teachers’ gender**



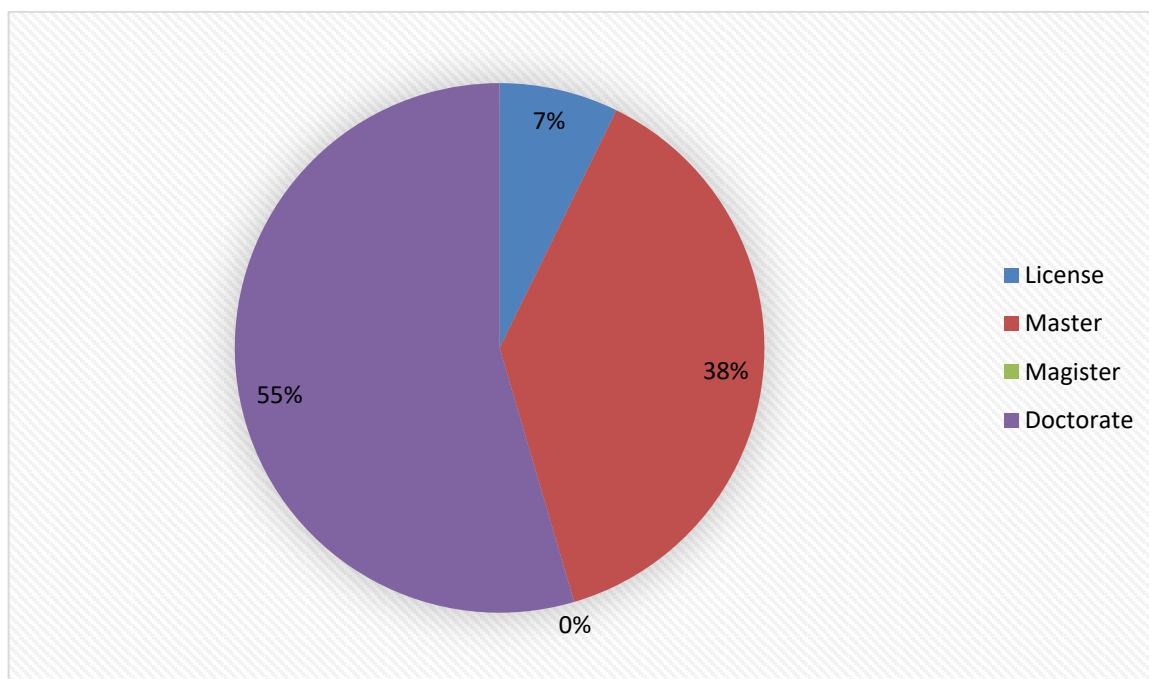
**Figure 21 Teachers' gender**

This table illustrates that our sample corresponds of four females (04) and two males (02). This means that there is over representation of female teachers in high school.

**Q19: Your degree**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>License</b>	01	16%
<b>Master</b>	05	84%
<b>Magister</b>	00	00%
<b>Doctorate</b>	00	00%
<b>Total</b>	06	100%

**Table 19 Teachers' degree or qualification**



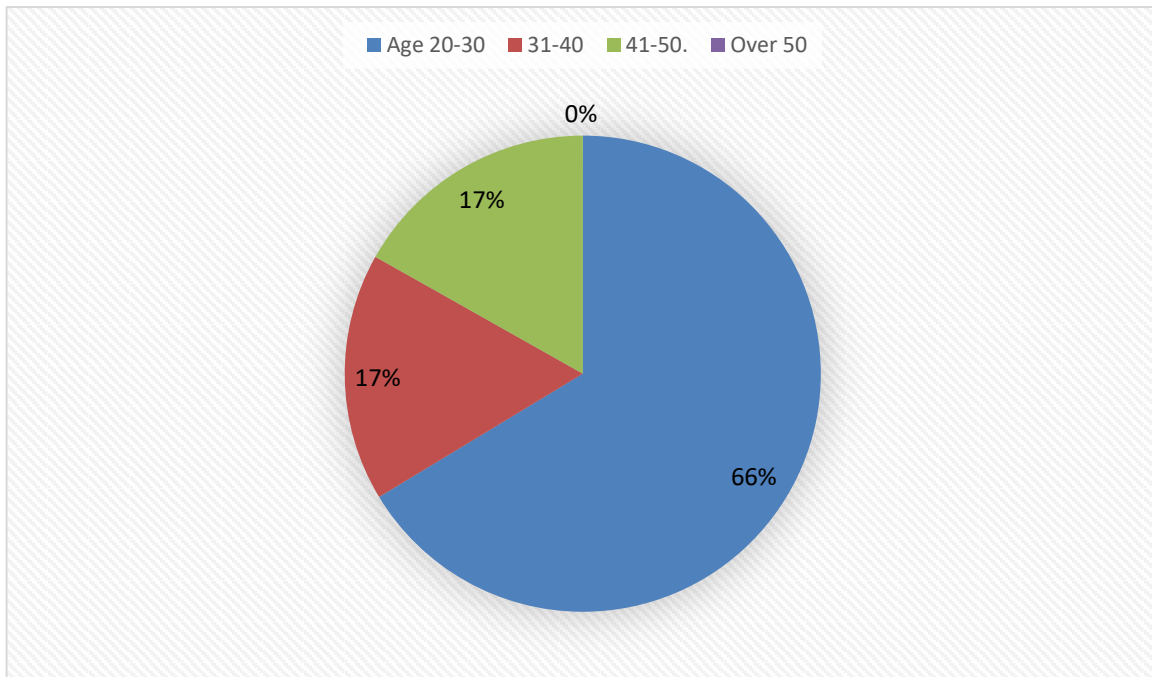
**Figure 22 Teachers' degree or qualification**

From this question and from the result in the table above, we observed that the majority of teachers (84%) in the secondary schools have the master degree. Whereas (17%) of them have license degree. So, Teachers who were given the questionnaire are highly experienced educators.

**Q20: Your age**

Opinions	Participants	Percentage (%)
Age 20-30	04	67%
31-40	01	17%
41-50	01	17%
Over 50	00	00%
<b>Total</b>	06	100%

**Table 20 Teachers' age**



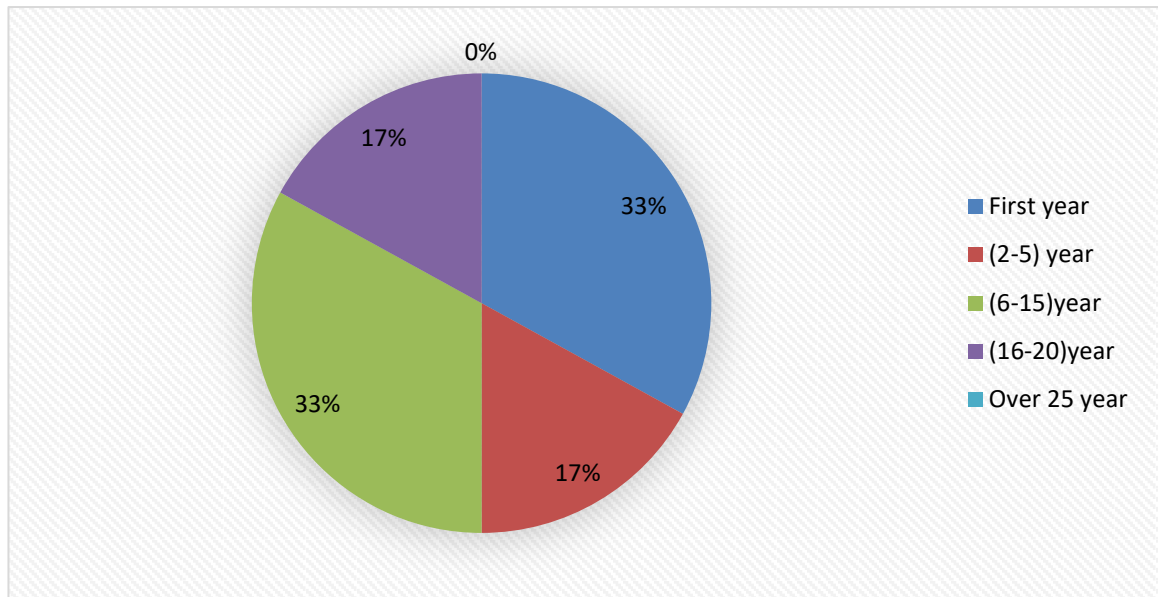
**Figure 23 Teachers' age**

The following table shows that (67%) of participants are from (20-30), and the result of (17%) is for both (31-40), (41-50). And there is no participant over (50). So, this means that the instructors in high schools are young and generated.

**Q 21: Teaching carrier at high school**

Opinions	Participants	Percentage (%)
First year	02	33%
(2-5) year	01	17%
(6-15)year	02	33%
(16-20)year	01	17%
Over 25 year	00	00%
<b>Total</b>	<b>06</b>	<b>100%</b>

**Table 21 : Teaching experience**



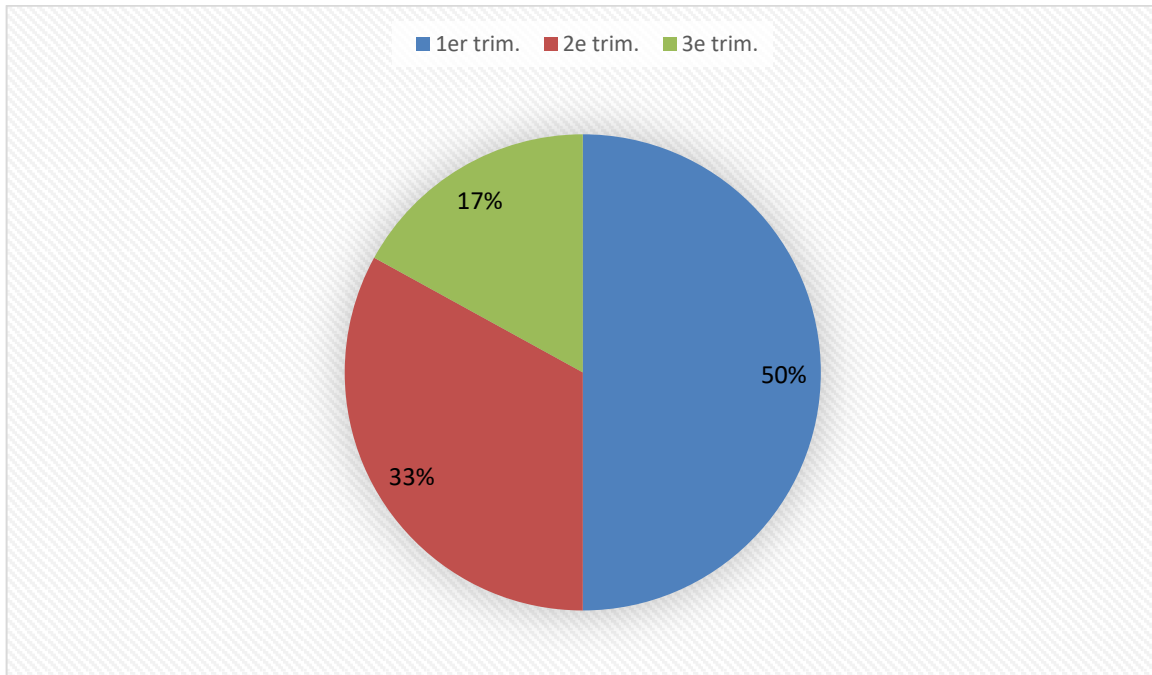
**Figure 24 : Teaching experience**

The results obtained show that (33%) of participants have their first year in teaching carrier, (33%) of them are between six to fifteen years. (17%) of participants have experience of two to five years, and there is no participant who have over 25 years. Thus, teachers have different experience in teaching English in high school.

**Q 22: Level taught**

Opinions	Participants	Percentage (%)
First year	03	50%
Second year	02	33%
Third year	01	17%
<b>Total</b>	06	100%

**Table 22 Teachers' level taught**



**Figure 25 Teachers' level taught**

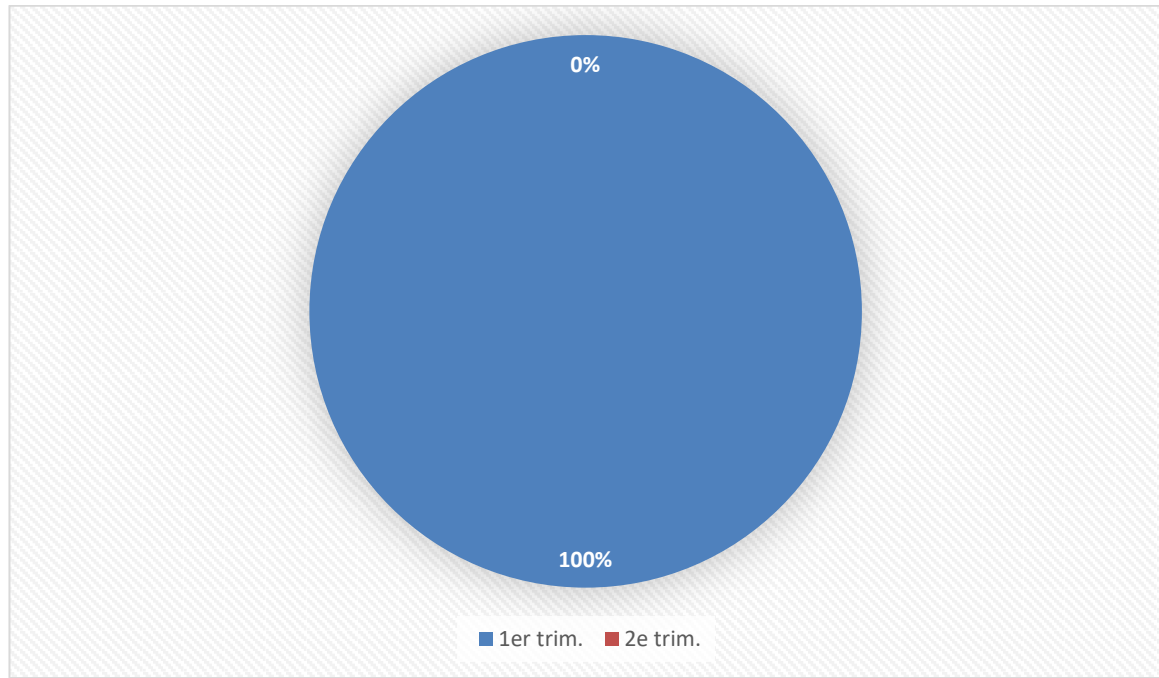
The result consists that (50%) of teachers have experience teaching in 1<sup>st</sup> year, in addition (33%) and (17%) teachers taught different levels.

- **Section two:**

**Q 23: Do pupils face problems when reading short stories with more words of specific field?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Yes</b>	06	100%
<b>No</b>	00	00%
<b>Total</b>	06	100%

**Table 23 Pupils' problems during reading short stories**



**Figure 26 Pupils’ problems during reading short stories**

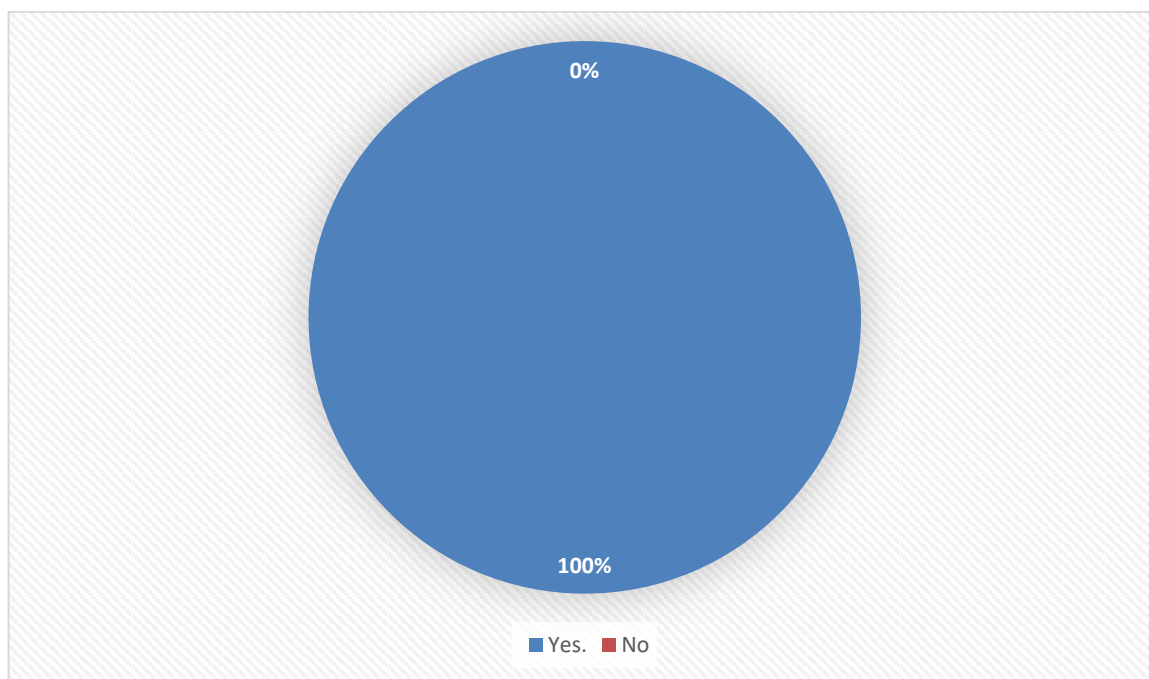
From this question we observed that all the teachers (100%) said that pupils face problems when they read short stories. Teachers explained this point by telling that pupil sometimes fails to understand some new vocabulary with new fields.

**Q 24: Is there a relationship between the type of text and the general understanding?**

Opinions	Participants	Percentage (%)
Yes	06	100%
No	00	00%
<b>Total</b>	06	100%

**Table 24 The relationship between the text and the understanding**





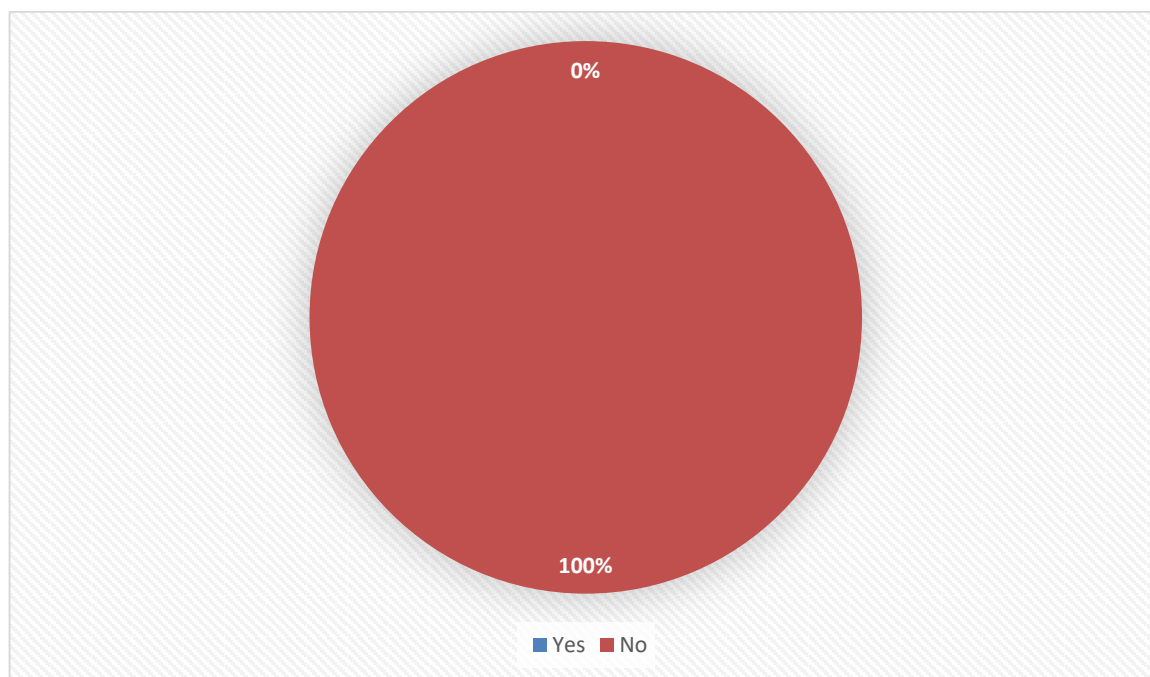
**Figure 27 The relationship between the text and the understanding**

The main purpose of this question is to see the relationship between the text and the understanding when pupils read. Teachers (100%) said that it must be this relation in order to facilitate the process of comprehension for pupils and encourage them to read.

**Q 25: Do short stories help to understand different thoughts and ideas, and help pupils to recognize how sentences are built grammatically?**

Opinions	Participants	Percentage (%)
Yes	05	83.7%
No	01	17%
<b>Total</b>	06	100%

**Table 25 The construction of sentences in helping pupils' reading short stories**



**Figure 28 The construction of sentences in helping pupils’ reading short stories**

The table above represents the construction of short stories and how it helps pupils to recognize sentences to understand different thoughts and ideas. The majority of respondents (83%) reveal that short stories help pupils to understand everything and help them to built sentences grammatically, however just one respondent (17%) responds negatively.

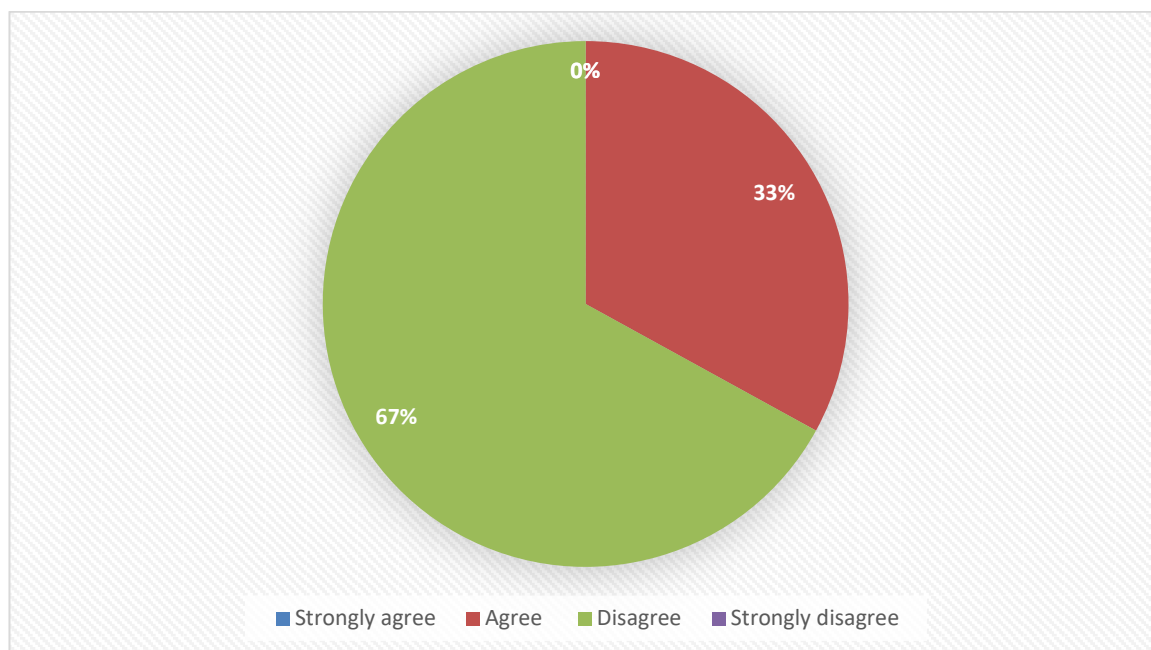
- **Section two:**

**Q26: How can teachers enhance reading comprehension through short stories?**

Questions	Opinions	Strongly agree	Agree	Disagree	Strongly disagree
Q 27	The use of short stories able to facilitate the pupils’ to improve their reading comprehension in items of enhancing their vocabulary, increasing their	00	02	04	00
		00%	33%	67%	00%

	<b>instruction and organizing their critical thinking.</b>				
<b>Q 28</b>	<b>Pupils will enjoy reading if it is done properly, and they can choose the short story that they want to read.</b>	00	06	00	00
		00%	100%	00%	00%
<b>Q 29</b>	<b>Short stories indicate pupils to study reading comprehension.</b>	1	5	00	00
		17%	83%	00%	00%
<b>Q 30</b>	<b>Pupils who were taught through the use of short stories in teaching reading comprehension achieve a better compared to pupils who were taught through the use of long stories</b>	00	06	00	00
		00%	100%	00%	00%
<b>Total</b>		06			
		100%			

**Table 26 Teachers opinion in using short stories to enhance reading comprehension**



**Figure 29 Teachers opinion in using short stories to enhance reading comprehension**

The results of this table show that the answers of teachers(83%) confirm that short stories help pupils to understand different thoughts and ideas , it develop their reading comprehension which means ,it helps them to recognize the sentences grammatically and will be understood implicitly.

**Q 31: The use of short stories able to facilitate the pupils’ to improve their reading comprehension in items of enhancing their vocabulary**

- **Are you agree or disagree?**

At the level of this question (67%) of respondents are disagreeing that the use of short stories are able to facilitate the pupils to improve their reading comprehension. In addition (33%) are agreeing to make pupils to practice their language skills. Consequently, in terms of vocabulary teachers should consider the difficulties and the vocabulary that pupil may face. Since, the short stories use the language which is not simple field and intended for native, which will make them discouraged in reading the story until the end.

**Q 32: Pupils will enjoy reading if it is done properly, and they can choose the short story that they want to read.**

- **Do you agree or disagree?**

All the respondents (100%) stated that if pupils are given a chance to select the reading material, they will enjoy reading. However, the use of short stories will provide the pupils to enjoy the pleasure of reading. Learn how to comprehend and appreciate literature. Consequently, teachers consist that the pupils will improve their level when they read what is interesting for them.

**Q: 33 Short stories indicate pupils to study reading comprehension.**

- **Give your opinion if you are agreeing or disagree?**

The result of question shows that (17%) of respondents are strongly agree that short stories give pupils enough exposure for reading to enhance their comprehension skill and acquire more vocabulary,(83%) are agree that short stories motivate pupils to learn reading. Teachers are aware that short stories can motivate pupils and encourage them to study reading comprehension.

**Q: 34Pupils who were taught through the use of short stories in teaching reading comprehension achieve a better compared to pupils who were taught through the use of long stories**

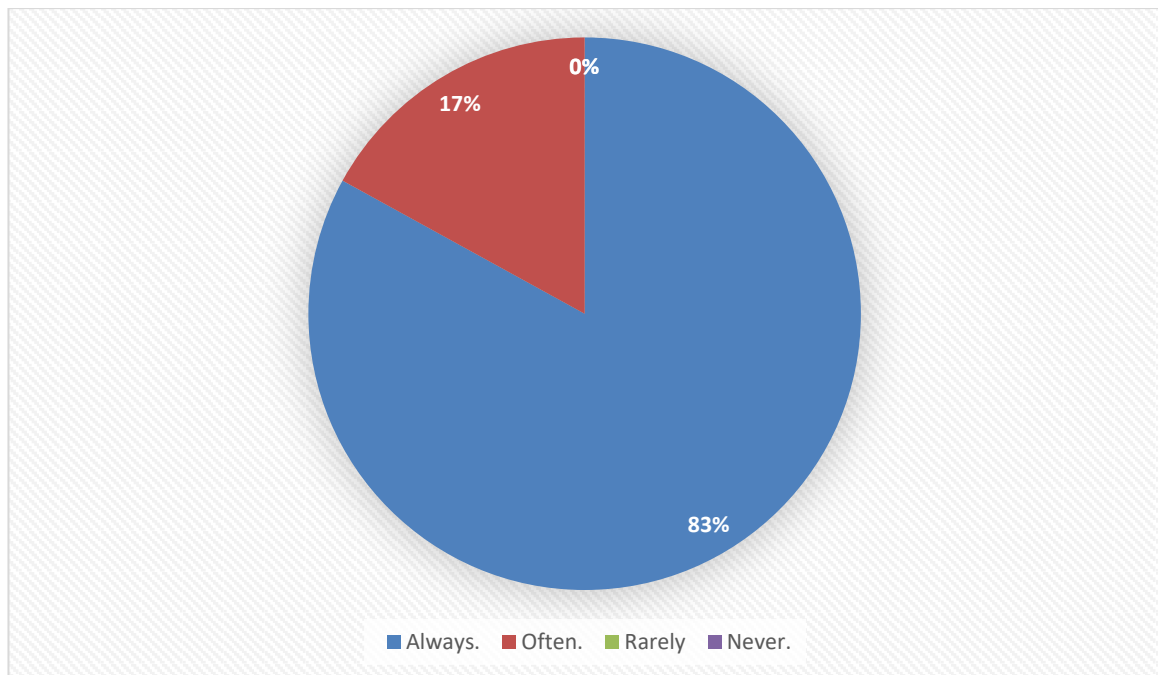
- **Are you agree or disagree?**

According to the respondents (100%) whose are agree that the use of short stories in teaching reading comprehension enable to show a positive impact on the pupils to develop their reading comprehension as a result. Short stories play important role in enhancing the pupil's competence in reading.

**Q35: How often do teachers encourages their pupils to read short stories to develop their reading?**

Opinions	Participants	Percentage (%)
Always	05	83 %
Often	01	17%
Rarely	00	00%
Never	00	00%
<b>Total</b>	<b>06</b>	<b>100%</b>

**Table 27 Teachers' encouragement**



**Figure 30 Teachers' encouragement**

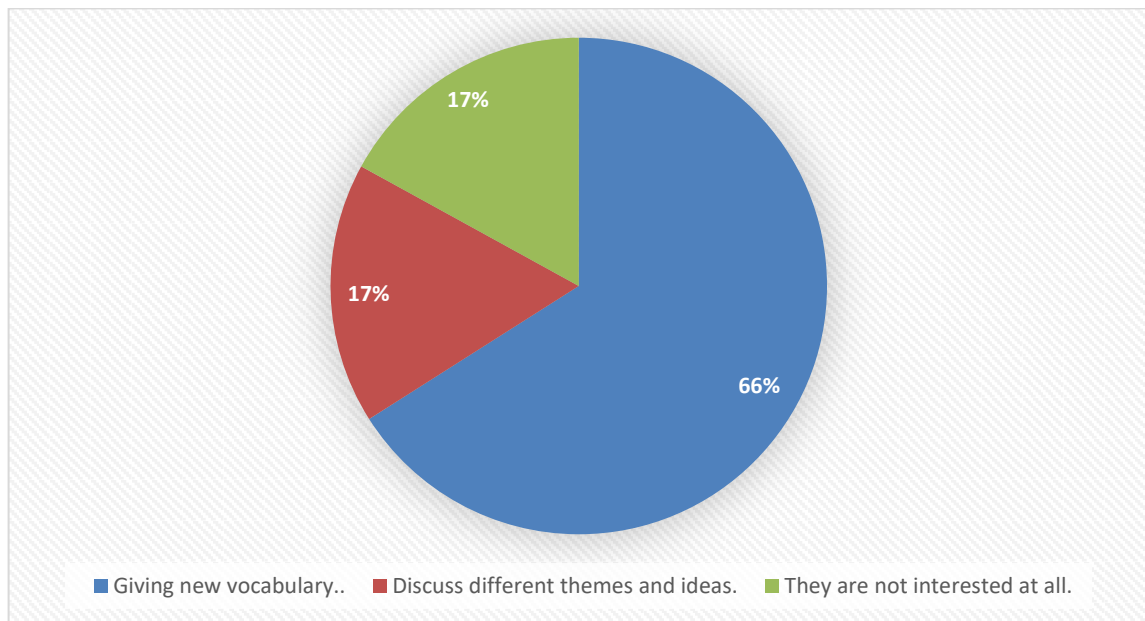
The results show in the table below illustrate that the majority of participants (83%) responds that they do not miss an occasion without encouraging pupils to read short stories to develop

their reading skill and gaining more vocabulary. However, one teacher (17%) stated that he often encourages pupils to read.

**Q36: Are pupil interested in extensive reading short stories for?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
Giving new vocabulary.	04	66%
Discuss different themes and ideas.	01	17%
They are not interested at all.	01	17%
Total	06	100%

**Table 28 Reasons for pupils interesting in extensive reading short stories**



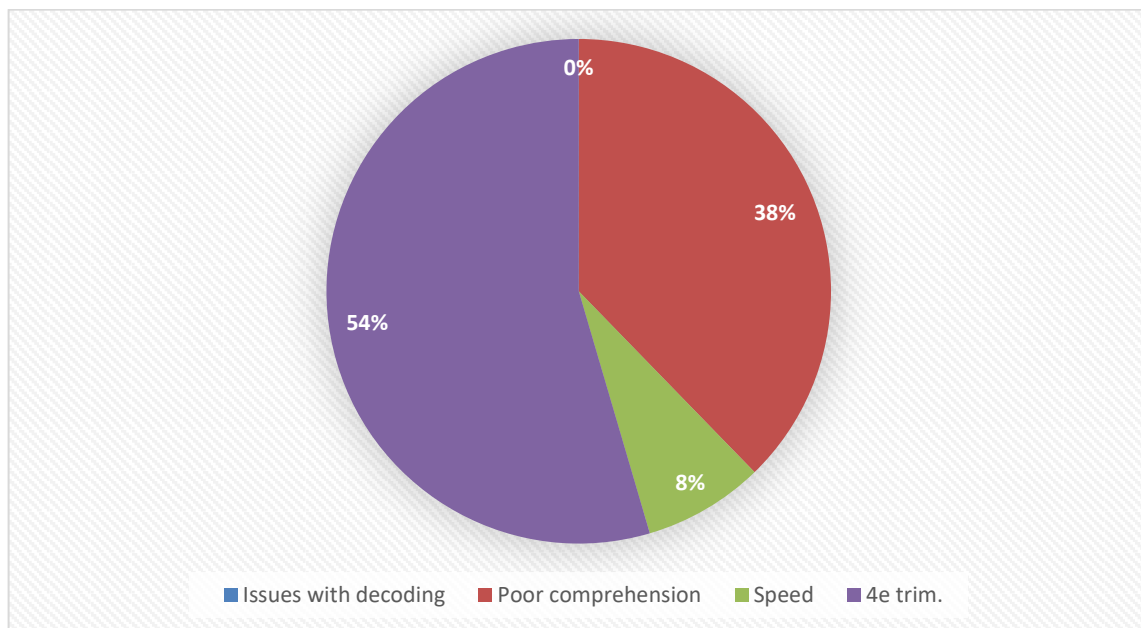
**Figure 31 Reasons for pupils interesting in extensive reading short stories**

This table has recorded four participants (66%) said that pupils read short stories to gain new vocabulary, and one participant (17%) who stated that pupils are not interesting at all in reading short stories. Since another one of the participants (17%) claimed that they read short stories to discuss different themes and ideas. Consequently, teachers view that pupils read for general understanding rather than specific understanding for the short story.

**Q37: when you use short stories in reading session, do pupils find more difficulties in?**

<b>Opinions</b>	<b>Participants</b>	<b>Percentage (%)</b>
<b>Issues with decoding</b>	00	00%
<b>Poor comprehension</b>	05	83%
<b>Speed</b>	01	17%
<b>Total</b>	06	100%

**Table 29 Pupils' difficulties in reading short stories**



**Figure 32 Pupils' difficulties in reading short stories**



From the result obtained in this table, we notice that the great majority of participants (83%) believe that the poor comprehension can be the more difficult for the pupil, and one participant (17%) claims that pupils cannot speed in reading short stories. So teachers argued that pupils face problems in reading short stories, and to solve it they have to read more to acquire new vocabulary.

### **2.2.3 Results of Teachers' Questionnaire**

The examination of the teachers' questionnaire shows that teachers' agreement about the relation between short stories and reading skill, in addition to the role of the short stories in enhancing EFL pupils' reading comprehension. The analyzed results obtained in the two sections of the questionnaire.

Starting by the first section which is concerned with the general information of the respondents, the result illustrates that our sample corresponds of four females and two males with different degree and qualifications which made them gaining different experience in teaching English at high school which help them to provide pupils with information and aid them to face difficulties due to the different levels they have taught during their career.

Moving to the second section which is based on the criteria of the examination, the result findings and data analysis, there are some points that confirmed about the use of short stories in enhancing reading comprehension. Using short stories can develop the pupils' reading skill abilities and enhance their competence and motivate them to study reading comprehension, and gives positive outcomes on social relationships in classroom, can increase their self-confidence, individual accountability.

To conclude, from all the above findings, short stories play an important role of enhancing the pupils' competence and motivating them to study reading comprehension. Moreover, they will

explore their feelings through expressing those that happened in the story and they will be encouraged. However, long stories cannot help to increase pupils' achievement.

## Conclusion

Reading is essential skill that plays a crucial role for mastery of foreign language. It is the most important instrument for academic settings. In processing texts, readers combine literature comprehension, based on parsing with inferential comprehension, and based on higher-level cognitive processes such as the text based on comprehension. Short stories are a literary genre, which presents a single significant event or a scene involving a limited number of characters. The use of short story was effective to improve learners' reading comprehension. Moreover, short stories have an essential role in the process of learning and teaching, to facilitate pupils' learning to develop their reading skill. In addition, the use of short stories in English language teaching can make learning more interesting about the language and have the ability to read. The main purpose of this work is to test the validity and reliability of reading skill background of the third year Algerian secondary school pupils' in reading foreign literary texts in EFL context. High school teachers have shared the responsibility to motivate enough their pupils by using the appropriate techniques and materials for doing so. Hence, we aim through this research to test our hypothesis where we predict that if short stories help developing the reading skills of the pupils, and teachers should include short stories as a strategy of teaching the reading skill, they may help their pupils to enhance their reading comprehension. Our study is divided into three chapters, two theoretical chapters and one practical. In the first chapter, we begin it by the overview of reading comprehension, which identify reading from different prescriptive, and include the importance of reading comprehension. Then, it clarifies the reading comprehension process discussing the three different models: bottom-up, top-down, and interactive models. It also introduces the three phases of teaching reading comprehension, the principal of reading, reading a second language, components of reading and reading comprehension difficulties. In addition, it illustrates the teacher and learners 'role in the reading classroom. At the end of the first chapter, we tried to highlights some goals of reading.

The second chapter is concerned with the short story which made up of different topic through giving its definition from different prescriptive, dealing with elements, characteristics, types and advantages of short story. In addition, it introduces the role of teachers in implementing short story, and their criteria of using it, then how the reading comprehension benefits the short story in EFL classroom. Later, the Objectives and main reasons for teaching short stories were introduced to provide further clarification of this strategy.

The third chapter is the Empirical phase. It investigates the role of the short stories in enhancing EFL pupils' reading comprehension, through the analysis of two questionnaires administered for both third year pupils of Tiaret high school and teachers in the same area. The questionnaires were administered online because of the COVID 19.

The result of this research reveals that both teachers and pupils are aware of the use of short story that enhances the pupils 'reading comprehension. It shows the agreement about the relation between short story and reading skill. It also brings evidence about the success and efficiency of the use of short stories in EFL teaching and learning reading comprehension.

Therefore, the results obtained have confirmed the stated hypotheses, since reading comprehension is being enhanced through the use of short stories in EFL classroom.

### **Recommendations and Suggestions**

Some practical suggestions and recommendations, the role of the short stories in enhancing the EFL pupils' reading comprehension and based on the findings and results of present study, are proposed as following:

- Teachers should take into account teaching through short stories to develop pupils' reading skill.
- EFL teachers need to encourage their pupils to read more inside and outside classroom.
- They should use modern materials means (films, recordings..etc.) In teaching process.

- Teachers should be given the trainings, workshops, refresher course..., regarding teaching short stories.
- Short stories should be included in the curriculum.

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## Appendices

### Appendix 1

#### Pupils' Questionnaire

Dear pupils,

This questionnaire is an attempt for gathering information needed for the accomplishment of a master degree dissertation. It selected as a data collection for a research about The role of short stories in enhancing EFL pupils' reading comprehension. We will be grateful if you could answer this questionnaire and give your opinion about reading and short stories.

Please read the questions carefully, then answer by putting a cross (×) in front of the most suitable answer for you and make meaningful statement whenever necessary. In advance, you are kindly thanked for your contribution.

#### **Section one: Background information**

1/Do you like English course?

A- Yes

b-No

#### **Section two: Reading in English**

1. How is your level in English?

A- Good

B- Average

C-Less than average

2. Do you like reading in general?

**A-** Yes                      **B-** No

3. Do you read in foreign language?

- If yes, how often?

**A-** Very often.              **B-** Sometimes **C-**Rarely

4. If yes, what kinds of documents do you prefer to read in English?

**A-** Books                      **B-** stories                      **C-** Journals

5. Do you think that reading in English is?

**A-** Difficult                  **B-** Easy

- Please, explain. ....  
.....

6. Do you enjoy Reading?

**A-** Yes **B-** No

7. Why do you read?

**A-** For pleasure **B-** To improve your language

8. How often does your teacher interrupt you while reading aloud?

**A-**Very often                  **B-** sometimes                  **C-** Rarely                  **D-** Never

9. Which of the four skills is important in four opinions?

**A-** Listening                  **B-**Speaking                  **C-**Reading                  **D-**Writing

10. When you read an English text you comprehend

- A- The whole passage      B-The main idea      C-Nothing

**Section three: Short Stories**

1. Which genre do you like to read?

- A- Novels      B-Short stories

2. Do you enjoy the time that you spend on reading short stories?

- A- Yes      B- No

3. What kind of stories do you prefer?

- A-Real stories      B- Fiction stories      C-Fables

4. Does your teacher encourage you to read?

- A- Yes      B- no

5. Do you think reading short stories enhances your reading comprehension skill?

- A- Yes      B- No

- If yes,

how.....

.....

## Appendix 2

### Teachers' Questionnaire

Dear teachers

This questionnaire is a part of research designed as a data collection tool for the accomplishment of a master dissertation in sciences of the language. We direct this questionnaire to investigate the role of short stories in enhancing EFL pupils reading comprehension. Your responses will be strictly confidential and a great help to us. We would be very grateful if you accept to fill in the following questionnaire. Please, tick (✓), the appropriate answer or give a full statement whenever it is necessary.

May I thank you in advance for your cooperation and the time devoted to answer the questionnaire.

#### Part one:

##### 1. Gender

A- Female       B- Male

##### 2. Age

A- 20-30  B- 31-40  C- 41-50  over 50

##### 3. Degree or Qualification

A- License  B- Master  C- Magis  D- Doctorate

**4. Teaching experiences (Years)**

A- My first year  2-5    C-6     D-16-25    E-Over  5       

**5. Level taught**

A-First year    B- year    C- 3<sup>rd</sup> ye    

**Part two:**

**1. Do Pupils face problems when reading short stories with more words of specific field?**

A- Yes  B-No

- Please Explain .....

**2. Is there a relationship between the type of text and the general understanding?**

A-Yes  No

**3. Do short stories help understand different thoughts and ideas, and help pupils recognize how sentences built grammatically?**

A-Yes  B- No

- Please Explain.....

**4. The use of short stories is able to facilitate the pupils' to improve their reading comprehension in items of enhancing their vocabulary, increasing their motivation, encouraging their critical thinking.**

A-Strongly agree  B-agree  Disagree  D- Strongl  sagree

6. The use of short stories provides the pupils how to comprehend and appreciate literature.

A- Strongly agree  B-Agree  Disagree  D-Strongly disagree

7. Pupils will enjoy reading, if it is done properly, and they can choose the short story they want to read.

A- Strongly agree  B-Agree  Disagree  D-Strongly disagree

8. Short stories motivate pupils to study reading comprehension.

A- Strongly agree  B-Agree  Disagree  D-Strongly disagree

9. Pupils who were taught through the use of short stories in teaching reading comprehension achieve a better attainment compared to pupils who were taught through the use of long stories.

A-Strongly agree  B-Agree  C-Disagree  D-Strongly disagree

10. How often do you encourage pupils to read short stories?

A-Always  B-Often  C-Rarely  D-Never

11. Are pupils interested in reading short stories for?

A-Gaining new vocabulary  B-Discussing different themes and ideas

C-They are not interested all

12. When you use short stories in reading session, do pupils find more difficulties in?

A-Issues with decoding  B-Understanding or comprehension  C-Speed

13. Would you explain the reason (s) behind facing these difficulties, when read the short stories?

.....  
.....



14. What are your suggestions to facilitate the pupils' reading comprehension?

.....

.....

.....

.....

.....

**Summary :**

Reading Comprehension skill is considered as one of the four skill fundamental language learning that must an EFL learners must perform. It is not an easy skill, since most of learners have many issues related to this skill. The latter enables the learners to acquire a good language proficiency. This research is an attempt to highlight the role of short stories in enhancing EFL pupils. The study aims to prove that using short stories improves learners' language abilities. Throughout this study, we try to explore the importance of short stories as a reliable strategy that plays an important role in the teaching/learning process, as well as developing the learners reading skill.

**Key words:** Reading, short stories, foreign language, awareness

**Résumé :**

La compétence de compréhension en lecture est considérée comme l'une des quatre compétences fondamentales d'apprentissage des langues qu'un apprenant EFL doit effectuer. Ce n'est pas une compétence facile, car la plupart des apprenants en ont de nombreux problèmes. Cette compétence permet aux apprenants d'avoir une bonne maîtrise de la langue dans les compétences linguistique. Cette recherche tente de mettre en évidence le rôle des nouvelles dans la valoriser des élèves EFL en troisième année du secondaire .parmi les genres littéraires, les nouvelles semblent être le choix le plus approprié pour cela en raison de son potentiel à l'aider les apprenants à améliorer les quatre compétences. Cette étude vise à prouver que l'utilisation d'histoire courtes améliore les capacités linguistiques des apprenants. Tout au long de cette étude, nous émettons l'hypothèse que si les enseignants incluent des nouvelles comme stratégie d'enseignement, ils peuvent aider leurs élèves à améliorer leurs compréhension en lecture.

**Mots clés :** lecture, apprendre la langue, conscience, langue étrangère.

**الملخص:**

تعتبر مهارة القراءة والفهم إحدى المهارات الأساسية الأربعة لتعلم اللغة التي يجب على متعلمي اللغة الانجليزية ممارستها. إنها ليست مهارة سهلة، لأن من عدم المتعلمين يواجهون العديد من الصعوبات فيها. تجعل هذه المهارة المتعلمين يتمتعون بإتقان لغوي جيد في المهارة اللغوية. هذا البحث هو محاولة لتسليط الضوء على دور القصص القصيرة في تعزيز تلاميذ اللغة الإنجليزية كلغة أجنبية في السنة الثالثة من التعليم الثانوي. من بين الأنواع الأدبية، يبدو أن القصص القصيرة هي الخيار الأنسب لذلك، نظراً لقدرتها على مساعدة المتعلمين على تعزيز المهارات الأربع. تهدف هذه الدراسة إلى إثبات أن استخدام القصص القصيرة يحسن القدرات اللغوية المتعلمين. من خلال هذه الدراسة نفترض انه إذا قام المعلمون بتضمين القصص القصيرة كاستراتيجية للتدريس، فقد يساعدون تلاميذهم على تعزيز فهمهم للقراءة.

**الكلمات المفتاحية:** القراءة، تعلم اللغة، الوعي، القصص القصيرة، لغة أجنبية.