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The Impact of Reading Short Stories on Students Writing Performance

A Dissertation submitted to the Department of English

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Dedication 1

First of all, thanks to God for giving us the strength and patience to complete this work.

I dedicate this work to beloved parents, whose unwavering support and encouragement have been my guiding light. Your belief in me has been the foundation of my journey, I would be nothing without you.

My great brother and my sisters, whose support made stronger to proceed with this work.

To my sister kenza, I'm sincerely grateful for her support, whose made me happy and encouraged me to work harder along my years of study.

To all my family members, all my best friends, whose advices and her support and help.

To all who know me.

Fatima

Dedication 2

I pray and thank God Almighty for granting us the gift of
knowledge and blessing us with His mercy.
I dedicate this work
To my dear parents. My mother and my father; love of my life,
for their support which is
often the only stable thing when everything else goes into chaos.
To my sisters: Souhila and Assinat and brothers: Abdel Aziz and
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To my uncle and my supporter: Sadek
To my dear friend: Hassiba for standing with me all the time,
and all my friends
thank you all.
Thank you so much, I really appreciate that.

LINA

Acknowledgments

Abstract

EFL classes emphasize writing as a crucial skill for English proficiency, therefore, it is important for students learning English as foreign language to concentrate on improving it , In this respect, developing writing skills involves various strategies such as regular practice, having feedback, and reading widely, and. By engaging in reading activities, students can refine their techniques, expand their vocabulary, and enhance their overall writing skills through reading short stories. Therefore, the current study aims to investigate students' attitudes reading shorts stories on improving writing skills to achieve these objectives, a questionnaire was directed to students and an interview with teachers, the study takes place at Ibn khaldoun University _ Tiaret, with 50 second year and 50 third year LMD students of English which are chosen randomly. The results obtained from confirmed the hypotheses and some suggestions are stated to improve reading and writing using short stories. both questionnaires denoted that both students and teachers value the use of short stories to enhance learner's writing skills.

keywords: writing skill, short stories, EFL learners, reading skills.

List of Acronyms

EFL: English as foreign language

ESL: English as second language

L1: First language

L2: Second language

CA: communication approach

CBA: Competency based approach

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General introduction

The capacity to read is a crucial second language attitude . For students writing skills to improve , they must read widely and be continuously exposed to the language. The reading is guided by their goals and choices, such as reading short stories enables the students to obtain a large amount of input in English . More specifically, making connection between reading and writing is an excellent way to improve language proficiency because it offers students opportunities to think critically , organize their thoughts , and share their knowledge.

Foreign language is one of the hardest tasks for most students . EFL students find that writing assignments are hard because of all the different things they have to learn _ word choice , structure , grammar , spelling , punctuation , proper capitalization, and paragraphing .

In brief, reading short stories plays an important role within written pieces. So that EFL learners must take into consideration its importance to improve their level of writing competency

µ1.Statement of the problem

Writing is one of the most crucial abilities while learning English as a second language. In addition to being a necessary academic talent, it also plays a significant part in converting spoken to professions. Furthermore, writing proficiency is taken into account while evaluating students in the classroom. In this situation, the teacher's job is to help their students develop their written performance by offering the appropriate innovations and resources. Using short stories in EFL classes is one of those suggested resources, and our goal in this regard is to find out how teachers and EFL students feel about using short stories to enhance their writing performances.

2.Aim of the study

The present study aims at pointing **out** the teacher's and the student's attitudes towards incorporating short stories in EFL classroom to enhance the leaner's writing skill.

Research questions and Hypothesis

This study attempts to answer the questions:

1. Do teachers of written techniques use short stories to teach writing?
2. If yes, do short stories help improve students' writing performance?

Based on the research questions stated above, we hypothesize that:

1.it seems that short stories may not widely used in writing classes

2. both teachers and students seems to be aware that short stories help to improve students writing performance

3.Research methodology

This present study is mainly built on mixed methods , , the first one is a questionnaire as a quantitative data, whereas an interview with teachers is used as qualitative research.

Concerning the data collection, we will administers two questionnaire one for teachers , and the other to second and third year LMD students at the ibn khaldoun English departments Tiaret . The purpose behind the teachers questionnaire is to **determine** the place of reading short stories in developing writing skills , and the degree of importance it is given by them through how teachers encourage and apply short stories reading in the programme.

The students questionnaire intended for second and third year LMD students .It will investigate their opinion about their awareness concerning vocabulary , grammar and gouge their level of academic writing proficiency .

4.Sample of the study

The population of this research will be selected from a total number of second and third year LMD English students in university Ibn Khaldoun .The sample about 50 second year students and 50 third year students who are randomly chosen .

A sample of 8 teachers will be also chosen , for the sake of obtaining their opinions concerning the contrition of reading short stories to enhance students writing skills .

5.Structure of the dissertation

The present study is divided into three main chapters, chapter one consists of two main sections. Section one deals with the writing skill, its definition, approaches, stages, types, main problems that students may enhance their writing skill, the components and importance of writing. Section two is considered with short stories, their importance in teaching language, choosing short stories as teaching materials, their definitions and types, in addition to teaching reading and writing together, how short stories help in developing writing skill.

Chapter two the first parts we will deal with teaching EFL in Algeria, includes the objectives of teaching and learning EFL in Algeria, the main objective of the LMD system and EFL in university, teaching writing in Algeria and in ibn khaldoun

university departments. The second parts will be devoted to the data collected methods used, the description of the instruments used in this study.

The third chapter based on the analysis of the information, main results are interpreted and discussed, provides some recommendations based on the collected data. In addition to that, some suggestions related to how to help EFL learners develop their writing skill based on reading short stories.

6. Limitation of the study

This study, like many others, has limitations, notably regarding:

a. One major constraint that makes us rely only on questionnaires, as data collection tool, was time limitation.

In addition, we had some difficulties in collecting back data, especially teachers' questionnaires and leaving some questions without being answered from students'

Chapter one: Theoretical Background

Section one: The writing skill

Introduction

This chapter is divided into two sections. Section one gives an over view of the different definition of writing skill and its basic approaches, and outlines the different stage of writing. In addition to that, it discusses the different types of writing and also, we should take into consideration the components of writing, including the most common writing problems EFL learners encounter. Section two is concerned with short stories, it deals with the importance of literature in teaching English, and using it as teaching materials. Furthermore, investigate the definitions and types pf short stories, also it reviews studies of short stories in developing the writing skills. Finally, the relationship of teaching reading and writing together.

1.1 Definition of writing

Writing is one of the four fundamental skills of language which are: Listening, Speaking, Reading, Writing. It is essential for every student of English as second foreign language and teacher's in developing the English language, it is known as the most complex and productive skill. It is the main skill that learners need it in their academic achievement, if they are not able to write they will face difficulties towards educational success. This is why it is important for them. According to Coulmas (2003)

> *"At least six meaning of "writing "can be distinguished (1).*
> *a   system of recording language by a means of visible or*
> *tactile marks;(2) the activity of putting such as system to use*
> *;(3) the results; a script style such as block letter writing ;(4)*
> *artistic composition ;(5) a professional occupation (6)."*
> (p.1)

In addition to White & Amdt (1991) held a similar view and claimed that

> *"White Writing is far from being a simple matter of*
> *transcribing language into writing symbols: it is a thinking*
> *process in its own right. it demands conscious intellectual*
> *effort; which usually has to be sustained over a considerable*

period of time, further more; precisely because cognitive skills are involved; proficiency in language does not; of its self; make writing easier. People writing in their native language; thought they may have a more extensive stock of language .resources to call upon, frequently confront exactly the same kinds of writing problems as people writing in a foreign or second language." (p.3)

According to the both writers, writing is a cognitive activity that requires ability and efforts that must be developed over time and via similar practice, rather from just being the simple transcription of letters. However, Widdowson (1978) defined writing as «the use full of the visual medium to manifest graphological and grammatical system of language. that is to say, writing is one sense is the production of sentences as instance as use ". (p.62). That is Writing is also the use of a variety of graphic to create coherent paragraphs that convey ideas in a language.

1.2.Approaches to teaching writing in foreign language context

In order to teach the writing skill in EFL classroom, the teachers are focusing on the differences and effectiveness of these three approaches: The product approach, The process approach, The genre approaches.

1.2.1The Product approaches

This method concentrates on the output that student produce at the output that students produce at the end of the writing process. As mentioned by Badger & White (2000). The product method, as its name implies, focuses primarily on the end product of the writing process. It emphasizes writer's linguistic skills and believes that writing progress arises mostly from students copying their teacher's ideas.

Nemouchi (2008) have a similar point view, the product based approach therefore focuses on the completion of the writing process .It takes into account the classroom ,where students must mimic , duplicate , and alter teacher-suggested sample texts .The analysis of model text features is the main emphasis of the product approach .It entails analyzing students writing in order to assess their efforts .before receiving their final drafts , the students is meant to become acquainted with the conventions of writing through the use of model .In this sense , Parson (1985) claims that the form and accuracy of the written work are the main points of emphasis or the product strategy Put differently , in a written composition utilizing a product -oriented approach , students are expected to focus on spelling ,grammar , and vocabulary .Typically , in a written

session , students are given a text that serves as a model .They read it , look new words , and then attempts to create something that's looks like the model .

1.2.2 The process approach

The process approach is a systematic method for managing and improving organizational process, enhancing efficiency and effectiveness. This approach involves understanding and managing processes as an interconnected system rather than as isolated activities. By focusing on the flow and interaction of process, organizations can streamline operation, improve quality, and achieve strategic objectives.

According to White and Amdt (1991) in their book process writing

"What is important for us as teachers of writing is to engage our students in that creative process; to excite them about how their texts are coming into being; to give them insights into how they operate as they create their work; to alter their concepts of what writing involves. (p.5)".

So this method actively engages in the writing process and lays a strong focus on creating, structuring, and experimenting with new concepts and ideas. A key component of the process approach is also offering students a constructive, supportive, and cooperative workshop setting where they can work through their composition process with little hindrance and plenty of time to do so. It is the teachers' responsibility to assist students in developing initiation tactics, idea generation, draft revision and editing. (Silva, 1994)

The process approach according to   Nemouchi (2014), the teaching approach involves four stages for EFL learners: pre-writing, drafting, revising, and editing. The pre-writing stage involves gathering information, brainstorming ideas, and developing main ideas, identifying and correcting mistakes, and editing to ensure a well, structured and effective production. This process helps learners develop their writings skills and knowledge.

The writing process method is a useful tool for improving your writing abilities. This method improves the overall efficacy, coherence, and clarity of your writing, increasing the impact and engagement of your message. Writing can be improved by concentrating on structure, grammar, and content clarity.

1.2.3. Genre approaches to writing

According to Richard, T. (1993) the genre approaches to writing instruction is particularly for two reasons. First of all, a genre-specific approach aims to identify the characteristic of successful writing within a defined genre and then teaches these characteristics to students, making it more valuable place to start when attempting to provide students with insights into how to replicate specific genres successful. This is because a genre approach does not rely on prescriptive model-based advice. As cited by Swales (1981), explained the pedagogical importance of the identification of genres who notes,

> *"…….it is only within genres that viable correlations between cognitive, rhetorical, and linguistic features can be established, for it is only with in genres that language is sufficiently conventionalized and the range of communicative purpose sufficiently narrow for us to hope to establish pedagogically - employable generalizations that will capture certain relationships between function and form (p.10)"*

Second, students must or choose to replicate specific written styles, like academic projects and essays and corporate letters and reports Richard, T. (1993). As Davies (1988) cited, a student's success or failure in an academic setting may be directly related to their ability to recognize and replicate genres.

> *…. criteria for success in the project area are the taken – for granted subject specific criteria which actually determine and control the nature of products in that subject area. They are the criteria of people who control, directly or indirectly, the distinctive, genres which the students are exposed to, on the on hand …and on the other hand, the genres the students are expected to produce ……Thus what is required of students if they are successful in their writing is that they somehow discover and learn to meet these implicit taken -for-granted criteria but which the different genres they produce are assessed (Davies,1983, p.131).*

GENRE ⟷ purpose -Reader -Context- Discourse-Social con

Convention-Style

PROCESS ⟷ Drafts-Feedback -Revision-Editing-Publishing

PRODUCT ⟷ Content-Organization -Language Use -Vocabulary

-Grammar -Mechanics
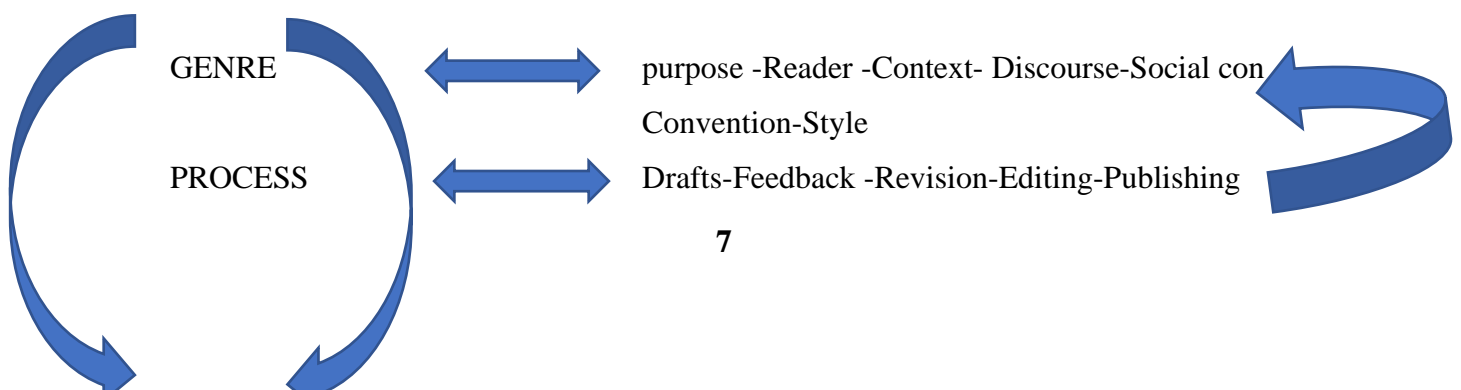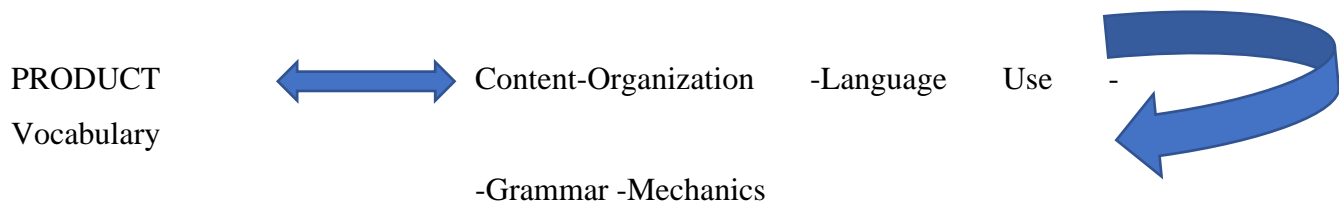
Figure 1. Basic constituents of an integrated approach to writing (Arslan,R.S.2013,p.7)

Stage 1-Pre- writing stage: Modelling (GENRE STUDY)

Analysis of sample genres collected from text books, newspapers and magazine

Stage 2-Writing stage (WRITING PROCESS)

Writing drafts- teacher and peer feedback -revising – editing according to basic convention of specific genres

Stage3-Post writing Stage (PRODUCT)

Publishing texts according to basic conventions of genres
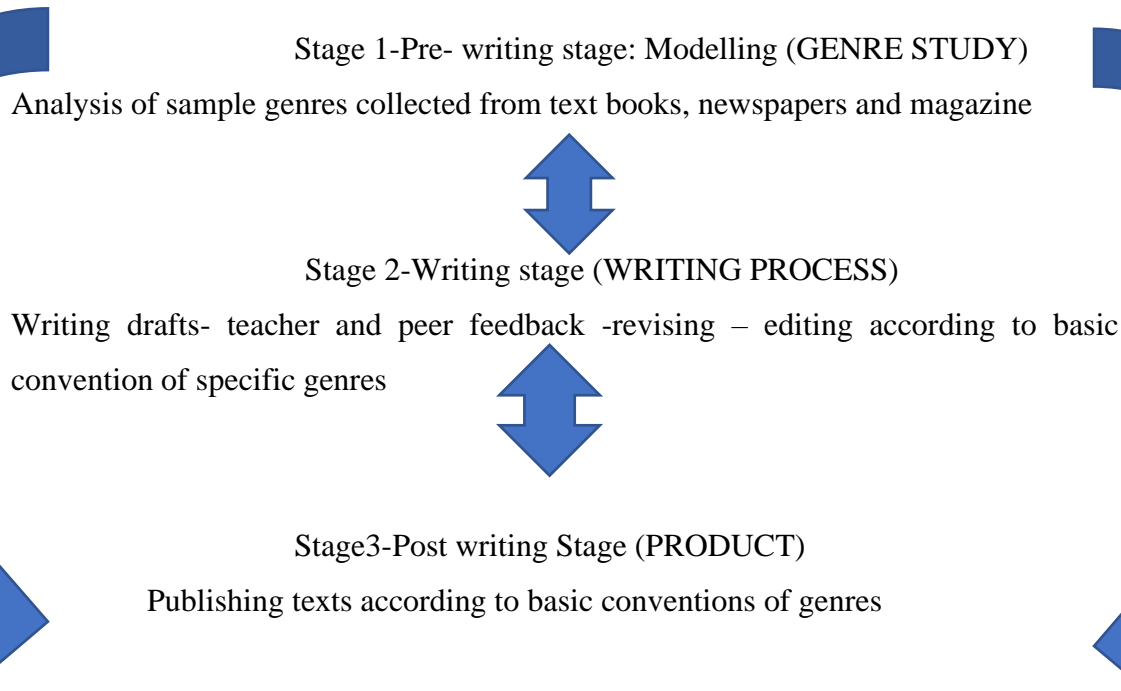
Figure 2. Basic stages of an integrated approach to writing   (Arslan, R.S.2013, p.7)

1.3. The stage of writing

Writing is process that requires patience and can't be completed in a single sitting. They are also aware that readers are looking for information that is engaging, grammatically correct, and well – organized far beyond just proper syntax .The first rule of writing is to plan your work before you start writing and to edit your work several times before you start writing and to edit your work several times before you sending it out or publishing it. These process can be broken down into stages ,these are the following six stages: Prewriting, Planning , Drafting , Revising ,Editing & proof reading ,Publishing .

1.3.1 Prewriting (Brainstorming)

Prior writing, it entails planning, information collection, and idea generation. It aids in purpose, audience, and primary point clarification, leading to a final product that is more ordered and cohesive. prewriting takes time, but it guarantees a well -organized piece of work. As mentioned by, Karima Benmaamar, (2016), the prewriting is an essential exercise for authors to refine and expand upon paper topic ideas. Prior to writing, it entails organizing ideas and selecting a course of action. Prewriting benefits students by assisting with concept development and topic selection. They get ready for the more technical parts of writing by using a pre-writing tool.

1.3.2 Drafting (putting ideas on paper)

In this stage, it's time to decide which ideas to retain and develop them into a more comprehensive and cohesive form after they have worked on them for some time. The subsequent stages of drafting are when the learner focuses on pitting ideas on paper. Students require writing strategies that provide structural support. students can utilize one of their pre-writers as a references when they are ready to begin writing their first drafts .Instructors are required to demonstrate to students how they began their prewriting .They will feel inspired by this as they continue the writing process (Karima Benmaamar 2016),it mean during the drafting phase , thoughts are organized into phrases and paragraphs , transforming prewriting strategies into written text , which can be modified and enhanced for later improvement .

1.3.3 Revising

Revising involves making changes based on teacher feedback, requiring multiple readings of each draft. Students can add details, substitute words, delete, and arrange material. Rereading helps students understand organization, main points, and connections between ideas (Karima Benmaamar 2016) that is revisiting draft involves enhancing its coherence, clarity, and quality by altering its substance, organization, and style to ensure audience comprehension and impact.

1.3.4 Editing

As they get to the editing step, students must fix their writings spelling, grammar, punctuation ,capitalization ,and word choice .This last stage checks that the work complies with written English conventions and guidelines .It could also entail a recursive editing process (Karima Benmaamar 2016) with the editing phase involves

addressing typos, punctuation ,grammar ,and sentence structure issues in writing to ensure flawlessness ,consistency , and clarity , similar to applying the finishing touches before distributing.(Karima Benmaamar 2016).

1.3.5 Publishing

Since the writing have been carefully revised and edited at this point, there are a variety of ways that student's writings can be published. For example, students can be read their writing aloud to the class or use the classroom newspaper and magazines. Teachers can also post student work on the walls of the classroom during publishing stage, you distribute your polished work to your target audience, making it accessible for review or consumption, such as sharing reports, blog entries, or assignments. (Karima Benmaamar 2016).

1.4.Types of writing

The most common types of writing and essentially, each one used for a specific purpose: Descriptive writing, Narrative writing, Expository writing, Argumentative writing are, Reflective writing, Persuasive writing.

1.4.1. Narrative writing:

Narrative writing is the easiest type of writing for learners. This kind of writing it focuses on narrating events and their sequence in a way that makes the reader or listener follow the development of the story or event. It's characterized by certain characteristics that distinguished from other styles like: Sequence of events, use of time, characters, detailed description, suspense and excitement, it aims to attract the reader's attention by adding an element of suspense and excitement to the events. For example: Oral histories; Novels/Novellas; Poetry (especially epic sages or poems); Short stories; Anecdotes, Narrative writing answers the questions "what happens?"   In this context Robin. J, (2015), states that

> *"Narrative writing is used in almost every longer piece whether of writing, whether fiction or nonfiction. when an author writes in a narrative style., they are not just trying to impart information, they are trying to construct and communicate a story. Complete with character, conflict, and settings "(p.5).*

1.4.2. Descriptive writing

It's a type of writing, is the text in which the writer describes a place, a specific thing, or a person in a very precise way by mentioning various details has the aim of bringing the reader to a stage where he can form a detailed mental picture   of what he

is reading. The primary goal of descriptive   writing is to describe. For example: Poetry; Journal /diary writing; Description of Nature; Fictional novels.

In addition to the above definition of descriptive writing, Robin, j. (2015) views that

> *"Descriptive writing is often found in fiction ,through it can make an appearance in nonfiction as well (for example ,memoirs ,first-hand accounts of events ,or travel guides) .When an author writes in a descriptive style ,they are painting a picture in words of a person ,place ,or thing foe their audience ,The author might employ metaphor or literary devices in order to describe the author's impressions via their five senses (what they hear ,see , smell , taste ,or touch).But the author is not trying to convince the audience of anything or explain the scene -merely describe things as they are(p.4) ."*

1.**4.3. Expository writing**

An expository text is one that aims to clarify or explain certain information or concepts to the reader. This text is characterized by objectivity, clarity, and accuracy and uses a direct and simple style to presents facts and information. The explanatory text usually includes examples, details, and explanation that help the reader understand the topic more deeply, to simplify information and make it more clear to the audience. For example: Text books; How – articles; Recipes; News stories (not editorials or Op-Eds); Business, technical, or academic writing.

Furthermore, Robine, J. (2015). claims that

> *"Expository writing is one of the most common types of writing. When the author writes in an expository style, all they are trying to do is explain a concept, in imparting information from themselves to a wider audience. Expository writing does not include the author's opinions, but focusses on accepted facts about a topic, including statistics or other evidence (p.3)"*

1.4.4. Argumentative writing

This type of writing, it depends on the communication method in an attempt to persuade or convince the other party that their opinions is correct, by presenting a set of logical reasons and proofs about an idea or form.

> *"This type of writing is full of opinions and argumentation on the given topic. By and large, some conflicting or argumentative topics are supposed to be more appropriate for this type of writing. For example,*

which one is the first of eggand hen? what is mightier -pen or sword? should the prevision of death penalty brought into action? etc. The basic tenet behind argumentative writing is to convince the readers with the strength of arguments, logics andertained stance. However, the logics and proofs set forth may not bear global validity." (As cited in Ticko .2007, p.67.)

1.5. Learner's writing problem's

EFL students face greater writing challenges than other students due to their English as a foreign language , newswriting writing sitting increased effort to produce appropriate writing for their audience .So the common challenges faced by EFL learners in writing , grammatical , vocabulary , cultural and cognitive problems .Raimes (1983) believes that writing is a challenging endeavor because it involves numerous language -related skills, such as syntax ,grammar, spelling, punctuation , and vocabulary .

1.5.1 Grammatical problems

English as foreign language (EFL) learners often face grammar issues due to grammatical discrepancies between English and their original language, such as "sentence structure, verb tenses? word order, articles (a, an, and, the), verb conjugation, prepositions and subject-verb agreement.". which can be addressed through consistent practice and exercises. Moreover, Harmer (2001) believes that grammatical rules are what help to structure language; they are not the opinions of editors, instructors, or other authorities. It merely defines how people speak and write; when people begin to speak and write differently, the rule are modified.

1.5.2 Problems of vocabulary

Vocabulary is a set of words and terms essential for English as a foreign language (EFL) learners to effectively communicate in English .Expanding vocabulary is crucial for language learning and overall proficiency .Folse (2008) mentioned that continuous vocabulary acquisition is necessary for English language learners to enhance their foreign language output and comprehension He went to say that while students with a rudimentary vocabulary can communicate some ideas to some extent , better communicate can occur when students have a larger vocabulary .

1.5.3 Cognitive problems:

Students often struggle with spelling, punctuation, capitalization, organization, and content. These are examples of cognitive difficulties.

a.Punctuation problems:

Punctuation is generally necessary for text to be clear. Periods(.), commas (,), questions marks (?), exclamations points (!), semicolons (;), and apostrophes (') are a few examples of frequent punctuation mark has a distinct function in the organization and interpretation of sentences. Marray and Hughes (2008) emphasize the importance of punctuation's marks in improving student's skills, as well -capitalized and punctuated writing enhances reader comprehension and leaves a positive impression.

b.Capitalization:

Capitalization is generally necessary for writing to be clear. Sentences, proper nouns (name of particular persons, places, or objects), and titles all begin with capital letters. To ensure writing is clear and accurate, proper nouns and sentences must have their first letter capitalized.

c. Spelling problem:

Spelling difficulties are mistakes in word formation Spelling errors frequently occur, such as mispronouncing "necessary "as "necessary "or "receive" as "receive". Your writing's professionalism and clarity may suffer as a result of these mistakes.

d. Content problem:

Writing content problems frequently have to do with problems with the information that is provided. This can involve unclear or irrelevant information, as well as insufficient specifics. It's critical to make sure your writing successfully communicates your thoughts and maintains topic focus. Writing with concrete examples, logical reasoning, and supporting data can make the content of your work stronger.

e.Problem organization:

The term" problem of organization ", describes challenges with organizing and structuring data in a way that makes sense. This may cause the viewers to become confused and make it difficult for them to understand the content's primary ideas. Establishing a coherent outline, organizing related concepts, making good use of transitions, and guaranteeing a logical flow From one points to the next are essential for addressing this problem. By carefully planning your material's organizing, you can improve comprehension and audience engagement.

1.6 .The components of writing

The essential aspects that support written communication's efficacy and clarity are knowns as writing components. Every element has a distinct purpose in creating a cohesive, well -structured, and convincing piece of writing. Nine components are stated by Raimes (1983), these are audience, purpose, word choice, organization, mechanics, grammar, syntax, content, and the writing process; the combination of all these elements makes writing a challenging skill for learners since they must manage them simultaneously. The components that students must deal with in order to achieve a clear, fluid, and successful conveyance of ideas is depicted in the flowing image.

```
Syntax                                         content
    Sentence structure                            Relevance
    Sentence boundaries                           Clarity
    Stylistic choice etc.                         Originality
Grammar                                               Logic.etc.
    Rules of verbs              Clear, fluent, and      The writer's process
    Agreement, Articles           effective             Getting ideas
    Pronouns, etc.               communication          Getting started
                                   of ideas             Writing drafts
Mechanics                                             Revising
Handwriting        Organization
 Spelling           Paragraphs       Word choice          Audience
Topic and support  Topic and support  Vocabulary         The reason for writing
 Punctuation, etc.  Cohesion and writing  Idiom      Purpose
                              Tone                        The reason for writing
```

Figure: Producing a piece of writing (Raimes, 1983, p.6)

The most important part of a piece of writing is content is. Clarifying the material in your writing is essential to making sure your message is understandable and compelling. This entails providing precise information, pertinent examples, and reasoned justifications for your point of view. your writing will be higher quality and clarity if you give a clear explanation and make sure your topic is well -developed.

Another important component is organization, writing involves organizing ideas in a logical order and dividing points into paragraphs. As well -structured essay facilitates reader comprehension and flow, with seamless transitions between paragraphs.

Grammar in writing is rules dictate pronouns, Rules verbs, and word arrangements for effective communication. Good grammar helps create grammatically sound phrases, providing precision and clarity. Strengthening grammar can enhance writing impact and convey ideas effectively. Mechanics and word choice are another important variable, mechanical elements of writing including, spelling, handwriting and punctuation, ensure errors and grammatical conventions. Word choice, on the author hand, involves selecting understandable, accurate, and suitable.

1.7. Importance of writing

Writing is crucial for English as a foreign language (EFL) learners to enhance their fluency, vocabulary, grammar, critical thinking, and communication skills. Regular practice and feedback can help students become more comfortable with the language, broaden cultural horizons, and improve their overall language proficiency.

According to Raimes (1983) *"asserted that writing helps students to learn by reinforcing the grammatical, structure, idioms, and vocabulary being taught. When writing, students take risks with the language, and have the opportunity to go beyond what they have just learnt to say (p.3)".* Also they mentioned another point is that *"writing is a unique way to reinforce learning. By thinking about what to write next and in what manner, they often find themselves discovering something new to write or anew way express a given idea (p.3)".*

 While Walsh (2010) said that

> *"   Writing is important because it is used extensively in higher education and in the workplace. If students do not know how to express themselves in writing. They will not be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are parts of the daily life of a college students or successful graduate (p.1)."*

Writing is a crucial skill for clear communication, critical thinking, organizing thoughts, preserving knowledge, self –expression, and intellectual development. It aids

in articulating unique perspectives, preserving knowledge, and enhancing persuasive presentation in professional and academic contexts, it significance extends to personal and societal contexts

Section two: short stories

1.8Importance of Literature in teaching English

Literature holds a significant place in English education by serving as a gateway to language proficiency, cultural understanding, and critical thinking skills.

According to Houria Elhabiri (2012-2013), literature has been defined in a number of ways and from many perspectives. According to Moody (1971), it's an all-encompassing phrase used to verbalize certain unique characteristics of the human experience. Moreover, literature is defined by Lombardi (2013) as a work that expresses ideas and concepts via the application of creative thinking. Literature is generally understood to be one of the important real resources that may be utilized in language learning as well as instruction.

The debate over literature's importance in helping EFL learners become proficient in the language has recently resurfaced. According to researchers like Lazar (1993), when EFL students use literary texts as a teaching method, they will be able to work well in the process of learning FL skills because to its strong instructional potential, inspiring attributes, and interpretive capabilities. Lazar (1993) highlights the benefits of utilizing literature and lists the following(P18) :

-It is very motivating.

- It is authentic material.

- It has general educational value.

- It is a stimulus for language acquisition.

- It develops students' interpretative abilities.

- It expands students' language awareness.

However, Collie and Slater (1987) are in favor of using literature in language classes because it gives students access to real-world information, fosters participation, and enhances their language and cultural knowledge. These benefits, they continue, may be attained by employing strategies that encourage reader reaction, engagement, and a strong linguistic and literary integration. On the other hand, literature has the power to inspire a lot of kids to read in English. Literary works serve as a means of introducing

the studied text's cultural context and illuminating language use. According to Langer (1997:607), reading "Horizons of possibility, allowing students to question, interpret, connect, and explore" can be opened by literature. Literature is a very enticing framework for learning both a second/foreign language and literacy, and it taps into what they already know and who they are, therefore literary texts also have distinct advantages on the successes of EFL students. (Source: ibid).

According to Saif Aldeen Ibrahim Holey Ali (2019).

> *The importance of the use of literature in EFL classes by showing the fact*
> *That a major problem of language teaching in the classroom is the creation*
> *of an authentic situation for language. That is because all language classes*
> *outside the community of native speakers are isolated from the context of*
> *the events and situations which produce natural language. So literary*
> *works especially short stories enable students to understand the language*
> *better by providing the students with real world experiences, relationship*
> *between society and the people where the target language is spoken.*
>
> *(Cited in Little wood,2000, p.179)*

1.9.Teaching Reading and Writing together

Teaching reading and writing together is an instructional approach that emphasizes the reciprocal relationship between reading and writing skills.

According to Michael. B (2013), teaching reading in terms of its connections to writing can motivate students to read and increase the likelihood that they find success in both activities. It can lead students to value reading as an integral aspect of learning to write. It can help students develop their understanding of writing strategies and techniques. Most of us firmly believe that reading improves writing. Let's make sure that we are teaching reading in ways that make this happen for students.

Obviously, Asa Wengelin, Barbara Arfé (2018, p.37) stated that, reading and writing could in principle pose different kinds of challenges to poor writers and readers in these initial stages of word elaboration (Tainturier & Rapp, 2002). In addition, reading is comprehension, while writing is mainly production. That is, in reading, the meaning-making process requires the child to follow text signals to reconstruct the meaning of a text, but writing requires the child himself or herself to generate meaning, its organization, and signals for the reader to connect information in the produced text, similar to oral language production. It is thus not surprising that the prevalence of

writing problems greatly exceeds that of reading problems in the scholastic population (see Katusic, Colligan, Weaver, & Barbaresi, 2010). However, in many cases writing and reading problems are associated.

Hence, despite their differences, reading and writing cannot be studied in isolation if the aim is to explain how these processes work in the child's mind (Berninger, Abbott et al., 2002). They are two complex language phenomena that rely on a complex set of relationships between oral and written language, among visual, auditory, and phonological skills, and between receptive and expressive language mechanisms. Word recognition and written spelling processes are based on the use of the same word representations: orthographic, phonological, and morphological (and semantic). Problems in constructing or storing some of these word representations in memory would likely affect both reading and writing (Angelelli et al., 2010).

On the other hand, developing these representations in one of the two can support their use in the other. Berninger, Abbott et al. (2002) found that word reading skills explained spelling and hand- writing in typically developing children, but the reverse is also true. As spelling new words requires the writer to attend to the orthographic details (i.e., letter order) of words, and to sub-lexical sound-letter relationships in a comprehend- sive manner, spelling also influences reading by fostering the development of orthographic representations (Ouellette & Sénéchal, 2008). Evidence of such influence comes from longitudinal studies, showing that early writing during preschool has a predictive influence on first graders' reading (e.g., Shatil, Share, & Levin, 2000), and from experimental training studies on more and less shal- low orthographies (e.g., Shahar-Yames & Share, 2008). Spelling, like decoding words, may act as a self-teaching mechanism (Shahar-Yames & Share, 2008): Each time the child attends to the orthographic details of a new word, record-ng the printed word to sound or the reverse, this specifies and consolidates its representation in memory.

1.10.Short stories as a teaching material

This research delves into the effectiveness of short stories as teaching material across various disciplines. We explore how these narratives can foster not only literacy skills but also critical thinking, empathy, and cultural understanding. By examining the specific ways educators can utilize short stories, this study aims to illuminate the multifaceted benefits they offer in enriching the learning experience.

According to Senem Üstün Kaya (2014). First of all, short stories are simpler to perform in packed classrooms and require less reading time than novels. In addition, they are more realistic than a narrative and simpler to interpret linguistically than poetry. A short story's narrative is simple to sum up, and the students' understanding of the scenario is enhanced.

Second, short stories also depict everyday life, making them relatable to students. According to Elliott (1990), literature may be motivating for students if they are able to truly connect with its ideas and feelings as well as recognize its beautiful characteristics (p. 197). When pupils are able to become acquainted with the characters and the narrative itself, allowing them to effectively communicate their ideas while engaging in classroom tasks that require the target language. Unlike informational literature, short stories have a real-world context that is realistic and helps students relate to the material while honing their language skills.

Thirdly, vocabulary and grammatical structures may be well seen in short stories. Because short stories are more rich than grammar books, students interact with the language itself while being conscious of its use while they read. ELT/EFL students are aware of the different sentence forms and various methods of joining phrases in the interaction between the stories. Additionally, the diversity and depth of language allow students to advance in their target language while taking classes.

Additionally, short stories give cultural context for the language of instruction. Students get the opportunity to gain a national perspective and are able to comprehend the social and cultural context of a particular society through the stories. The best resources for language learners to expand their vocabulary are short stories. knowledge of culture and one's own viewpoint. In order to foster "an awareness of and sensitivity towards the values and traditions of the people whose language is being studied" (Tucker and Lambert, 1972, p. 26). Educators who use short stories also incorporate cultural lessons into their lessons;

Furthermore, literary writings address global issues that are not covered in course materials or additional grammar, like friendship, love, and war. In this way, short stories improve students' exposure to the outside world while also assisting them in becoming more conscious of the benefits of studying a foreign language. Short Stories in ELT/EFL classrooms stimulate students' emotions and improve their cognitive abilities. Students attempt to utilize their imaginations at first, then work on developing empathy, and finally they become more creative. For this reason, it is thought that teachings

accompanied by short stories are more uplifting and entertaining. As Pathan (2013) states:

> " In the modern, culturally barren, world of today, where cultural values are degrading every day and many evils and tribulations are infecting our young generation with unthinkable bad habits, immoral deeds, immodest behavior and horrific crimes in their early tender age, stories can be the best method of inculcating healing cultural and moral values (p.24)."

Finally, the use of short stories in the classroom can help students improve four language learning skills: reading, writing, speaking, and listening. When used well, short stories can enhance the curriculum and help students reach a higher proficiency level in the target language. A literary text can give students a vivid understanding of syntactic structure, which makes grammatical structures easier to understand in written form (Collie and Slater, 1987).

1.11. Defining Short stories

As stated by Nahla Bashar Muhammad and Nahida Taha Majid (2019) that a short story is *"a compact concentrated work of narrative fiction that may also contain description, dialogue and commentary"* _ (Roberts and Jacobs (p.41). This definition highlights the versatility and richness inherent in short stories, showcasing how these literary works can encapsulate profound themes and emotions within a limited narrative framework. In addition to that another definition according to Ahlem Haddag (2014-2015); Poe defines short stories 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".* (cited in Abrams as cited in Bouti, p. 22). Another definition for the short story is provided by Baldick (2008)

> *"A fictional prose tale of no specified length, but too short to be published as a volume on its own...a short story will normally concentrate on a single event with only one or two characters, more economically than a*

novel's sustained exploration of social background". (p. 307)

These definitions highlight key aspects of short stories: their brevity, focus on a single effect or event, and economical use of characters and narrative compared to novels.

1.12.Types of short stories

Short stories come in different types and genres, each offering a unique literary experience. Manash Kumar Deb Sarkar (2000) mentions that short stories come in various forms, each with its own unique characteristics and appeal. Exploring the most popular short story types involves delving into the diverse literary landscape that encompasses a range of genres, themes, and narrative structures. Here are some of the most popular short story types, each with its own distinct qualities:

1.12.1Fable: Fables are short stories featuring anthropomorphic animals or mythical creatures that convey moral lessons or principles. These tales often end with a moral or a proverbial statement.

1.12.2Science Fiction: Science fiction short stories explore speculative or futuristic concepts, often involving advanced technology, extraterrestrial life, or alternative realities.

1.12.3. Mystery: Mystery short stories revolve around solving a puzzle or crime. They typically feature a detective or protagonist attempting to unravel a mystery, with the resolution often revealed at the end.

1.12.4. Horror: Horror short stories aim to evoke fear, unease, or terror in readers. They often explore supernatural or psychological elements that elicit a strong emotional response.

1.12.5Historical Fiction: Historical fiction short stories are set in a specific historical period, often incorporating real events, figures, or cultural contexts to create a vivid and authentic backdrop.

1.12.6Fantasy: Fantasy short stories transport readers to imaginary worlds, featuring magical elements, mythical creatures, and fantastical settings that diverge from reality.

1.12.7 Social Commentary: Social commentary short stories address societal issues, cultural norms, or political themes, using fiction as a lens to critique or analyze real-world concerns.

1.12.8Satire: Satirical short stories use humor, irony, or ridicule to criticize or mock individuals, institutions, or societal conventions. The aim is to expose flaws or absurdities in a light-hearted and entertaining manner.

1.12.9Love and Romance: Love and romance short stories center around romantic relationships, exploring themes of love, heartbreak, passion, and the complexities of human connection.

1.12.10Humor and Comedy: Humorous and comedic short stories aim to entertain and amuse readers through clever dialogue, situational comedy, or absurd scenarios.

1.13. Using short stories in developing the writing skills

Short stories are an exciting way to develop our creative writing skills. This study proposes the use of short stories in developing their writing skills.

According to Rizky.Brilliant(2022) cited in Arrias et al. (2019), this study demonstrates that teaching writing to students and teachers through the use of short stories This tactic can, first of all, enhance writing abilities. Second, pupils found it simple to compose descriptive texts using in their own terms. Third, raise the motivation and feelings of the kids. However, writing strategies are the methods and procedures students use to write better or more efficiently, as demonstrated by Raoofi (2017). Pupils must organize their writing before beginning. Stated differently, pupils may optimize their writing skills and generate high-quality reports by employing effective strategies.

According to Marwa Mostafa Abbas El-Mahdy (2019), Kirkgoz (2012) studied the integration of short tales into English language curricula as a means of strengthening students' vocabulary and grammar understanding as well as encouraging their creative writing abilities. Twenty-one Turkish university students enrolled in an English language preparation program participated in the study. To find out what the students think about the usage of stories, every student was instructed to maintain a journal where they could record their thoughts after studying each literary work and a portfolio where they could save their compositions. An end-of-year narrative perception questionnaire was given in addition to the data gathered from student papers and diaries to provide an overall assessment of the course. The study's conclusions showed that using short stories allowed students to be more creative and imaginative in their writing while also effectively and meaningfully reinforcing their knowledge of grammar and

vocabulary. This helped the students become less dependent on the routine procedures that take place in the classroom

Conclusion

In summary, writing is seen to be the most difficult of the four language skills since it is the one that students utilize the most to express themselves and their personal lives, particularly those who struggle with oral communication. Teachers are therefore aware of the significance of this ability and are investing an increasing amount of time and energy to help their students master it .As a result, they frequently employ various techniques in the classroom to improve their students' writing abilities .Short tales are among the most often used instructional resources by educators while developing their lesson plans .Actually, is the best effective material to enhance students writing by exposing them to diverse styles , narrative techniques , and rich vocabulary within compact format .This helps students grasp effective storytelling elements, appreciate precise language use , and gain insights into various genres and perspective, ultimately inspiring creativity and improving their own writing skills .

Section one:

 Introduction

    This chapter is divided into two parts, the first parts explored teaching English as foreign or second language in Algeria. It deals also with the approaches used in teaching language, we shed light also on English in the primary, middle and secondary school. Then we shall deal with ELT in university level. Finally, we will provide the teaching of writing in Algeria and in ibn khaldoun university department.   The second part deals with the research design of the study. First, it has described the context and participants of the study. Second, it presented the research method which is a mixed method approach. Third, it has depicted the two data collection procedures namely the questionnaire and interview.

2.1.ELT in Algeria

   English is considered a second or foreign language alongside French in Algeria 1970 s _ 70s.Algeria's goal since gaining independence in 1962 has been to establish an efficient educational system that meets the demands of the country across the board. Algeria has a tendency to adapt to new needs by giving the English language more responsibilities in various disciplines due to the scientific and economic challenges of globalised society. In fact, fundamental reforms enacted by the government centre on strengthening the teaching corps, redefining the educational strategy, and putting particular policies into place to bolster scientific research. (Habib, N. 2018)

    Reports from the British Council declared English to be a third language in Algeria in 1989. English was required at the time for basic and secondary education, technology use, and training abroad. Furthermore, proficiency in the English language was necessary for other subjects in higher education. America and Britain provided English in Algeria with a lot of   help in the 1980's through the British council, Britain began a direct teaching of English programmes in Algiers. As a result, this made it easier to educate teachers and gave Algerians the opportunity to study in Britain through scholarships. Conversely, the American Embassy established a cultural centre featuring

a library and an American school. Additionally, Algerians received scholarships every year to study in the United States. (Belmihoub, 2017)

The Algerian government changed its foreign language education policies after 1990, placing greater emphasis on teaching English at all levels. Up until 2004, English was taught to EFL students at all levels, from the eighth grade in middle school to the third grade in secondary education. However, due to pedagogical economic, political, and social circumstances, English language instruction and learning during this time did note produce the anticipated effects. Furthermore, I paid attention to the scientific courses and showed no interest in learning English. EFL textbooks lacked motivation since they included tedious, lengthy subjects or topics. (Habib, N. 2018)

In 2000, the Algerian, British, and American embassies aimed to revive the English language through academic and cultural exchange programs. Britain offered scholarships to Algerian professionals for MA degrees in British universities, aiming to enhance professional and academic growth, experience UK culture, and strengthen American –Algerian relations. These programs aimed to enhance mutual understanding, leadership, and democratic relations. (Belmihoub, 2017)

English was added to the first grade in middle schools in 1993_1994. This was mostly the result of the Arabization policy, which at the time employed a large number of Algerian instructors who were not well –versed in foreign languages and instead prioritized teaching Arabic. English was taught in different departments at universities using diverse curricula. Students in the English departments are required to take courses in linguistics, phonetics, literature, civilization, oral and written expression, and ESP. Additionally, other departments taught English as a required module where students had to take esp. classes that matched their needs and field of study. (Boulifa & Djenina, 2020).

There are advantages and disadvantages to teaching English as foreign language in Algeria. Despite growing recognition of English's significant on a global scale , challenges for its incorporation into Algeria's educational system , including scarce resources , a lack of trained teachers , and rivalry from French , which has a long history .Despite this obstacles , the need for improved career opportunities and access to global knowledge is driving an increasing number of professionals and students acquire English .Curriculum revisions , teacher training initiatives , and the use of technology in the classroom are all part of Algeria's efforts to raise the standard of English

instruction .Algerian are predicted to become more fluent in English with sustained investment and careful planning , which will promote increased global cooperation and communication .

2.2.The approaches used in teaching English language

To teaching English, various approaches used such as: grammar translation, structural approaches, communicative approach and competency based approach., According to Asma (2022) ,in Algerian curricula , writing assignments are included from the very beginning of the middle school English language programme .Students are taught to write various types of paragraphs that focus on describing , telling , explaining , and so on .This will be expanded upon in high school when pupils learn how to compose lengthier essays .Additionally , the fundamentals of debating , analysing , summarising , comparing , and clarifying are taught to them .At this level , critical thinking is greatly encouraged .After every instructional unit , students at this level are often required to submit 120- word papers . Students have two options when it comes to exam topics: they can write an essay with a well - structured essay that extends specific key phrases, or they can choose from free subjects where just the topic of writing is offered. Due to the high grade awarded for the written expression portion, students are motivated to write at this level.

Also they mention that, English language students at the university level should make use of their prior writing experience. They come from a solid background already. On the other hand, they will learn methodical writing techniques and how to persuade readers to fulfil certain requirements at the postsecondary educational level.

2.2.1.Grammar translation

When teaching English, the grammatical –translation method emphasizes vocabulary and grammatical principles while translating between the student's native tongue and English. Through translation activities, the technique seeks to increase pupil's proficiency with grammar and vocabulary. It may not be as useful in improving speaking and listening comprehension as it is in helping one grasp language structure. Comparing it to other contemporary teaching techniques, it is less conversational and more traditional.

After Algeria gained independence in 1962, their grammar translation method remained popular for translating English. However, in 1971, the University of Algeria,

which had previously been run by a French rector, decided to separate its integrated instruction in translation and foreign languages into separate disciplines. This was due to the replacement of their text book, English language, with a text book inspired by translation grammar. (Bouteldja , R. 2004) According to Benmostapha, N. (n.d), the grammar translation method technique was first known in American as the Prussian technique since it came from Prussia in the middle of the 19th century and was a product of German scholastic philosophy. For over a century, it dominated the field of learning foreign languages. This approach was employed earlier in the 20th century to support pupil's intellectual development through reading and appreciating literature written in foreign languages. In many regions of the world , it is still widely utilized and considered as the most popular approach. And it focuses on grammar and translation.

The focus of grammar translation , a conventional approach to language instruction, is translating sentences between the target and native tongues .Through a thorough understanding of syntax and grammatical structures , this method aids in the development of writing skills .Regular translation practice improves attention to detail , expands vocabulary and encourages error repair .Furthermore , translating literature provides idiomatic idioms and cultural subtleties , which enhance learner's writing by incorporating real language usage .Grammar translation is an important part of a well - rounded approach to language learning .

2.2.2.Structural approach

The goal of structural approaches to language instruction is to methodically teach a language's grammatical structures, with the understanding that competency can only be attained by knowing the fundamentals of grammar; lessons are structured around these patterns. In order to emphasize the proper use of linguistic patterns, this strategy frequently entails repetitive exercises and practice. According to Bousmaha. Y (2021), *"A new approach was implemented into the Algerian curriculum at the end of the 1970 s and early 1980 s. The structural Approach was Prominently featured in the presentation of LG Alexander's text books "Practice and progress "(1967) and "Practice and progress II (1968)". (P. 42)*

As mentioned by Benmostapha, N. (n.d) The structural approach, also referred to as the grammar approach, is a compromise language teaching model that aims to achieve a balance between the learners' mother tongue usage being prohibited and the formal teaching of grammar with extensive use of metalanguage and translation activities. The

structural method is essentially a structuralism by product. The foundation of any teaching and learning process in a structural syllabus is the grammatical structure. Grammatical definitions of units provide the foundation of a structural language course. The many language components are taught independently and gradually, so that learning becomes an accumulation of the components over time until the language's entire structure is completely understood in Algerian schools.

The structural approach is essential for improving writing abilities because it gives students a strong foundation in grammar and syntax , allowing them to build complex and cohesive sentences .Writing skills are developed gradually as a result of gradual increase in complexity and the division of language into digestible components .By ensuring precision and consistency , this approach lowers grammatical errors .It also improves comprehension by enabling students to understand complicated materials and base their own writing on well -organised examples .All things considered structural approach promotes effective and transparent communication , which is necessary for good writing .

2.2.3 Communicative approach:

According to Mehmet, D. (2001), The communicative Approach (CA) is a British invention applied to foreign and second language learning and teaching , replacing the structural approach and situational language teaching CLT emerged in the 1960 s as a replacement for structural approach , influenced by British functional linguists , American sociologists , and writings on speech acts and pragmatic communication .It was developed in response to the impact of anthropological and sociolinguistics .

Since 2000, Algeria has used the communicative approach in an effort to keep up with the widespread changes in the field of teaching English because of this, the communicative approach principles are the foundation of the teaching qualifying exam, and the two years of experience required to pass the exam determines the success of the teacher candidates. (Benmati, 2008).

Raimes (1983) adds that, student's writing was formerly evaluated by the teacher. However, the professors have expanded the audience to include any pupils in the class or even those not in it by using this method. This gives the students writers a framework within which to choose acceptable language, subject, and formality levels. According to Labed, N. (2021*) "This approach takes into account the fact that writing is a*

communicative act, and therefore student writers should consider two important aspects when composing: The purpose and the audience." (p.44)

2.2.4 The competency based approach (CBA)

The competency based approach, or CBA, gauges a student's capacity to use a particular knowledge and abilities in practical contexts. Instead of using conventional testing techniques, it emphasises the display of competencies.
Larsen-freeman (2000),

> *CBA is concerned with the development of the process of learning as well as competencies whose components are: know how (savoir), know –how to do (savoir-faire) and know-how to be (savoir-étre). It aims at focusing on meaning rather than form and equipping the learner not only with knowledge, but more importantly with proper primary, social and intellectual skills to use that knowledge in real life situations by providing the learner with "a natural context for language use. (p. 144)*

The competency based approach (CBA) combines language acquisition with topic matter to improve writing abilities .It uses real , interesting materials to give writing assignments a purposeful perspective .CBA encourages critical thinking and analysis while promoting the simultaneous growth is also supported by instructor scaffolding and collaborative learning .CBA places a strong emphasis on the written process and assists students in drafting , revising , and editing their work to produce better writing

2.3.The reforms: primary, middle and secondary

2.3.1 Primary

In the year 2022-2023, a decision was issued by president Abdel Majid Tebboune to designate English as a secondary subject in the primary stage, starting from the third year. Sonia (2023), in place of starting English as a foreign language in the first year of middle school, Algeria started a new path in the academic year 2022-2023. English is now taught at elementary schools in Algeria instead of middle schools since the question of whether it should be taught there has been up for dispute for many years.

Children will start learning English in the third year of primary school beginning in September 2022, The ministry of education in a formal declaration this year.

2.3.2 Middle school and secondary

English was taught as a required course for seven years, four of which were spent in middle school and three of which were spent in secondary school. Students study EFL, three times a week with a specialist teacher in EFL. The program changes every year and every semester, they take two tests and one exam each trimester.

All four years of middle school are required to study English as foreign language(EFL), but its weight is comparatively lower than that of other courses like physics, math, and Arabic. In secondary school its coefficient in these three years is placed on stage varies according to the study stream; in literary streams, less weight is placed on technical and scientific courses. As mentioned by Benadla (2013).

> *" In the education reform , EFL is given a special status , being the language of globalisation .It is learnt since the learner's first year middle school ,after being acquainted with French in their primary school education , the country's second language .EFL is compulsory for the four years of middle school , but with a coefficient that is less important than other subjects like mathematics , Arabic , and physics .EFL remains compulsory in the next stage of studies ; i.e. .the secondary school , before taking their final national baccalaureate exam .In this three years stage , its coefficient depends on which studies stream is it ; it is more important for literary streams than scientific or technological ones , in which technical and scientific subjects like mathematics and physic are more important"(p. 159)*

2.4. ELT at university

In Algeria, English is becoming significantly more important, in this respect Mililani (2000) views that

In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and educational ones (p.13)

Nawal, M. (2014), Like the rest of the world, Algeria strives to adopt and subsequently advance the use of English to ensure improved communication and convenient access to knowledge for workers, researchers, students, and others. English is taught in various curricula at various tertiary institutions across the country. It can be taken as a major subject at the English department, where students must take the following modules: Literature, Civilization, Linguistics, Phonetics, Oral expression, TEFL, and so on; or it can be taken as an extra," compulsory" module.

As previously indicated, English is taught in other departments besides the English supplementary module. Depending on their area of research and needs, students in the following specialities _mathematics, physics, chemistry, sciences, engineering, economics, political science, etc. must take courses.

A different system, known as the LMD. Or B.M.D ., which is an acronym for (license) Bachelor Degree /Master/ Doctorate , has developed within the institution since 2004 -2005 .The English -speaking countries had previously developed by Algeria's ministry of higher education .Students are required to study for three years under the method , which has a scaled -down degree of study time .Teachers used it , therefore, primarily to improve students' mobility and to make them more conscious of the value of a degree both domestically and abroad . Three major degrees serve as the foundation for the Algerian educational system. (Lake Hal -Ayat _ Benmati, 2008).

As mentioned before, the higher education system in Algeria has undergone a global reform initiated by the government in recent years .The reform calls for the organisation of studies into three exit levels : three years of study leading to licence (L) , followed by a master's degree (M) , and a doctorate (D) , exams (first and second sessions) are held at the conclusion of each semester , which is how the studies are structured .Every module (UE) and every curriculum (license and master's courses) has a set value in CTS (Credit Transfer Systems). CTS credits enable evaluation of the whole academic semester, including tutorials, lectures, practical practice, work placement, term papers, projects, and individual projects. The curriculum for the licence is equivalent to 180

CTS validations (6 semesters). The Master's degrees are equivalent to 120 CTS (4 semesters) of validation. Exams are currently conducted less frequently. For example, there is a limit of five examinations per semester, one for each module. As a result, ongoing evaluation is improved, and personal effort is given far greater weight. Pupils can select from a wide range of specialised fields, and numerous diplomas are available. (Benmaamar, K. 2016).

2.5. Teaching writing in Algeria

2.5.1 Teaching writing in the middle school

Since 2003, English is introduced as second foreign language in middle school, allowing students to learn Latin graphemes and writing mechanics. However, English foreign language learning is not always successful, with students often using ill-constructed sentences and grammatical mistakes. Writing is controlled through graded tasks, such as filling gaps, scrambling sentences, and completing dialogues. (Kaous; S, 2017)

In the remaining years , that is , at 2a.m , 3a.m , 4a.m , students must respond to comprehension questions about a text they have read by utilising sentence paragraphs of six to ten lined on various kinds of discourse , including telling a tale .Before beginning these writing assignments , teachers and students work together to establish the discourse type's writing standards .They then solicit ideas , supply the relevant language a create a strategy , organise the thoughts , draft , rewrite , and write . Every composition is then followed by a correction session.

However , it should be noted that most students have a certain challenges when learning or developing their English writing .This is caused by a number of things , starting with the communicative method of teaching English , which prioritises oral communication above written communication .The programmes at various levels are dense , with five files annually on overage , and they present language structures and functions in a linear fashion .Additionally , because they are under constant pressure to finish the programmes and meet the goals , English teachers frequently overtimes their student's actual comprehension skills and allocate minimal time for writing practice .

The great majority of students leave the four or more years of EFL instruction with apparent frustrations in trying to craft correct and meaningful sentences into a paragraph n let alone to construct purposeful and coherent discourse , despite the differences in motivational and methodological aspects in the middle school level

.These students have participated in a good number of communicative activities and been exposed to a large vocabulary , but they have not had a much language practice or writing assignments because they are practice -light and content -heavy , text books and approaches can be confusing to students and have a negative impact on their language , cognitive , and learning development .

2.5.2 Teaching writing in the secondary school

Three years of secondary school (1AS, 2AS, and 3AS) are followed by a baccalaureate test. Regardless of the student's streams or levels, English as a foreign languages (EFL) is taught in the classroom with varying time loads and levels of efficiency.

Nonetheless , students entering the language elements and skills from the previous years after graduating from the Middle school _that is , after four years of official instruction _will differ .Focus is placed on grammar , vocabulary , and study skills in the first year of secondary school (1AS) , including using dictionaries , working with authors , and keeping the books .Through a purposeful goal , an innate desire to communicate , proper grammar , and appropriate fluency , the syllabus aims to increase learners ' efficiency .

According to the English syllabus (2004) , the general goal of teaching EFL in the second year of secondary school is for students to be able " communicate efficiently in a normal and / or working situation both orally and writing ." and at the same time to enable these students to use language as an investigative tool at university or in the workplace .In the third year (3AS) , the focus is on the development of communicating and language structures . According to Ibid (2004), students are expected to "master different writing skills: note taking, organising, and summarising; so as to be autonomous in written expression when starting from models learned in class ". (p. 10)

As a matter of fact, writing is a difficult and time -consuming task for Algerian students studying English as a foreign language (EFL). They struggle to learn all of its facets and to write a work that is both acceptable and satisfying.

As reported by Boutkhil Guemide, celllali Benachaiba, & Ibtissam Bedri (2015), in the English departments of the Algerian universities, English is used as a medium of instruction for most subjects. Many new students to university arrive with serious frustrations and deficiencies in English. In spite of their seven years or more of pre-

university English learning, they appear to have difficulties in both oral and written skills (cited in Bouabdallah,2012, p.92).

As far as writing is concerned, it is attributed the fourth position of foreign language teaching /learning. Writing skill has been neglected for many years, mainly after the adoption of the communication approach to language teaching, which claimed the supremacy of the spoken word over the written one. A renewed concern to writing emerged due to examination requirements and the necessity of being able to read and write in English (cited in Bouhadiba as cited in Bouabdallah ,2012).

Since writing is the most complex and difficult skill, it requires a lot of practice and training to master. Difficulties in producing good pieces of writing can be related to different factors: learners' education, self-confidence, and demotivation to write. As cited in Harmer (2007*) "argued that the most notable difficulty in writing lies not only in generating and organizing ideas, but also in translating them into readable text "(p.18).*

According to Benmokrane (2020) ,the educational system in Algerian reform universities , researcher studying writing and linguistics have observed that students often arrive at universities with limited writing proficiency in English .Therefore , the significance of writing skills in higher education for student's level has to be acknowledged ; during the three academic years , the four skills are the main focus .Language -oriented skills such as grammar , written and oral production , and discourse comprehension are taught alongside other subjects like literary studies , linguistics , phonetics .

Since students must generate written essays and projects, the written expression module has been taken into consideration in the new suggested curriculum, allowing students to master the written work. Writing strategies that help students enhance performance and solidity language knowledge through self-development and autonomy are obviously lacking from their process research; it takes time and efforts to extend and reinforce writing practice. Students appear to have additional practice opportunities because of the LMD system's longer tutoring periods. In tutorial teaching, students individually or in groups with a tutor who evaluates their writing and provides them with an opportunity to receive immediate feedback. Students complete written assignments within a time limit, and teachers oversee formative assessments during tutorial sessions.

According to its name, "Comprehension and written expression ", the written expression module covers reading as a primary source of inspiration. Perusing literature as a source for writing situational awareness is an investigation of style, structure, reasoning, mechanics, syntax, and grammar. Additionally, since writing frequently is the only path to becoming a confident, proficient writer, the goal is to give the student plenty of opportunities to write.

Therefore, Teachers of English as a foreign language frequently lament their students' incapacity to produce well-written. Additionally, when EFL students write for assignments or tests, they don't seem to understand the fundamentals of writing, like grammar, vocabulary, and writing conventions and mechanics. Because of this, their works are merely a collection of ideas that aren't cohesive or coherent.

.2.6. The teaching of writing in the department of English at university Ibn khaldoun

The objective of teaching writing in our Department during the license, is to introduce students to the power of action and reflection that mastery of the written languages allows. It is a process of accumulation that allows the acquisition of new knowledge, new attitudes, and new uses that go far beyond linguistic learning alone. A Mastery of language mechanism (lexicon, syntax, and textual genres) should show them to access written culture (its referents, its networks, its function, and its uses).

The students will be able to use operational reading methods and information processing methods to analyse, in rigors and objective manner, texts and works, whatever the medium, illustrating cultural and social themes, whether economic, technical, or scientific. By revealing the structure of the text and its logical connections, by characterising the formulation of ideas and the level of language chosen by the author.

Able to integrate a set of skills to: correct a text in terms of spelling, syntax, and structure (the use of reference works being permitted); produce an objective summary of a long text or a work at the scientific communication level, illustrating one of the aforementioned themes; comment one or the other aspect of a succinct personal production.

The written expression subject aims to foster communicative competence by guiding students from word manipulation to sentence construction, culminating in the creation of paragraphs and essays. Throughout their undergraduate training, at the end of which

the students must be able to demonstrate rigour in terms of usage and grammatical spelling and express themselves with precision (correct Syntax, choice of vocabulary, accuracy, etc..).

For example, in the first year, the programme aims to standardise writing concepts for students, teaching them to construct meaning using orthographic, morphological, and syntax rules. By the end of the course, students should be able to write meaningful phrases in four forms, recognise simple paragraph components, and validate punctuation signs. The goal is to develop students' writing skills, argumentation skills, confidence, and general culture.

Once second -year students advance through the programme, they will be expected to be able to write a highly acceptable, clear, and coherent paragraph. They should show rigor mastery of different types of paragraphs that are combined into an essay. The objective of written comprehension is therefore to lead the students gradually towards the meaning of a piece of writing and to understand and read different types of text. The primary objective of this skill is therefore not the immediate understanding of a text but the progressive learning of reading strategies whose mastery should, in the long term, enable one to want to read, leaf through a newspaper, or take a book in French. The students will gradually acquire the methods that will later allow him to adapt and progress in authentic written comprehension situations.

Section two :

2.7. Research methodology

This section is mainly about the practical side of the research to get teacher's and student's opinion about the importance of reading short stories in improving and developing writing skills. This section is meant for describing the research design followed in our investigation, it aims to describe the choice of the method, the participants involved in this study, as well as description of the tools, i.e., the questionnaire for both students and teachers. In order to make the study clear.

2.8. The research method

The researcher used a mixed method to collect the data by adopting a questionnaire for EFL students and an interview for teachers. The selection of research methods is based on the nature of the subject and the aim of our topic research; for the purpose of valid and correct results. Also, to see how EFL learner's and teacher's think about the variables linked together for their development in writing performance.

Creswell (2008) describes mixed method research as a research methodology and approach. He goes on to say that it involves assembling, analysing, and combining quantitative and qualitative information into a single study. The qualitative approach gives us a description of the phenomenon being studied whereas the quantitative methods gives us numerical facts that are transformed into percentages.

2.9. Data collection

The instruments that researchers use to collect data are known as data collecting tools. We are able to get the information we need for our investigation thanks to data collection. In addition, a variety of tools are available to gather data, including examinations, questionnaires, interviews, and observation. In the present study, we used two means of research, the first one is a questionnaire as a quantitative data, whereas an interview with teachers is used as qualitative research.

2.10. Description of population and sample

The researcher addressed two distinct sample populations in an attempt to explore and collect as much relevant data as possible in order to thoroughly investigate the issue raised in this study. According to (Smith 2004)

> *"A sample population is the whole subset of the population, which is actually investigated by researcher and whose characteristics, were generalized by researcher and whose characteristics, were generalized to entire population ……sampling should also*

determine the best representation of the population, so as to allow

for an accurate generalization of results." (p.84)

Teachers and students were invited to participate in the data collection phase of the current study.

a-Students

The EFL students representing our sample population at Ibn khaldoun University _Tiaret during the second semester "English session "of the academic year 2023-2024. We have chosen two groups to do our experiment, students who answered the questionnaire have been selected randomly among the total number of the third and second year LMD students, they are 100 students. There are 74 females and 26 males. The reason for choosing this population is that students are experienced and aware of the importance of the four language skills, especially writing, therefore, they can give us enough information and they are more familiar with the English language.

b-Teachers

The interview is implemented with the contribution of   10 teachers in this research, who are teaching English during this academic year 2024-2023, they are teaching at the English department of Ibn khaldoun university in Tiaret. Their years of experiences ranged between two years to forty-five years, those teachers were selected randomly, most of them teachers of writing technique because they are the ones who expected to focus on the writing skill in their teaching more than others, and only 8 were interested in it.

2.11. Research instruments

In order to collect data and check our hypothesis we have used in this research study two instruments. The first instruments were for students: the questionnaire, the second instruments were a teacher's questionnaire interview.

2.11.1student's questionnaire

The questionnaire Includes 19 questions; in order to make the study more valid. It contains three sections each one is supposed to give a set of information under one aim related to our study and it is divided into three sections. Each section related to the main

aim of the study. The questions are either closed questions "yes or no ", or open-ended questions that require choosing the appropriate answers and sometimes ask for justification or further suggestions.

a.The section one: General information

This section contains two questions, it's concerned with general information of the learners, they are asked to specify their gender   and how they see their level in English.

b.The second section: student's writing skills

The section consists of seven questions (3-10), it is devoted to collecting data about writing skills and their importance in EFL classes, the first question (Q3) tends to know the student's attitude towards English. Questions 4-5, aims to know their opinion about writing and the effect of writing. While Questions 6-7 ask students about the major problems that hinder students' writing and what is their focus when they are writing. Question 8, attempts to know the students' opinion, about the use of effective activities in improving their writing skill, moreover, question 9 tends to determine what kind of tasks help to improve their writing skills. The last question 10, asked students if they were asked to write a short story by their teachers.

c.The third section: Reading short story

This section deals with the issue of writing skills and it consists of 12 questions (12-22). Question number 11 they asked to select the most important skill for them. Questions number 12 and 13 aims to know the frequency of reading and asks students about their opinion concerning the effect of reading on learning. Question number 14, tends to determine whether activities used in class by their teachers. While question number 15 is about the most distracting to them when they are reading. Moreover, questions 16-17 tend to determine whether teaching material use in the writing class and we attempt to know students' opinion about the use of this materials. the question number 18 aims to know their opinion about reading short stories as in improving their writing skills and if they find it enjoyable by asking question number 19. Question number 20 is about the importance linked between the two variables to see what the learners think about them together. The two las questions 20-21, asks learners further suggestions and also investigate the views of EFL learners about the benefit of short stories as a basic tool to promoting their writing performances.

2.11.2 Teacher's questionnaire

The interview is a very effective method of data collection, implemented with the contribution of 10 teachers.

Hence, the teachers were asked to answer 13 questions, in order to be asked to answer 07 open ended questions and 06 closed ended questions related to the research. Some of them demanded justification from the teacher.

For the first two questions 1-2, contains general information about the teacher, their qualification, years of teaching at university. The next three questions 3-4-5, considered the student's writing level in English, the factors that hinder students writing in learning English and the nature of the task affects students. The questions 6-8-9 are related to short stories, what teachers think about their usefulness and effectiveness. The questions from 10 to 13 investigate the views of teachers about including short stories as teaching materials and the objective behind it. In addition to which tasks, they can use short stories, and what the teacher thinks about reading short stories and writing together, also it aims to know the benefits of short stories and their importance in developing student's writing skills. The last two questions 14-15 which contains comments and suggestions,

Conclusion

This chapter is a description of the situation of English teaching as foreign language, and it deals with the teaching of writing among English students at the Ibn khaldoun university. The second parts describes the research design.

Introduction

This chapter is devoted for the practical part of our research study, which includes the data analysis. The chapter concludes with the summary of the main research and rejects accept the hypotheses and recommendations on the light of the main results obtained.

3.1. Learners' questionnaire

3.1.1 Section One: General information

. Item 1: Gender

Figure 04: *Students' gender*
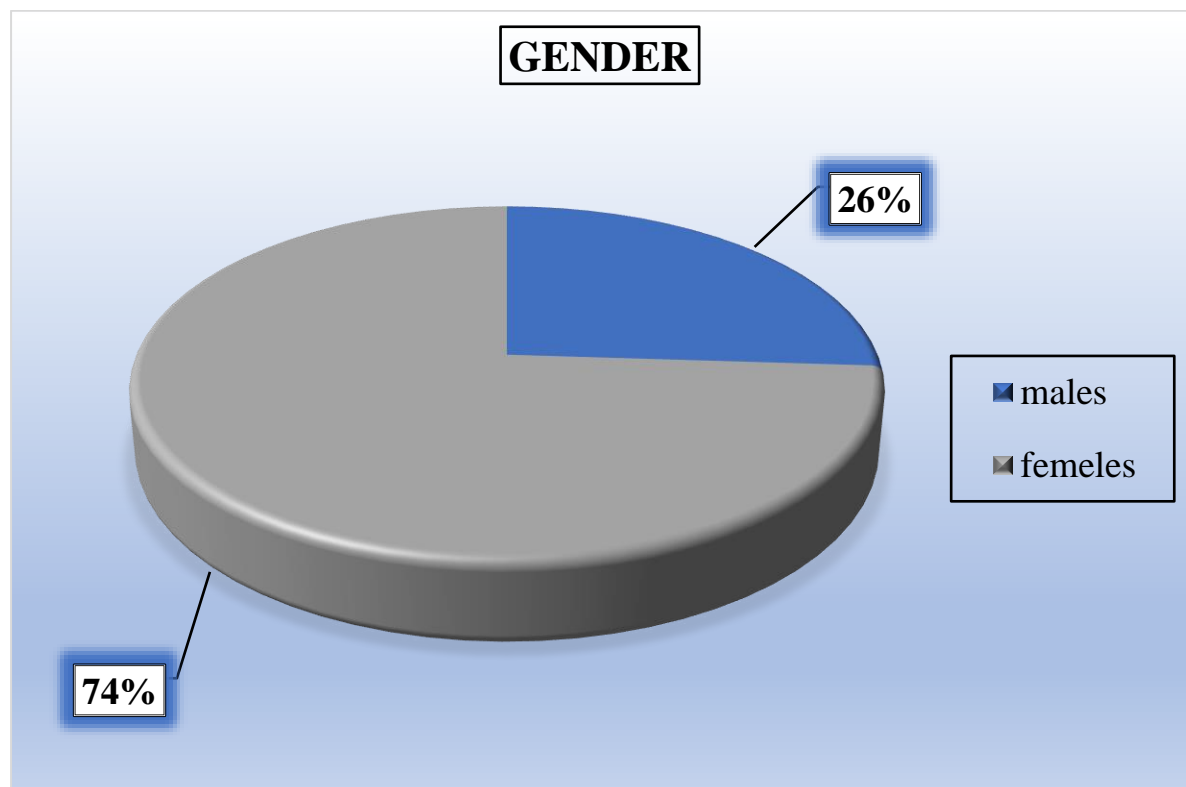
Figure04 demonstrates that both females (74%) and males (26%) participated in the study.

This gender distribution is significant for understanding how gender may influence perceptions and experiences related to writing skills and attitudes among students in the study sample.

**. Item 02***:* Level

Figure 05*: Students' level*
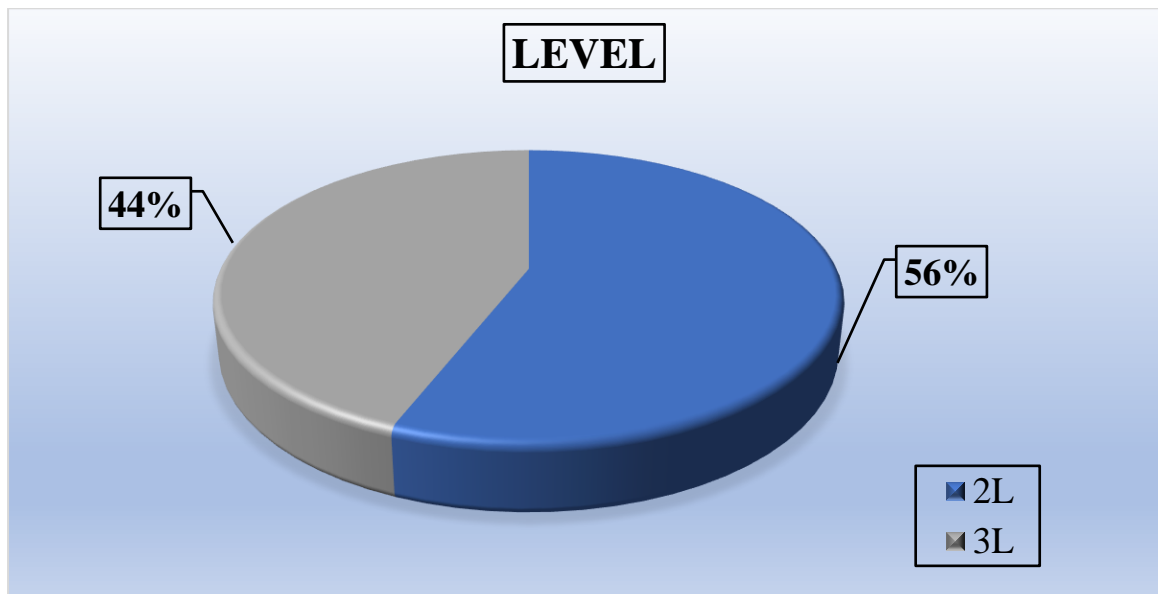
Figure05 indicates that second year (56%) and third year (44%) participated in the study.

This distribution is important for understanding the perspectives and experiences of students at different stages of their academic journey, particularly in relation to writing skills and attitudes.

3.1.2. Section Two: Students' writing skills

. Item 01: Do you like writing?

Figure 06: *Students' attitude towards writing*
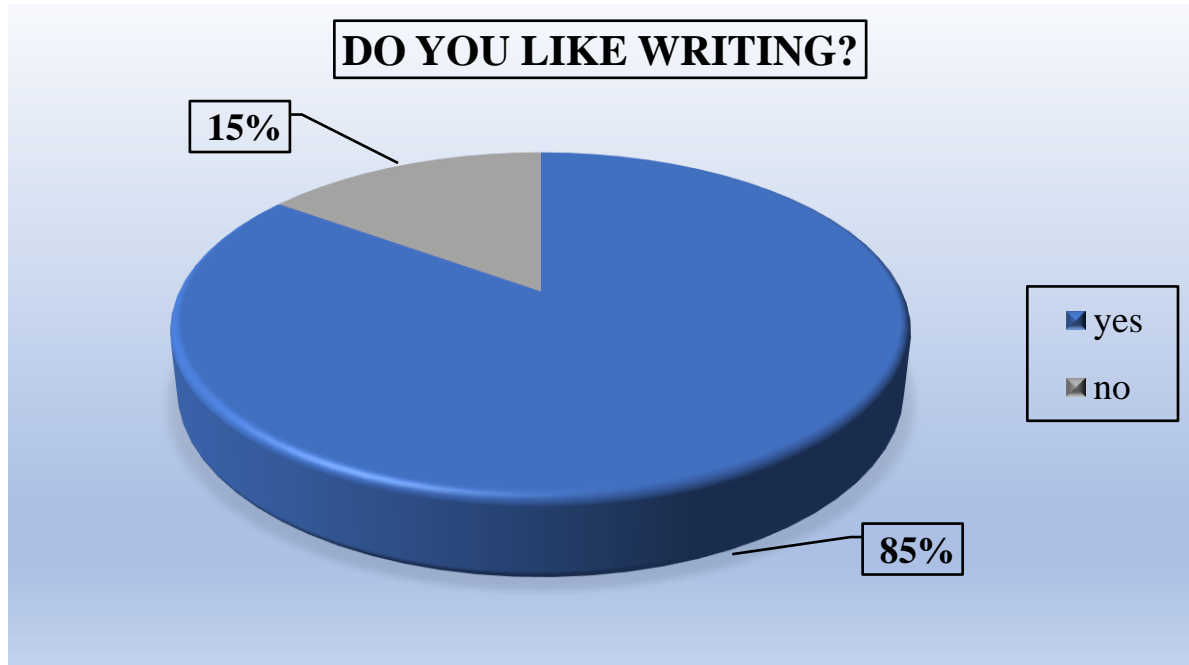
Figure 06 aims to shed light on students' attitude towards the writing skill. 85% participants indicate that they like writing, and only 15% of the student's state that they don't like writing. This means that the majority of students are aware of the importance of writing, because it provides them with some language aspects and enriches their cultural background.

The survey findings indicate that a large majority of students (85%) have a positive attitude towards writing. This positive outlook suggests that students recognize the importance of writing not only for language skills but also for personal development and cultural enrichment. Educators can capitalize on this positive attitude to enhance students' writing experiences and skills effectively.

_ **Why?**

This question aims to show why students like writing. However, their answers were as follow:

-Express themselves and their feelings.

-Develop their writing.

- It's helpful to learn languages with an easy way.

-It's help them to learn more vocabulary.

-It's enjoyable and a hobby….

_ While others don't like writing because:

-Preferring to use Al instead of writing.

-It's takes a lot of time.

-It's difficult and boring.

-They like reading.

. **Item02***: How do you describe writing?

Figure07: *Describing of writing*

HOW DO YOU DESCRIBE WRITING

56%   30%

14%

- Easy
- Medium
- Difficult
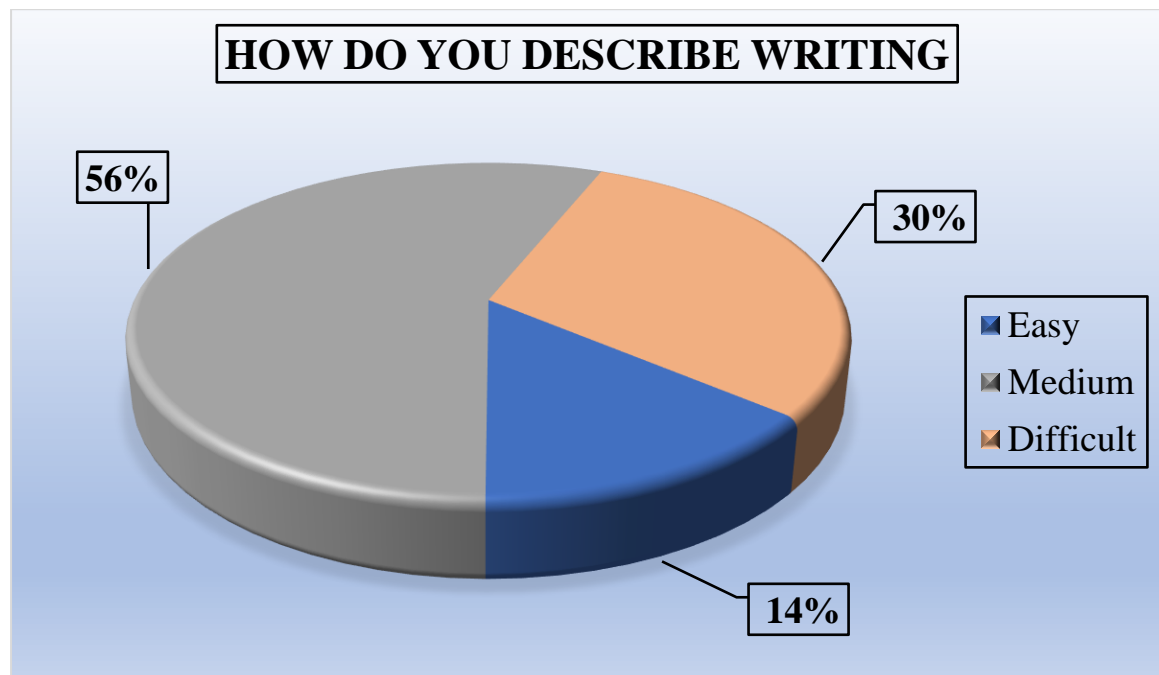
Figure07 illustrates that the majority of students (56%) described writing in English as medium, this demonstrates that it is not totally easy for them and 14% found it easy, while 30% said it is difficult.

The survey results reveal a diverse range of perceptions among students regarding the difficulty level of writing in English. While a majority see it as of medium difficulty,

significant numbers find it either easy or difficult. This insight can guide educators in tailoring their instructional approaches to effectively support all students in developing their writing skills in English.

. Item03: What are the things you enjoy about writing?

_The students state the things they enjoy about writing through:

-Connection between idea to another idea.

-Describing their feelings.

-Enrich their knowledge and imagination.

-Express their ideas and thoughts.

-Write things that they cannot say.

. Item04: Do you encounter problems while writing?

Figure08: *The problems that students have while writing*

DO YOU ENCOUNTER PROBLEMS WHILE WRITING ?

15%

85%

Yes

No
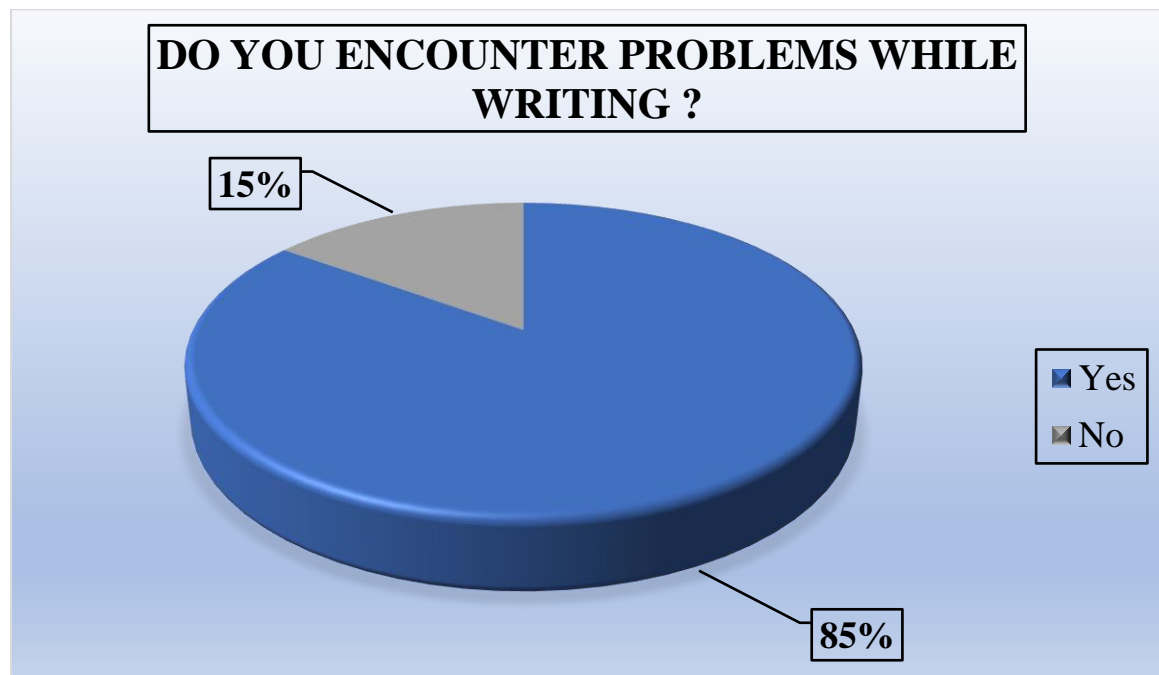
From this figure, it is clear that a great deal of students (85%) agree that they have problems while writing and 15% haven't.

The survey results highlight that a significant majority of students (85%) acknowledge facing challenges while writing. This awareness can guide educators in providing appropriate support and interventions to enhance students' writing skills effectively. Additionally, recognizing that a minority (15%) do not perceive themselves as having writing problems underscores the diversity in students' self-assessment of their writing abilities.

. Item05*: If yes, are these problems related to:

Figure09*:   Problems   related   to   :*
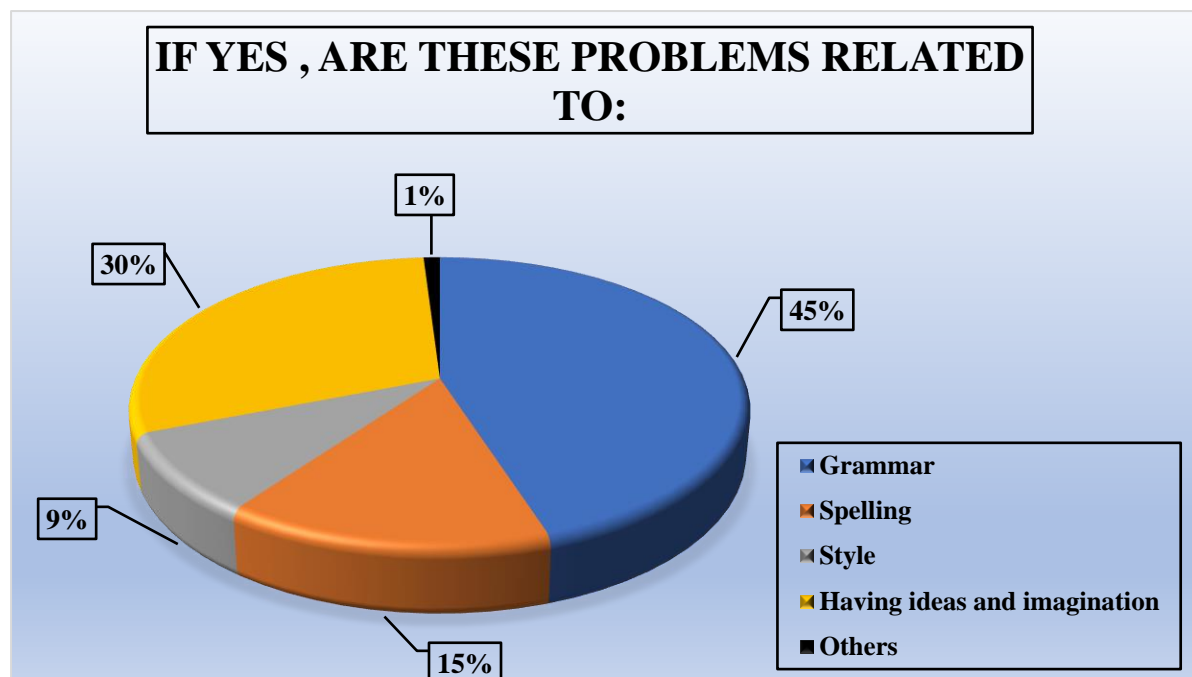
When we ask students about the problems they have while writing, the answers were different from one to another. 45% of students' answers show that the majority of them have grammar problems. 30% of participants state that they haven't ideas and imagination to write. Moreover, 15% of them have the spelling mistakes; and 9% have problem with the style .

The survey results highlight the diverse challenges students face when writing, including grammar issues, lack of ideas, spelling mistakes, and concerns about writing style. Understanding these challenges allows educators to design targeted interventions and support strategies to help students improve their writing skills effectively

_Others :

Some students state other problems while writing , which are:

-Having bad writing hand.

-Can not find the right words and sentences .

-Punctuations.

-Sentence structure.

.Item06: In writing do you focus more on :

Figure 10: *Participants focus on writing*
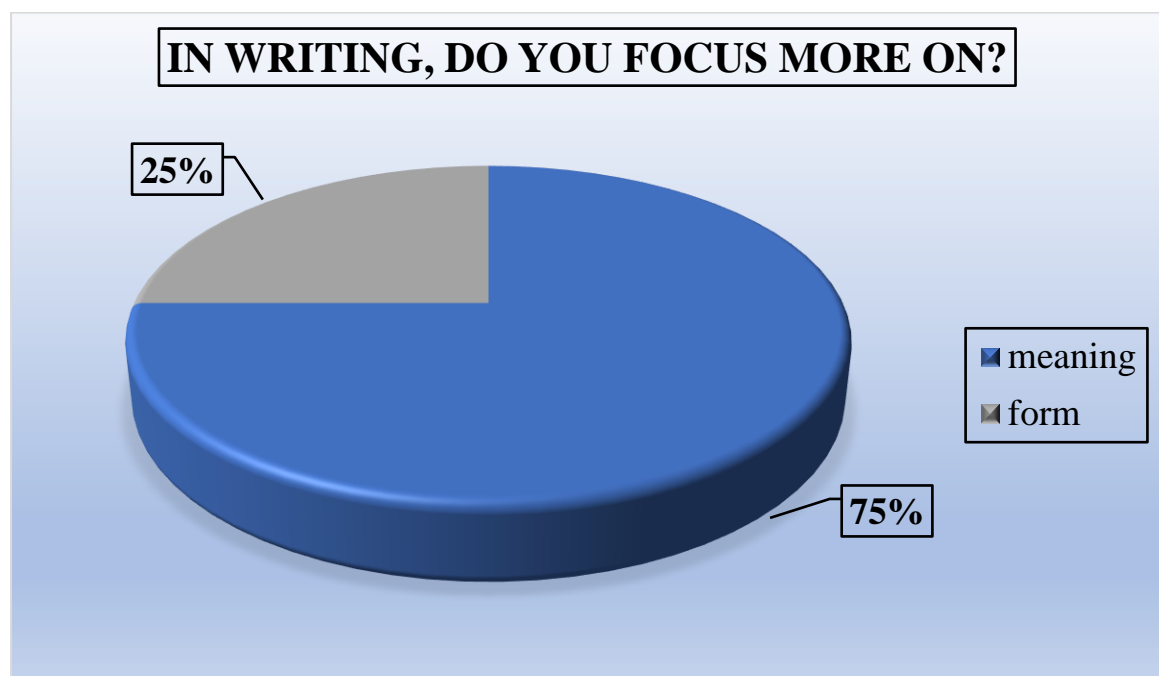
The goal behind this question is to know what students focus on when writing. 75% of participant's state that they focus more on meaning while 25% of them focus on form.

The survey findings indicate that a significant majority of students prioritize meaning when writing, while a minority focus on form. This highlights the importance of balancing content-focused instruction with technical skill development in writing education. Educators can use this insight to better support students in developing both their creative expression and their mastery of writing mechanics

. **Item07:** Do you think that your teacher using activities in the classroom help you to better improving your writing?

Figure11: *Compatibility on activities in the classroom provided by teacher with students' writing ability.*
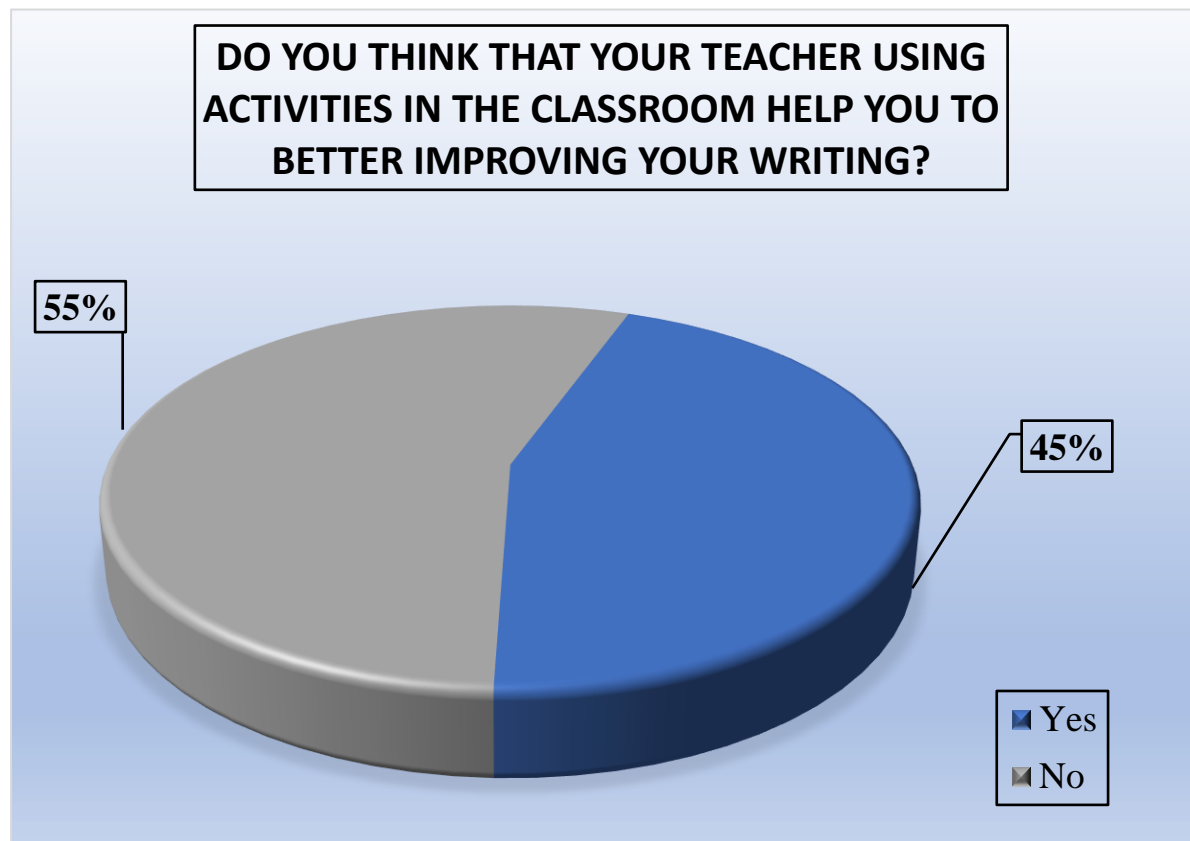
This question aims to know if the activities in the classroom which are used by the teacher, can help students to better improve their writing. 45% of the participants agree while 55% of them express an opposite view.

The survey results suggest a mixed perception among participants regarding the effectiveness of classroom activities in improving writing skills. While a significant portion agrees with their efficacy, a slight majority holds reservations or disagrees. This highlights the importance of continuous evaluation and adaptation of teaching methods to ensure they effectively support all students in developing their writing abilities.

. **Item08***:* How can you improve your writing skills?

Figure12: *Students' improving their writing skills*
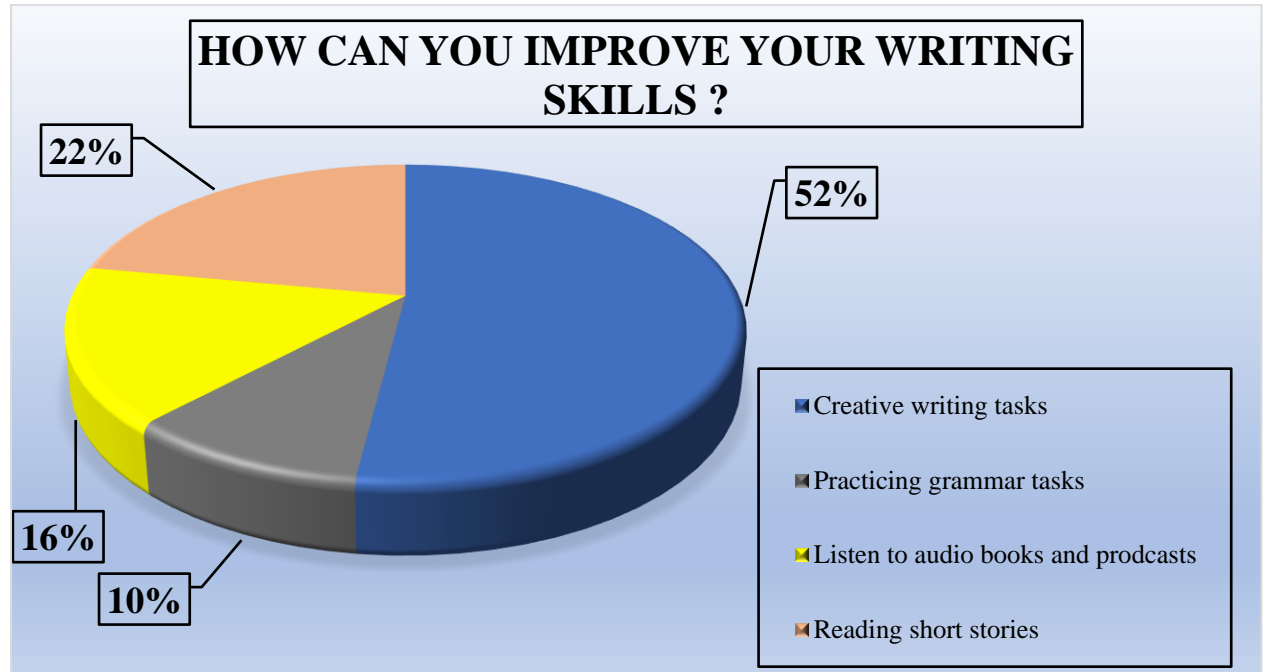
From the analysis of this question, we have noticed that students improve their writing skills for different ways. 52% state that they use creative writing tasks. While, 22% of students claim that they read short stories, and 10% said that practicing grammar tasks are more helpful. 16% are interested in listen to audio books and podcasts.

Overall, the analysis suggests that students employ diverse methods to enhance their writing skills. Creative writing tasks are most favored, likely due to their active and practical nature. Reading, listening to audio content, and focusing on grammar also play important roles, catering to different learning preferences and aspects of writing proficiency.

_Other:

Some students state other ways to writing to improve their writing skills:

- Watching movies
- Listen to music
- Writing paragraphs ….

3.1.3. Section Three: Reading short stories

. Item01*:* have you been asked to write a short story by your teacher?

-Figure 13: *Students' statistics about writing a short story by their teacher*

HAVE YOU BEEN ASKED TO WRITE A SHORT STORY BY YOUR TEACHERS?

22%

78%
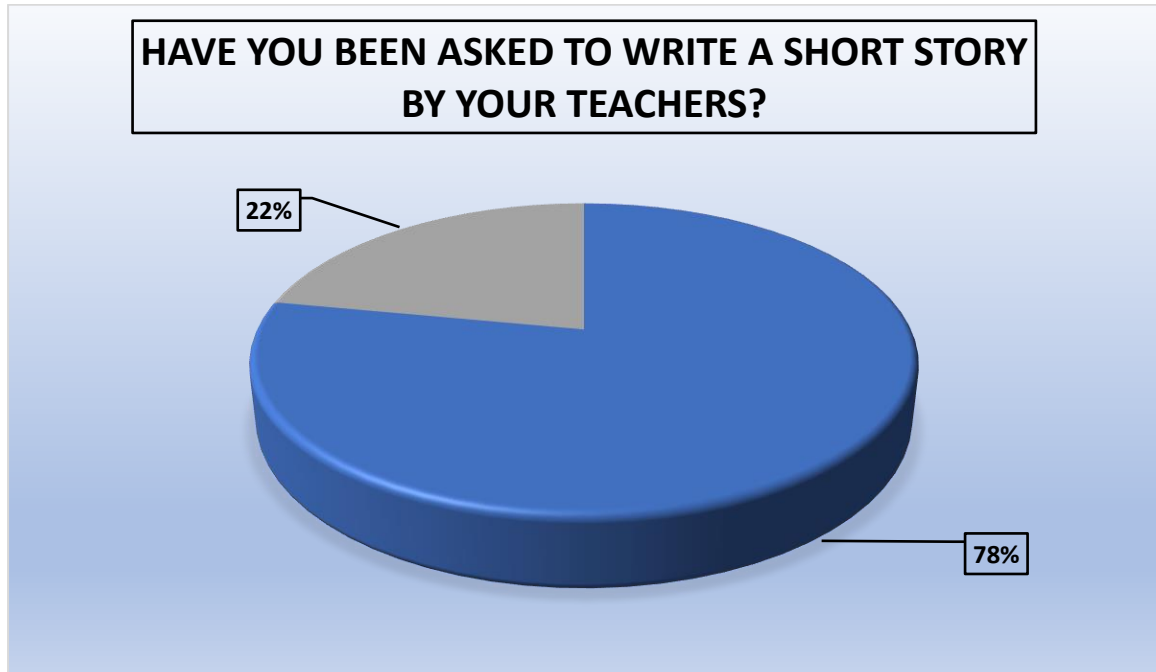
This question aims to shed light on students' statistics about writing a short story by their teacher. 78% indicate that they didn't, and only 22% state that they did that.

We noticed that the majority of students were not asked to write a short story by their teacher , and this causes a lack of writing skill in them .

.Item02: Which do you enjoy more?

Figure14: *What do students enjoy more*

WHICH DO YOU ENJOY MORE?
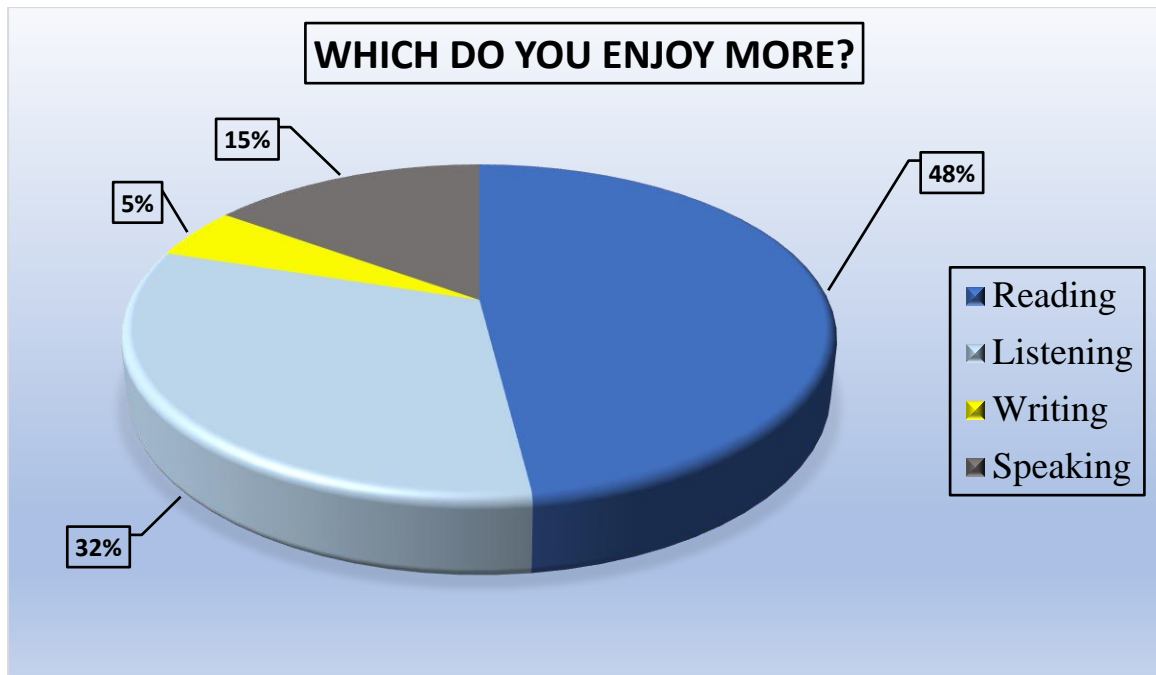
From this figure, we noticed that 48% of the students enjoy reading, and 32% like listening. We have also noticed that 15% of them enjoy speaking, and only 5% enjoy reading. While, some students choose all of them.

The findings from the figure indicate that reading and listening are the most enjoyed language activities among students, followed by speaking and writing. Some students enjoy all these activities, highlighting diverse preferences and suggesting opportunities for educators to enhance language learning experiences based on individual interests and strengths.

.Item03: How do you often you read English?

Figure15: *The duration students read English*

HOW DO OFTEN YOU READ ENGLISH?

5%

25%

70%

- Always
- Sometimes
- Never
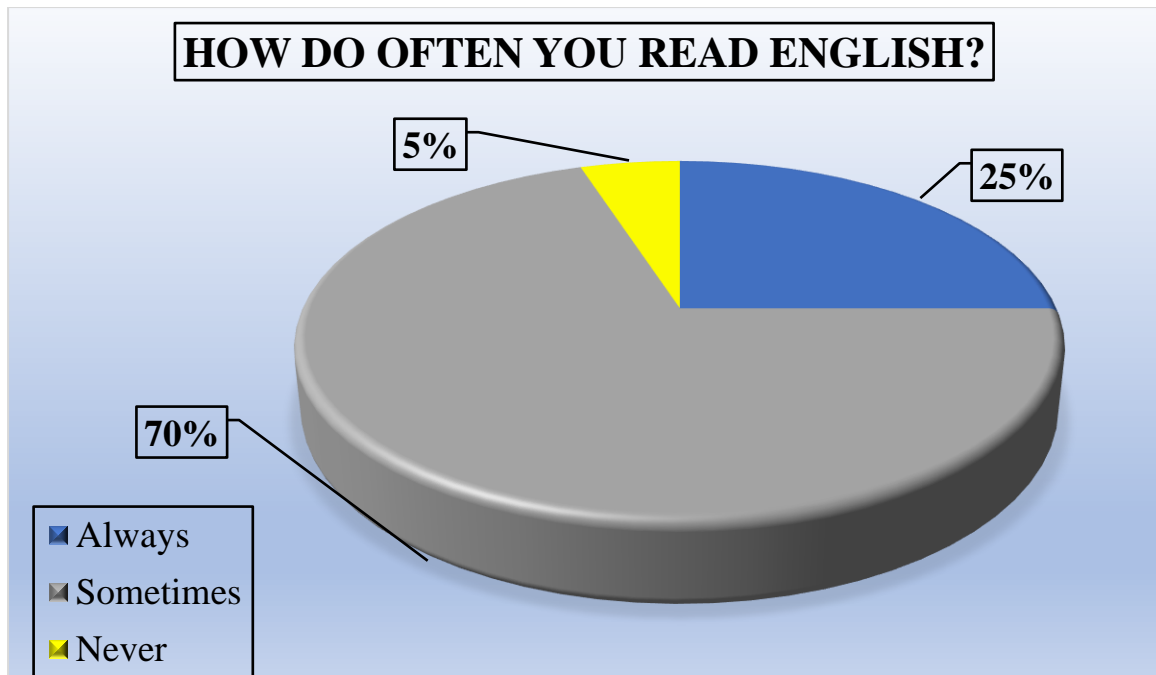
The way students read English correlates with data that they have provided in this question.70% of them read English sometimes. However, 25% read it always, while, only 5% never read.

Based on the data provided, a significant majority of students read English sometimes, with a notable percentage reading it always. This highlights the importance of promoting consistent reading habits among students to enhance their language skills and comprehension in English. Efforts should also be made to support students who may face challenges in accessing or engaging with English reading materials.

. **Item04:** Does reading helps to learn?

Figure16: *Compatibility in helping reading to learn*

DOES READING HELPS YOU TO LEARN ?

5%

95%

■Yes
■No
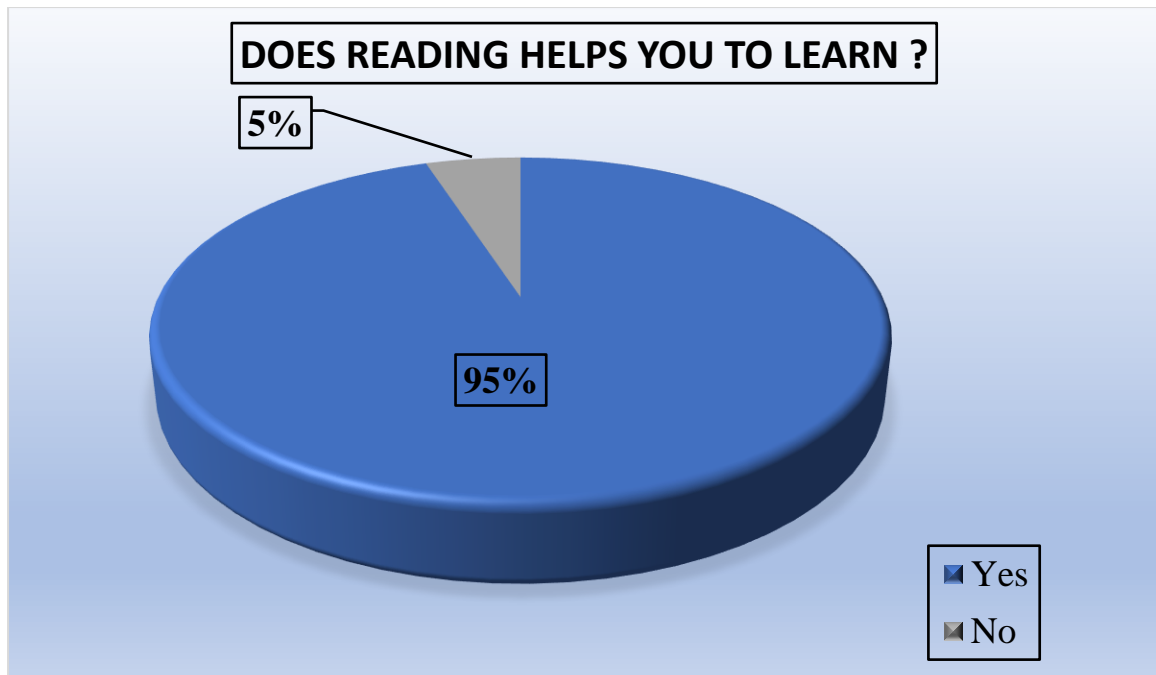
This research item is figuring out in helping reading to learn. Figure 13 above shows that the majority of the participants 95% find reading helps them to learn, while 5% of them express an opposite view, and this shows the importance of reading for learning.

Based on the data provided, a significant majority of students read English sometimes, with a notable percentage reading it always. This highlights the importance of promoting consistent reading habits among students to enhance their language skills and comprehension in English. Efforts should also be made to support students who may face challenges in accessing or engaging with English reading materials.

_How?

These are the most answers of students:

- Bring new vocabulary and information
- Learning good spelling
- Discovering new words
- Express knowledge
- Developing their writing skills
- Develop their level in English

. Item05: Tick(x) the reading activities that your teacher uses in the class

Figure17: *The activities that the teacher uses in the class*

TICK (X) THE READING ACTIVITIES THAT YOUR TEACHER USES IN THE CLASS:

- Vocabulary preview
- Predicting
- Summwrizing
- Questioning

44% | 35% | 7% | 15%
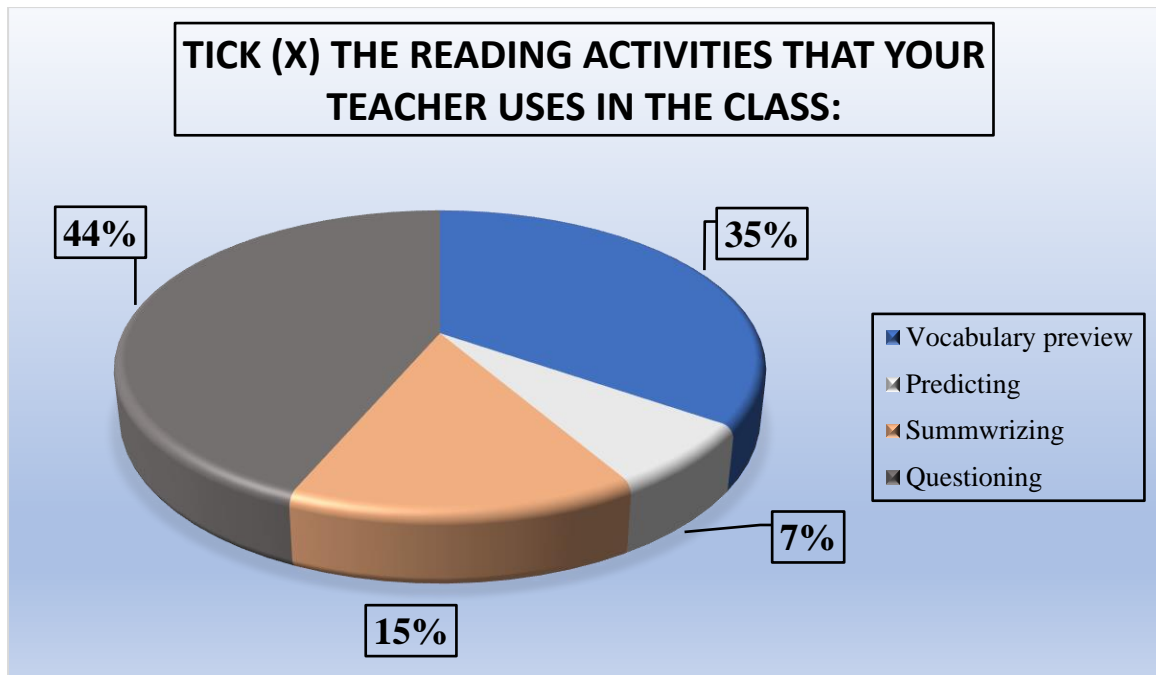
From the analysis of this question, we have noticed that student choose different activities used by their teacher. 44% said that questioning is one of the reading activities used by their teacher, and 34% choose vocabulary preview. While, 15% claim that they do summarizing activities, and only 7% choose predicting activities.

Based on the analysis, questioning emerges as the most commonly used reading activity by teachers, followed by vocabulary preview, summarizing, and predicting. These activities play crucial roles in enhancing students' comprehension, vocabulary acquisition, and critical thinking skills during reading tasks. Educators can capitalize on these findings to create engaging and effective reading instruction that supports students' overall literacy development.

_Others:

Said that they do other reading activities used by their teacher:

-Grammar rules

-reading stories

- paragraphs…

. Item06: Which teaching materials do your teacher use in the writing class?

Figure18: *The teaching materials used by the teacher in the classroom*
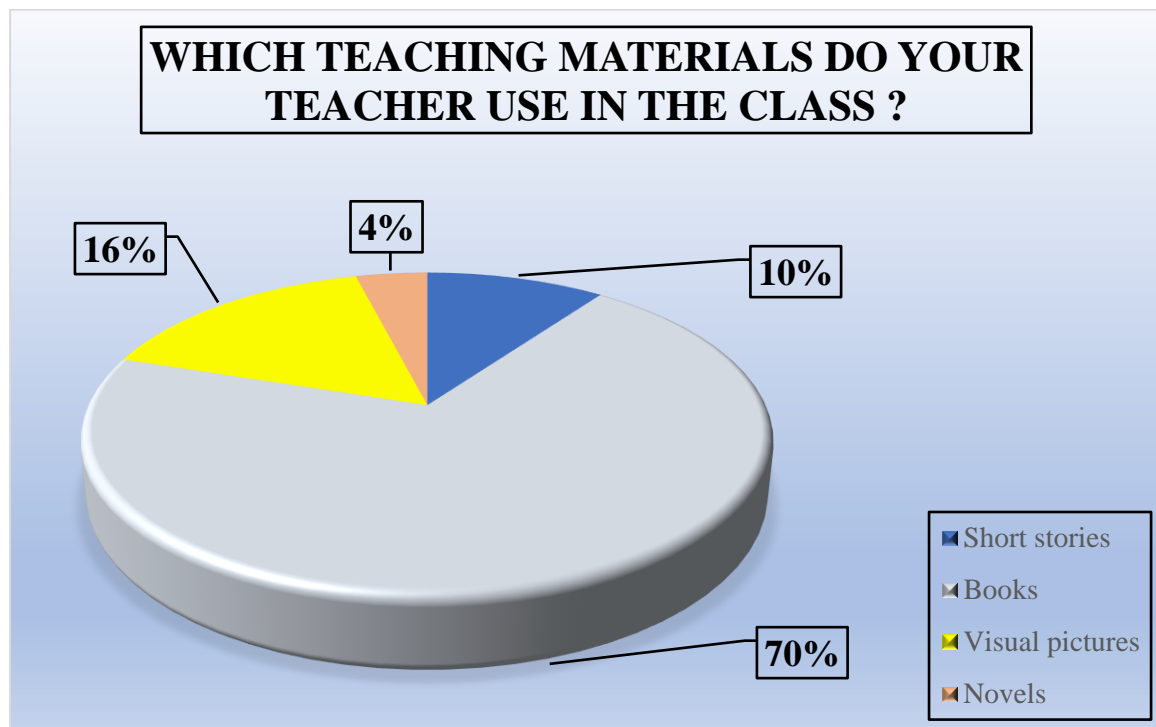
Results obtained from question 06 indicated that up to 70% of students choose handout and activities from books as teaching material used by their teacher, and 16% confirmed that their teacher used visual pictures. While, 10% choose short stories. However, only 4% answered with the novels.

Based on the analysis, handouts and activities from books emerge as the most commonly used teaching materials by teachers, followed by visual pictures, short stories, and novels. These varied materials cater to different learning styles, enhance engagement, and support students' development across various educational objectives. Educators can leverage these findings to enhance their teaching strategies and effectively engage students in learning activities.

. Item 07: Are you satisfied with such material?

Figure19*: Students' opinion about their satisfaction with the materials*

ARE YOU SATISFIED WITH SUCH MATERIAL ?

15%

85%

- ■ No
- ■ Yes
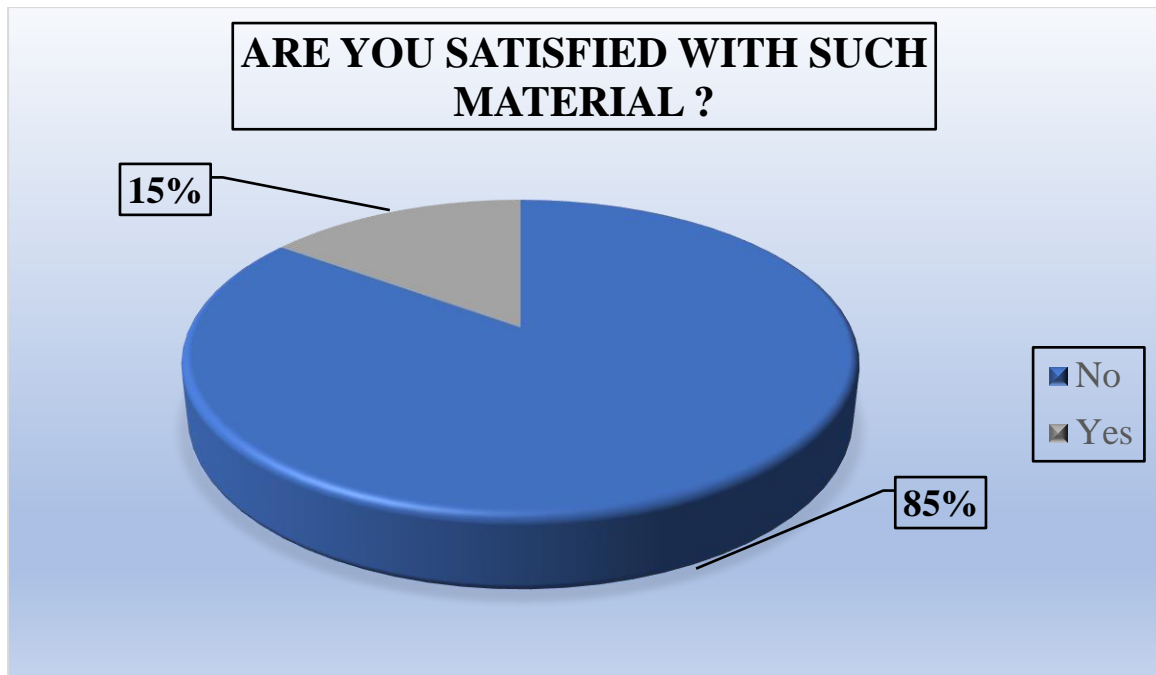
The goal behind this question is to know students' opinion about their satisfaction with the materials. 85% of student's state that they are not satisfied with such material. While, 15% of them express their satisfaction.

From this analysis, a large majority of students (85%) express dissatisfaction with the materials used in their education, while a smaller percentage (15%) indicate satisfaction. Addressing these concerns and enhancing the quality and relevance of educational materials can contribute to improved learning experiences and outcomes for students

. Item 08*: Reading short stories is ………to improve writing skills

Figure20: *Students' opinion about the effect of reading short stories to improve writing skills*
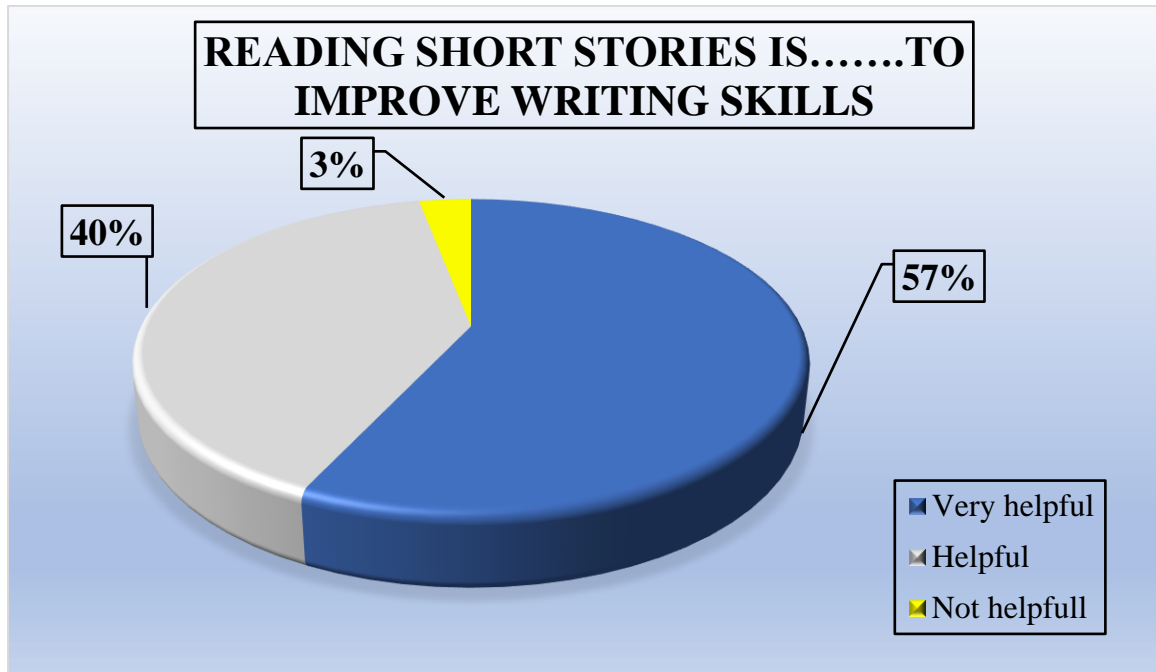
This item aims at figuring out the students' opinion about the effect of reading short stories to improve writing skills. According to the participants answers they first, 57% find that reading short stories is very helpful to improve their writing skills. Moreover, 40% see that it is just helpful. While, the rest 3% claim that reading short stories is not helpful to improve their writing skills.

This highlights the perceived educational value of incorporating literary texts into writing curriculum to support students' development as writers. Efforts to integrate diverse reading materials can enhance students' writing proficiency by broadening their exposure to different narrative forms and enhancing their storytelling abilities.

Item09: Do you enjoy reading short stories

Figure21: *Students' enjoyment of reading short stories*

DO YOU ENJOY READING SHORT STORIES?

15%

85%

■ Yes
■ No
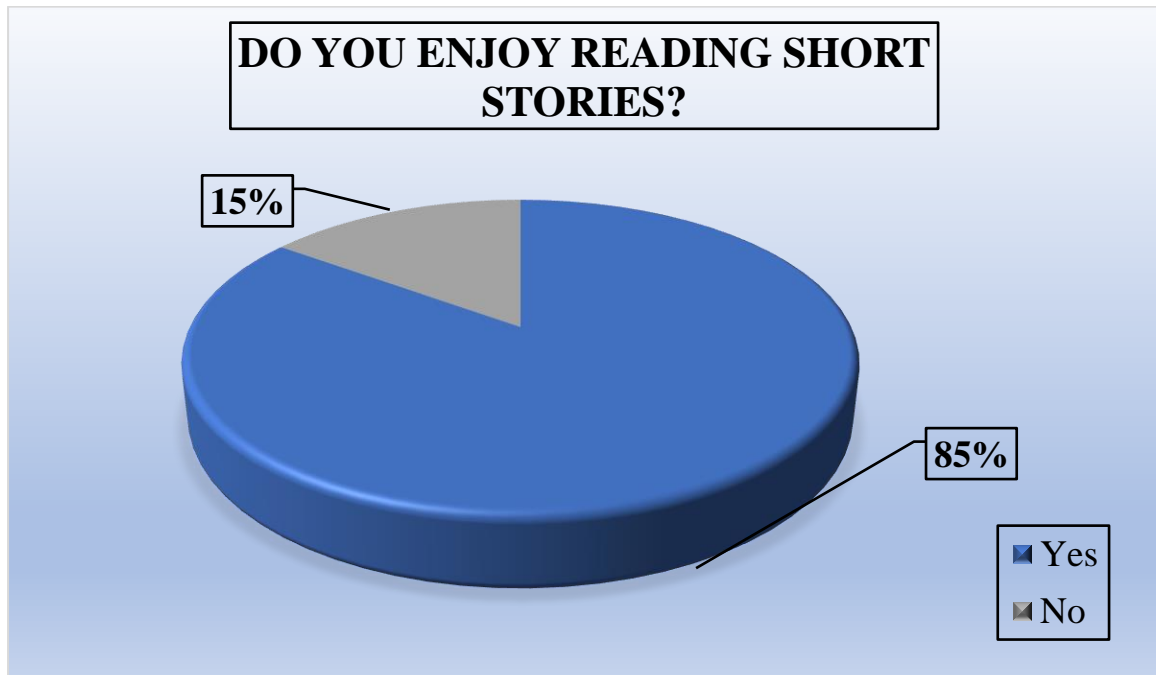
From this figure it's clear that the majority of students 85% enjoy reading short stories. However, just 15% they don't find the enjoyment in reading short stories.

Based on the analysis, the majority of students (85%) enjoy reading short stories, highlighting a strong preference for this literary form. Educators can capitalize on students' enjoyment of short stories to foster a deeper appreciation for literature and enhance their overall reading and writing skills effectively. Understanding and addressing the preferences of the minority who do not enjoy reading short stories can also contribute to creating inclusive and engaging educational experiences.

Item10*:* I s reading as important as writing

Figure22: *The importance in reading as writing*
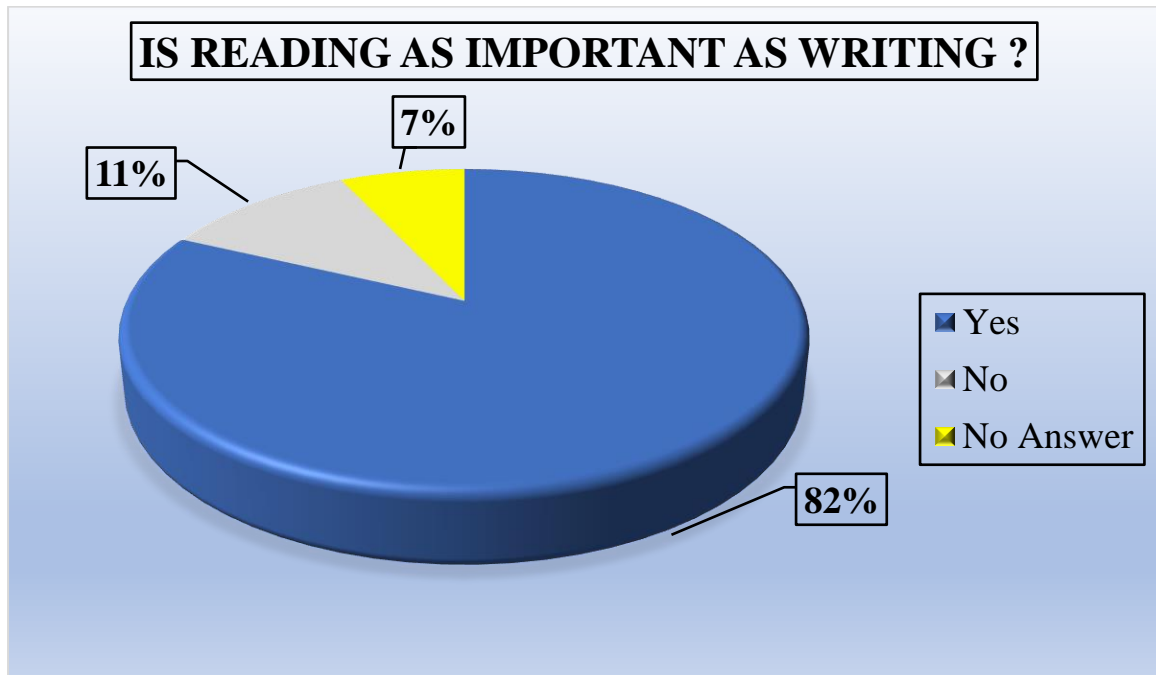
The majority of students 82% are agree that reading is important as writing. Unlike the rest 11% of them who stated that reading is not important as writing. While, 7% of students gave no answer.

This highlights the recognition among students of the complementary nature of these language skills in academic achievement and personal growth. Educators can leverage these insights to promote a balanced and holistic approach to literacy education that supports students in developing both reading comprehension and writing proficiency effectively.

Item11: What kind of short stories do you prefer to read

Figure23: *Students' favourite kind of reading short stories*

WHAT KIND OF SHORT STORIES DO YOU PREFER TO READ ?

11%

17%

45%

27%

- Romantic
- Science fiction Stories
- Adventure
- Fairytales
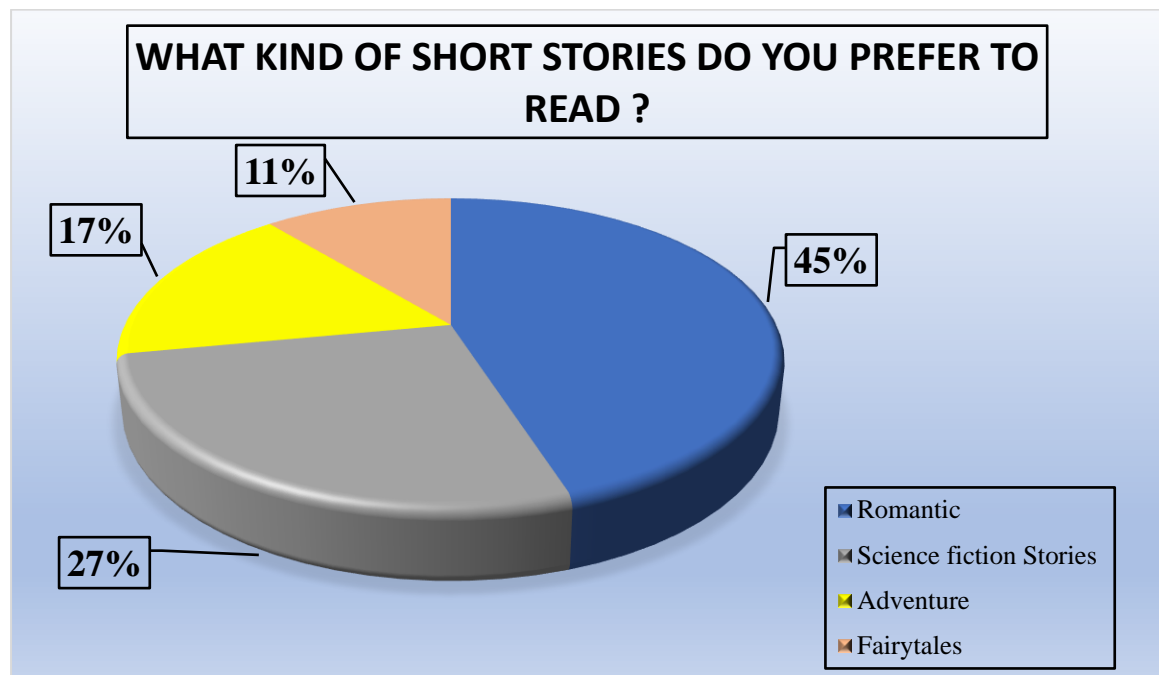
   Based on the analysis, students demonstrate varied preferences for different genres of short stories, with romantic short stories being the most favored (45%), followed by science fiction (27%), adventure (17%), and fairy tales (11%). Educators can leverage these preferences to create enriching reading experiences that cater to diverse literary interests and promote literacy skills effectively.

_Others:

Prefer to read another kind of short stories like:

-Action short stories.

-Culture and civilization of the nations.

-Imagination.

-Mystery.

-Comedy and horror.

-Real.

-Religion….

Item12: What do you benefit from reading short stories

Figure24: *The benefits from reading short stories*
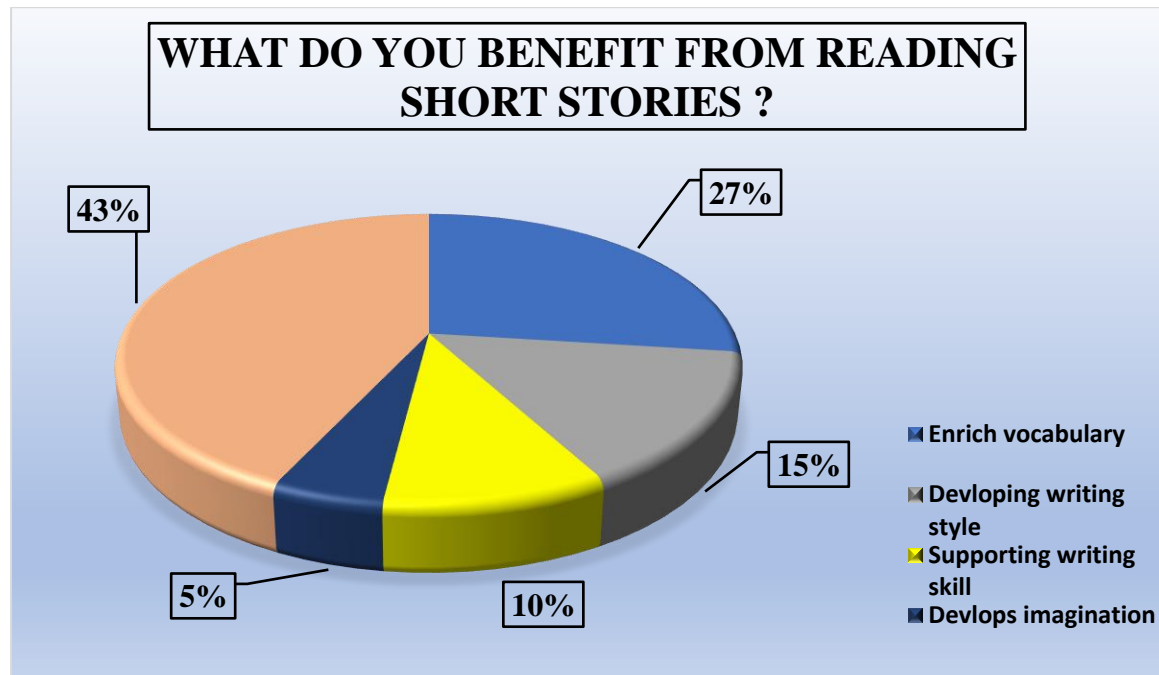
Results obtained from this question indicated that up to 27% of students enrich their vocabulary though reading short stories, 15% of students develop their writing style, and 10% of them supporting their writing skills. Moreover, develop imagination was selected by 5% of students. While, 43% select all of them.

Based on the analysis, students recognize multiple benefits from reading short stories, including vocabulary enrichment, writing style development, support for writing skills, and stimulation of imagination. These findings underscore the value of integrating short stories into educational curricula to promote holistic language development and foster creative and critical thinking skills among students.

3.2.Teachers' questionnaire

This section's aim is to present and evaluate the interview with teachers.

Note: We use symbol "T" for "Teacher".

Q1*:* How long have you been teaching English?

1. Table01*: Teacher's duration of teaching English*

Teachers	Years of teaching
Teacher1	18 years
Teacher2	14 years
Teacher3	45 years
Teacher4	2 years
Teacher5	1 year
Teacher6	4 years
Teacher7	5 years
Teacher8	5 years

From 8 teachers we find that 5 teachers have been teaching English from 1 year to 5 years

while 3 teachers have been teaching English for 14 years to 45 years.

Q2: What modules have been teaching at university?

2. Table02*: The modules taught by teachers*

Teachers	Modules
Teacher1	Grammar, Text study, TEFL, Oral expression.
Teacher2	Grammar.
Teacher3	Linguistics, writing techniques, Oral expression, Linguistic theories.
Teacher4	Literature.
Teacher5	Grammar, Literature.
Teacher6	All modules.
Teacher7	Oral expression, Semantics, Sociolinguistics.
Teacher8	Linguistics, Literature, Methodology.

Teachers taught different modules at university, and this indicates the difference in experience.

Q3*:* How do you rate students' writing level in English?

   T1 and T2 evaluated their students' writing level in English as medium while other teachers all of them said that students' writing level in English is low.

   Overall, these perspectives suggest that students may face challenges in their writing in English, and find it hard.

Q4*:* What are the factors that hinder students' writing in learning English?

   T1, T2, T3, T4and T5 highlighted the factors that hinder students' writing in learning English, which are (lack of practice, lack of reading, lack of motivation, lack of vocabulary), while T6 chose the lack of reading is the reason of hinder students' writing in learning English. T7 indicated that lack of practice is what led to the latter. T8 focused on lack of motivation.

   According to teachers' answers, we found that students suffer from many shortcomings that led them to find obstacles while writing in English.

Q5*:* Do you believe the nature of the task effects students' motivation?

   There are the same perspectives presented by the teachers:

All of the teachers believed the nature of the task effects students' motivation.

Overall, this perspective suggest that students can be motivated and influenced by the nature of the task.

 Q6*:* Does reading short stories effect writing skills?

Most of teachers (T1, T2, T3, T4, T5, T6, T7) , indicated That reading short stories effect writing skills , while T8 gave another point of view which reading short stories doesn't affect writing skills .

Based on opinions of teachers we find that reading short stories in turn affects writing skills.

_How…………..?

T1 indicated that short stories effect writing skills by the exposure to various styles (narrative/ literary) and the developing imaginary scenarios, in addition to that enhancing vocabulary, while T2 said that teachers provide students with structure, but not really teach them how to write, while T3, T4 T5 and T6 agreed on that it helps in engaging effective vocabulary through written writing style and motivate the student to learn new expressions. T7 mentions that when students read short stories, they will naturally take expression from them intentionally. however, T8 didn't answer this question

According to teachers' explanations, most of them agree on the same effectiveness of reading short stories on writing skills. However, teachers offer some ways to it's working.

Q7: Did you teach short stories before?

3. Table 03*: Teaching short stories*

Option	Number of answers	Percentage
Yes	04	50%
No	04	50%
Total	08	100%

This table above shows that 4 teachers (50%) confirmed that they taught short stories before, while 4 teachers (50%) didn't.

Q8*:* Do you prefer using short stories in teaching writing?

4.Table 04: *The preference for using short stories in teaching writing*

Option	Number of answers	Percentage
Yes	06	80%
No	02	20%
Total	08	100%

From this table, we find that 6 teachers (80%) declared that they prefer using short stories in teaching English, unlike others (2 teachers) they didn't.

_ if yes, how often do you use them?

As we can notice, T1, T2, T3 and T4 "Most of the time" they used short stories in teaching writing. On the other hand, T5 and T6 both said that "Rarely" they used them.

Q9: If you include short stories in your teaching materials, what is your objective behind using that?

There is a range of perspectives among the teachers regarding the objective behind using short stories in their teaching materials. T1 highlighted that his objective is demonstrate to use what students have been taught in grammar. T2 and T3 both stated that their objectives are to improve writing skills and learn more expressions, while T4 said that is to improve reading skills through analysing, understanding……, developing writing skills, promoting cultural awareness. T5, T6and T7 declared that is to know different writing styles accumulating vocabulary and learn different expressions. T8 said that he doesn't use short stories in his teaching.

Based on teachers' opinions who explained their objectives behind using short stories in their teaching materials, we notice that the answers varied from one teacher to another, and they were all convincing.

Q10: Shall we teach reading and writing together or separately?
5. Table05: *Teaching reading and writing together or separately*

Option	Number of answers	Percentage
Yes	07	90%%
No	00	0%
No answer	01	10%
Total	08	100%

Results obtained from this table, that 08 teachers (100%) are totally agree that we can teach reading and writing together.

_ Why…...?

T1, T2, T3, T4 and T5 said that we can teach reading and writing together because they are related and inseparable, while T6 confirmed it that the choice depends on various factors, such as educational context, level, and specific objectives of the curriculum. T7 stated that reading helps in writing, T8 didn't answers the question.

Q11: how do learners of English benefit from reading short stories?

T1, T2, T3, T4, T5and T6 highlighted that learners benefit from reading short stories through enriching their vocabulary, while T7 said that they get better in using English contexts and T8 said that due to exposure to the short stories, learners expand vocabulary, acquire correct sentence structure, and develop reading skills and learn language in context, develop critical thinking.

From teachers' explanations, the objective of asking about the benefits of reading short stories for learners of English is to gain insights that can inform teaching practices, enhance learning experiences, or deepen understanding of language acquisition processes.

Q12: What are the challenges of teaching short stories in writing skills?

T1 said that among the challenges; limited time, complex concepts, students' backgrounds, stories choice. And T2 suggested choosing the useful and effective short stories while T3 said he had never used short stories, T4 focused on understanding and critical thinking with develop their vocabulary, T5 and T6 both said that students seem to be difficult in structure and vocabulary, T7 didn't answer the question, while T8 focus on correction of large quantities.

According to teachers' opinions, the objective is to gain a deeper understanding of the practical difficulties teachers face when using short stories to teach writing skills, with the ultimate goal of improving teaching practices, enhancing student learning outcomes, and fostering effective communication in written form.

Q13: What can be suggested to include short stories in the writing tasks?

T1 suggested to ask students to read a particular short story and summarize it using their own words , T2 didn't answered the question, T3 said that through thoughtful story selection , using technology , T4 suggested that they can be integrated in a smooth way, while T5 said that include short stories in written tasks , T6 suggested that reading and writing must be teaching together to complete each other, T7 declared that use short stories suits students' age and their preferences and T8 said that to draw benefit from the short stories , teachers should provide explicit instructions , encourage experimentation , create opportunities for students to share their short stories......

Based on teachers' opinions, the objective is to gather practical advice or recommendations that can help educators effectively incorporate short stories into writing tasks, aiming to enhance learning outcomes, stimulate creativity, and foster deeper engagement with literature and writing among students.

3.3 The discussion of the main results

The results obtained from the questionnaire and the interview strongly support the hypotheses regarding that short stories are considered a rich source of English teaching: most English teachers include short stories in their written syllabus. From the questionnaire, question number (8) talks about the compatibility of activities in the classroom provided by the teacher with students' writing ability (45% agree, 55% disagree), and question (16) is about students' enjoyment reading short stories. (85% Yes, 15% No) Moreover, based on results from the interview, question number (5) is about the effectiveness of the nature of the task on students' motivation (all of the teachers believed the nature of the task affected students' motivation), and question number (9) is about the teachers regarding the objective behind using short stories in their teaching materials (the answers varied from one teacher to another and they were all convincing). All these results confirm the first hypotheses. This matches the second hypotheses, which said that short stories would greatly help students to develop their writing skills and vocabulary style. Moreover, question (18) is about how short stories are to improve writing skills (57% very helpful, 40% helpful, 3% not helpful), and question (22) is about the benefits from reading short stories (27% enrich vocabulary, 15% develop writing, 10% support writing skills, 5% develop imagination, and 43% all of them). In addition to that, based on questions from the interview, question (12) talks about the challenges of reading short stories in writing skills, and question (13) is about

the suggestions to include short stories in the writing tasks (incorporating short stories into writing tasks, aiming to enhance learning outcomes, stimulate creativity, and foster deeper engagement with literature and writing among students). So, we can come to confirm the second hypotheses.

General conclusion

Mastery of writing is the important aim of EFL classrooms, which both teacher and student should work on. Among a lot of techniques that can be applied by a FL learner to improve their writing skills is reading in general and short stories in particular. Which it assumed that it is an effective teaching strategy that should be used by EFL learner. The aim of the current study is to examine the effectiveness of reading short stories on developing second and third year LMD students' writing skills, Moreover, the study aims to assess the specific impact of reading short stories on second and third-year LMD students. These years are crucial for developing advanced language skills and preparing students for academic and professional writing demands. By measuring improvements in writing fluency, coherence, and creativity following exposure to short stories, the study seeks to validate the efficacy of this teaching strategy in fostering holistic language development.

After analyzing and discussing the results of the current research, it has been proved that reading short stories by EFL learners has a major effect on improving and developing their writing. It's often use rich and nuanced language. Exposure to new vocabulary in context helps EFL learners improve their word choice and expand their lexicon. This, in turn, allows them to express themselves more precisely and vividly in their own writing. Furthermore, students should be aware about reading short stories and its importance in learning a foreign language. So, students should read as much as possible for many reasons. Firstly, reading short stories exposes students to a wealth of literary techniques, narrative structures, and creative approaches that can significantly enhance their writing skills, short stories serve as laboratories of literary techniques. In a compact form, authors often deploy a wide array of literary devices such as symbolism, metaphor, and foreshadowing. Exposing students to these techniques not only familiarizes them with effective writing practices but also encourages experimentation in their own compositions. By studying how different authors use these tools to convey emotions, ideas, and themes, students learn to wield language with greater precision and impact. Secondly, depending on the short stories length and the structure of short stories, i.e., it has a beginning, middle, and an end; it is an attractive as well as a motivational technique for EFL learners, The brevity of short stories is a significant advantage in the EFL classroom. Unlike longer texts, which can overwhelm learners with their complexity and length, short stories offer manageable chunks of

narrative that can be comprehended and analyzed more easily. This accessibility helps to build learners' confidence in their reading abilities and encourages them to engage actively with the text. Thirdly, since literature represents real life situation, it enables students to learn about other's' culture. Furthermore, studying literature from diverse cultures can inspire students to explore their own cultural identities and heritage. By comparing and contrasting their own experiences with those depicted in literature, students develop a greater sense of self-awareness and cultural pride. They may also gain insights into the ways in which their cultural backgrounds influence their perspectives and values, fostering a deeper connection to their own cultural heritage. Finally, through reading and analyzing short stories, students not only improve their comprehension and critical thinking but also enhance their own writing skills. They learn to apply the techniques and insights gained from their reading to create compelling narratives, develop vivid characters, and craft narratives that resonate with readers, Moreover, reading short stories helps students develop a keen awareness of audience and narrative pacing. They observe how authors engage readers from the outset, maintain tension throughout the story, and deliver satisfying conclusions. This awareness empowers students to structure their own narratives effectively, ensuring that their writing maintains coherence and momentum from beginning to end. This integration of reading and writing reinforces their ability to express themselves effectively and imaginatively in written form. Reading short stories develops students' creativity in which they have to read in a critical way, analyse and come to conclusions.

Recommendations:

According to Erkaya (2005), teachers can use short stories to teach the four skills at all language levels.

Murdoch (2002) states that "if selected and used appropriately, short stories can provide high-quality textual content that can significantly enrich ELT courses for intermediate learners" (p. 9). He explains why stories should be used to enhance English instruction by discussing activities that teachers can create, such as writing and acting out dialogues. Oster (1989) also confirms that literature can help students write more creatively (p. 85).

Teachers can create a variety of writing activities to help students develop writing skills. When students reach a high level of language proficiency, you can ask students to write dialogues (Murdoch, 2002, p. 9) or more complex writing activities For instance, if teachers bring "The Wisdom of Solomon" to class, they might offer the following writing exercises:

A. Write a conversation between King Solomon and his sword-wielding guards the mother and child and another woman have left the palace.

b. Summarize the first four sentences of the paragraph in your own words: "So they argued... whose child this was" (fourth paragraph from the bottom).

C. Summarize the story in three sentences, including the protagonist, setting, conflict, climax, and resolution.

d. Write a sentence about the theme of the story.

e. Write a paragraph about why people lie.

f. Write a classification essay about different types of lies.Activities a and b are suitable for beginning levels; activities c and d, for intermediate levels; and activity f, for advanced levels.

So that Short stories are powerful tools in language education because they cater to learners of all proficiency levels, as highlighted by Murdoch (2002) and Oster (1989). At intermediate levels, short stories offer rich content that enhances English Language Teaching (ELT) courses by engaging students in activities that develop multiple skills. For instance, writing dialogues based on stories not only reinforces comprehension but also encourages creative expression, as noted by Murdoch (2002). Moreover,

advanced learners can tackle more complex writing tasks inspired by literary works, such as analyzing themes or character development, as suggested by Oster (1989).

Overall, writing short stories is an invaluable exercise that hones fundamental writing skills while encouraging creativity and exploration. It serves as a stepping stone for writers to develop their craft and eventually tackle longer forms of fiction or non-fiction writing.

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الملخص

كما يقول المثل "قارئ جيد يعني كاتب جيد" تسعى هذه الدراسة الى اكتشاف المساهمة الفعالة في قراءة القصص القصيرة على مهارة الكتابة لدى الطلبة. هذه الاخيرة التي تمثل تحديا لمعظم الطلبة لفشلهم في انتاج تركيبة كتابية مقبولة . يواجه الطلبة تحديات و مصاعب متفرقة و التي بدورها تؤثر في جودة الكتابة و نوعيتها . و علاوة على ذلك تهدف دراستنا لتطوير المهارة الكتابية للطلاب من خلال قراءة القصص القصيرة . صممت هذه الدراسة لتتاكد من صحة الفرضية القائلة انه أن القصص القصيرة من شأنها أن تساعد الطلاب بشكل كبير على تطوير مهاراتهم في الكتابة؛ أسلوب المفردات. استخدمت هذه الدراسة منهج البحث الاستكشافي لجمع المعلومات قدمنا استبيان ، وجهنا احدهما لطلبة السنة الثانية و الثالثة لغة انجليزية في جامعة ابن خلدون بتيارت ومقابلة مع الاساتذة على مستوى نفس الجامعة . عكست النتائج المحصل عليها الدور الذي تلعبه قراءة القصص القصيرة في تحسين مهارة الكتابة عند الطلاب . على ضوء هذه النتائج تم تاكيد الفرضية البحثية اي ان الطلبة يحتاجون بصفة ضرورية لقراءة القصص القصيرة التي بدورها تساهم بفاعلية كبيرة في تطوير مهاراتهم الكتابية.

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Summary

As the saying goes, "A good reader is a good writer." This study seeks to discover the effective contribution of reading short stories on students' writing skills. The latter is a challenge for most students because they fail to produce an acceptable writing structure. Students face various challenges and difficulties that affect the quality of their writing. Moreover, our study aims to develop students' writing skills through reading short stories. This study was designed to test the hypothesis that short stories would greatly help students to develop their writing skills; vocabulary style. This study used the exploratory research method to collect information, we provided a questionnaire, it is addressed to second- and third-year English language students at Ibn Khaldun University in Tiaret. The interview is addressed to teachers at the level of the same university. The results obtained reflected the role that reading short stories plays in improving students' writing skills. In light of these results, the research hypothesis was confirmed, namely that students need they need to read short stories, which can be very effective in developing their writing skills.

Résumé

Comme le dit l'adage "un bon lecteur est un bon écrivain", cette étude cherche à découvrir la contribution efficace de la lecture de nouvelles sur les compétences d'écriture des étudiants. Cette dernière est un défi pour la plupart des étudiants qui ne parviennent pas à produire une composition écrite acceptable. Les étudiants sont

confrontés à divers défis et difficultés qui, à leur tour, affectent la qualité de leur écriture. Par ailleurs, notre étude vise à développer les compétences rédactionnelles des élèves par le biais de la lecture d'histoires courtes. Cette étude a été conçue pour valider l'hypothèse selon laquelle les histoires courtes aideraient de manière significative les étudiants à développer leurs compétences en matière d'écriture et leur style de vocabulaire. Cette étude a utilisé une approche de recherche exploratoire pour recueillir des informations. Nous avons présenté un questionnaire, adressé aux étudiants de deuxième et troisième année de langue anglaise à l'université Ibn Khaldoun de Tiaret et un entretien avec des professeurs du même niveau universitaire. Les résultats obtenus reflètent le rôle que joue la lecture de nouvelles dans l'amélioration des compétences rédactionnelles des étudiants. À la lumière de ces résultats, l'hypothèse de recherche a été confirmée, à savoir que les étudiants ont besoin de lire des histoires courtes qui, à leur tour, contribuent efficacement au développement de leurs compétences en matière d'écriture.

Appendix

Students' questionnaire

Dear Student ,

   This questionnaire is a part of our research work for the master degree in didactics at Ibn Khaldoun University, Tiaret which aims to study the role of short stories in improving student's writing skills .Thus, you are kindly invited answer the following questions.

Section One: General Information

Q1. Gender: a. Male   female

Q2.your level:……………………………………………………..

Section Two: Student's writing skills

Q3. Do you like writing?

                 a. Yes   b. No

Why………………………………………………………………………………
…………………………………

Q4.How do you describe writing?

                 a.Easy   b.Medium   C.dificult

Q5.What are the things you enjoy most about writing?

……………………………………………………………………………………
……………………………………………………………….

Q6. Do you encounter problems while writing?

a.   yes   a.No

_If Yes, are these problems related to :

a.Grammar(word order, articles , tenses …)

b.Spelling

c.Style

d.Having ideas and imagination

others……………………………………………………………………………………..

Q6.In writing , do you focus more on?

         a.Form   **b.Meaning**

Q7.Do you think that your teacher using activities in the classroom helps you to better improving your writing?   **a.Yes**   **b.No**

Q8.How can you improve your writing skills?

a.Creative writing tasks

b.Practicing grammar tasks

c.Listen to audio books and podcast

d.reading short stories

others……………………………………………………………………………………………

……………………………………………………………………

Q9.Have you been asked to write a short story by your teachers ?

        a.Yes   **b.No**

Section Three: Reading Short story

Q10.which do you enjoy more :

       a.Reading   **b.Listening**   **c.Writing**

d.Speaking

All of them:……………………………………………………………………………………………

………………………………………………… Q2.How do you often read in English?

       a.Always   **b.Sometimes**   **c.Never**

Q11.Does reading helps you to learn?

      a.yes   **b.No**

HoW?…………………………………………………………………………………

…………………………………………………………………………

Q12.tick ( )the reading activities that your teacher uses in the class:

a.   Vocabulary preview

b.   predicting

c.   summarizing

d.   questioning

Others……………………………………………………………………………

…………………………………………………………………

Q13.Which teaching materials do your teacher use in the writing class?

                   a.Short stories   b.Books

                   c.visual pictures   d.Novels

others………………………………………………………………………………

……………………………………………………………………..

Q14.Are you satisfied with such material?

                   a.Yes   b.No

Q15.Reading short stories is…………………………………to impove writing skills.

                   a.Very helpful   b.Helpful   c.Not
helpful

Q16.Do you enjoy reading short stories?

                   a.Yes   b.No

Q17.Is reading as important as writing?

……………………………………………………………………………………

…………………………………………………………………

Q18.What kind of short stories do you prefer to read?

a.Romantic   b.Science fiction stories

                    c.Adventure   c.Fairytales

Others…………………………………………………………………………

……………………………………………

Q19.What do you benefit from reading short stories?

                    a.Enrich vocabulary

                    b.Devloping writing style

                    c.Supporting writing skill

                    d.Devlops imagination

          e.All of them

others…………………………………………………………………………

………………………………………………………………

Thank you.

Teacher's interview

Dear teacher

   This questionnaire is a part of our research work for the master degree in didactics at Ibn khaldoun University ,Tiaret ,Which aims to study the role of short stories in improving student's writing skills .

   We would be very greatful if you could take the time and the energy to share your opinions by answering this questionnaire as frankly and truthfully as you can ;your answers are very important and will be very helpful for the completion of this work .

   Thank you in advance for your cooperations .

Section One:

Q1.How long have you been teaching English ?

....

....

Q2.What modules have you been teaching at University ?

....

....

Q3.How do you rate student's writing level in English?

    a.High   **b.Medium**   **c.Low**

Q4. What are the factors that hinder student's writing In learning English?

    a.lack of practice

    b.lack of reading

    c.lack of motivation

    d.lack of vocabulary

Others...

...

Q5. Do you believe the nature of the task effects student's motivation?

    a.Yes   **b.No**

Q6. does reading short stories effect writing skills ?

    a.Yes   **b.No**

_How?...

..

Q7.Did you teach Short stories before?

    a.Yes   **b.No**

Q8.Do you prefer using short stories in teaching writing?

    a.Yes   **b.No**

If yes,how often do you use them?

    a.Rarely   **b.Sometimes**   **c.Most of the time**

Q9. If you include short stories in your teaching materials,what is your objective behind using that?

……

……

……

…………………………………………………

Q10.Shall we teach reading and writing together or sperately?

   a.Yes   **b.No**

why?………………………………………………………………………………………

………………………………………………………………

Q11.How do learners of English language benefit from reading short stories?

……

…………………………………………………………………………………

Q12.What are the challenges of teaching short stories in writing skills?

……

………………………………………………………………………………

13. What can be suggested to better include short stories in the writing tasks?

……

……

Thank you.