

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ibn Khaldoun University Tiaret
Faculty of Letters and Foreign Languages
Department of English



**Investigating the Role of Reading Short Stories in Enhancing EFL
Learners' Reading and Speaking Skills**

**Case Study: Third Year EFL Students at Ibn Khaldoun University of
Tiaret**

**A Dissertation Submitted to the Department of English in Partial Fulfillment for the
Requirements of the Master Degree in Didactics**

Presented by:

Mohamed Amine **BENBAARA**

Mostefa **BENADDA**

Supervised by:

Dr. Walid **MOKHTARI**

Board of Examiners

Chairwoman	Dr. Boughena Khaldia	Ibn Khaldoun University
Examiner	Dr. Sahli Naima	Ibn Khaldoun University
Supervisor	Dr. Mokhtari Walid	Ibn Khaldoun University

Academic Year

2023/2024

Dedications

I dedicate this thesis to my family for the support and encouragement during all my life.

I would like to thank my teachers for helping me to achieve this work, my friends and classmates who help and guide me always.

Ben Baara Amin

Benadda Mostefa

Acknowledgments

First and foremost, we would like to express our sincere gratitude to Allah, the Almighty, compassionate, and merciful, for granting us the strength to successfully

Complete this project.

We would like to thank Dr. BoughenaKhalidia the chairwoman, Dr. Sahli Naima the examiner and Dr. Mokhtari Walid the supervisor for correcting.

Abstract

This study investigates the impact of reading short stories on the communication skills of third-year English language learners at Ibn Khaldoun University of Tiaret, Algeria, employing a qualitative approach. Data were gathered through a questionnaire to explore student experiences and perceptions regarding the use of short stories for communication skill development. Results reveal that students view reading short stories as effective for enriching vocabulary, enhancing contextual understanding of grammar, and fostering critical thinking skills, all of which contribute significantly to improved communication abilities. The study suggests that integrating short stories into the English language curriculum offers valuable opportunities for learners to enhance their communication skills in an engaging and stimulating manner.

Keywords: communication, curriculum, reading, short stories

Abbreviations

BMD License, Master, Doctorate

EFL English as Foreign Language.

List of tables

Table 01: the student's genders.....	25
Table 2: the age of participants.....	26
Table 3: students read short stories in their free time.....	27
Table 4: the students' preferred language in reading short stories.....	28
Table 5: the student's consumed time in reading short stories.....	28
Table 6: students read these short stories.....	29
Table 7: other purposes of reading short stories.....	30
Table 8: students see reading short stories enjoyable.....	31
Table 9: reasons of who said enjoyable.....	31
Table 10: short stories enrich students vocabulary with new words.....	32
Table 11: the understanding of students during reading short stories.....	33
Table 12: students cause of understanding short stories.....	34
Table 13: student's ways to understand difficult words.....	35
Table 14: short stories teach students different morals.....	36
Table 15: short stories teach different morals.....	37
Table 16: short stories affect students culture.....	38
Table 17: short stories affect on student.....	38
Table 18: short stories help student comprehend different cultures and perspectives.....	39
Table 19: the causes of why short stories help students comprehend cultures and perspectives.....	40
Table 20: make reading short stories a part of language learning routine.....	42
Table 21: short stories is a way to express your-self.....	42
Table 22: the causes of why short stories can be a way to express students-self.....	43
Table 23: short stories touch student's feelings.....	44

Table 24: the causes of why short stories touch student’s feelings.....	45
Table 25: students practices reading short stories aloud in classes.....	46
Table 26: short stories help to improve students speaking skill.....	47
Table 27: short stories can be a tool for sending a hidden message.....	48
Table 28: the challenges that students face during reading short stories.....	48
Table 29: reading short stories is effective in enhancing students communication skills..	49
Table 30: the effectiveness of short stories in enhancing student’s communication skills illustrations.....	50
Table 31: students opinions, about other strategies that can develop their communication skills.....	51

List of figures

Figure 01: the students genders.....	26
Figure 02: the age of participants.....	26
Figure 3: students read short stories in their free time.....	27
Figure 4: the students' preferred language in reading short stories.....	28
Figure 5: the student's consumed time in reading short stories.....	29
Figure 6: students read these short stories.....	29
Figure 7: other purposes of reading short stories.....	30
Figure 8: students see reading short stories enjoyable.....	31
Figure 9: reasons of who said enjoyable.....	32
Figure 10: short stories enrich students vocabulary with new words.....	33
Figure 11: the understanding of students during reading short stories.....	34
Figure 12: students cause of understanding short stories.....	35
Figure 13: student's ways to understand difficult words.....	36
Figure 14: short stories teach students different morals.....	37
Figure 15: short stories teach different morals.....	37
Figure 16: short stories affect students culture.....	38
Figure 17: short stories affect on student.....	39
Figure 18: short stories help student comprehend different cultures and perspectives Perspectives.....	40
Figure 19: the causes of why short stories help students comprehend cultures and perspectives.....	41
Figure 20: make reading short stories a part of language learning routine.....	42
Figure 21: short stories is a way to express your-self.....	43
Figure 22: the causes of why short stories can be a way to express students-self.....	44

Figure 23: short stories touch student's feelings.....	45
Figure 24: the causes of why short stories touch student's feelings.....	46
Figure 25: students practices reading short stories aloud in classes.....	46
Figure 26: short stories help to improve students speaking skill.....	47
Figure 27: short stories can be a tool for sending a hidden message.....	48
Figure 28: the challenges that students face during reading short stories.....	49
Figure 29: reading short stories is effective in enhancing students communication skills.	50
Figure 30: the effectiveness of short stories in enhancing student's communication skills illustrations.....	51
Figure 31: students' opinions, about other strategies that can develop their communication skills.....	52

Table of contents

Dedication	
Acknowledgment	
Abstract	
Abbreviations	
List of tables	
List of graphs	
Table of content	
General introduction.....	1
Chapter one: the relationship between communication and reading short stories	
Introduction	4
1. The definition of communication	4
2. How to communicate	5
3. Definition of Reading	7
4. The types of reading	8
4.1. Intensive reading	8
4.2. Extensive reading	9
5. The importance of reading short stories	10
6. Read short stories in a foreign language.....	12
7. The definition of speaking	13
8. How do communications take place in speaking?.....	14
9.1. Sender.....	14
9.2. Encoding	14
9.3. Message.....	14

9.4. Communication channel	15
9.5. Receiver.....	15
9.6. Decoding.....	15
9.7. Feedback	15
10. The definition of literature	15
11. The importance of reading literature	15

Section two

12.1. The definition of short story.....	17
12.2. The role of reading short stories in enhancing learners comprehension.	17
12.3. The impact of reading short stories on enhancing learners’ critical thinking.....	18
12.4. The impact of reading short stories on enhancing learners ‘vocabulary.....	20
Conclusion.....	22

Chapter Two: the impact of reading short stories on third year English students at Ibn Khaldoun University

Introduction.....	23
1. Population and sample	23
2. The design and description of questionnaire.....	23
3. Analyses the student’s questionnaire results	24
4. Discussion of the results.....	53
Conclusion.....	53
Recommendations.....	53
General conclusion.....	55
List of references.....	56

Appendix	59
Summary in Arabic	64
Summary in French	64
Summary in English	64

General introduction

Language serves as a vital tool for effective communication, with English holding particular significance as an international language for students. Developing communication skills requires practice and effective strategies, and reading short stories stands out as an enjoyable method that enhances both reading and speaking abilities. Communication serves as a bridge that connects people from diverse backgrounds, facilitating the sharing of ideas, exploration of cultures, and understanding of differing beliefs. Strengthening communication skills empowers students with the confidence and capabilities to interact effectively in various contexts.

Reading is foundational to acquiring information and understanding the world. It equips students to communicate adeptly, navigate diverse situations, and conduct themselves appropriately. Moreover, reading enriches vocabulary and expands cognitive processes, enabling clearer self-expression. These benefits underscore reading as a potent tool for augmenting communication skills.

This research delves into the role of reading short stories in achieving these goals, aiming to inspire students to embrace reading by highlighting its significance in developing communication skills.

1. Statement of the Problem:

Effective communication skills are crucial for students, and reading plays a pivotal role in their development. This study specifically investigates whether reading short stories can enhance learners' communication skills.

2. Significance of the Study:

This research is significant as it explores the substantial role of reading short stories in enhancing learners' communication skills and advocates for the integration of short stories into educational curricula.

3. Aim of the Study:

The primary purpose of this study is to examine the role of reading short stories in enhancing learners' communication skills and to assess its effectiveness in an educational context.

4. Research Question:

This study aims to investigate the extent to which short stories enhance communication skills, particularly in reading and speaking.

5. Research Hypothesis:

The hypothesis posits that reading short stories significantly enhances learners' communication skills.

6. Research Methodology:

The study utilized a questionnaire administered to third-year English students at Ibn Khaldoun University of Tiaret, complemented by interviews with teachers. Data analysis was conducted using Excel.

7. Population and Sample:

The study focused on third-year English students at Ibn Khaldoun University of Tiaret, with 89 students participating in the questionnaire.

8. Structure of the Dissertation:

The dissertation comprises two chapters. The first chapter includes a literature review on reading—its definition, types, and importance—and defines speaking within the context of communication. The second chapter presents the practical aspect, including data analysis from the questionnaire.

This study contributes to understanding how reading short stories can effectively enhance communication skills among students, advocating for its integration into educational practices.

Chapter one: The relationship between communication and reading short stories

Section one

Introduction

The global prominence of English necessitates the development of effective strategies for learners seeking to acquire fluency. Communication skills, encompassing both reading and speaking abilities, are paramount in mastering any language. While various techniques exist to cultivate these skills, the use of short stories presents a unique and advantageous approach.

Short stories offer an engaging platform for learners to encounter new vocabulary and grammatical structures within a meaningful context. Unlike traditional textbooks, these narratives expose students to the natural flow of language, fostering a deeper understanding of how language functions in real-world scenarios. This exposure not only enriches vocabulary but also allows learners to explore themes, emotions, and cultural nuances that may not be explicitly addressed in traditional learning materials.

Furthermore, short stories can stimulate critical thinking and analytical skills. By actively engaging with narrative elements like character development, plot structure, and thematic exploration, learners develop the ability to dissect language, infer meaning, and form their own interpretations. This process fosters a deeper connection with the language and empowers students to express themselves more effectively.

This chapter delves into the significance of incorporating short stories as authentic material for enhancing communication skills in learners acquiring English as a foreign language. By examining how short stories facilitate vocabulary acquisition, grammatical comprehension, and critical thinking, this chapter aims to demonstrate the efficacy of this approach in fostering effective communication.

1. The definition of communication

Communication is very important which happens in different ways: written, spoken, and gestures for those who can't speak or read. It is the ability to share ideas and express feelings. It connects people who speak the same or different languages, cultures, and beliefs. Communication is the tool of understanding each other.

According to Fatimayin (2018), communication is the operation of exchanging ideas between sender and receiver using different ways such as graphics, sounds, gestures, and body movement..., it is a process of transferring meaning. This means that any action transferred meaning involves communication and it is a communication tool because of includes interaction between both senders and receivers. Also, Giffin and Patten (1976) confirm that communication is a process of exchanging ideas and creating meaning between groups of members. Decker (2023) agrees that communication is a series of meaningful actions that exchange people's points of view and express feelings. We conclude that any action connects the sender's and receiver's expression ends up understanding each other and contributing to the success of the conversation, it is a communication. As an example: I formed a heart with my hands to my mom, and my mom smiled and said "I love you too sun ". We improve communication by expressing feelings using gestures, written text and sounds that end with understanding its meaning.

2. How to communicate

Not all people achieve effective communication however not all of them use the same way of transferring their thinking. Communication is a creative and productive process that contains unlimited methods, but its objective is, to send a meaningful message from the sender, and be understood by the receiver to interact. Effective communication is the ability to confirm, argue, convince, and understand exchanged ideas to avoid confusion and misunderstanding.

Sperber (1995), argued that having the same language speaking achieves effective communication and understanding for both of speaker and the hearer (sender and receiver). Using the same language indeed facilitates understanding through exchanging circulated vocabulary for both of sender and receiver which makes communication understood.

Gatting (2023), confirms that listening to the audience is one of the most important elements of achieving communication. However, through comprehensive listening sender explores the receiver's needs and completes them, which makes communication interesting and useful. So, we deduce that comprehension is very important, it is achieved through concentration, is true that comprehension provides effective communication but it is not enough. Gatting adds that exploring the receiver's needs is not enough only the sender must know the way how to deliver the message using both sounds and body to make the receiver engaged and interested. Understanding and using appropriate methods are complementary

processes and we can't neglect one of them in communication. The word's quantity is not as important as its quality.

Sharp (2021) said that it's important to use appropriate and less numbers of words that define exactly your purpose and clarify the meaning. As mentioned in the Arabic quote "good brevity makes sense". Less precise meaningful words are better than irrelevant and unreliable books. Emerson adds that supporting words with body language clarify confusion reflect your-self organization and express your feelings during communication. Using body language and eye contact is another communication tool. However, it has a great impact on clarifying meaning when it is coordinated with speech because words only can't transfer the specific emotion. As an example of expressing fairness, when you say "I am fair" it's not as expressive as crying and saying it. Then, Masterclass (2021), agree also that nonverbal communication is very important, as developing body language and voice tone improves good presentation. It is better to know when we should up and down our voice and will pronoun sounds to achieve better presentation.

According to Robinson, Segal, and Smith (2024), controlling stress during communication helps to keep remembering your vocabulary and strengthens your self-confidence which helps you achieve the purpose of communication. They add also that transferring messages honestly and tolerantly with others facilitates discussions. A big issue that impacts our communication negatively is stress, when we are stressed we lose our intention and words which produces difficulties in presenting ideas. However, respecting others and avoiding forcing your opinion on them provide also effective communication.

Sometimes we don't use the appropriate words in the right place because of missing thinking before speaking. According to Owsley (2018), thinking before transferring a message in communication is obligatory to use the right word at the appropriate time and place. Planning before a presentation or course delivery is important for teachers because it helps to facilitate achieving the course objective in addition to making solving problems easy. This is what makes thinking before any communication important, nothing comes from nothing. Kashyap (2024), agree also that understanding the subject matter and good planning before entering into communication is better than beginning a discussion directly.

Vitaliy (2023), state that understanding and learning others' cultures is very beneficial in communication, it aims to make you tolerant and careful about others' traditions and beliefs and also to be attentive about your body language and gestures. However, gives you an

overlook of different populations thinking from different regions which provides you with multiple experiences that help you communicate with of people with the same and different cultures, local and foreign. Master class confirms that understanding and study about others' cultures assumes being friendly, open-minded, and educated. Learn their language, and know about their thinking and society provides a secure environment for communication. Diversity is necessary nowadays, the world has become a small region because of technological development, and foreigners and local people are very near to each other than in previous times.

Smith (2023), agrees that cultural sensitivity provides you with an understanding of people's behaviors, beliefs, and values similarities and differences. It helps to know how to present our content to people from different regions and respect their thinking and traditions. Understanding others' cultures is necessary in an education context when a teacher delivers a sensitive course that talks about history or culture where he has a student from different regions and cultures to be aware of their beliefs and values during communication, in addition, to avoiding conflict and misunderstanding to achieve the objective of course effectively.

Finally, it is obligatory to know how to communicate in all contexts with different peoples from different regions, especially in our context of "education "to facilitate acquiring language, knowledge, and behaviors and achieve learning. The way how the teacher communicates with students effectively is the street to making both teaching and learning enjoyable and achievable.

3. Definition of Reading

Reading is the imperative pillar that must not be neglected in developing language and improving its skills, it is an introduction to language acquisition, and learning and a path to speak it. If we didn't use the language we are going to lose it. So through reading, we will keep it preserved and revival. Tarihoran (2019) identifies reading as a mental operation and cognitive process that helps the reader understand a message from authors from different spaces and times which is not visual, it's also a relationship with meaningful information; reading is a communication process improve a lot of skills, understanding more than moving eyes through words.

According to Diane (2001), reading is the process of decoding written text to understand meaning. So reading is moving eyes from word to word in written text but to comprehend its meaning. However it is not just to read and understand, also to achieve an educational objective because without reading we can't learn. Zimmerman and Hutchins (2003), confirm also that reading is read written texts and understand its meaning as Leipzig said before. However, Zimmerman and Hutchins add that the comprehension of text helps motivate readers to learn and enjoy reading with the ability to process words through understanding the whole sense of what sentences describe.

Johnson (2017), clarify that reading is not just about understanding the meaning of written text however involving readers makes reading a continuous practice through presenting related reading material and activities that help to develop their fluency, pronunciation, understanding, critical thinking, and vocabulary gain. It means that reading can also be used as an authentic tool in teaching for specific achievement and continuous development through personal efforts from learners with external help (teacher, parents, classmates....).

4. The types of reading

The act of reading has different types, and each type has its specific purpose for both of teacher and learner to focus on objective and achievement. However, to practice this type teacher have to give the appropriate tasks and inform their students about the goal of this reading type.

4.1. Intensive reading

Harmer (2001), said that intensive reading is precise to achieve a specific study goal with a close teacher's guide, not for fun or pleasure and not to relax or enjoy. He adds also that the teacher has a great role to get student read intensively by creating an interest in a specific topic for a specific task, the teacher must inform the student about the objective, and how it is achieved and determine the limited time of practicing. Secondly, he must be intention to their concentration, he should observe them to organize feedback and then give constructive or supportive ones to students after finishing the given task, and this feedback leads students to self and pair correction. Finally, the teacher as a manipulator should guide them to explore some characteristics of text structure, make the complexity clear, and accustom them to being aware of text structure issues that they haven't met yet. This assumes that teachers guide

students to acquire this skill through practice. So intensive reading is detailed reading for a specific purpose. Using tasks after following the appropriate steps produces both teacher and learner achievement.

Nation (2008), states that intensive reading is a means that rich learners' knowledge of language, improves their understanding. grammar translations one of its classic procedures where the teacher based on the first language to explain the text's meaning deeply, in detail, and check the learner's understanding. The extensive reading helps to develop language and fluency. Translating words to the first language helps to understand the meaning and makes this type an effective tool in developing different skills. Nation (2008), confirms that intensive reading focuses on different aspects such as understanding different text types through practice and developing the learner's sound pronunciation in the loud reading and enriches learner's vocabulary with the appropriate uses of words. However, grammar is learned indirectly through analyzing the grammar difficulties in the text, in addition to the cohesion through finding words and pronouns that refer to the same idea. Nation (2008), agrees that the good and effective application of intensive reading exercises not only focuses on understanding written text but on receiving information on how to deal with other texts when they read in the future, in addition to know which part of text can help them and achieve their needs directly. Finally, the effective reading exercise must focus on methods that are adapted to any text, engage learners to read texts, and lead both of learner and teacher to constructive feedback, as we said before in Harmer's speech.

Even Carrell and Carson (1997) confirm that intensive reading is used in short text with teacher authenticity to help students get a detailed comprehension of the text to upgrade their reading skills by extracting main points and improving grammar and vocabulary, as seen in Renandya (2007).

4.2. Extensive reading

Carrell and Carson (1997) claim extensive reading engages in learning a lot of words and longer text for general understanding than in language acquisition. Furthermore, Harmer (2001), confirms that extensive reading is a student's effort to read texts in a similar level with no teacher authenticity, it aims to enhance learner language. This means that extensive reading is an unobligated act with no teacher-closed guide and reading with pleasure for personal interest and inclinations. Text at the same learner's level helps to facilitate learning and clarify the complicity.

According to Harmer (2012), extensive reading is not reading for a specific purpose or to gain vocabulary or understanding through an exercise, it's reading for fun or an interesting topic. Teachers should encourage learners to read their preferred books, stories, or texts at their same level to improve language and perform continuous learning. The easy text makes learning enjoyable. This is another Harmer's book that includes the importance of teacher motivation for the student to read their favorite text to make learning exciting and enjoyable, when learners read what they prefer and need, they eliminate boredom.

Davies (1995) determine that the effective plan of extensive reading provides learners with a huge vocabulary and holistic understanding however its lack in classrooms produces poor learning languages, as seen in Harmer (2001). It means that the teacher can help students and propose important texts to read to connect student interest with the learning objectives. Krashen (1982), argued that reading extensively creates a relaxed environment for learning language and engages learners to acquire language, as seen in Bell, T. (1998).

Grabe (1991), said that the extensive reading programmed learners with the automaticity of dismantling unfamiliar words and symbols through the frequent practice of reading. Then, Nagy and Herman (1987), added that learning silently an uncontrolled text in extensive reading improves a huge reception of vocabulary than reading controlled ones which limits the words or vocabulary quantities, as seen in Bell (1998). The unlimited vocabulary procession is in the uncontrolled text, reading for reading and performing, not just to achieve a temporary objective.

According to Krashen (1982), the extensive reading plan should achieve learners' needs and interests to make them engaged and motivated to learn. In this case, learners must choose a plan for reading appropriate texts that complete their needs, because when learners see the result of reading in the development of their language when they use it, they will be more motivated.

Finally, these two reading types are an important and related process that helps teachers engage student learning and improve their language acquisition, no one is better than the other in learning a foreign language.

5. The importance of reading short stories

Before dealing with the importance of reading short stories, we analyze this from what we discussed in reading definition; however it's not enough for short stories because of its

specific benefits. Reading a short story is very important to learn language, it is used as an effective tool inside or outside the classroom with or without the teacher's guidance to improve and enhance learners' communication skills.

Dari, describe reading short stories as an easy and enjoyable means of learning. As seen in Pratiw, Putri, and Suhadi (2020). Hayashi (1999), confirm that when a teacher propose texts engage learners to read, he produces a sense of motivation and interest to read short stories that interest learners' inclinations and make them motivated, see in Pratiw, Putri and Suhadi (2020). So reading short stories makes learners engaged and motivated to learn which will make foreign language acquisition enjoyable and easy with teacher authenticity, it can be good for teaching learners in primary schools to make reading a habit through continuous practices it is more helpful in teaching literature.

Palardy (1997), affirms that students can develop their comprehension and think about other populations' cultures. In addition to enhance their imagination with cognitive skills while exploring different perspectives by examining and comparing various concepts. This means that reading short stories informs readers about cultures and makes them tolerant of different people's traditions and beliefs as Hayashi said before. It activates the mind's imagination and critical thinking through analysis.

Pratiw, Putri, and Suhadi (2020), said that the shortness and simplicity of stories help learners to understand reading tasks, being analytical and productive. It reduces students' anxiety and creates a relaxed environment and comfortable feeling. From this situation we understand that reading short stories has a psychological impact in making students less stressed and more relaxed, some people take up reading short stories as a hobby in their free time to enjoy and feel comfort.

Kowalczyk (2023), explains that is easy to finish reading short story. It pushes reader to read more, this plays an important role in fixing the habit of reading when reader finishes reading in a short time with understanding the stories events and moral through its simplicity, they will be enthused to read more stories and that will be interesting for them.

According to Myers (2023), short stories facilitate understanding and processing events, so why not remember the whole story? From this case vocabulary is memorized easily. It makes reading short stories important for easier remembering as an example of real-life context stories, it fixed the received vocabulary in the readied text because the used vocabulary will be recalculated, encountered and why not work with it in daily life.

Apte-Rahm (2022), adds that short stories are easy to transfer, exchange experiences, and helpful to persons who have less time. It means that it can develop narrative speaking indirectly. Diamond (2021) lists that reading short stories leads to personal character development, exploring the world from where you are, and even providing readers with solutions through the transferred message or experience. We conclude that reading short stories is an easy and simple tool to receive and process information even transfer, it has a big role in developing language directly through teacher guidance or without in all learning levels.

6. Read short stories in a foreign language

Using short stories as a teaching tool is an old method; however, it exists nowadays as a result of its simplicity. It increases the joy of learning and facilitates its difficulties for both of learner and teacher when it is used appropriately

Fojkar, Skela, and Kovac (2013), agree that using short stories is an effective tool in learning language in classes. However, it is not easy without a program or structured plan that integrates short stories texts, and activities that are related to the course objective. Katz (2002), confirms also that the adaptation of literature texts in foreign language textbooks and activities is an obligatory decision. This means that the teacher must be flexible and creative; he can use it as a tool for presenting different courses in teaching a foreign language even if it is not included in textbooks, just to achieve the course objectives and make a comfortable environment and engaged learning. Hişmanoğlu (2005), persuade that the appropriate use of literary text in classes is based on their language level, cultural background, and their interest. This makes learning a language motivational and easy, when learners find these stories easy to understand they will be engaged to learn, and reading will be personal enjoyment which is very important in teaching a foreign language in an engaged way.

Saxby (2011), state that short stories reading, or listening helps learners to discover new vocabulary and words that express meaningful messages. Reading short stories gives learners the chance to gain unlimited vocabulary and understand the complexity even being familiar with difficult and new words that can be used in our daily life conversations which facilitate learning a foreign language. As an example when I studied the "necklace" story written by Guy De Maupassant, I didn't know what means the word "necklace", through reading this story and understanding the words meaning, I became familiar with this word, and I identified

it in my original language which help me to understand and don't be exploited when I will find it in another text.

Saxby ads also that reading or listening to short stories makes us imagine that we are leaving this story and so touched by its characters also feeling said or happy through reading its event make all details memorable. This is something we leave in our daily lives, when we receive touching stories we never forget their details which helps to make words and the given message memorable.

According to Pedroza (2022), the internet facilitates finding different short stories according to our interests better than times before and with multiple manners (audio, films, and text). It facilitates learning foreign languages with different learning styles (auditory, visual, and tactile), and it achieves all learner's needs and objectives (vocabulary, pronunciation, grammar use ...).

Krashen (2004), said that we are not supposed to read just to read and improve language, we read to understand, and without understanding, we can't learn a language. In this case, practicing the continuous act of reading short stories provides more understanding of words' meanings and uses which facilitates upgrading the language level and our communication skills.

Khaleel (2017), clarify that stories provide contexts that are taken as a source for learning a foreign language. This seems to activate students' critical thinking and achieve comprehension; it leads to exchanging ideas in class discussion and provides a growth in both accuracy and fluency development.

According to Kokanova and Khadjieva (2022), reading short stories has an important role in discovering new word formation. These words consist of compound words that are discovered by reading, it helps to raise vocabulary in addition to increasing reading and speaking skills through underlying this new word and searching for its definition, it facilitates the learning way and making words memorable for a long time., in the "necklace" story I found a compound word that I didn't understand it which is "lark-shooting" however after checking its meaning and define the word in grammar dictionary, I still remember it.

7. The definition of speaking

Speaking is a productive approach that deals with daily contact of both sender and receiver which involves exchanging sounds and meaningful words to share knowledge and feelings. However, it's one of the pillars of acquiring a language and developing it.

Harmer (2001), said the ability to speak focuses on organizing and programming your words before saying them to share knowledge and achieve specific objectives by using specific language and be careful about fluency and accuracy (meaning and word's form). Speaking is indeed a productive act through month using language; however, this language must transfer meaningful words and achieve the aim and objectives of this communication with organized form, for whom, why, and what I can change through speaking. Richards (2008), agrees that effective and easy communication is achieved through speaking fluently and accurately which helps to explore ideas and understand what happens around you in this world. Cameron (2001), confirms that speaking is a means of expressing ideas through language used. We conclude that speaking is a language production that contains organized words that aim to share and understand thoughts. It is an important process in foreign languages and a means that makes interaction between speakers and foreigners through an understood language to both of them.

8. How do communications take place in speaking?

From the previous definitions of communication and speaking that we dealt with. We analyzed that both of them focus on transferring meaningful messages and interaction between both sender and receiver. So, how can communication take place in speaking?

Communication takes place in speaking through the important components of communication in speaking which improve effective communication. Speaking is verbal communication. Larkin (2012) states that the components of communication are:

9.1. Sender

The sender is the one who begins the conversation to convey or refuse specific thoughts or express feelings for the other part of the communicator. In speaking the sender is the speaker who began speaking, speaking can't improve without the sender.

9.2. Encoding

Words and symbols or gestures that sender had clarifying to translate the message. However in speaking is the same, the sender uses simple and understood language to transmit his message.

9.3. Message

The message can be delivered in different ways (written, spoken, nonverbal) after decoding symbols and signs, but in speaking message is transmitted through spoken language as a form of sound.

9.4. Communication channel

It is the means used to transform the message or interact for both of sender and receiver. In speaking the means is oral sounds of spoken language as we said before.

9.5. Receiver

Generally, is the one who receives the message and understands it to interact with it.

9.6. Decoding

The receiver is responsible for decoding through understanding the message as the sender intended because comprehension is an important pillar of effective communication.

9.7. Feedback

After all these steps it is not enough to just receive and understand the message for the receiver, however, he must interact and respond to complete the communication as conversations in speaking.

Finally, speaking is a tool of communication that aims to achieve a specific objective for a specific audience similar to communication. A good speaker is a good communicator and the existence of the necessary components achieves effective communication.

10. The definition of literature

Literature is a collection of different types of written text; it is an art of creativity and the transfer of information, cultures, and morals..... That's what makes it important to read. Rexroth (2024), describe literature as written texts that include imaginative works preferred by authors' interest, it includes language, beliefs, history, and tradition. Literature preserves what ancient generations have gone through to link them with the new generation as it is a free ticket to the gateway to the past.

11. The importance of reading literature

Reading literature has an important role in discovering others' thoughts, beliefs, cultures, and a trip to the past; it is even more interesting despite its incalculable importance.

According to Jenkins (2022), literature helps to gain a lot of understanding of different situations which provides the reader with a different point of view, it gives them the power to make decisions and express themselves. Through reading literature we get different experiences even if we didn't live it which helps us get directly to the point or argue and explain things that play an important role in developing our communication. It allows us to make our thoughts and feelings about the word. Brews (2022), agrees that reading literature draws your world through travels with other's world, in addition to studying the same people's background where the world gets smaller. It aims to produce a strong profile and make you see the world from different perspectives.

Kajal (2022), said that literature produces imagination by creating mental scenes about what they read, it helps to create thinking. Ros Jones (2022) has the same view that reading in literature provides a sense of imagination to learners about character's experiences. So, reading literature activates the mental imagination similar as we watch a film and then touching and feeling its character or story, it leads to making events vivid through the thrill of experiencing that event, but in our imagination only. Readers can transfer this feeling through discussing and expressing what they receive through reading, so why not use it as an argument? It aims to develop communication implicitly.

Fraser-Thill (2020), agree that reading literature is important for developing the academic level while presenting new words and a huge vocabulary. Through individual reading of literature at our same level, we can win a lot of vocabulary while finding new words and even words that we know where we review it and become more firmly established in our minds, in addition to understanding meanings which helps to facilitate reading difficult texts in the future. Sarah Lemire (2023), confirms that literature enhances communication skills through vocabulary acquisition. It helps in communication when we find it difficult to find the expressive word, why we find difficulties if we read more and nourish our brains daily with words.

According to Harshith (2023), reading literature is a good method to develop our awareness about other cultures and beliefs. Through being aware of others' cultures, we can

coexist with people from foreign countries which helps us to well communicate with them and avoid misunderstanding.

Thomas (2023), sees that reading in literature raises concentration and focus through deep reading and understanding. We succeed by concentrating however concentration improved through reading. Deep reading achieves the objective of understanding which develops our reading skills and clarifies the complexity when we read other texts, in addition, to making you engaged to read for a long time.

Section Two

12.1. The definition of short story

A short-story can be defined as a piece of prose fiction which is usually about one thing. it contains maximum of 10.000 words, which can be read at one sitting .It is intended to create an impression via characters , conflict , themes , setting , symbols and point of view (cited in bouti,p.22). The short story is defined as” . . . a narrative that can be read at one sitting of from one –half hour to two hours, and that is limited to ‘a certain unique or single effect’, to which every detail is subordinate” (Edgar Allan Poe). On the other hand, short stories are brief works of fiction that typically focus on a single plot or theme, featuring a limited number of characters and settings. They aim to convey a complete narrative within a concise format, often exploring a central idea or delivering a twist in a compact and efficient manner.

A short story is a powerful tool in language learning. Through, accessible literature, the nuances of language can be expressed in a natural context. With short stories, learners can lock in their understanding of the language, allowing them to remember it more effectively due to its organic nature. However reading short stories plays a crucial role in enhancing communication skills for EFL learners and it has an impact on many sides and they are as follow.

12.2. The role of reading short stories in enhancing learners’comprehension.

After the study that was done by Angeline LRamos(volume G, Issue 2, pp.1-4, 2023), the result show that there was an improvement on reading comprehension performance of the experiment that was done on Grade 3 pupils in Geras Integrated School .The result shows that reading short stories has an impact on reading comprehension. Short stories develop learner genuine love for reading, improve their vocabulary. They could understand what they were

reading and reading short stories enhanced their comprehension skill and developed their appreciation in reading short stories.

From this study, we can say that reading short stories have many benefits and positive effects on reading comprehension because it developed learner's ability. Reading short stories for students of EFL can significantly improve language proficiency and reading comprehension. It exposes readers to diverse vocabulary, idiomatic expressions, and various grammatical structures within a compact context. The concise nature of short stories encourages, fostering the ability to extract meaning from nuanced sentences and passages. Overall, it serves as an effective tool for language learners to enhance their comprehension skills in English.

Ghasemi and Hajizadeh (2011), claim that short stories have the unique characteristics thus making the learners' expression. The aim is easy to understand by students, and also can be developed any kind of teaching materials so that the reading learning will not become monotonous and boring. Reading becomes essential and important because it can develop our knowledge through reading we get many information, and problem solutions.

According to Grellet (1985) quoted by Hrbaini and Abdul Manan (2017), reading was one of the four English language skills the students strive to master in learning English language and reading was key of knowledge or the window of world. Based on the quotation above, by reading itself can enrich the students' knowledge and experience because they not only accept what the text says but also the students understand what they have already.

Berardo (2006), claims that reading is an interactive process (a conversation between the writer and the reader, even if the writer is not there). It is the interplay between teaching and reading that occurs when people read a material. The result showed that the use of short stories in the development of reading skills has a strong positive effect on students' achievement and is more interesting learning material for students.

Khalili and Rezvani (2015) have investigated the effects of reading short stories on reading comprehension of intermediate Iranian EFL learners. Their results indicated that reading technique can have a significantly positive effect on EFL learners' reading comprehension.

According to Saka's 2014 (as cited in Ceylan, 2016) reading stories is effective method in teaching EFL classes which consequently improve reading skills he further asserted that reading short story increased their wish to read more and appreciation for literature.

Rivera (2016) has found story reading the suitable tools to enhance reading comprehension

12.3. The impact of reading short stories on enhancing learners' critical thinking

Critical Thinking is one of the key goals of education. Thus, it should receive more devotions and all of its thinking is one of its possible effects on language learning should be explored. Reading is the most important skill which humans should acquire, as it is the means of enjoyment and pleasure, and the mother of all skills. And it has been defined in many different ways; very broad definitions include thinking which has a purpose or reflective judgment. Moreover, to think critically is to examine ideas, evaluate them against what you already know and make decisions about their merit.

Reading short stories can enhance critical thinking skills by providing opportunities for analysis, interpretation, and evaluation of different perspectives and ideas. Through reading stories, students can develop their ability to think critically by analyzing the language used, identifying the author's point of view, and evaluating the effectiveness of the storytelling techniques. Additionally, reading stories can help students develop empathy and understanding of different characters and situations, which in turn can enhance their critical thinking skills. By engaging with the content of the stories, students can practice making connections, drawing conclusions, and forming their own opinions based on evidence and reasoning. Overall, incorporating short stories into the curriculum can provide a valuable tool for promoting critical thinking skills among students.

Facione (1990) explained that the main constituents of critical thinking are a set of 6 skills that are: interpretation _ clarifying meaning, analysis _ examining arguments, inference, drawing conclusions, explanation, presenting arguments.

Reading Short stories are thought to be appropriate tools for developing students ' critical thinking skills and to improve their critical thinking abilities, Analysis and synthesis.

It could leads to the acquisition of a second language, teaching students how to think gives them the ability to use critical thinking skills to solve problems.

Reading short stories has been found to enhance learners' critical thinking skills several studies have shown that integrating short stories into language teaching and learning can improve students' critical thinking abilities.

Short stories provide valuable authentic material that exposes students to different perspectives and cultures, leading to cultural enrichment and personal involvement. They also encourage students to make judgments, synthesize information, and apply their skills, thereby enhancing their critical thinking abilities. Furthermore, the use of short stories in the classroom has been found to increase students' motivation and engagement, leading to improved language skills and creative writing abilities. Overall, the integration of short stories into language teaching has proven to be an effective strategy for enhancing learners' critical thinking skills.

According to Burcu (2022), reading short stories can enhance critical thinking skills by developing cognitive and affective features, language skills, and content such as empathy, interpretation, deduction, and analyzing.

In other view Raajithai (2021), said that reading short stories can enhance critical thinking skills by providing rich linguistic input, stimulating the practice of language skills, and developing problem-solving abilities.

On another hands, reading short stories can enhance critical thinking skills by exposing readers to different perspectives, complex situations, and thought-provoking themes. (Sana Sakale, 2023)

César Enrique Maloof and Maritza (2022), see that Reading short stories can enhance critical thinking skills by exposing readers to different perspectives, encouraging analysis and interpretation, and promoting the evaluation of ideas and arguments.

12.4. The impact of reading short stories on enhancing learners 'vocabulary.

Reading short stories is considered to be one of the most important aspects for learning a foreign language. It has a great impact on enhancing learner's vocabulary acquisition. In addition, it confirmed that there is a relationship between vocabulary and reading short stories

It is well known that vocabulary plays an important role in the Academic life of EFL learners, this because foreign language learners' lack of vocabulary significantly impairs other

language skills. So David Wilkins [26,111] said, " It is almost impossible to convey without grammar.

Learners cannot convey anything without vocabulary." In this regard, Short stories are an effective strategy to enhance learners' vocabulary, as Abderahman (2021) states " literature helps learners in learn the meaning of the words context " (p.4). Respectively, short stories should be used to motivate learners to enrich their word bank and master the accuracy, meaning and the use of words, used in reading and speaking. Learners should also know the extract meaning and usage of the words if they want to understand English textbooks, via reading and native speakers, via listening.

Reading short stories is a good material for language classrooms for learners' vocabulary, because without vocabulary learners Will not able to develop other skills successfully.

More importantly, teachers can enhance, promote and extend learners' independent reading experiences and assist them to enrich their vocabulary (Hulsijin, Hollander & Greidanus, 1996). This strategy can effectively promote the learners' vocabulary. In this concern, literary texts such as short stories are a good strategy for promoting vocabulary of EFL learners. Moreover, (wright, Betteridge &Bucky,1989).They claim that using short stories is an effective way to learn vocabulary in EFL context, However, they argue that with the use of short stories teachers can create different contexts where learners should use the language to communicate, exchange information, and express their ideas.

According to Hang (1996), express that learning through Short stories could encourage certain psychological and intellectual factors which can promote communication, self – esteem, motivation and learning vocabulary. As a result, it seems to be important to explore and investigate that learners can learn vocabulary through reading short stories

A previous study of Ajdeh (2013) , investigate the effect of short stories on Iranian EFL learners vocabulary .The results showed that the experimental group was considerably better than control group in terms of vocabulary learning . In This regard reading short stories help in the devolvement of learners' vocabulary because it makes them more autonomous, learners try to read and understand meaning in context ,this strategy helps them learn English independently as a foreign language.

Research has shown that the use of short stories in the classroom can enhance the language learning process .According to Drvin&cakir, 2014; Harmer & Puchta, 2018).Short stories are

a rich source of diverse and authentic language input, they introduce learners to a wide range of vocabulary items and provide them with the opportunity to see these words in context which can understanding and retention. Furthermore, reading a short story create a positive and engaging learning environment that can motivate learners and enhance their vocabulary

Reading short stories enhances learners vocabulary in several ways it provide context for new word, making it easier for learners to understand and remember their meanings also it expose learners to a wide range of vocabulary, including Synonyms, antonyms, idiomatic expression and requires active engagement with the text, encouraging learners to look up unfamiliar words and incorporate them into their own vocabulary. Learners are able to remember new vocabulary more effectively natural language. It reflect natural language usage, exposing learners to authentic language patterns and helping them develop a more intuitive understanding of how words are used in context.

Conclusion

Incorporating short stories into EFL curricula strengthens reading comprehension, critical thinking, and vocabulary development. Engaging narratives promote inference, summarizing, and textual connections. Diverse themes and styles broaden literary understanding. Repeated readings of manageable texts refine comprehension strategies. Additionally, short stories act as springboards for critical thinking, preparing students for real-world complexities. Finally, exposure to varied vocabulary in engaging narratives enhances language acquisition. Overall, this approach empowers learners to become proficient and discerning readers.

Chapter Two: The impact of reading short stories in third year EFL students

Introduction

This section analyzes data from an online questionnaire distributed to third-year English students at Ibn Khaldoun University in Tiaret. The study investigates the role of reading short stories in enhancing learners' communication skills, specially reading and speaking. The questionnaire explored students' perspectives on reading short stories and their perceived effectiveness in developing these communication skills.

1. Population and sample

Aiming at gathering the data, we make an online questionnaire. (89) Student answered the questionnaire. They were chosen from the groups of third year BMD students of the English at Ibn Khaldoun University of Tiaret.

2. The Designed Description of Questionnaire

This questionnaire contains 21 questions. The first two questions aim to know the gender and age of participants. Second, In Questions 3 and 4, students are asked to indicate their reading habits for short stories. This includes specifying if they read them in any language, and if so, the typical amount of time they dedicate to this activity. In (Q5) and (Q6) the students were asked if they read short stories for fun or as a part of the curriculum and how they find it (enjoyable or boring) with given reasons. Next, in (Q7) we seek how much they gain vocabulary from reading short stories while in (Q8) and (Q9) students were asked to choice how will they understand, support with justification and inform how they dealt with difficult words. After that we asked them if they learned morals from reading short stories and why in (Q10) and in (Q11) we attempted to know that these short stories affect their culture positively or negatively with explanation. In (Q12) we ask about the students' points' of view about if short stories achieve your understanding to different cultures and perspectives with justify the answer. We add (Q13) look for how they can make reading short story a language learning habit. The (Q14), (Q15) is to explore if short stories can be a way to express themselves and touch their feelings, the two questions need to be supported with explanation. Whereas, (Q16) and (Q17) aims to know if they read these short stories aloud then explain its effect in improve their speaking skill. After that we asked students whether they agree or not that short story is a means of transferring a hidden message in (Q18). We added (Q19) and (Q20) requested students to tell us the challenges they faced in reading short stories and if it is

an effective way to enhance their communication skills with an explanation to the answer. The last question (Q21) students were requested suggest other strategies which help learners in developing their communication skills.

3. The Teachers Interview Design &Description

The interview procedure involved preparing structured questions focused on the use of short stories to enhance communication skills among third-year English language learners. Beginning with a polite greeting and clear statement of purpose, I engaged the teacher, who specializes in writing and reading skills at Ibn Khaldoun University in Tiaret, Algeria. Sequentially asking each question allowed for detailed responses, wherein the teacher highlighted how short stories influence communication skills through vocabulary enrichment, grammar understanding, and critical thinking. They noted benefits such as increased engagement, improved comprehension, and cultural insights when integrating short stories into the curriculum. Addressing challenges like complex narratives and cultural references, the teacher described strategies such as class discussions and tailored support to overcome these obstacles. Practical advice on effective integration strategies, including story selection and fostering critical thinking, was emphasized. Additional strategies such as role-playing and multimedia were suggested to further enhance students' communication skills beyond short stories. The interview concluded with gratitude for the teacher's valuable insights, underscoring their role in supporting English language learners through innovative teaching approaches.

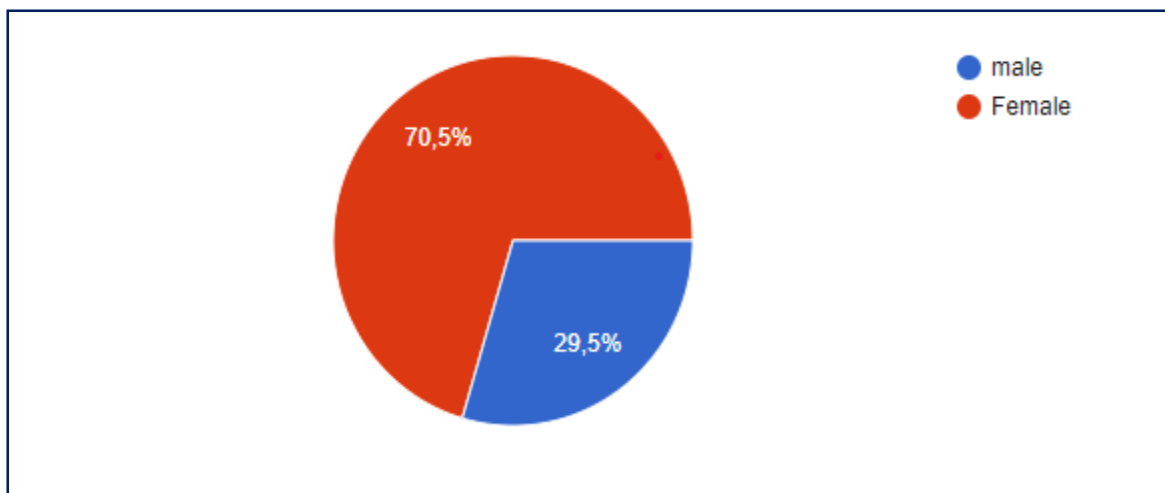
4. Analysis of the students' Questionnaire results:

This is the analysis of the distributed questionnaire to third year LMD English students. It aims to know the attitude towards reading short stories and its effectiveness in enhancing their communication skills.

Item 1: Gender?

Option	Number	%
Male	26	29,5%
Female	62	70,5%

Table 1: the students' genders



Graph 1: the students' gender

The majority of the participants (70, 5%) are females however the male six is lower (29, 5%). It means that the most students of this level are females. One learner didn't have any interest.

Item 2: Age?

Options	Number	%
20 years old	27	30,7%
21 years old	22	25%
More than 21	39	44,3%

Table 2: the age of participants

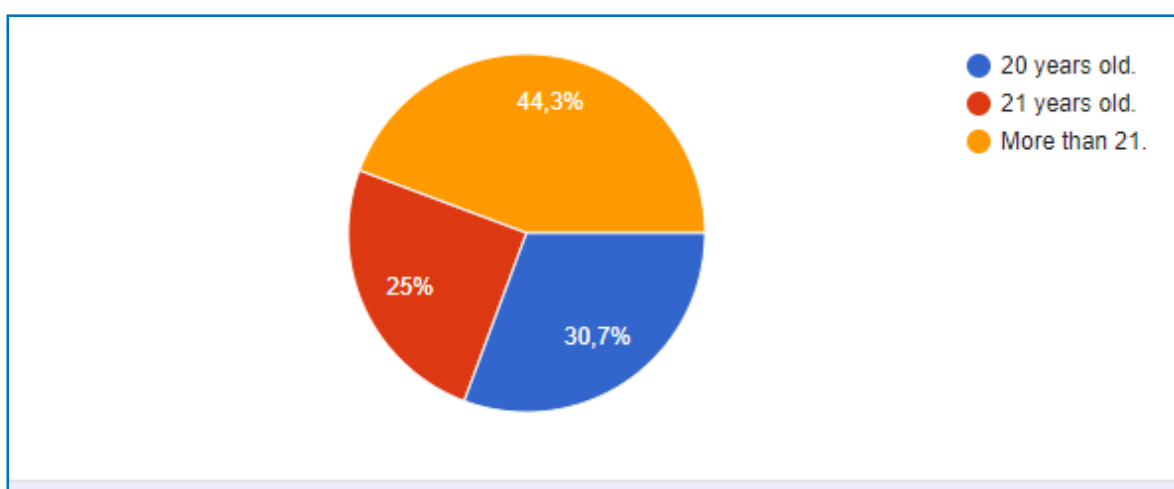


Figure 02: the age of participants

As shown in table the majority of the participants (44, 3%) have more than 21 years old their number is 39 participants. However, (30, 7%) they have 20 years old, they are 27 participants. The small percentage (25%) is due to participants who have 21 years old and they are 22 participants. One learner didn't have any interest.

Item 3: Do you like reading short stories in your free time?.

options	Number	%
Yes	85	96.6%
No	3	3.4%

Table 3: students read short stories in their free time.

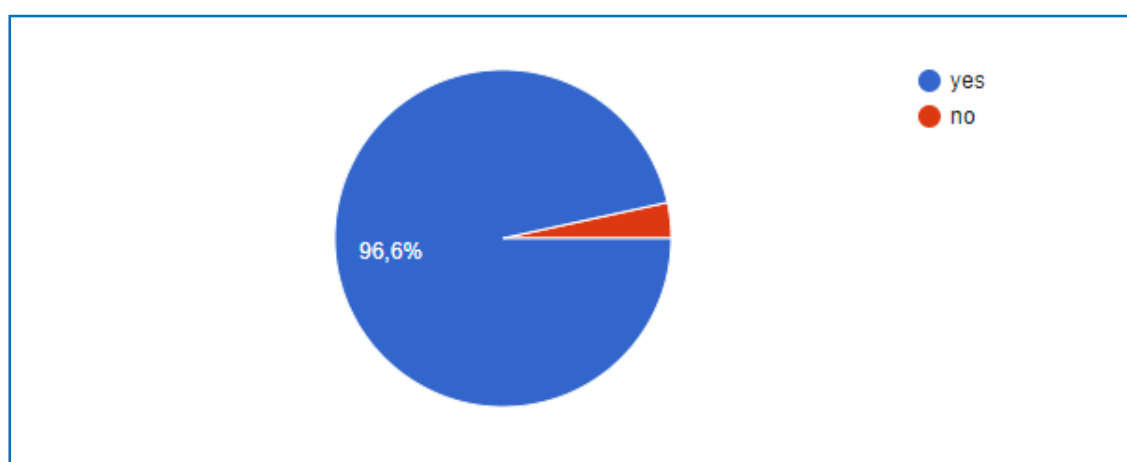


Figure 3: students read short stories in their free time.

The aim of this question is to know about students' attitudes towards reading short stories. It intends to find out if they are interested in reading short stories or no. according to students' responses to this question,(96,6%) showed their interest to read short stories, however (3,4) of the respondents advocated that they are not interested to read short stories. This means that students are aware about the importance of reading short stories especially since it has great impact on enhancing the communication skills. . One learner didn't have any interest.

The sub question aims to see in what language students read short stories

- Arabic.
- French.
- English.

Options	Number	%
Arabic	41	47,7%
French	7	8,1%
English	74	86%

Table 4: the students' preferred language in reading short stories.

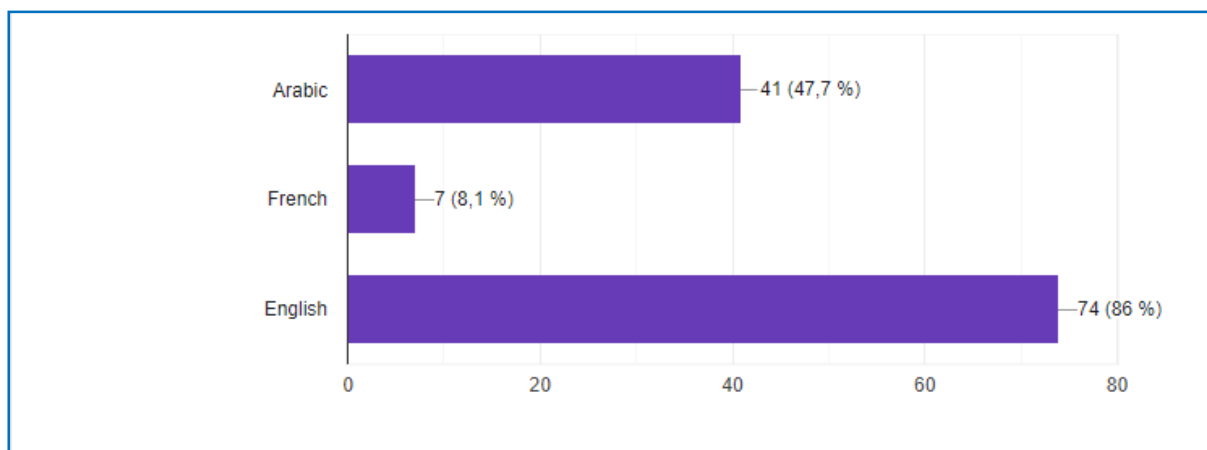


Figure 4: the students' preferred language in reading short stories.

In their question to this sub-question, the respondent's shows that the majority of student (86%) like to read this short stories in English language which is their specialty. While (47, 7%) read short stories in Arabic language which is their mother language. Finally, for those who are liked to read in French language (3%). two learner didn't have any interest.

Item 4: How much time do you take in reading short stories?

Options	Number	%
30 min	57	65,5%
1 hour	17	19,5%
More than 1 hour	13	14,9

Table 5: the student's consumed time in reading short stories

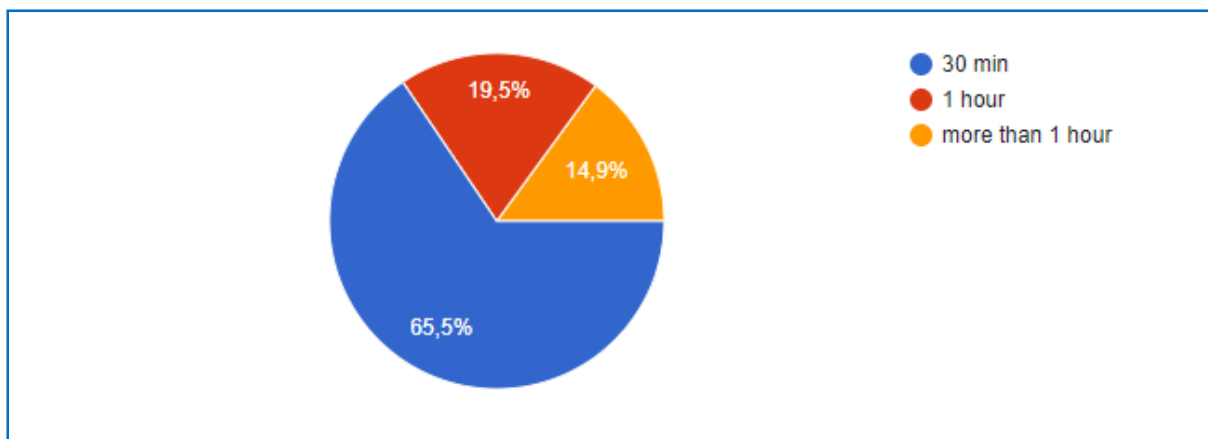


Figure 5: the student's consumed time in reading short stories

The purpose of this question is to know how much time students devote to reading short stories. We can see that the majority of students (65, 5%) take 30min in reading short stories, while (19, 5%) selected that 1hour is the consumed time in reading short stories . at last (14,9%) of participants take longer time than the others which is more than 1hour. It means that there are few members who devote long time to read short stories, they show more interest. Two students don't show any perception.

Item 5:Do you read these short stories?

Options	Number	%
For pleasure	75	86,2%
As part of the curriculum	12	13,8%

Table 6: students read these short stories

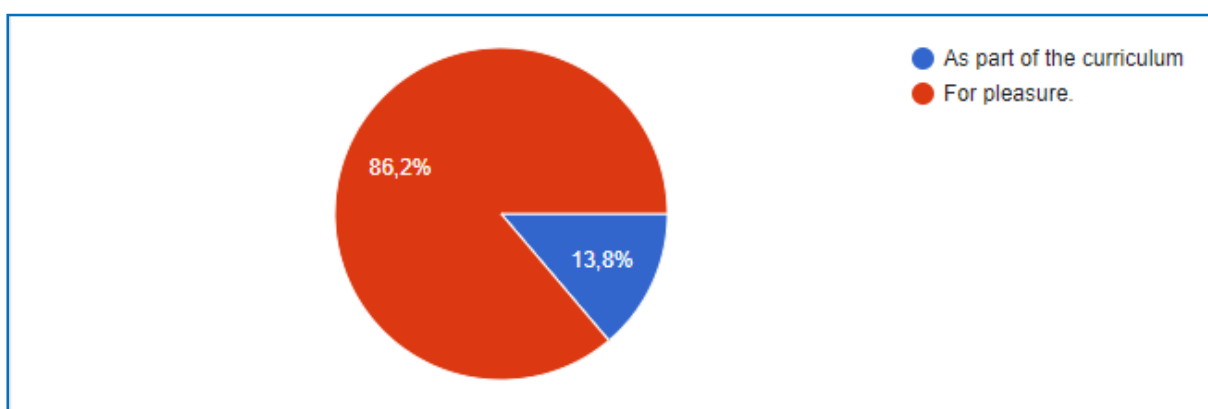


Figure 6: students read these short stories

The table shows that (86, 2%) the majority of students like reading short stories for pleasure. It means that they are not forced to read, they read it with conviction. However the

others (13, 8%) show that they read short stories as part of the curriculum. It means that they read it for achieve a specific course objective. Two participants didn't show any perspective.

6 participant's responses with other purposes

- For fun.

- improve the reading skill.

Options	Number	%
For fun	3	50%
Improve reading skill	3	50%

Table 7: other purposes of reading short stories



Figure 7: other purposes of reading short stories

The table explains that the first half of these participants of this sub-question (50%) remains reading short stories for enjoyment. However the last one remains read it for improve the reading skills. 83 students didn't give any responses for this.

Item 6: How do you find reading short stories? Why?

Options	Number	%
Enjoyable	83	94,3%
Boring	5	5,7%

Table 8: students see reading short stories enjoyable

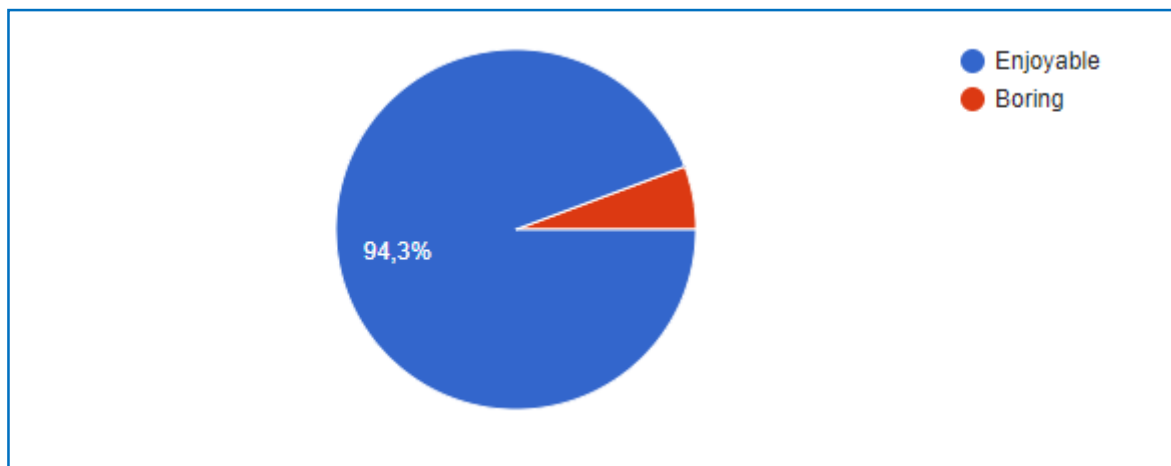


Figure 8: students see reading short stories enjoyable

Table 8 shows that (94,3%) of the students find reading short stories enjoyable which means that they like read short stories. While (5, 7%) see that reading short stories is boring and not their interest. In other hand 1 student don't have any perception. One participant didn't show any perspective for this.

The mentioned reasons for those who said enjoyable:

Reasons	Number	%
Enjoyment	15	18%
Escape	10	12%
Learning	58	70%

Table 9: reasons of who said enjoyable

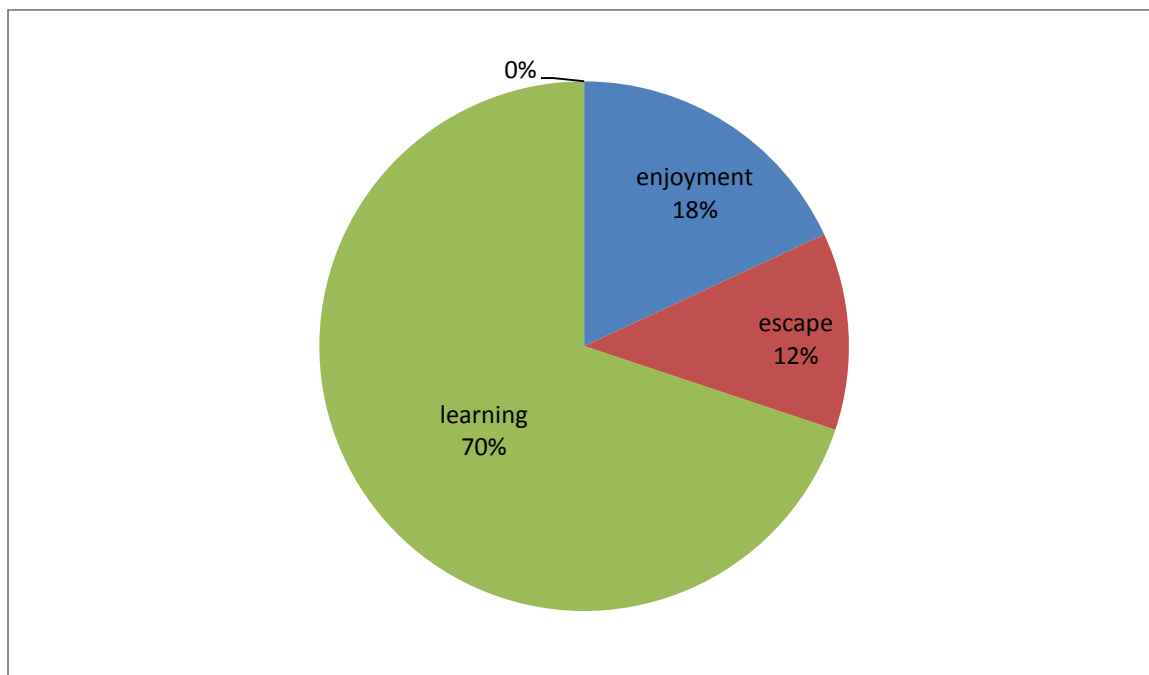


Figure 9: reasons of who said enjoyable

The table 8.1 shows that the majority of responses (70%) find the short stories enjoyable because it is educational and can help them learn new thing, improve their vocabulary and discover different new cultures and perspectives. However (18%) said that they like reading short stories, it is short and interesting. In the last, (12%) argued that it give a quick escape from the real world because it activate their imagination and break their free time.

In the other side whose find it boring because they dislike reading short stories. Six students ignored the justification.

Item7: To what extent do short stories enrich your vocabulary with new words?

Options	Number	%
No words at all	1	1,1%
Many words	68	77,3%
Few words	19	21.6%

Table 10: short stories enrich students vocabulary with new words

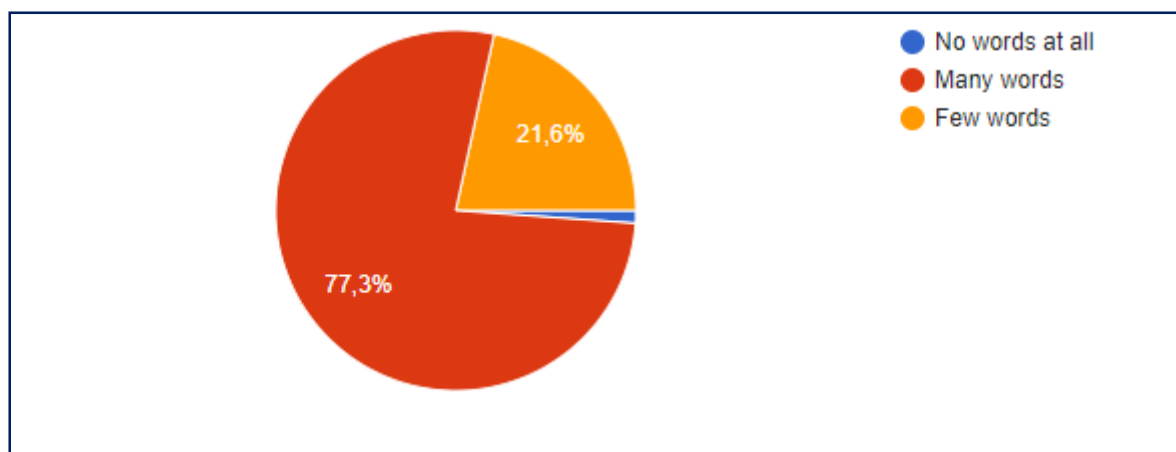


Figure 10: short stories enrich students vocabulary with new words

Table 9 shows that reading short stories (77, 3%) enrich student's vocabulary with many words and it effective for discovers new words. (21, 6%) said that short stories enrich them with few words while (1, 1%) find it not effective to enrich them with new vocabulary. Finally the majority agree that short stories are an effective means of receive new vocabulary. In the other side one student didn't give any interest for this.

Item 8: When you read short stories, how do you find your understanding? Why?

Options	Number	%
Bad	3	3%
Good	27	31%
Very good	58	66%

Table 11: the understanding of students during reading short stories

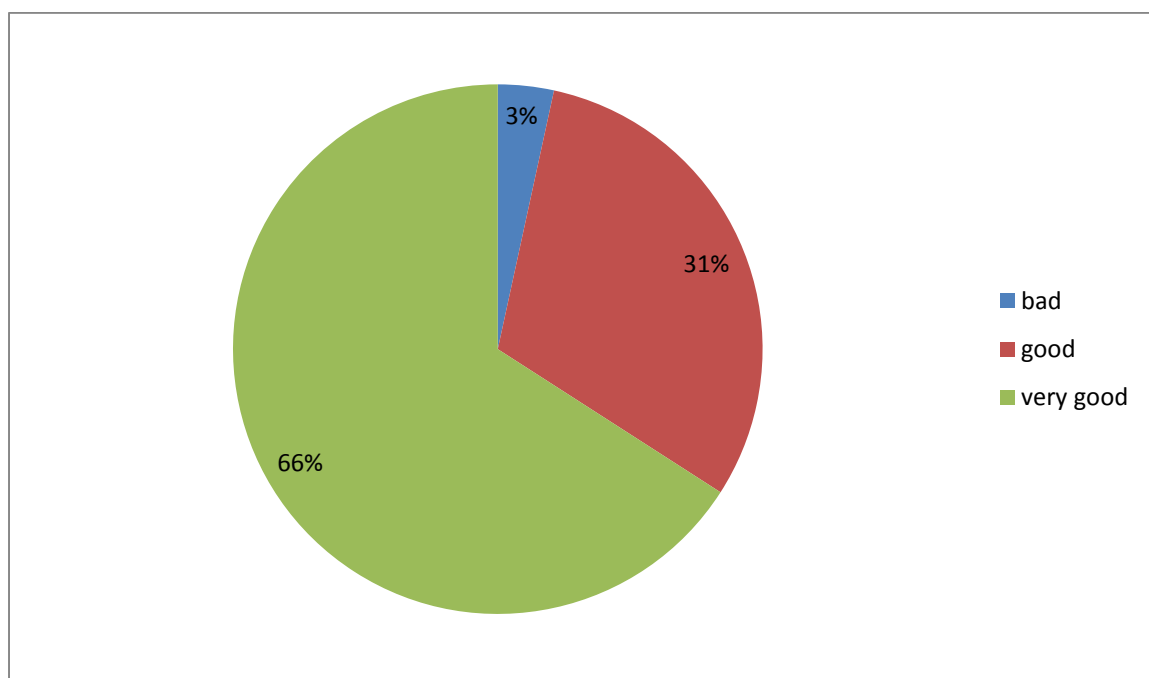


Figure 11: the understanding of students during reading short stories

Table 10 shows the most student (66%) have a very good understanding when they read short stories while (31%) have a good understanding when they read It. it means that the majority understand the events when they read short stories and few of them (3%) have bad understanding during reading the short stories. In the other side one student didn't show any perspective for this.

The justifications of responses

Options	Numbers	%
Comprehension	26	46%
Vocabulary building	6	11%
Enjoyment	2	4%
Others	22	39%

Table 12: students cause of understanding short stories

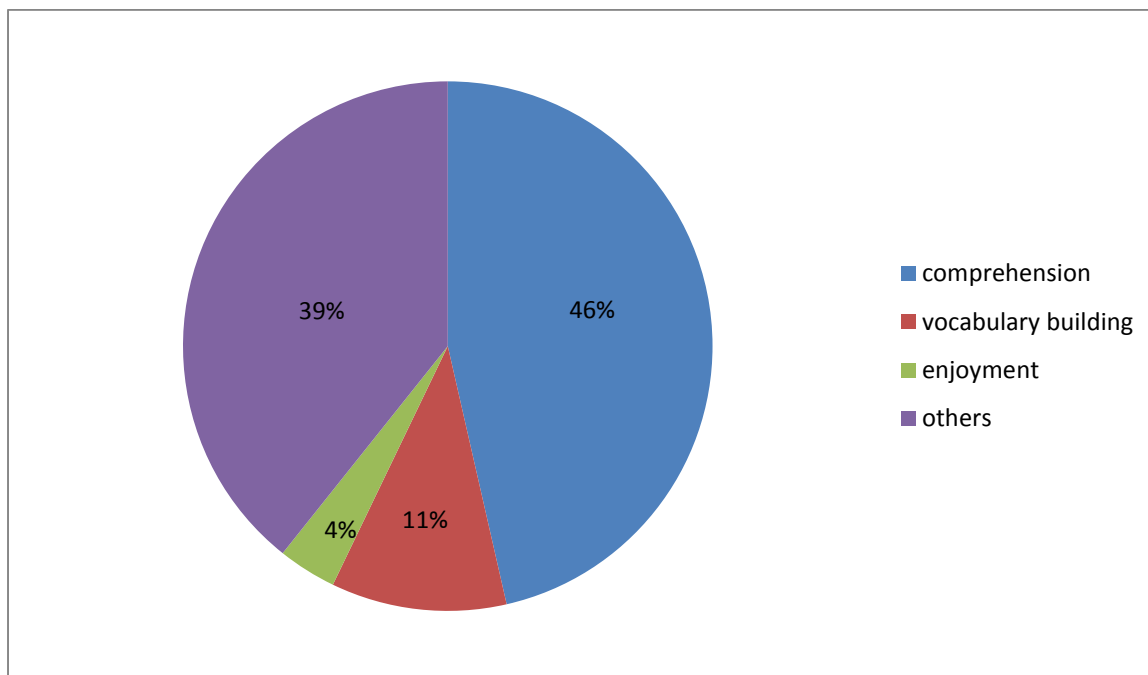


Figure 12: students cause of understanding short stories

Table 10.1 reveals that (46%) understand the short stories because it is easy and clear with simple and comprehend language. (11%) shows that their understanding related to their possessing of rich vocabulary which facilitates their understanding. (4%) declare that because they enjoy reading. However (39%) of students see other reasons as simple as focused, concentrate and analyze the character and events. In the other side few students whose find difficulty in understanding said that is because of the lack possession of vocabulary and the language difficulty. 33 student ignored justify their responses.

Item 9: How did you deal with difficult words?

Options	Number	%
Translation	60	74%
Context	21	26%

Table 13: student's ways to understand difficult words

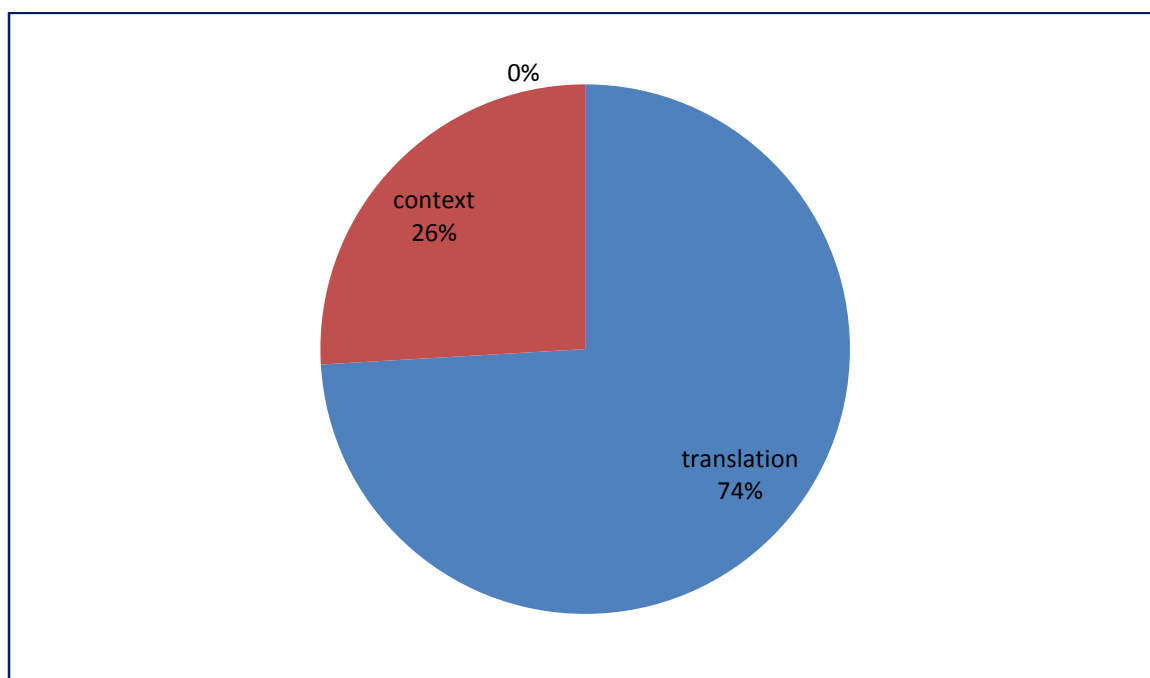


Figure 13: student's ways to understand difficult words

In this question the majority of students (74%) declare that they translate the difficult words using Google translation in order to understand its meaning. However (26%) of them try to comprehend the whole phrase to identify the meaning of the difficult words. In the other side 8 students didn't answer this question. It means that most of student enjoys using the easiest way refers to the technology (Google translation) for gain time and energy.

Item 10: Do short stories teach you different morals? Why?

Options	Number	%
Yes	76	87,4%
No	11	12,6%

Table 14: short stories teach students different morals

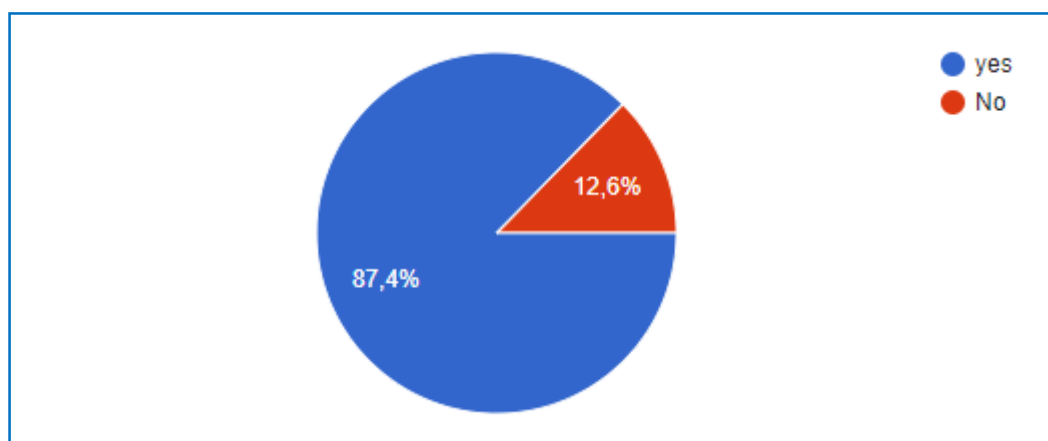


Figure 14: short stories teach students different morals

The majority of the students (87,4%) shows that the short stories teach different morals according to their views from their experiences in during reading the short stories while few of them (12,6%) views that it didn't express any morals . in other side 02 students didn't show any perspective for this.

Options	Number	%
It teach lessons and morals	21	44%
It depends on the story	15	31%
It allows learning with unique way.	12	25%

Table 15: short stories teach different morals

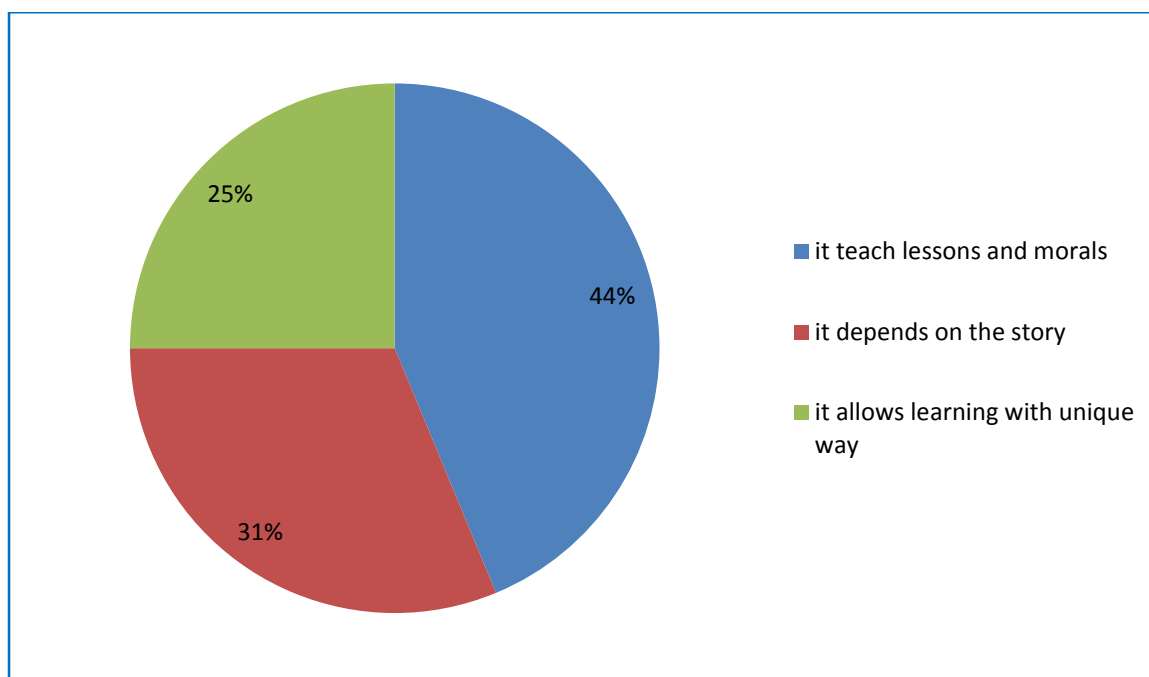


Figure 15: short stories teach different morals

In this sub question 48 students shows their view, (44%) of them said that generally short stories have a purpose to share and a hidden lesson to teach while (31%) views that each story have its own moral , so the lessons are different from a story to another. However (25%) see that short stories allows for students a specific way of learning from the stories character's, events , diverse cultures and it makes a way for deeper understanding. In the other side 41 participants ignored given an explanation for their responses.

Item 11: Do short stories affect your culture? Why?

Options	Number	%
Positively	81	94,2%
Negatively	5	5,8%

Table 16: short stories affect students culture

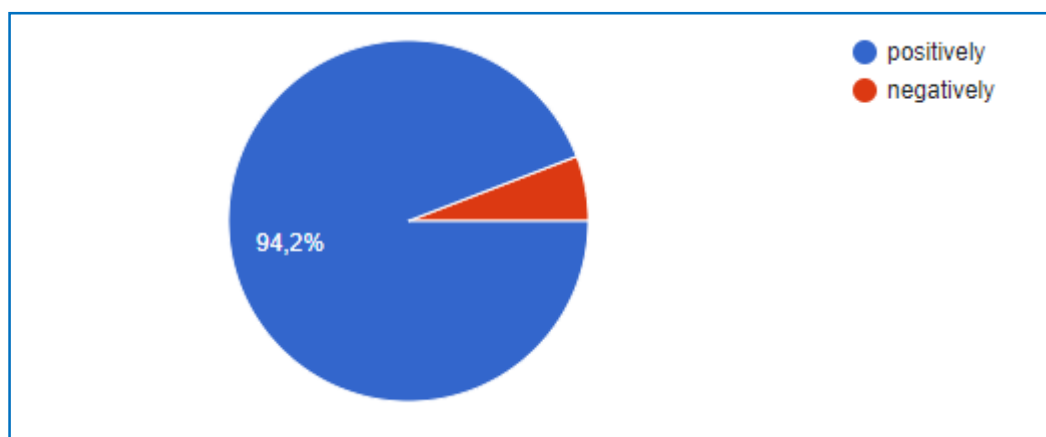


Figure 16: short stories affect students culture

In this question the majority of students (94, 2%) said that short stories affect their culture positively, it means that short stories changes things intern these students. (5,8) of the students find that these short stories has negative effect on their culture. In the other side 03 students didn't shows their views for this.

Options	Number	%
Learning and exposure	36	69%
The importance of choice	13	25%
Potential for Negative Influence:	3	6%

Table 17: short stories affect on student

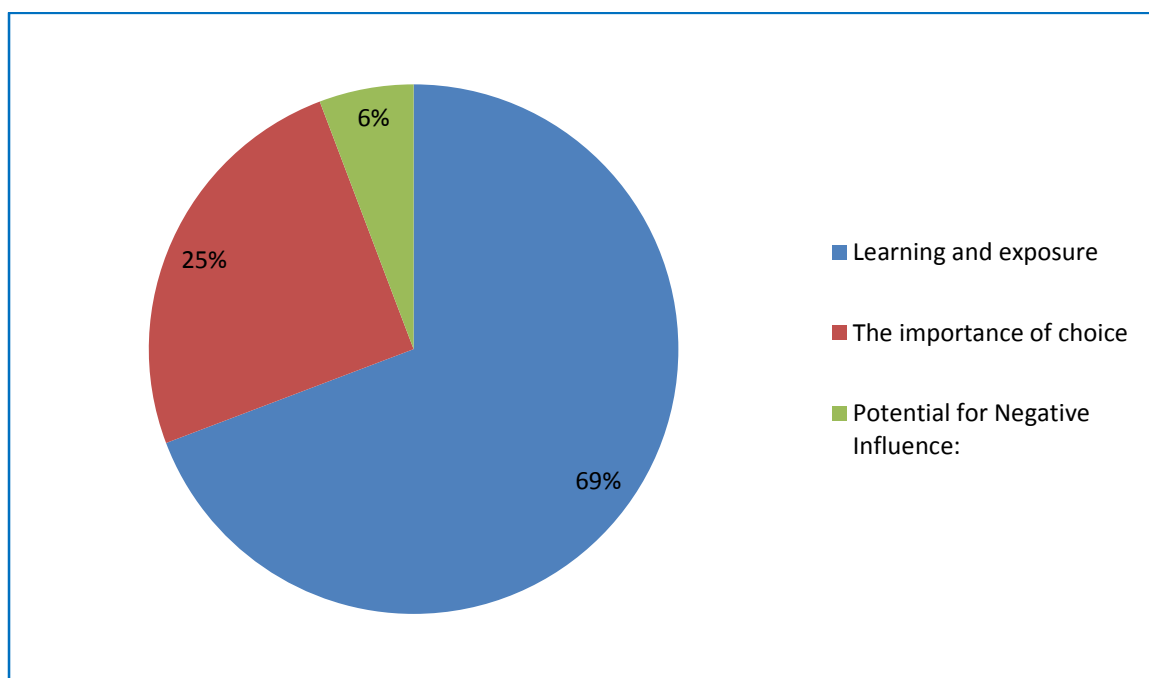


Figure 17: short stories affect on student

The table 13 explains that for those who said positively, the most of students in this sub question (69%) said that short stories give helps students to discover new culture, ideas and thinking's ways even improve language skills. (25%) declare that it is necessary to choice the appropriate story that aligns with their values and religions to minimize the risk of negative impact. However for those who said negatively, (6%) of them see that short stories can deal with harmful messages or challenge deeply held beliefs which rise the risk of negative effect. 34 students didn't justify their response.

Item 12: Do you think that short stories help you comprehend different cultures and perspectives? Why?

Options	Number	%
Yes	81	95,3%
No	4	4,7%

Table 18: short stories help student comprehend different cultures and perspectives

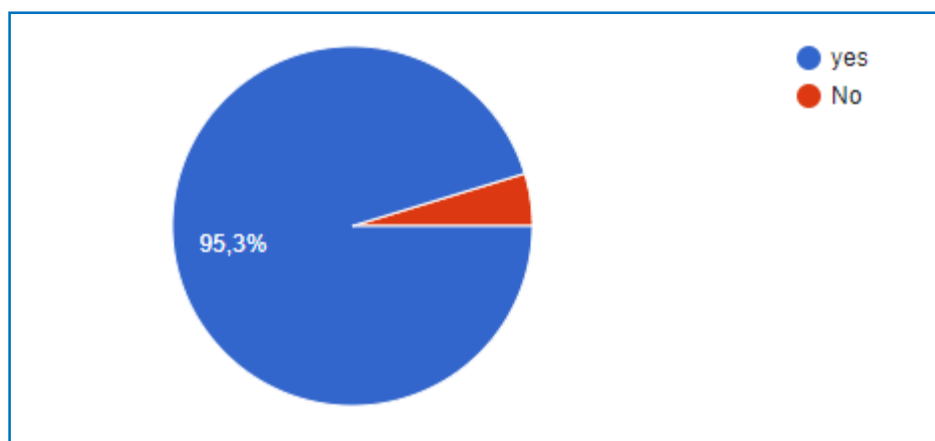


Figure 18: short stories help student comprehend different cultures and perspectives

Perspectives

In this question, (95, 3%) of students shows that short stories have a big role in helping students comprehend others cultures and perspectives. Whereas few of them (4,7%) denied that . in other side 4 participants neglect this questions .

Options	Number	%
Variety and richness	21	47%
Understanding Through Different Viewpoints	16	35%
Spark for Deeper Exploration	8	18%

Table 19: the causes of why short stories help students comprehend cultures and perspectives

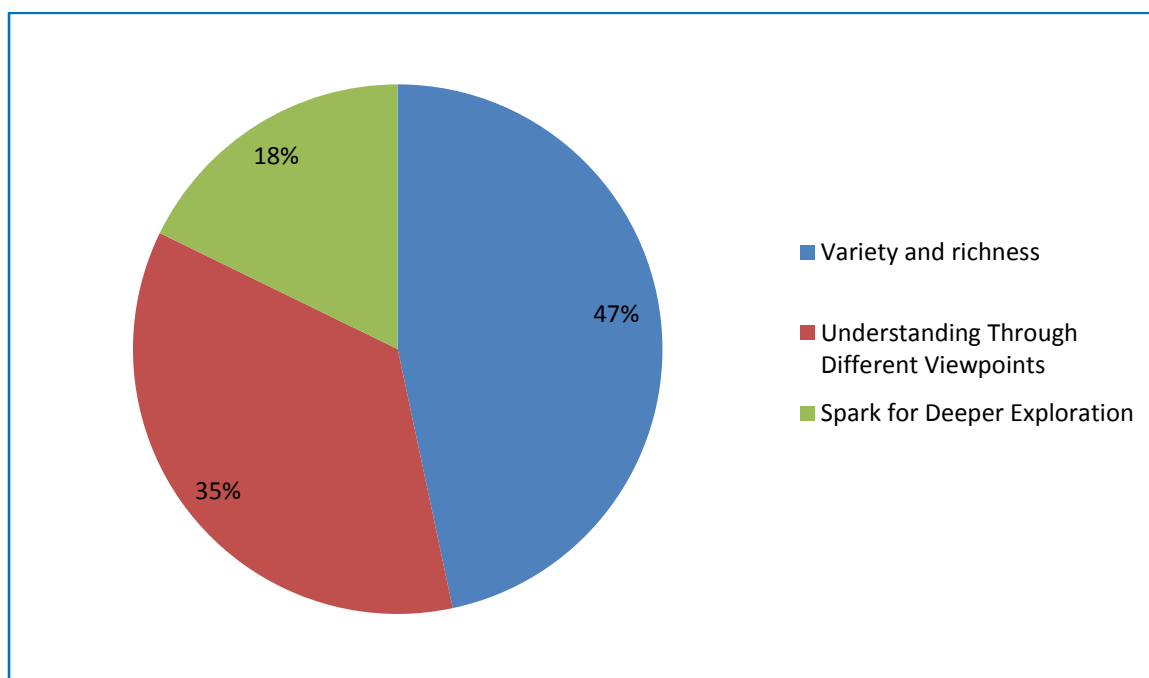
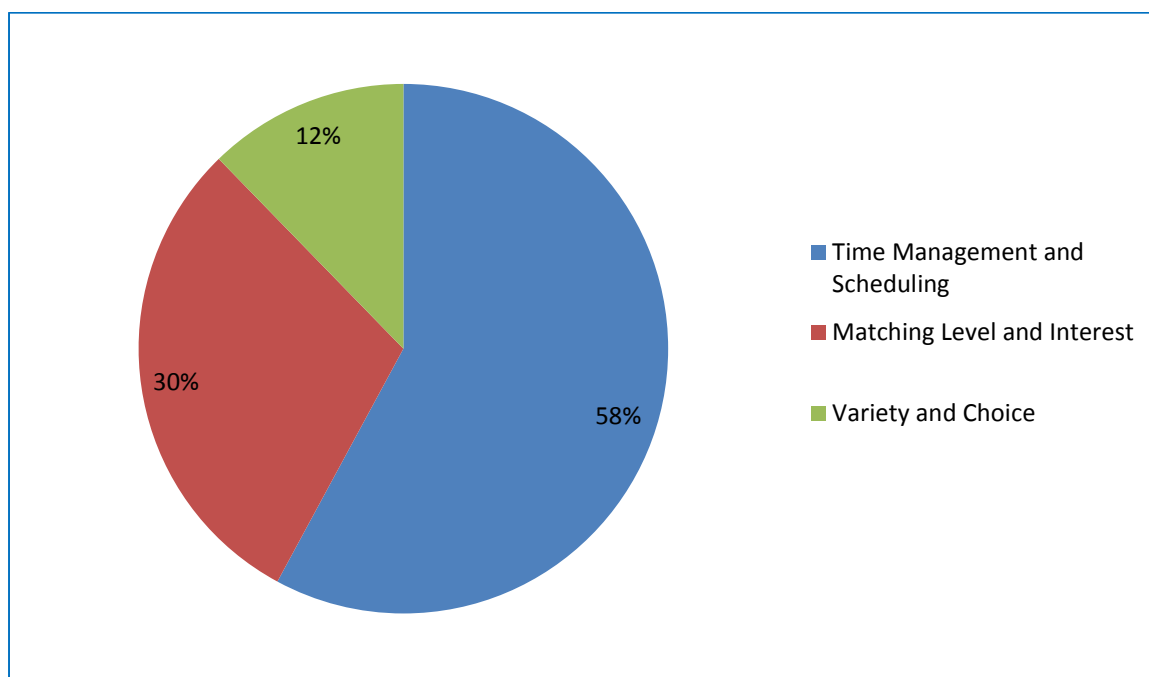


Figure 19: the causes of why short stories help students comprehend cultures and perspectives

In this sub question the majority of students (47%) agree that it is a window to explore different cultures through presenting traditions, the way of life also the writers presence reflect their perspectives and beliefs, even the stories characters shows the same. (35%) see that it aims to gain insight through presenting the characters experiences, perspectives and stories events. it means that short stories is a way to know how life is going. (18%) see that short stories spark their curiosity which motivates them to explore different cultures further through research travel. However 44 students didn't explain.

Item 13: How can you make reading short stories a part of language learning routine?

Options	Number	%
Time Management and Scheduling	33	58%
Matching Level and Interest	17	30%
Variety and Choice	7	12%

Table 20: make reading short stories a part of language learning routine**Figure 20: make reading short stories a part of language learning routine**

This table shows that (58%) believe that managing time and planning daily period just for reading short stories is an effective way to make it a habit while (30%) said that reading for achieve a course objective is also effective in addition to including short stories in the educational curriculum . (12%) declare that choose different and multiple stories of different perspective and languages is motivational which allows them to make it a learning language routine.32 students didn't answer this question.

Item 14: Can short stories be a way to express your-self? Why?

Options	Number	%
Yes	53	64,6%
No	29	35,4%

Table 21:short stories is a way to express your-self

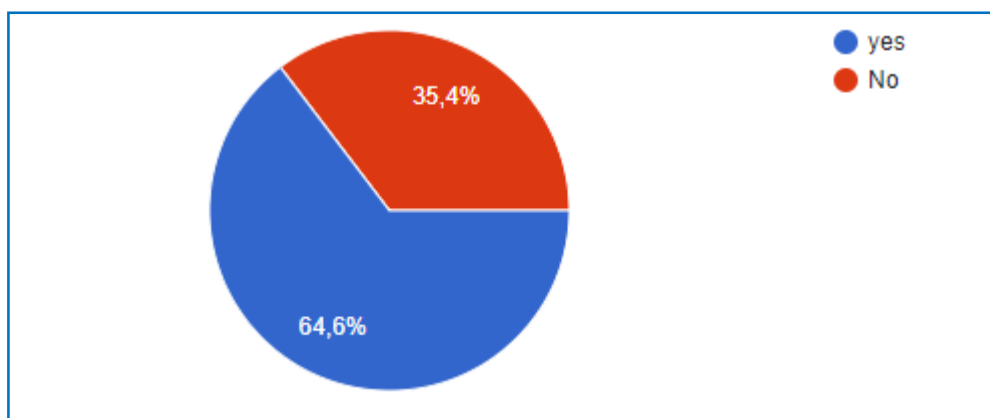


Figure 21: short stories is a way to express your-self

This table explain that the majority (64, 6%) find short stories a effective way to express themselves however (35, 4%) of them denied it, they find it not effective for expressing themselves. 7 participants ignored this question.

Options	Number	%
Connection Through Shared Experiences	23	57%
Finding Inspiration and Expression Through Stories	9	22%
Stories Express the Writer, Not the Reader (Generally:	7	18%
Limited Role in Expressing Full Identity	5	3%

Table 22: the causes of why short stories can be a way to express students-self

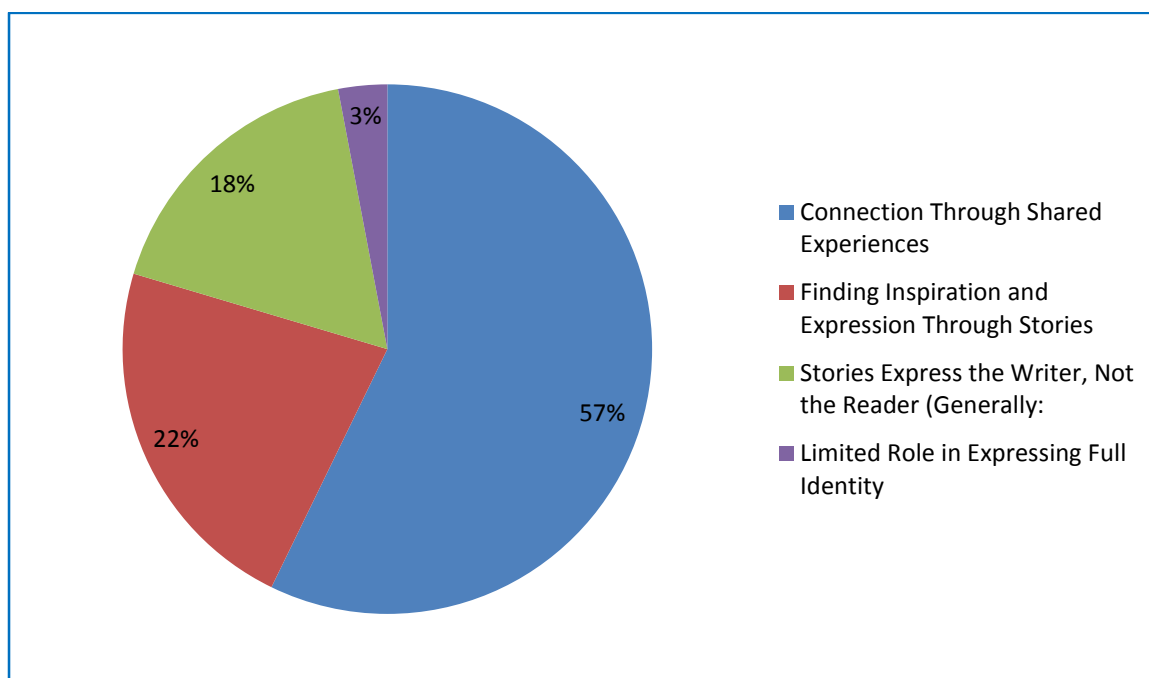


Figure 22: the causes of why short stories can be a way to express students-self

In this sub-question for those who said yes, (57%) of students said that through passing experiences as same as the stories tells or writers present it can be a way to express themselves. (22%) of them said that they can express themselves directly as through sharing the stories events or indirectly through taken the way how story express experiences and transfer their experiences with same way. However for those who said no, (18%) find short stories didn't help them to express themselves however express the writer's perspectives in general. (03%) of them said that it has a limited role in expressing their identity. 45 students neglect this.

Item 15: Can short stories touch your feelings? Why?

Options	Number	%
Yes	74	87,1%
No	11	12,9%

Table 23: short stories touch student's feelings

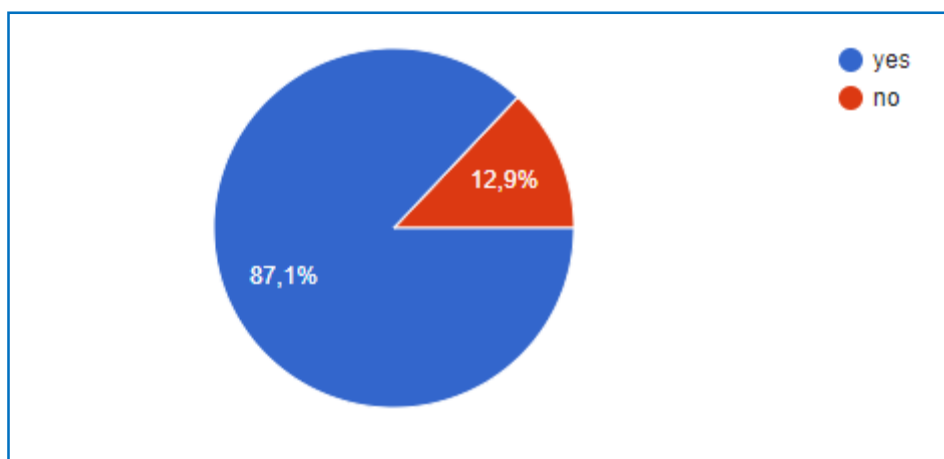


Figure 23: short stories touch student's feelings

The table 17 explains that the majority of students (87, 1%) see that short stories affect their feelings. It means that short stories have a big role in transferring feelings. Opposite of that (12, 9%) of students don't think that it affects their feelings. In other side 04 students didn't answer this question.

Options	Number	%
Makes you think about your own life	31	62%
Evokes emotions	12	24%
Depends on the story	7	14%

Table 24: the causes of why short stories touch student's feelings

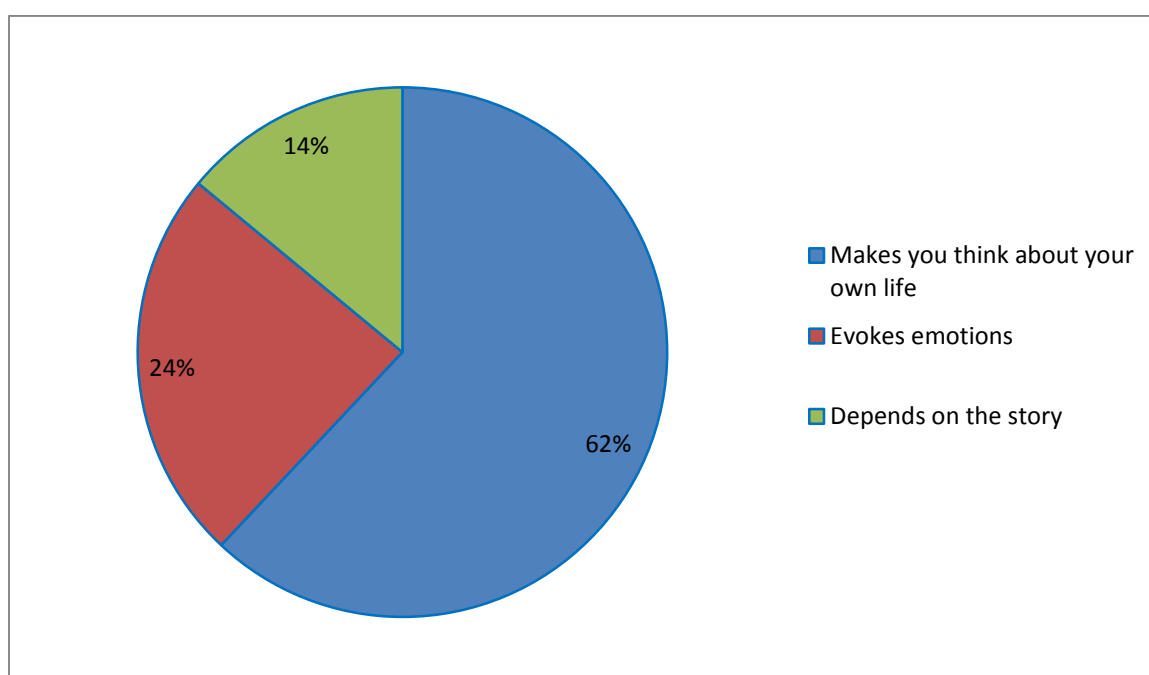


Figure 24: the causes of why short stories touch student's feelings

In this sub-question for those who said yes, (62%) of students believes that the similarity of the story's events to what they passed could cause an effect on their feelings and make them think in their lives. (24%) of them said that the story's content can evoke a wide range of emotions in them because of transferring fear, sadness and happiness. Then for those who said no, (14%) of students see that short stories don't affect feelings in general, but rather it affect depends on the story. On the other side 35 students didn't give any perspective for this.

Item 16: Have you practiced reading short stories aloud?

Options	Number	%
Yes	38	45,8%
No	45	54,2%

Table 25: students practices reading short stories aloud in classes

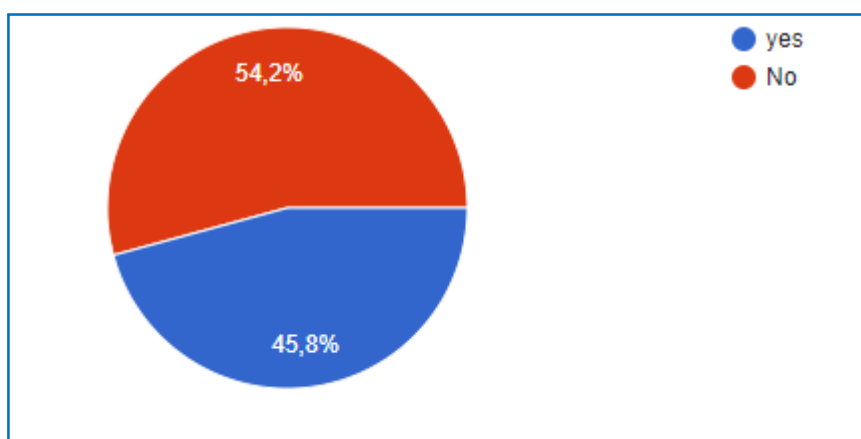


Figure 25: students practices reading short stories aloud in classes

The table 18 explains that (54, 2%) of students didn't practice reading short stories aloud , it means that they are not aware about the importance of aloud reading. (45, 8%) of students practice reading aloud. there is no big difference between the two percentages. 06 students didn't give any point of views.

Item 17: How do short stories help to improve your speaking skill?

Options	Number	%
Exposure to new words	29	44%
Reinforcement through practice	20	30%
Learning through different methods	17	26%

Table 26: short stories help to improve students speaking skill

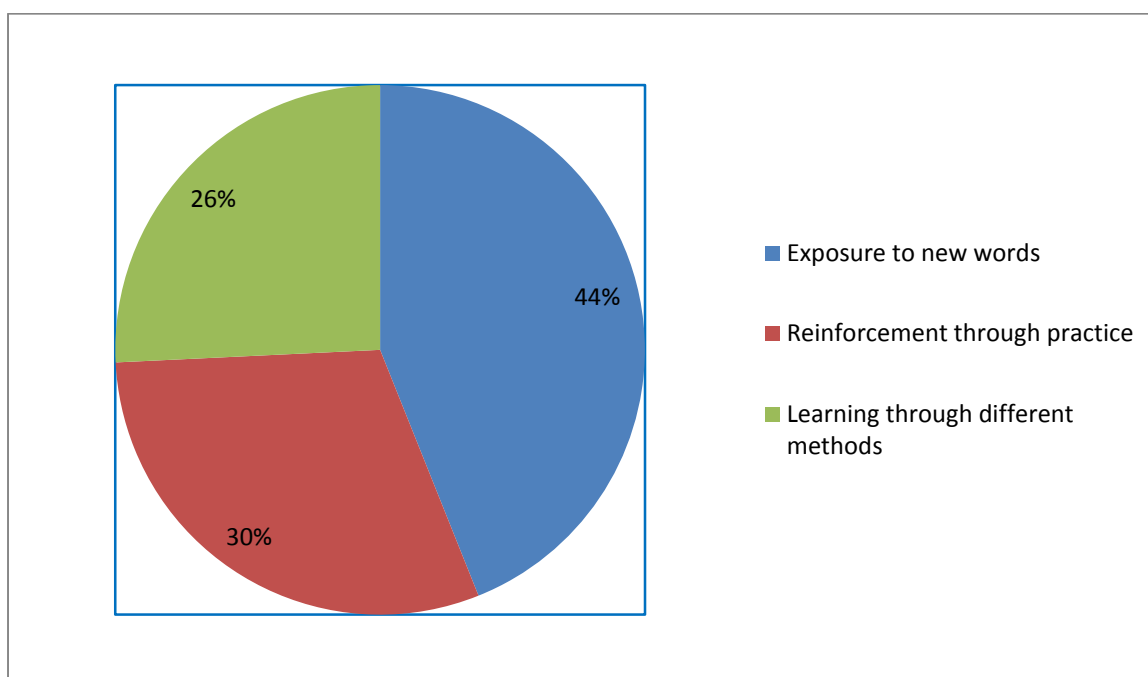


Figure 26: short stories help to improve students speaking skill

The table 19 shows that the majority of students (44%) declared that learning new vocabulary and practice it is one of the ways that improve their speaking skills. (30%) added that practicing reading aloud and telling stories in order to exchange ideas, words and perspectives is also an effective tool. However, (26%) said that listening to audio books, stories and focusing in dialogues with in stories is good for improve the speaking skills. 23 students didn't answer this questions.

Item 18: Do you agree that short stories can be a tool for sending a hidden message?

Options	Number	%
Strongly agree	45	54,2%
Agree	37	44,6%
Strongly disagree	1	1,2%
Disagree	0	0%

Table 27: short stories can be a tool for sending a hidden message

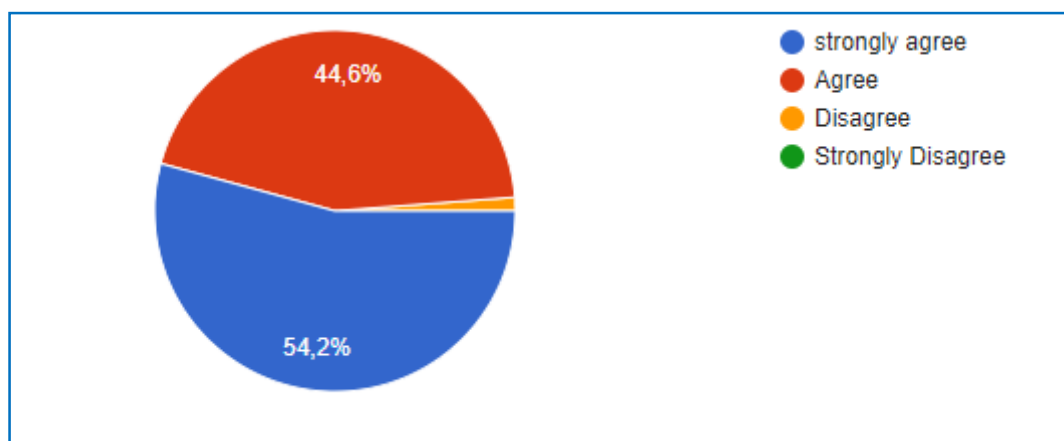


Figure 27: short stories can be a tool for sending a hidden message

In this question (54, 2%) of students strongly agree that short stories can be a tool for sending hidden message while (44, 6%) said that they agree. however (1, 1%) of them disagree with this idea. It means that the majority are convinced that the short stories have a big role in transferring a hidden message for readers. 06 students didn't show any perspective of this.

Item 19: What are the challenges that you face during reading short stories?

Options	Number	%
Find Difficult words	41	69%
Didn't understand the moral of story	9	15%
Lack of concentration	8	14%
No challenges	6	2%

Table 28: the challenges that students face during reading short stories

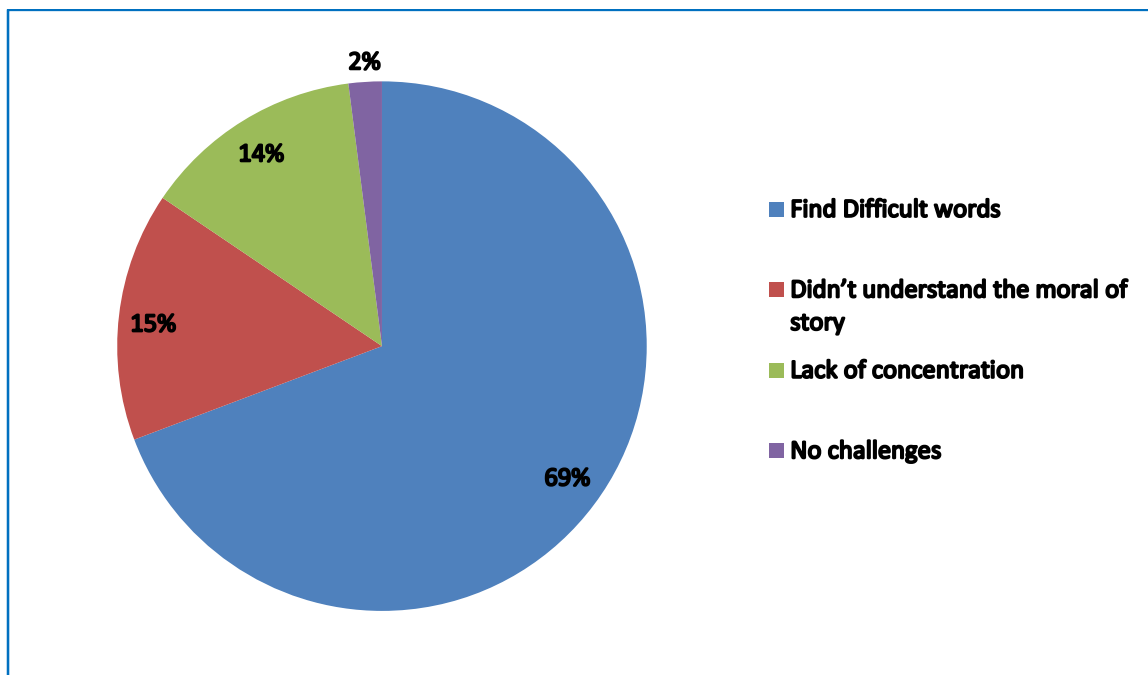


Figure 28: the challenges that students face during reading short stories

The table 21 explains that the majority of students (69%) faced the challenge of understanding the new and difficult words which make the understanding of stories difficult. (15%) of students find themselves can't understand the aim, moral or the hidden message of story which make reading boring. However (14%) didn't concentrate during read the shorts stories and it was an obstacle for them. (02%) said that they didn't find any challenges and reading is easy for them. 25 students ignored answer this question.

Item 20: Do you think reading short stories is effective in enhancing your communication skills? Illustrate?

Options	Number	%
Yes	71	84,5%
No	13	15,5%

Table 29: reading short stories is effective in enhancing students communication skills

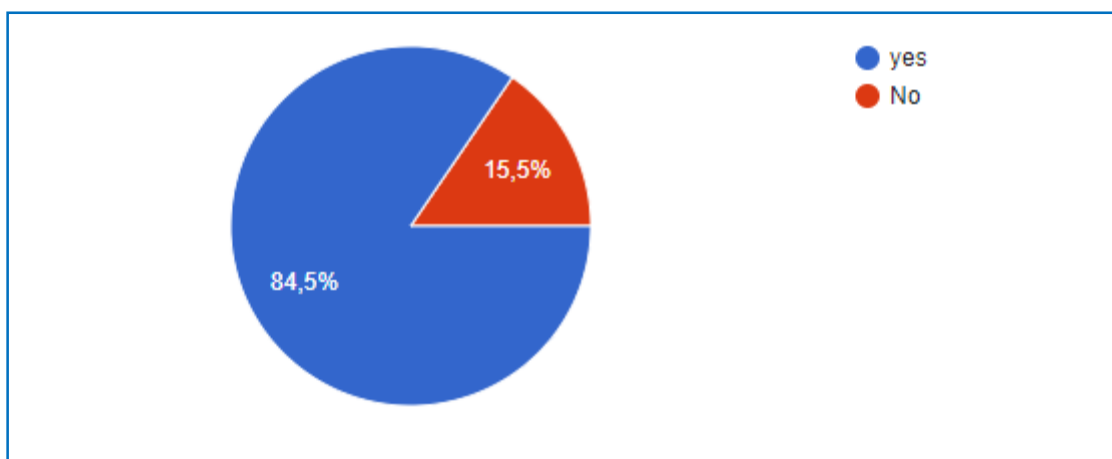


Figure 29: reading short stories is effective in enhancing students communication skills

In this question the majority of students (84, 5%) shows that reading short stories is effective in enhancing their communication skills, it means that they are aware about the short stories importance in learning language. While (15,5%) of them don't find it effective for enhancing the communication skills in learning the languages. 05 students didn't give any perspective for this.

Options	Number	%
Enrich students vocabulary	31	69%
Help in communication	9	20%
It is not necessary	5	11%

Table 30: the effectiveness of short stories in enhancing student's communication skills illustrations

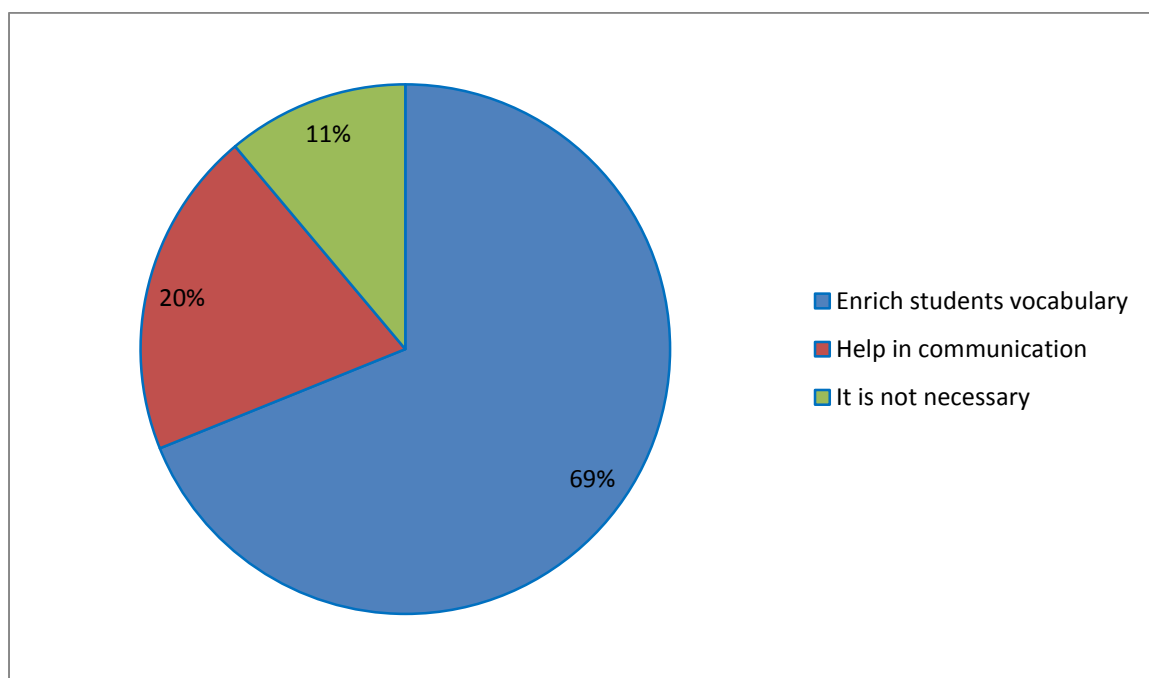


Figure 30: the effectiveness of short stories in enhancing student's communication skills illustrations.

The majority (69%) said that short stories help them in get huge vocabulary however (20%) declared that it engage them to exchange speaking in conversations from enrich them by new worlds that they need it. (11%) viewed it not necessary to enhance the communication skills and there another ways more effective. 39 students didn't give they points of view.

Item 21: In your opinion, do you know other strategies that can help the student develop their communication skills?

Options	Number	%
Speaking and interacting with others	25	49%
Listening activities	24	48%
Reading	18	3%

Table 31: students' opinions, about other strategies that can develop their communication skills

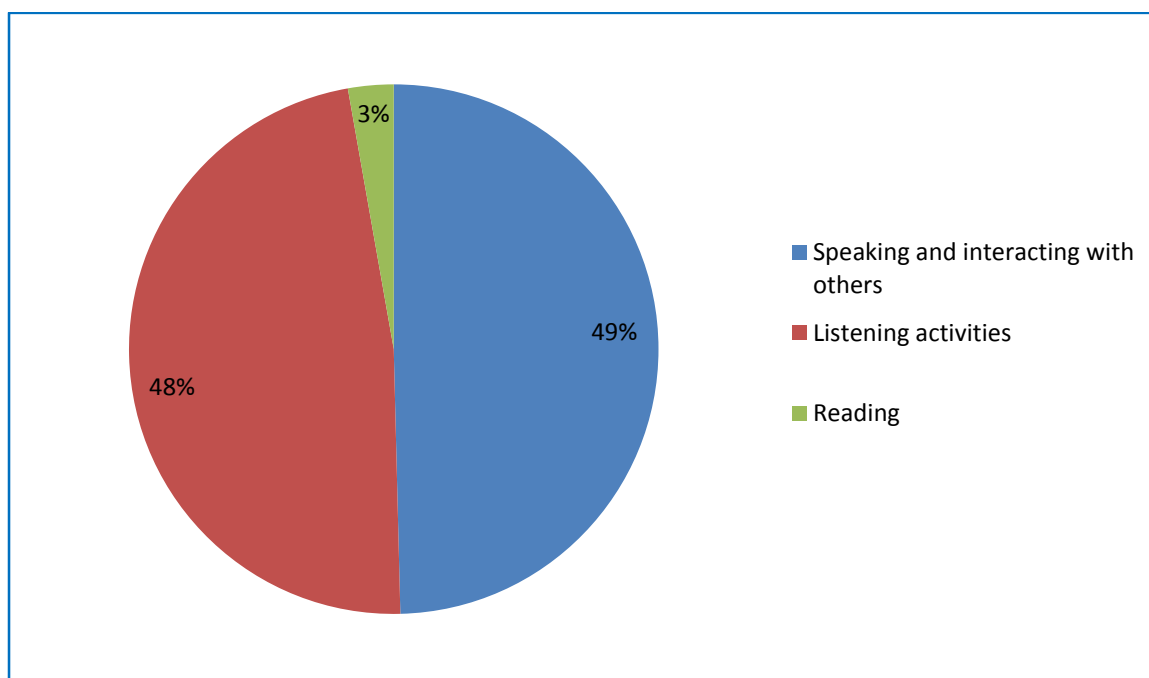


Figure 31: students' opinions, about other strategies that can develop their communication skills

In the last question for those who said yes, (49%) of students said that speaking and interacting with others as talking and messaging with foreigners is also an effective way to develop the communications skills, whereas (48%) of them see that listening is important for language learning as listening music and podcast. For who said no, (03%) add that reading is necessary for develop the communications skills. 22 students didn't answer this question.

5. Discussion of the results

The findings from the student questionnaire and underscore the significant benefits of reading short stories among third-year English students at Ibn Khaldoun University. Students are keenly aware of the role of short stories in enhancing communication skills and express enjoyment in reading stories across multiple languages—English, Arabic, and French—for pleasure and learning. They find short stories effective in expanding vocabulary, improving understanding and critical thinking, and fostering cultural awareness, although they note potential conflicts with their traditions or religious beliefs. Personal engagement varies based on how closely stories align with their own experiences. Additionally, students recognize listening to music, podcasts, and watching movies as complementary strategies for language learning. Teachers emphasize the pedagogical

advantages of short stories, emphasizing their role not only in linguistic development but also in promoting cultural sensitivity and critical thinking, thereby enhancing overall communication skills effectively in student-centered classrooms.

Conclusion:

In this chapter we have used the results of questionnaire as a research tool used in the study. From the analysis of student's questionnaire, students are aware about the importance of reading short stories in enhancing their communication skills in learning English as a foreign language. Because it leads them gain vocabulary and develop their reading and speaking skills.

Recommendations:

There are different effective tools that can develop students' communication skills with enjoyable and funny way to make them motivated and interested

At the level of students:

- The uses of mobile application for learning new language and develop the communication skills such as duolingo, learn languages, Jw language.....
- The appropriate use of social media by making academic discussion with foreigners.
- Listen to podcasts, music and watch movies or cartoons.

At the level of teachers:

- The intensification of oral expression sessions
- Make exercises to encourage the students to use the language such as: study days, oral presentations.....
- The uses of audio visual material.

At the level of parents:

- Involving their children in educational activities and private classes.
- The continuous encouragement and helps.

General conclusion:

Communication is very important in languages to transfer knowledge and make relations. It is a necessary pillar in the process of learning English as a foreign language, and developing students' competences to make successful conversation is the desired goal. Moreover, reading short stories in homes, classrooms or as a daily activity. Therefore, this research aims to investigate the role of reading short stories in enhancing learner communication skills.

We devoted the first chapter of this study to define the reading skill and its types. Then we mentioned the importance of reading in general and reading in literature in specific (the short stories). In addition to how we make an effective communication.

In the second chapter we dealt with the analysis of the collected data and the interpretation of the main findings. While the results showed that the students are aware about the importance of reading short stories in enhancing learner communication skills.

Finally, we can say that reading short stories is an effective tool to develop the communication skills and makes students tolerant with other cultures and beliefs. However, it leads them to express themselves and activate their creativity.

Limitations:

These limitations highlight the need for further research that addresses these gaps and explores the long-term effects of diversified short story use within a broader communication skills development curriculum.

- Without a control group that does not utilize short stories, it might be difficult to isolate the specific impact of reading short stories on communication skills.
- Learning styles, reading preferences, and cultural backgrounds can influence how learners engage with short stories, potentially impacting the study's generalizability.
- If the study relies on self-reported data from learners, their perceptions of improved communication skills might not directly translate to observable improvements in their communication performance.

List of References

- Ajideh, P. (2013). The effect of summarizing short stories on Iranian EFL learners' vocabulary learning. *IJSELL*, 9(2), 100-113.
- Bell, T. (1998) Extensive reading: Why? and how? *The Internet TESL Journal*, 6 (12). Retrieved from <http://iteslj.org/Articles/Bell-Reading.html>.
- Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The reading matrix*, 6(2).
- Carrell, P.L., and J.G. Carson (1997). 'Extensive and Intensive Reading in an EAP Setting', *English for Specific Purposes* 16: 47-60
- Decker, A. (2023). After Niger coup, Air Force looks for other countries to host drone base. *Defense One*, NA-NA
- English for Specific Purposes, Volume 16, Issue 1, Pages 47-60,
- Fatimayin, F. (2018). What is communication. National Open University of Nigeria.
- Griffin, K., & Patten, B. R. (1976). *Basic Readings in interpersonal communication: Theory and Application*.
- Giffin, K. & B. R. Patten. (1976). *Basic Readings in Interpersonal Communication: Theory and application*. New York: Harper & Row.
- Ghasemi. P and Hajizadeh. R. (2011). Teaching L2 Reading Comprehension through Short Story. *International Conference on Languages, Literature and Linguistics*. IACSIT Press, Singapore. Vol.26, 69-7
- Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*.
- Gürkan, B., & Hakkoymaz, S. (2022). The Effect of A Social Studies Course Supported by Stories on Critical and Empathetic Thinking Skills. *International Journal of Contemporary Educational Research*, 9(4), 678-693.

- Hasbaini and Abdul Manan. (2017). Teaching Reading Comprehension by Using Short Stories
- Harmer, J. (2001). The Practice of English Language Teaching (3rd ed.). Harlow: Longman. **Volume.10 No.12**
- Harmer, J. (2012). Extensive reading. ResearchGate.net
- Hayashi, C. (1999). *Japanese learners' motivation for reading english*. Temple University.
- Jeanne Segal, Ph.D., Melinda Smith, M.A. and Lawrence Robinson (2024), controlling stress
<https://www.helpguide.org/>
- Kate Nation (2008), intensive reading. **Volume 61, Issue 8**
<https://doi.org/>
- Krashen, S. (1982). Extensive reading. ResearchGate.net
- Khalili, E., & Rezvani, E. (2015). The Effect of Online Short Story Reading on Iranian Intermediate EFL Learners' L2 Reading Comprehension Ability. *Journal of Applied Linguistics and Language Research*, 2, 243-249.
- Krashen, S.D. (1982). Principles and Practice in Second Language Acquisition (Oxford: Pergamon Press
- Leipzig, D. H. (2001). What is reading. *Reading Rockets*.
- Maloof Avendaño, C.E., &Housset Fonseca, M. (2022). Use of discourse analysis to enhance students' critical thinking skills. *Zona Próxima*.
- Master class (2021), Journal of Language and Pragmatics Studies, Volume 2 Number 3 (Dec 2023), p. 216-227e-issn 2984-6051 (c) Yayasan Mitra Persada Nusantara
<https://jurnal.ympn2.or.id/index.php/JLPS>
- Nation, I. S. P (2008). Intensive Reading. In *Teaching ESL/EFL Reading and Writing* (pp. 30-54). Routledge.
- Nagy, W. E., Herman, P. A. (1987). Learning Word Meanings from Context during Normal Reading. *American Educational Research Journal*, 24(2), 237-270.
<https://doi.org/10.2307/1162893>
- Nuray OkumufCeylan,(2016).Using Short Stories in Reading Skills Class,

-Owsley, D. (2018), Developing Communication Skills.

www.relavate.org

-Patricia L. Carrell, Joan G. Carson (1997), Extensive and intensive reading in an EAP setting,

-Pratiw, Putri, and Suhadi (2020). USING CHILDREN SHORT STORIES TO ENHANCE STUDENTS` READING COMPREHENSION.

Journal of English and Education, 1, 133-141.

-Procedia - Social and Behavioral Sciences, Volume 232, Pages 311-315,

<https://doi.org/10.1016/j.sbspro.2016.10.02>

-Robinson, Segal, and Smith (2024), the process of effective communication

www.helpguide.org

-Rivera Pinzón, M. X. (2016). Storytelling & story-reading: a way to enhance EFL students' literacies.

<https://typeset.io/search?q=The%20effects%20of%20reading%20short%20stories%20in%20enhancing%20learners%20critical%20thinking>

-Raajitha, Rachuri(2019). Significance of Reading Skills. (Topic presented in ELT Summit, Article yet to be published).

-Sperber, D. (1995). How do we communicate. How things are: A science toolkit for the mind, 191-199.

-Sandeep, K. (2024), How to enter into communication .

www.proofhub.com

-Zimmerman & Hutchin's (2003) .Information Synthesization vs. Visualization on Iranian Undergraduate ESP Accounting Learners' Reading Comprehension Achievement Across Gender. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 8(1), 93-109.

Appendix

Students Questionnaire

This questionnaire aims to collect data about « short stories and how they enhance learners communication skills » third year student of Ibn Khaldoun University in Tiaret. Your answers will be crucial to our study. Thank you for your pleasure.

1. Gender:

- Male.

- Female.

2. Age:

- 20 years old.

- 21 years old.

- More than 21.

3. Do you like reading short stories in your free time?

- Yes. – No.

If yes, in which language?

-Arabic.

- French.

- English.

4. How much time do you take in reading short stories?

- 30 min.

- 1 hour.

- More than 1 hour.

5. Do you read these short stories?

- As part of the curriculum.

- For pleasure.

-Other:

6. How do you find reading short stories?

- Enjoyable.

- Boring.

- And why?.....

7. To what extent do short stories enrich your vocabulary with new words?

- No words at all.

- Many words.

- Few words.

8. When you read short stories, how do you find your understanding?

- Bad

-Good

- Very good.

- And why?.....

9. How do you deal with difficult words?

.....
.....

10. Do short stories teach you different morals?

- Yes. - No.

- And why?.....

11. Do short stories affect your culture?

- Positively.

- Negatively.

- Why?

12- Do you think that short stories help you comprehend different cultures and perspectives?

- Yes.

- No.

- Why?

13. How can you make reading short stories a part of language learning routine?

.....
.....

14. Can short stories be a way to express your-self?

- Yes. - No.

-And why?.....

15. Can short stories touch your feelings?

- Yes. - No.

If yes, why?.....

16. Have you practiced reading short stories aloud in classes?

-Yes.

-No.

17. How do short stories help to improve your speaking skill?

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

18. Do you agree that short stories can be a tool for sending a hidden message?

- Strongly agree.

- Agree.

- I disagree.

- Strongly disagree.

19. What are the challenges that you face during reading short stories?

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

20. Do you think reading short stories is effective in enhancing your communication skills?

-Yes. -No.

-Can you illustrate?.....

21. In your opinion, do you know other strategies that can help the student develop their communication skills?

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

ملخص

تُعدّ مهارات التواصل الفعّال من أهمّ المهارات التي يتطلّع إليها طلاب اللغة الإنجليزية كلغة أجنبية (EFL)، وتشير الدراسات إلى أنّ قراءة القصص تُمثّل أداةً فعّالةً لتعزيز هذه المهارات من خلال تطوير المفردات، وزيادة الفهم الثقافي، وتعزيز مهارات التفكير النقدي. استهدفت هذه الدراسة استكشاف مدى فعالية القراءة في تحسين مهارات التواصل، وتمّ جمع البيانات من 89 طالبًا من المستوى الثالث في قسم اللغة الإنجليزية بجامعة ابن خلدون في تيارت، الجزائر. أكّد الاستبيان على إدراك الطلاب لفوائد قراءة القصص مثل اكتساب المفردات، وفهم ثقافات مختلفة، وتطوير مهارات التفكير النقدي. تتوافق هذه النتائج مع دراسات سابقة، وتؤكد على أهمية دمج قراءة القصص في المناهج الدراسية لتعزيز مهارات التواصل لدى طلاب اللغة الإنجليزية كلغة أجنبية.

Résumé

Cette étude examine l'efficacité de la lecture de nouvelle pour améliorer les compétences de communication des apprenants d'Anglais comme une langue étrangère (EFL). Apprendre à communiquer efficacement est essentiel pour les étudiants en langues étrangères. La recherche propose que la lecture de nouvelle puisse améliorer ces compétences en développant le vocabulaire, les connaissances culturelles et la pensée critique. Une enquête descriptive par questionnaire a été administrée auprès de 89 étudiants d'Anglais de troisième année à l'Université Ibn Khaldoun de Tiaret. L'analyse suggère que les élèves reconnaissent les avantages de la lecture de nouvelles, notamment l'acquisition de vocabulaire, l'exposition à diverses cultures et le développement de la pensée critique. L'étude a conclu que la lecture est un outil précieux pour l'apprentissage des langues en raison de ses contributions multiformes, et encourage l'amour de la lecture chez les élèves.

Summary

This research explores how reading short stories helps third-year EFL learners communicate better. They interviewed and surveyed students to understand their experiences. The students found that short stories improved their vocabulary, grammar understanding, and critical thinking, all of which make them better communicators. The study suggests using short stories in class as a fun and effective way to improve communication skills.