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Improving EFL Writing Performance through Reading Short Stories

*A Case Study of First-Year Scientific Class at BEKKADA Belmhel Secondary School –
Mazouna – Relizane*

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Didactics in Foreign Languages*

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Dedication

This humble work is dedicated to my dear WIFE and my little CHILDREN, to my loyal friend Dr. Abdelouahid BENADDA without whom this work would not have been completed by the end of this course, to all the lovely teachers in the Department of English in the University of Mostaganem to whom I am very grateful, and to Mr. LAISSAOUI Difallah for the trust he is always putting in me.

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Abstract

Both reading and writing play key roles in EFL teaching and learning. They are reported to increase pupils' chances for personal, educational successes, and later for employable requirements. Providing that writing is a complex cognitive activity that requires students to control its variables, reading is believed to be the key to upgrade this control, and thus, enable students to promote their writing proficiency. This research work aims at investigating the direct outcomes of short story reading on pupils' writing abilities. The study was conducted at BEKKADA Belmehel Secondary School in Mazouna involving a sample group of 20 first-year scientific pupils. The study involves a sequential explanatory mixed method design; pupils' pre- and post-tests to check their writing normality, a pupils' questionnaire to determine their attitudes towards this skill, and a teachers' interview to highlight their perceptions towards reading-writing integration and short story implications on the enhancement of writing performance, in addition to a four-week short story reading programme as an intervention before having the sample post-tested. The data of this empirical study revealed that first-year secondary school pupils had weaknesses in writing, and faced difficulties in processing this skill. The data obtained in the pre-test and the post-test have been assessed with four criteria represented in form and content; and in the light of the results obtained, the correlation of both scores has been examined. The data analysis indicated that the intervention had little impact on the sample's writing performances being disclosed through the low rates of improvement demonstrated in the sample's products. Likewise, much of the language used in their products was mostly non-academic. This was explained by the effect of the digital mediated language they are exposed to in their daily life. The study, therefore, provided recommendations urging EFL teachers to maintain the use of short story through digital strategies in order to boost pupils' writing skills.

Key words: EFL classroom, reading, writing, short stories, secondary school pupils, digital.

LIST OF ABBREVIATIONS AND ACRONYMS

CBA: Competency-Based Approach.

The four Cs of writing: Creativity, Critical thinking, Collaboration, and Communication.

EFL: English as a Foreign Language.

Fig.: Figure.

H1: Hypothesis One.

L1: First Language.

L2: Second Language.

M: Mean.

P: Page.

RQ: Research Question.

SARS: Select, Adapt, Reject, and Supplement.

%: Percentage.

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General Introduction



General Introduction

As a universal medium that connects people of different linguistic backgrounds, English has been qualified to be the language of globalization. Thus, the requirement to be a proficient English user is growing while language teachers throughout the world are continually looking for effective methods, strategies and tools of improving their learners' language skills. In this digital age, writing as well as speaking appear to be the prominent language skills. Effectively, high-tech appliances, such as smart phones, tablets as well as social networking sites have enabled people to communicate through texting instant messages.

When teaching English in the Algerian EFL classroom, basically, secondary school pupils are exposed to a variety of texts in their course-books which are generally simplified and less authentic as well as other texts which can help them build up knowledge and present model texts for their writing. Yet, they face difficulties to produce correct English writing. There are, of course, reasons why pupils have problems with these skills. Some of which are the status of English in the Algerian context. In addition to the status of English in the scientific curricula, where it is taught as a low-coefficient minor subject, digital writing has a share in the deterioration of the writing skill in the educational context. Pupils, therefore, have developed deficiencies in grammar skill and lacks in English vocabularies as well as little incentive to reading and writing practices. As a matter of fact, when they are assigned to write pupils often resort to online dictionaries or Google Translation to get help, however, such resources usually provide ambiguous forms of sentences and more often false translations.

As writing represents the prominent aspect of language testing where examinees are set to produce a good piece of writing using much of their prerequisites including cohesion and coherence in addition to form and content, practitioners however find that it is always the main area of failure in the examinees' papers. Very often they are reported to leave before they achieve their production task. The requirement to assess this issue has, therefore, been much more indispensable.

The study is targeting the major weaknesses in pupils' level of writing since the first year of secondary education. Having taken regular examinations, secondary school pupils have to display sufficient written skills to reach academic success. However, the majority of pupils express their 'malaise' vis-à-vis writing. Indeed, the testing scores reveal weak rates of success at the level of expressing ideas, analyzing and synthesizing. Pupils find difficulties to transfer ideas and express their views in simple correct English. Many scholars such as,

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Harmer, Hedge, Krashen, and others studied the underachievement of students at the level of writing and expressed that the great majority of these students are neither reading nor finding source in any other written form. Thus, the present study seeks to improve first-year secondary school pupils' writing through short story reading.

As stated above, this research work aims at depicting the major weaknesses first year secondary school pupils have at the level of writing, and tries to propose adequate solutions to overcome these obstacles.

In all, the study seeks: a) to test pupils' capacities in writing, b) to investigate the major weaknesses of the first year secondary school pupils at the level of writing, c) to raise pupils' awareness about their deficiency in writing, d) to raise teachers' awareness of the need to elicit their pupils' reading in order to enhance their written performances, and e) to encourage both teachers and pupils to invest in reading activities.

To explore better the objectives of this present study, three research questions have been set:

RQ1: Do first-year secondary pupils at BEKKADA Belmhel Secondary School face difficulties in the writing skill?

RQ2: What are the main weaknesses that first-year secondary school pupils face in writing?

RQ3: Can reading short stories enhance first-year secondary school pupils' performance in writing?

To answer these research questions, three hypotheses have been set:

H1: First-year pupils find different difficulties in different levels.

H2: First-year secondary school pupils are likely to face problems in coherence and cohesion.

H3: Reading short stories will probably enhance first-year secondary school pupils' performance in writing.

The sample of the study is a scientific pedagogical group composed of 07 males and 13 females aged between 14-15 from BEKKADA Belmhel Secondary School, Mazouna, Relizane during the academic year 2021-2022, and 05 EFL teachers teaching at separate secondary schools.

To get reliable data, the research work has adopted a sequential explanatory mixed method design in which both quantitative as well as qualitative data collection tools have been employed.

A pre- and post-test have been administered to a group of first-year secondary school pupils who were required to write a short paragraph on a defined topic proposed by the teacher. At the second stage, students were distributed a questionnaire to express their views

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and opinions about their reading and writing habits. The last instrument used to collect data was a teachers' interview in order to obtain more information about their insights in writing and reading. The data have been analyzed quantitatively and qualitatively.

The present research work is divided into three chapters. Chapter one is dedicated to the review of literature. Chapter two is mainly a description of the methodology used in this research work; design, sample, setting, research as well as the interpretation of the data collected from the testing, the questionnaire, and the interview. The thesis concludes with a discussion of the findings together with a set of recommendations in a separate chapter.

Chapter One

Theoretical Framework

1.1. Introduction

Teachers around the world have always been working on effective methods and strategies to enhance their students' language abilities, however, factors like time and syllabi keep them from reaching their objectives. Considering all of this, it has become a must to find ways to make learning happen, and thus, improve students' language skills. For secondary school students, reading and writing are very necessary for the successful study. Writing, in particular, is the criterion upon which students' success is mainly measured. For this reason and others, it is necessary to investigate the way in which writing is affected by instructing short story reading in the EFL classroom.

This chapter attempts to provide an overview of the writing skill, stages of writing, characteristics of writing, and the major difficulties that students encounter at the level of its constructs / sub-skills, and the assessment outcomes. Additionally, this chapter aims at offering some information about short story reading as an attempt to help improve writing in an EFL classroom.

1.2. The Writing Skill

It is a common belief that the mastery of the writing skill is a challenging task and the most complex process EFL students are supposed to deal with. Nunan (1989) pointed out that *“Writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously.”* (Nunan, 1989, p. 36. Cited in Sapkota, 2012, p. 70).

This means that as a cognitive activity, writing requires the activation of a process which uses a set of mechanics such as; content, sentence structure, vocabulary and spelling that the writer has to take into consideration. Hedge (2000) stated:

“Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organising information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers.”

(Hedge, 2000, p. 302. Cited in Imelda Noviani & Ilma, 2018).

Thus, gaining the knowledge of the writing strategies is not sufficient to enable students to write well. It is more than the mechanical sub-skills and strategies that are reported to cause fatigue and boredom, and then decrease motivation in the EFL learners. Instead, it is

a skill that is far more necessary to achieve language proficiency. Öz (2006) contended, “*Writing is the written expression of thoughts, desires, emotions, and schemes, and this requires skill rather than knowledge*”. (Öz, 2006, p. 251. Cited in Kirmizi, 2009, p. 231).

Contrary to the ideas stated previously, Sokolik (2003) considered, “*Writing is a teachable and learnable skill*” (Sokolik, 2003, p. 106. Cited in Bartan, 2017, p. 59). For him, students can learn to write through the authentic and imaginative materials that teachers should provide them with, and it will be easier for them when their teachers supply their proper materials. Tomlinson (2003) explained, “*Teachers throughout the world only need a little training, experience and support to become materials writers who can produce imaginative materials of relevance and appeal to their learners*”. (Tomlinson, 2003, p.4. Cited in Bartan, 2017, p. 59). In this respect, teaching writing cannot be effective unless EFL teachers reach a certain level of experience, training and support.

All of the above views lead to the conclusion that writing or learning to write has always been one of the most complex language skills, in contrast to speaking, Nunan (1989) argued, “*It is easier to learn to speak than to write no matter if it is a first or a second language.*” (Nunan, 1989, p. 12. Cited in Dr. Akhtar, 2020, p. 1130)

1.3. Definitions of Writing

According to White (1986), “*Writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge of some information to share and learn*”. (White, 1986, p.10. Cited in Simamora et al, 2022, p. 81). Based on this definition, writing can be achievable with the condition of being knowledgeable; i.e. writing requires the writer to have the information that he wants to send to the reader. He added, “*Writing is more than public communication; it is a way of thinking*” (White, 1986, p. 7. Cited in Drs. Utomo, 2019, p. 4). As far as thinking is concerned, the message the writer wants to convey doesn't come out of the blue. It must come through a thinking process before it is produced.

However, communication in written text is the most difficult thing that can be faced by the writer. On this line, Richards & Renandya (2002) argued that writing is seen to be the most difficult skill, (Cited in Ramadhani, 2015, pp. 24-25). In the same view, Nik et al (2010) also claimed that writing is the most difficult skill for students to acquire, as it requires the readers to understand and interpret what has been written, (Cited Ramadhani, 2015, pp. 24-25). Given that writing is a complex skill, students tend to demonstrate negative attitudes that shape the EFL students' lower levels of success. Students, therefore, need to employ their

creativity, one of the four Cs of writing, which is the ability to produce something novel and original.

Writing can be performed in two different settings; academic and non-academic. Academic writing is a formal style of writing used in universities and scholarly publications by academics in their journal articles, reports, books, and chapters in edited collections on academic topics, and by students who are expected to write their essays, research papers, theses and dissertations, research proposals, literature reviews, lab reports, and annotated bibliographies. Non-academic writing, on the other hand, is concerned with informal style of writing that includes a variety of genres, such as a piece of prose or poetry. Its audience is not limited or specific. Rather, its discourse is enjoyed by everyone. The main purpose of writing a funny story, for example, is usually to entertain the reader. Similarly, writing to a friend is often to inform him about the writer's condition.

It is evident that each type serves a different purpose as Horkoff (2015) stated, "*In the academic setting, however, the purpose of writing is to express thoughts in a logical and a critical way.*" (Horkoff, 2015. Cited in Olalekan, 2021, p. 4) and each has specific conventions in terms of content, structure and style.

1.4. Stages of the Writing Process

Despite the differences above, academic writing as well as non-academic writing follow the same writing process as Harmer (2004) argued, "*The process of writing consists of four steps, they are (a) planning, (b) drafting, (c) editing (reflecting and revising), and (d) final version.*" (Harmer, p. 4. Cited in So, 2013). Harmer created the process wheel which shows that writers do not have to follow a neat sequence of planning, drafting, and editing, but more backwards and forwards until the final version.



Figure 1.1: Harmer's Writing Process Wheel (2004 : 6)

Likewise, Ann Hogue (2008) prescribed this process stating:

“Good writing is more than just sitting down and ‘talking’ on a piece of paper. Good writing involves thinking, planning, writing, and revising. You become a good writer by always using these four steps: 1) pre-write to get ideas and organise them, 2) write the first draft, 3) edit: check and revise your work, and 4) write the final copy.”

(Hogue, 2008, pp. 28-31)

1.4.1. Planning / Prewriting

For Harmer (2005), this stage is called ‘planning’. He explained that there are three main issues that have to be thought by writers. It means the writers have to decide the purpose of writing. Then, they have to think about the language styles that can attain the purpose. Next, they have to think about the audience because most of the language styles, diction and paragraph structure are influenced by the reader. Finally, they have to consider the content for a better sequence of facts, ideas and arguments.

This first step, for Hogue (2008), is pre-writing in which writers get ideas to write about by either taking notes for the paragraph that was written before, or free-writing that starts with choosing a topic, writing whatever sentences come into mind without worrying about grammar, spelling or punctuation. For her, he needs to start with writing any sentence even if it was in L1. The goal is to keep on writing without stopping until running out of ideas. After that, the writer needs to edit by reviewing and making changes in order to improve the piece of writing. And finally, he needs to select appropriate ideas and cross out irrelevant ones.

1.4.2. Drafting / Writing the First Draft

Harmer (2005) stated that drafting is the first version of a piece of writing. In this stage, writers should take appropriate time to develop and organise ideas rather than amend grammar, punctuation and spelling. As the writing process proceeds into the final version, a number of drafts may be produced.

In the second step, as Hogue (2008) actually called ‘the first draft’ or ‘the rough draft’, writers need to write in a rough form without worrying too much about errors.

1.4.3. Editing / Editing the First Draft

Harmer (2005) stated that in editing (reflecting and revising), student writers should read again what they have written as drafts to check errors, reflecting and revising helps editors to minimise mistakes, give comments and suggestions, and take appropriate decisions.

In the third step of Ann Hogue, the student writer needs to edit his first draft by checking it and making changes and corrections. For Hogue (2008), editing is usually a two-step process where a global check is done to see if the meaning is clear.

1.4.4. Final Version / Writing the Final Copy

In this final activity, Harmer (2005) indicated that the student writer should rework the draft and polish it for publication. The writer, thus, is ready to send it to its final destination (intended audience).

Hogue (2008), on her turn, argued that in the last step a neat final copy of the draft to hand in to the audience. In this copy, corrections made can include: crossing out unnecessary sentences, adding missing words, moving sentences, changing the ending to match the beginning.

1.5. Characteristics of Academic Writing

There is little doubt of the huge importance of writing skills in university study because, mostly; it is by one's writing that one is assessed. As a fundamental skill of language alongside listening, speaking, and reading, academic writing is regarded as the pivot in educational settings. It is required from every student to demonstrate an advanced level of writing at the end of formal education. Likewise, academics consider it a sign of knowledge and intelligence. Moreover, academic writing has certain characteristics:

- All statements can be supported by evidence
- Paragraphs have a single, but a developed, theme
- Paragraphs begin with a theme sentence
- Neutral language /omit slang/omit jargon/avoid pronouns
- Judicious use of adjectives
- Precise information, precise verbs and word choice

In a more detailed manner, characteristics of academic writing comprise the following:

1.5.1. Organisation

Considering organisation, novice writers often fail to organise their ideas. Reinforcing this view, Nurgiyantoro (2001) wrote, "*There are some problems faced by students in learning writing, those are organising ideas, lack of vocabulary, and grammar accuracy.*" (Nurgiyantoro, 2001, pp. 298-299. Cited in Utomo, 2021, p. 1226). This may not form a problem in speaking but when it comes to writing, it is. Thus, although speaking and

writing are both productive skills, writers are required to be more organised since it is the only skill to measure and judge the expertise of certain works and levels. Maintaining the importance of well organised writing, Hardaway & Hardaway (1978) stated, “*Because writing is permanent, it should be better organized and easier to understand than the speech.*” (Hardaway & Hardaway, 1978, p. 9. Cited in Gautam, 2019, p. 75).

1.5.2. Clarity

Contrary to speaking where speakers do not get bothered when asked to clarify ambiguities, and because writing is formal and needs to be effective, it is highly necessary to work on clarity, conciseness, exactitude and appropriateness. Hilton & Hyder (1992) stated:

“Writing requires greater precision and care than speech as it is a more formal act of producing a permanent record. When we speak, we gauge our listeners' response and instantly clarify if any points which have not been comprehended. As no such interactions take place in a piece of writing, our communication skills have to be unambiguous.”

(Hilton & Hyder, 1992, p. 7, Cited in Dr. NESBA, 2022, p. 742)

In writing, one should be equipped with all necessary tools that would set the ideas clear enough for the reader in order not to feel any confusion.

1.5.3. Fluency

It stands for the ability to produce a large number of ideas. In contrast to flexibility and originality components, fluency corresponds to the pure number of ideas produced, without assessing their creative potential.

Writer and educator Dan Kirby stated that fluency is the first consideration. It is the basis for all that follows. By definition, *fluency* means “writing and speaking with ease.” It comes from a Latin term meaning “flowing.” This is why fluency is “the first consideration” for creative thinking. Nearly all novice writers struggle to unlock their creative thoughts before they get their ideas flowing. One strategy to help develop fluency in students is to free-write every other day. Later, their ability to write fluently will improve, as will their ability to think creatively.

1.5.4. Coherence

Coherence is when the reader moves from one sentence to another and reads the paragraph as an integrated body without feeling interruption between its different parts. As far as coherence is concerned, Fawcet (2004) wrote:

“Every composition should have coherence. A paragraph coheres—holds together—when the sentences are arranged in a clear, logical order and when the sentences are related like links in a chain. An orderly presentation of ideas within the paragraph is easier to follow and more pleasant to read than a jumble. After jotting down ideas but before writing the paragraph, the writer should decide which ideas to discuss first, which second, which third, and so on, according to a logical order.”

(Fawcet, 2004, p. 35)

Hence, the writer should logically order his/her ideas before he/she starts writing. She added that besides the logical arrangement of ideas, sentences should be linked to each other in order to ensure paragraph coherence through the repetition of important words, substitution of pronouns, substitution of synonyms, and transitional expressions, (Fawcet, 2011, p. 42)

1.5.5. Originality

The less common ideas are the more original they are. The ability to come up with such ideas, that are unique and unrepeated, can attract readers’ attention and instigate reading. Torrance et al. (1996) stated, *“Ideas can be evaluated as more original and of greater breadth if they are contained in the task solution set, but not generated by most writers.”* (Torrance et al, 1996. Cited in Scott et al, 2016, p. 329). On the same line of thought, Amabile (2013) confirmed that creativity requires an idea that is novel, because it is either different from other ideas produced by that individual or different from the ideas produced by other individuals.

1.5.6. Flexibility

It is the ability to produce a large variety of ideas. It is also the ability to adapt one’s thinking to familiar things and to generate unfamiliar and extraordinary ideas. This construct only occurs when writers demonstrate the power to select the appropriate ideas from a set of different idea categories to address the intended audience.

1.5.7. Elaboration

It is the ability to develop or embellish ideas and to produce many details. Strong writing elaborates ideas with specific information. When the writing lacks specific details, readers get disappointed. Novice writers can learn elaboration in narrative writing, for example, by developing characters, establishing settings, and creating drama and suspense through narrative techniques, such as dialogue, description, and pacing, as well as concrete words and phrases and sensory details.

1.6. Major Difficulties in the Writing Skill

Central to the writing skill, it is regarded as the most challenging task and the most difficult language skill among EFL students. Tribble (1997) confirmed that writing is a very difficult skill to acquire (Tribble, 1997, Cited in Aidaintan et al, 2021, p. 371). However, the acquisition of its principles and constructs may mitigate its difficulty and help novice writers convey the meaning to the reader.

If writing is so important to students' general development, then why is it consistently so hard for students to master writing? There are of course some reasons why EFL students have a problem with the writing skill as well as some major difficulties that challenge students in reaching proficiency. Among the reasons may be grammar skill, lack of English vocabularies, and less writing practice. Lillis (2001) asserted that due to aforementioned reasons, many of the students fail to get good grades or move to an upper level while others may leave school or university claiming that they are not qualified enough to stay in. But the truth is that they lack linguistic resources upon which the language proficiency is constructed.

In consideration of the fact that most EFL students lack the linguistic resources to write academically well, they are likely to face difficulties in processing their writing skill.

1.6.1. Grammar

Among the most important language aspect, grammar has a significant role in enhancing language accuracy and in boosting language proficiency. British linguist, academic, and author Crystal (2006) defined grammar as being “*The study of all the contrasts of meaning that it is possible to make within sentences. The 'rules' of grammar tell us how. By one count, there are some 3,500 such rules in English.*” (Crystal, 2006, p. 23. Cited in Syafrizal et al, 2021, p. 785).

This may be the reason why EFL students find it challenging to engage in writing as they often tend to make mistakes that refer to three main reasons. Stenson (1974) stated the three main reasons for errors, namely, (1) incomplete acquisition of the target grammar, (2) exigencies of the learning/teaching situation, and (3) errors due to normal problems of language performance. (Stenson, 1974. Cited in Amara, 2015, p. 60).

1.6.2. Vocabulary

Several studies have suggested that vocabulary knowledge is a strong predictor of general proficiency in a foreign language. McCharty (1990) said, “*Vocabulary is the biggest component of any language course*” (McCharty, 1990, p. 3. Cited in Juriah, 2015, p. 138).

Possessing a considerable luggage of lexical items is a treasure that makes novice writers dare to write. In this vein, several studies have been carried out, and have found that a lower level of L2 proficiency is related to more difficulty in L2 writing, while a higher level of proficiency is related to higher L2 writing ability (Cumming, 1989; Schoonen et al, 2003; Zainuddin and Moore, 2003). Overall, the studies reviewed have shown that students’ vocabulary size can be a good predictor of writing performance. (Cited in Wong & Lee, 2020, p. 72).

1.6.3. Spelling

As oral proficiency has always been favoured, many of the language forms were ignored, and learners were encouraged to be indifferent towards these forms such as, spelling because misspelling rarely interferes with oral communication.

Therefore, in writing, EFL students often put much emphasis on content rather than accuracy (grammar and spelling mistakes). This is much more applied in free-writing. Raimes (1983) stated, “*Once ideas are down on the paper, grammatical accuracy, organization and the rest will gradually follow.*” (Raimes, 1983. Cited in Kayum & Khan, 2015, p. 179). Nevertheless, accuracy is all what is counted when it comes in academic writing. Hedge (1988) said, “*In fact, the evaluation of a writing is done on the usage of correct grammar, a range of vocabularies (specified in some cases), meaningful punctuation, accurate spelling.*” (Hedge, 1988. Cited in Hasan & Akhand, 2010, p. 84).

1.6.4. Cohesion and Coherence

Considering that coherence and cohesion differ, they exert a significant impact on the rhetoric of texts. The differences between them have been confirmed by several studies. Witte and Faigley (1981) stated, “*Cohesion defines those mechanisms that hold a text together, while coherence defines those underlying semantic relations that allow a text to be understood and used.*” (Witte & Faigley, 1981. Cited in Karadeniz, 2017, p. 94). That is to say cohesion is explicit while coherence is implicit.

However, EFL students still experience some problems in the cohesion and coherence of their essay writing. In fact, producing a coherent piece of writing is an enormous challenge, especially in a foreign language.

1.6.5. Punctuation

For it is an important tool, punctuation can help readers to have a clear understanding of messages, as Truss (2003) explained, “*Proper punctuation is both the sign and the cause of clear thinking.*” (Truss 2003, p. 202. Cited in Islam, 2018, p. 18). Other studies (E.g. Alderson ,2000; Graham & Berin,2007 ; Alderson ,2000; Rivers,1981; Harmer, 1998) have linked the correct use of cohesive devices, as punctuations, in writing to reading. Rivers (1981) confirmed, “*Reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one`s knowledge of the language.*” (Rivers, 1981. Cited in Rodli & Prastyo, 2017, p. 112).

Punctuations, thus, perform very crucial role in instigating students to reading. Insisting on the importance of punctuation in writing, Lukeman (2011) wrote, “*Punctuations are like the music of a writing text. As the maestro could affect the practicality of a song by manipulating its rhythm, punctuations could do so for reading experience, highlighting the optimum in a written passage.*” (Lukeman, 2011. Cited in Suliman et al, 2019, p. 35).

1.6.6. First Language Interference

Several studies have demonstrated the benefits of using the first language to learn a target language. For example, Villamil and de Guerrero (1996) analyzed the discourse of Spanish-speaking university students while they engaged in peer revision of their target language (English) writing. Their data demonstrated that “*The L1 was an essential tool for making meaning of text, retrieving language from memory, exploring and expanding content, guiding their action through the task, and maintaining dialogue*” (Villamil & de Guerrero, 1996, p. 60. Cited in Swain & Lapkin, 2005, pp. 179-180).

However, the excessive use of the native language in the EFL classroom results in low writing proficiency. That is why; many Asian countries such as Korea and Taiwan in which English is a foreign language suggest that the use of the mother language be kept to an absolute minimum (Lu et al., 2004. Cited in Pan, 2010, p. 88).

1.6.7. Organization

Like other language components, which are incorporated in the writing skill, organisation is a worthy of consideration in all sorts of writing. Clear language and logical organization are the keys to good process writing. White & Arndt (1991) claimed, *“In order to convey a message through writing it is important to select and structure information. Structuring information entails various organizational processes of grouping ideas together and deciding upon how to sequence them.”* (White & Arndt, 1991, pp. 11-37. Cited in Sapkota, 2012, p. 71).

However, mastering this writing mechanic is not that easy. It is conditional on intensive reading. Raimes (1994) depicted, *“The more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language.”* (Raimes, 1994, p. 66). This means that students in an English environment are expected to be exposed to a great deal of input by engaging in reading that is reported to help students develop linguistic knowledge.

1.7. Assessing Writing

In the Grammar Translation Method, writing was mainly limited to grammatical structures (Zainol & Cheong, 2012). However, later, emphasis shifted from conventional rules of writing to the expression of thoughts. Shaughnessy (1998) revealed,

“But today the researches show that less concentration should be given to the conventional rules of writing rather more concentration should be given on expression of ideas and it is more important to create an environment that encourages students to take risk in their writing.”

(Shaughnessy, 1998. Cited in Kashinath, 2020, p. 7156).

As writing has grown to play a dynamic role not only in conveying information, but also in transforming knowledge to create knowledge, the assessment of this skill becomes a significant necessity in academic and EFL settings. Kasper & Petrello (1998) believed, *“It is not the task of writing that is deemed so intimidating, but more so the feedback and assessment of that writing by instructors and/or peers.”* (Kasper & Petrello, 1998. Cited in Norboboyeva, 2021, p. 166). Henceforth, by being less critical at the beginning of the writing process in terms of errors, be it grammatical or otherwise, and less focused on the errors of a writing piece, a student feels permitted to express his thoughts more freely. Assessment can take different forms: diagnostic, formative, and summative assessment.

To conclude with, in order to keep the good work and make learning happen successfully, good assessment, with its different forms and types, should be applied at different levels of instruction to check students' progress and provide feedback.

1.8. The Relationship between Reading and Writing

In an instructional context, the combination of the two language skills, reading and writing, has always been a highlighted research area since language proficiency is partly measured by the success of these skills. Krashen (2016) mentioned, *"We do not learn to write by writing, but rather by reading."* (Krashen 2016. Cited in Tulkinjonovna et al, 2021, p. 23). Based on this belief, reading and writing build upon one another and are constantly related to complete each other. Such interdependence occurs in a form of interaction between the writer and his reader. Spack (1985) said, *"An active exploration of this writer / reader interaction can lead students to realize and internalize the idea that what they write becomes another person's reading and must therefore anticipate a reader's need and meet a reader's expectations."* (Spack, 1985. Cited in Abisheva, 1985, p. 706).

If this really works, then the amount and quality of the reading input should really matter. Furthermore, through reading activities students increase their comprehension together with the different aspects of the literary language; including vocabulary, morphology, phonology and discourse as well as sentence structures. As a result, this enables them to improve their writing skill.

Several scholars have investigated the relationship between short story reading and the writing skill. Murdoch (2002) indicated:

"Stories allow instructors to teach the four language skills to all levels of language proficiency, and if selected and exploited appropriately, short stories provide quality text-content which will greatly enhance ELT courses for learners and intermediate levels of proficiency."

(Murdoch, 2002, p. 9, Cited in Abu-Zahra & Farrah, 2016, pp. 14-15).

According to him, short stories can be used in an EFL classroom as a positive stimulus to upgrade students' language skills as a whole, including writing.

This concept is supported by several studies, Pardede (2010) revealed through a study he conducted in the Christian University of Indonesia that the majority of English pre-service teachers found short stories interesting to use both as materials for self-enjoyment and as the components of language skill classes. In short, short stories are teaching media that can facilitate the students to learn more about vocabulary. (Pardede, 2010. Cited in Nazara, 2019,

p. 159). Likewise, Can & Sapar (2010) maintained that students succeeded in rewriting the ‘Little Red Riding Hood’ after having read it.

Additionally, Ming-Yueh (2009) conducted a study on the reading-writing relationship in an EFL university students to check their literacy improvement and affirmed evidence arising out of these findings suggested, “*Reading and writing should be integrated in teaching for the reason that they are not separated skills, but mutually reinforced in EFL classroom*” (Ming-Yueh, 2009, p. 87. Cited in Paramasivam, 2009, p. 6). This is to say that students who read can be better writers. Likewise, writers must develop good reading strategies such as questioning, inferring, summarizing, retelling, etc.

All the studies above and others have come to realise the importance of reading since it stands for a rich source of information that cannot be taught in a writing course. This importance is emphasised by Salehi, Asgari and Amini (2015)

“Reading is not uniquely a single skill but a mixture of several skills and procedures in which the readers interact with printed words for content and pleasure. Writing, speaking, grammar, vocabulary items, spelling, and other language sub-skill can be taught through reading.”

(Salehi et al, 2015, p. 306. Cited in Attiyat, 2019, p. 156).

1.9. Historical Background of Short Story Use in the EFL Classroom

The use of short stories as a genre of literature in foreign language instruction was of paramount importance, and it was widely adopted when the Grammar Translation Method was the dominant approach in the 19th century. However, this tool became ignored with the coming of the following methods and approaches, which drew upon structuralism, and were believed to put more emphasis on structures and vocabulary. Later in the 1970s and 1980s, the short story regained its position in the EFL classroom, and teachers became interested in using it since it was reported to be huge success as a source of attraction and motivation and help making second language acquisition effective in terms of skills and proficiency. Sàdico (2012) pointed out the conditions that helped a lot in making the short story an effective tool in the EFL classroom. He wrote:

“Transformation in different spheres throughout the 19th century mass-production of printed matter, technological innovation, removal of taxation and extension of copyright, the end of circulating libraries, and growth of readership to reach mass-proportions, etc) did away with the near-monopoly of the serialized novel in periodical fiction, turning magazines into profitable outlets for short story writers.”

(Sàdico, 2012, p. 3. Cited in Nozen et al, 2017, p. 57).

Being outside the native speaking community, most EFL classrooms are isolated from the real contexts of the target language. However, to overcome this issue, literary materials especially the short story can produce real situations that are similar to the students' living condition assets, thus, instigating students to keep on reading. Based on this belief, Littlewood (2000) revealed:

“Literature has the capacity to overcome this problem, because in literary texts language creates its own context and goes above the artificial situation of the classroom and presents real world experiences, relationships between people and the place where the target language is spoken to the students.”

(Littlewood, 2000, p. 3. Cited in Nozen et al, 2017, p. 54).

Due to its huge potentials to support various aspects of foreign language development, a curriculum in which language, culture, and literature are taught as a continuum was recommended by the latest developments of text-based teaching (Foreign Languages and Higher Education: New Structures for a Changed World, 2007). Among all literary genres, the short story is regarded as the most effective one to facilitate EFL learning and teaching.

1.10. Definitions of the Short Story

Several definitions were given to the short story. Wikipedia defines a short story as *“A piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a single effect or mood.”* A short story is a fictional work of prose that is shorter in length than a novel. Edgar Allan Poe, in his essay “The Philosophy of Composition,” said, *“A short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words.”* (Edgar Allan Poe, Cited in Sulaeha et al, 2020, p. 37). Because of its shortness, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme whereas a novel can tackle multiple plots and themes with a variety of prominent characters.

A short story is a piece of writing that involves imagination. Lazar (1983) cited some definitions made by some school teachers at university of Lancaster:

- It is a work of fiction, so it involves the imagination.
- A short story tells one event in a very concentrated way.
- It's about people who do not really exist.
- It describes something of moment of crisis.

(Lazar, 1983, p. 18)

1.11. The Rationale for Using Short Stories in the EFL Classroom

Many scholars have advocated the use of short stories in the teaching and learning of English as a second or a foreign language because of its role in offering several benefits. Wright (2003) indicated, *“In using stories in language teaching we are using something much bigger and more important than language teaching itself.”* (Wright, 2003, p. 7. Cited in Pathan, 2012, p. 30).

As a widely used approach, reading short stories represents a holistic approach to language teaching and learning that is based upon the idea that learners need to interact with rich, authentic examples of the foreign language. Collie and Slater (1991) stated, *“Theoretically, using of literature in language teaching is very advantageous for it offers four benefits: authentic material, cultural enrichment, language advancement, and personal growth.”* (Collie & Slater, 1991, Cited in Rahmani, 2014, p. 214).

Despite its benefits, there have been objections against the use of literature due to its failure to meet students’ needs, especially in public schools because they are always overcrowded, and the syllabus is always overloaded. According to Pardede (2007), *“Although using literature in EFL classrooms is beneficial, there have been some controversies and objections against its use in public schools because of overcrowded classes and limited time”* (Pardede, 2007, p. 13. Cited in Nozen et al, 2017, p. 58). In a detailed manner, objections consider that the deviated and figurative language of poetry requires a very long time to grasp; the length of novels makes it difficult for such classes to finish, while drama can be used in classes but it is difficult to act out a play in crowded classes within a limited time.

Taking into account these controversies, it is obvious that among literary forms, the short story seems to be the most convenient form to be used in public schools since it is short and often aiming at giving a single effect. Besides, there is usually one plot, a few characters, and no detailed description of the setting. Therefore, it is easy for the students to follow the story line of the work.

In addition to the linguistic reasons for the inclusion of the short story in the EFL classroom, advocates of this tool have added socio-emotional, cognitive, cultural and aesthetic reasons.

1.12. Short Stories as a Pedagogical Instrument

Literature with its various genres plays a central role in language instruction. According to Savvidou (2004), *“The use of literary texts in the classroom can be a potentially powerful pedagogical tool”* (Savvidou, 2004. Cited in Nozen et al, 2017, p. 56). In the same

vein, Van (2009) affirmed, “*Studying literature in the EFL classroom is advantageous because it provides meaningful context and involves a profound range of vocabulary, dialogues and prose.*” (Van, 2009, p. 2. Cited in Nozen et al, 2017, p. 56). Teachers have realized that literature can be used to reinforce the skills and complement language teaching, and can bring about positive results on both beginners, intermediate as well as advanced students. Myuskens (1983) affirmed, “*With students at the beginning and intermediate levels, instructors can use literary texts for language practice, reading comprehension, and possible aesthetic appreciation.*” By contrast, with advanced students, literary texts may be utilized for, he added, “*Development of knowledge of world literature, practice in reading and discussing creative work, and the introduction of literary concepts, genres, and terminologies – e.g. recognition of figures of speech, levels of meaning, and other stylistic features.*” (Myuskens, 1983, p. 413. Cited in Erkaya, 2005, p. 2). Furthermore, literature enables students to travel through their minds to a world familiar or unfamiliar to them exploring meanings of new ideas and developing critical thinking. The following are additional characteristics of the short story as a pedagogical instrument:

- They are practical and long enough to complete in one or two classes.
- They are not complicated for the learners and they can work on themselves.
- They have a variety of choices for different interests and tastes.
- They can be taught to learners at all levels – beginners to advance learners.

1.13. Advantages of Using Short Stories in the EFL Classroom

From a linguistic basis, the short story introduces accurate grammar structures, and gives students suggestions for their own writing by exposing them to a variety of ideas, stretching their imagination and improving their vocabulary and grammar. As opposed to expository texts that are found in articles and other materials, literary texts, especially short stories, the subject matter is more engaging and they bring an element of fun into the class.

1.13.1. Enhancing the Language Skills

As an instructional instrument, short stories are loaded with linguistic advantages since their reading helps to improve EFL students’ vocabulary, grammar structures, and allow them to learn the four language skills – listening, speaking, reading and writing, as well as their cultural enrichment. Based on these ideas, Slatterly and Willis (2001) stated “*They (Stories) are a means to acquire a FL unconsciously and often considered as an appropriate teaching technique to develop language skills.*” (Slatterly & Willis, 2001. Cited in Al Harrasi,

2012, p. 2). Meeting the students' needs necessitates an accurate job where teachers tend to cater various learning styles and devise a variety of tasks to reach the prescribed learning goals.

1.13.2. Enhancing Reading and Vocabulary

Researchers believe that literature, in general, has the power to improve students' linguistic as well as communicative skills. According to Savvidou (2004), *"Using literature in EFL classroom reinforces learners' knowledge of lexical and grammatical structure and offers foreign language learners the opportunity to develop their linguistic and communicative skills."* (Savvidou, 2004, p. 3. Cited in Nozen et al, 2017, p. 56).

Commonly in learning vocabulary, however, most EFL students write down a list of new words ignoring their use in real situations. Hunt and Beglar (2005) explained, *"This way of vocabulary learning is completely unsatisfactory because most EFL learners fail to understand and communicate the message in an appropriate way."* (Hunt & Beglar, 2005. Cited in Parvareshbar, 2016, p. 1477). Similarly, many researches, such as Dixon-Krauss' (2002) and Dillard's (2005), have also shown that contextualized vocabulary instruction using short stories can bring about an increase in word usage compared with word-list instruction.

Short stories are, thus, contextualized materials where teachers have the advantage to teach vocabulary within context urging students to look for clues in the sentences that help them understand the meaning of words. To confirm this idea, Walters (2006) stated that enhanced reading comprehension became possible when students enrolled in an English language program where they were shown strategies of how to derive meanings of new vocabularies from contextual clues. (Walters, 2006. Cited in Parvareshbar, 2016, p. 1477).

However, retention of vocabulary occurs when students are frequently exposed to such assignments. This would help them remember the words and use them in real situations integrating the vocabulary with other language skills as Rupley and Nicholas (2005) believed, *"To make sure learners really learn the words, the learners must be able to use them in several different contexts, that is, they must use it in different occasions such as reading, speaking, writing, and listening."* (Rupley & Nicholas, 2005. Cited in Parvareshbar, 2016, p. 1477).

1.13.3. Grammatical Structure

According to the definition provided by Merriam Webster English Dictionary, grammar is the study of the classes of words, their inflections, and their functions and

relations in the sentence. It is a study of what is to be preferred and what avoided in inflection and syntax.

Grammar implies the rules in a language for changing the form of words and joining them into sentences. It is the key to make the meaning of what we think or say clear for others to understand. Besides, its correctness is indispensable not only in teaching English but also other subjects. According to a definition provided by David Crystal (2004):

“Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything. For all teaching, it is ultimately a matter of getting to grips with meaning.”

(David Crystal, 2004. Cited in Yunita, 2014, p. 470)

Grammar represents a crucial element of language teaching and a significant component of learners' communicative competence in the Community Language Teaching Approach that puts much emphasis on understandable oral communication in second or foreign language acquisition. This may seem to prioritise the speaking skill over the other skills; however, the speaking skill alone cannot ensure a good command of the target language. Rather, learners have to acquire the other skills: listening, reading and writing whose success relies on grammar proficiency. Consequently, the four skills together with grammar can be mastered through the introduction of the short story in context. This means that EFL students should, simultaneously, pay attention to grammar and syntax and at the same time work on accuracy which are necessary to carry out the writing tasks.

In an attempt to explain how short stories can help teaching grammar in context, Pardede (2011) pointed out different ways in which stories help students to learn grammar: First, stories enhance the memory through the identification of patterns, the stimulation of the imagination and any well-written short story is enjoyed by the readers. Stories can be used for both eliciting and illustrating grammar points. In addition, a well-told story is the perfect context for a structure-discourse match, but the technique can also be used effectively for a structure-social factor match. Other benefits of using / teaching grammar within contexts are confirmed by Wajnryb (1990), *“Context gives a more precise understanding of how to use the grammar, and provides accuracy in the studied language both in oral and written skills.”* (Wajnryb, 1990, p. 6. Cited in Mart, 2013, p. 126).

Based on the ideas above, instructors require the implementation of grammar through the use of short stories as contexts.

1.13.4. Enhancing Speaking

Since English has become the prominent Lingua Franca, and with the emergence of the current teaching methods and approaches that support communication and work to enhance the speaking skill as a priority. Learners have become so interested in developing their speaking skill. This has, therefore, made it a priority to master the speaking skill as it is the practical medium to communicate the language. Richards & Renandya (2002) affirmed, *“A large percentage of the world's language learners study English in order to develop proficiency in speaking.”* (Richards & Renandya, 2002, p. 201. Cited in Hashemi & Marzban, 2012, p. 943). This tendency has become a measurement to one's English language proficiency. Even students tend to give more importance to this skill. Also Ur (1996) claimed:

“...of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.”

(Ur, 1996, p. 120. Cited in Khamkhien, 2010, p. 184).

Success in communication often depends on the speaking skill. This idea explains that the speaking skill is indispensable in building effective communication at the level of verbal language. Considering the mother tongue use, Baker & Westrup (2003) explained, *“Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”* (Baker & Westrup, 2003, p. 12. Cited in Eddraoui & Wirza, 2019). For that reason the EFL students will encounter difficulties to transfer their thoughts and express themselves in the target language properly if they keep on using words and expressions from their native language, which is an outcome of target language vocabulary deficiencies. On the other hand, mastering the speaking skill helps a lot in advanced levels. They supported the idea, *“A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”* (Baker & Westrup, 2003, p. 05. Cited in Bukhari et al, 2017, p. 253).

1.13.5. The Cultural Content

In addition to the four language skills, the cultural aspect of the target language plays a key role to ensure proficiency. Roger Sell (1995) pointed out:

“From the point of view of language education, the most important implication is that knowledge of linguistic form – of words and grammar- is not enough. For the purposes of both comprehension and production, a learner also needs to develop a fully internalised grasp of the social and cultural environments within which the language in question is actually used.”

(Roger Sell, 1995, p. 8. Cited in Alemi, 2011, p. 178).

Furthermore, learning a second or a foreign language also necessitates the learners to be exposed to fresh themes and unexpected language that imply the cultural content. In this sense, Brumfit and Carter (1986) emphasised, *“A literary text is authentic text, real language in context, to which we can respond directly.”* (Brumfit & Carter, 1986, p. 15. Cited in Pardede, 2011, p. 16). This means to increase learners’ capability to interpret discourse in different social and cultural contexts, and thus be able to use the language properly and in real communicative situations as Collie & Slater (1991) explained, *“Literature is perhaps best seen as a complement to other materials used to increase the foreign learners’ insight into the country whose language is being learnt.”* (p. 6)

Following this idea, EFL learners gain an open contact with native people’s language and culture as well. Moreover, while reading literary texts, learners have the opportunity to understand the social, political, historical and cultural events of the society they target at. This will help them grow intellectually, shaping personal views and thoughts. Learners’ exposure to short stories will help them gain new insights in the target culture and encourage them to tolerate differences as short stories already fed its readers with appropriate content.

1.13.6. Enhancing Writing

As far as the writing skill is concerned, scholars advocate using short stories in EFL classrooms for they are of paramount importance in instilling the knowledge necessary for learners to write creatively. Oster (1989) affirmed, *“Literature helps students to write more effectively and creatively.”* (Oster, 1989, p. 85. Cited in Abu-Zahra & Farrah, 2016, p. 18).

Moreover, it is up to teachers to prescribe strategies and techniques to better develop this skill through short stories as scholars have not set concrete methods to do that. Oster (1989) added, *“The teacher has to find the method which he favours as well and which he considers having the greatest learning effect.”* (Oster, 1989, p. 83. Cited in Nozen et al, 2017 p. 58).

1.14. Conclusion

After having investigated some theoretical issues on writing in relation with short story reading, it is yet safe and sound to say that writing is of major importance in foreign language learning because it is the obviously the unique skill upon which students are tested and for it is the only thing that ever remains for future generations. Despite its complexity, it cannot be taught separately but in combination with the other skills. Nonetheless, EFL students still find it difficult to write well. In the next chapter, therefore, the implementation of a pedagogical tool, short story reading, will be examined, and its impact on writing will be demonstrated.

Chapter Two

Field Work and Data Analysis

2.1. Introduction

Since chapter two is the most important part in this research paper, it is purely devoted to the empirical phase of this case study. At this stage of research, investigation takes place, and hypotheses are tested through a methodology that involves both quantitative and qualitative data collection tools that consist in; the tests (pre- and post-tests), pupils' questionnaires, and a teachers' interview. This chapter also defines the research design, sample of the study, instruments, and data collection procedures in addition to a broad analysis of the findings obtained by the different investigating tools.

2.2. Research Methodological Design

To go beyond the narrow theories of learning and address the research question in real world situations, a research design was planned to enable the researcher find credible sources to collect high-quality data and provide the right kind of analysis, and thus, match the methods to the research aims. Gray affirmed (2003), *“Research design provides a framework for the collection and analysis of data. Methodology is part of the overall epistemological approach that was adopted by the study.”* (Cited in Ngozwana, 2018, p. 20). Furthermore, a case study was conducted to test the research hypotheses and accomplish the research strategy. Depending on the type of hypotheses being used, which describe how the correlation of reading and writing may enhance pupils' writing skill, the researcher proceeded a sequential explanatory mixed method design to address the research questions. Figure 2.1 below displays the design in details.

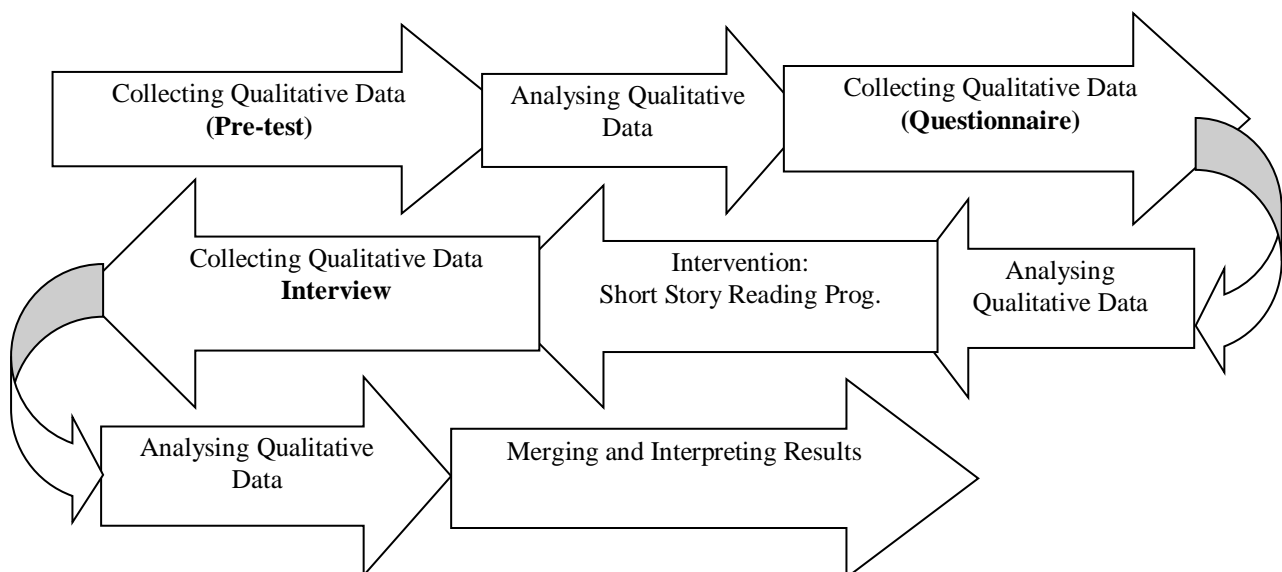


Figure 2.1. The Study's Mixed Method Sequential Explanatory Design

2.3. Setting, Participants and Sampling Procedure

The study took place in the researcher's home town; Mazouna (Relizane), at BEKKADA Belmehel Secondary School where he has been teaching for over 20 years. This is the fact why he, during the recent years, has noticed a disturbing gradual decline in pupils' English language learning, especially the writing skill. In his current study, the researcher employed a purposive sampling technique to select a representative sample of the subjects in this study among secondary school population. This technique is also called judgement sampling, and describes the deliberate choice of an informant due to his / her qualities. Bernard (2002) stated, "*The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience*" (Bernard, 2002. Cited in Etikan et al, 2016, p. 2).

Being interested in the first-year scientific class as a case study refers to two major reasons. Firstly, at the level of middle school, the pupils have already been introduced to the English language basics. At the secondary stage, they are supposed to reinforce the four skills and thus fulfil the objectives of teaching the language. Secondly, majoring in a scientific branch often decreases pupils' interest and motivation towards learning a foreign language, and also lowers their awareness of the importance of English in their future.

In applying a fulfilling strategy to carry out his experiment, the researcher decided on one class that consisted of 20 pupils sub-divided into five smaller mixed ability groups, at the top of each, one responsible pupil was appointed to manage the online working. In addition to the usual English classes that the group was attending and that involved teaching the language skills designed to encourage students to develop their linguistic as well as communicative competencies, the group received extra practice on reading and writing prior to the experiment reading program.

Table 2.1. below shows the participants' gender, stream of study and age.

Gender	Stream: 1 st year scientific	Age average	Percentages
Male	07	14-15	35%
Female	13	14-15	65%
Total	20		100%

Table 2.1. Pupils' Gender, Stream and Age

The study also includes five teachers of English (3 males and 2 females) teaching at separate secondary schools.

Table 2.2. below displays the interviewed teachers' gender, age, name of school and experience.

	Gender	Age	Name of school	Experience
A	Male	49	Tazghat Secondary School. H'madna. Relizane	20
B	Female	43	Boudiaf Mohamed Secondary School. Mediouna. Relizane	20
C	Male	37	Boudiaf Mohamed Secondary School. Mediouna. Relizane	10
D	Female	33	Boudiaf Mohamed Secondary School. Mediouna. Relizane	10
E	Male	34	Echahid Abdelkader Belabes Secondary School. Mendes. Relizane	07

Table 2.2. The Interviewed Teachers' Gender, Age, Names of Schools and Experience

2.4. Data Collection Instruments

The researcher applied a sequential explanatory mixed method design in which both quantitative and qualitative data collection instruments were used to obtain as much information as needed for answering the research questions. The rationale for choosing this method is explained by Ivankova et al (2006), *“The quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants' views in more depth”* (Ivankova et al, 2006, p.5. Cited in Al-Jarrah et al, 2018, p. 26841). The instruments were outlined as follows:

2.4.1. Pupils' Pre-test

Pretesting is an important way to identify the problem areas and determine whether or not the respondents are interpreting the question(s) properly. Linn & Miller (2005) pointed out, *“Pre-tests are typically used to determine if students have the prerequisite skills needed for the upcoming unit of instruction, or to what extent students have already achieved the objectives of the planned instruction”* (Linn & Miller, 2005. Cited in Wendy & Beckman, 2008, p. 62). For these reasons, a pre-test (See Appendix A) was administered as a qualitative data collection tool at the beginning of the experiment to determine the pupils' writing proficiency level in the English language. Initially, the surveyed group was pre-tested via a writing task prior to a completion of a short story reading program. The administration of this tool consisted in a writing assignment, elaborated without any feedback or revision, but was rated and analysed by the researcher to accomplish the experiment procedure.

2.4.2. Pupils' Questionnaire

Researchers rely on questionnaires for the validity of the quantitative data collected, in addition to the little time and effort they spend on. Although it is reported to be more difficult to administer, it enables the researcher to by far obtain a general view of the research problem. Such a tool involves either multiple choice, close-ended questions with a brief response, or both. Brown (2001) reported, "*Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.*" (Brown, 2001, p. 6, cited in Shammeem, 2015, p. 10).

For the above reasons, the researcher employed a questionnaire (See Appendix B) as a quantitative data collection tool to investigate the pupils' perceptions in writing, together with their writing disabilities. This tool comprises four sections. In section one, pupils' background information, including gender and age were required. Section two was devoted to elicit information about pupils' capacity to read. In section three, pupils were required to provide information about their capacity in writing. And in the last section, four multiple choice questions were asked to get information about pupils' difficulties in writing.

➤ **Short Story Reading Program**

The population, consisting of 7 male and 13 female pupils, received a number of short stories for reading; four separate short stories for each team, with a total of 20, aiming at exerting some intensive reading. This material encompasses 20 Oxford Classic Tales (Level 1) (See Appendix C) that the researcher had selected for they suited better the pupils' level and because they included illustrative pictures that could help low proficient pupils understand the content. Furthermore, the short stories were available online, and it was easy to address them and administer them via e-mail. Except for five pupils who didn't have access to the Internet, those were sent the stories in hard copy after having them printed by the researcher. At last, all participants could have got access to the stories. By the end of the reading allotted time, every group member would have read four stories. And in order to check their readings, pupils were required to achieve additional in-class activities and other home assignments (e.g. comprehension activities and summaries).

Figure 2.3. below illustrates the front cover and the blurb of a sample short story that was used in the reading program.

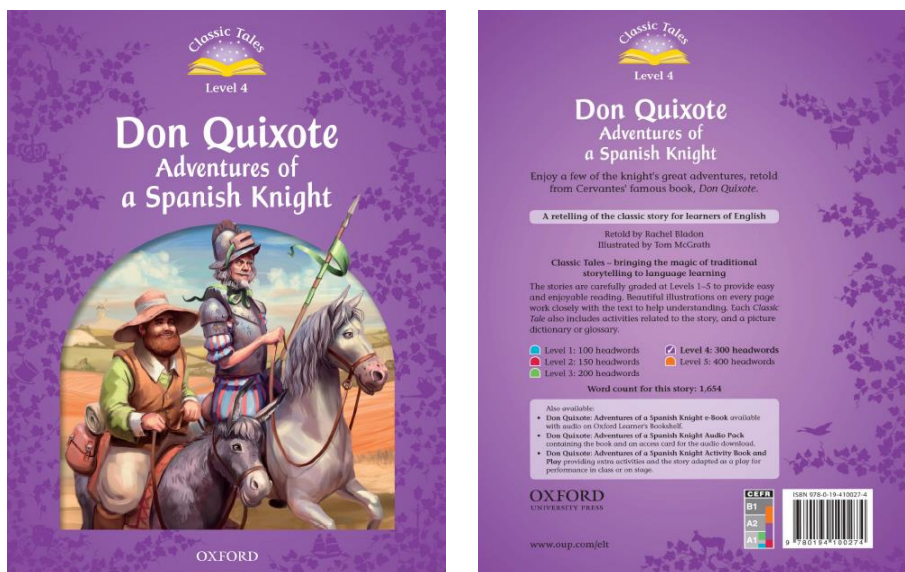


Figure 2.3. The Front Cover and Blurb of a Sample Short Story

2.4.3. Pupils' Post-test

Post-testing is a way for measuring the preparedness and performance of the respondents. In addition to measuring students' improvement in a course of study, the post-test can be a valuable diagnostic tool for more effective teaching. By the end of the experiment, the researcher administered a post-test (See Appendix D) to evaluate and compare the pupils' performances after administering a short story reading program. In this test, a different writing task was assigned expecting respondents to write a paragraph based on an increase in knowledge and understanding that pupils had gained through the reading programme. To check respondents' progress during the course, the post-test was designed to be higher than the pre-test. When grading the test, the assessor assigned a numerical score.

2.4.4. Teachers' Interview

The third instrument of research, used in this study, was the teachers' structured interview (See Appendix E). Contrasting the questionnaire, the interview has a distinguishing feature. Mann (2011) explained, "*As individuals, we mostly engage in a form of interview on a daily basis, either as interviewers or interviewees. If you are exploring participant's experiences, beliefs or identities, then you may use qualitative interviews.*" (Mann, 2011. Cited in Alsaawi, 2014). This instrument involves a limited number of open-ended but more close-ended questions that required pre-coded answers to elicit their attitudes, views, challenges faced, and the different strategies and techniques used to attain objectives. Including 12 questions, their organisation was systematic and objective-based. The researcher

designed this tool due to two reasons: firstly, the problem is common in almost every EFL classroom. And secondly, to reduce the time, coding, and content analysis.

All of the above mentioned tools were meant to confirm the existence of this pedagogical handicap and, thus, provide the researcher with appropriate guidelines to help solve or reduce the problem.

2.5. Data Collection Procedure

As mentioned before, to obtain reliable information for the research question, the researcher approached a mixed method design representing the concept of Triangulation that, as its name denotes, encompasses three conception angles. Flick (2002) explained, *“Specifically, the term refers to the action of combining appropriate research perspectives and methods.”* (Flick, 2002. Cited in Wilson, 2014). After checking the participants’ writing level through the pre-test, the researcher administered a questionnaire, where a set of well-structured questions were asked to help pupils reveal as much information as needed. After having employed a short story reading program as a potential remedy for pupils’ writing, the investigator interviewed 05 English teachers of the same level to inquire about the difficulties they face and the strategies they were trying to enhance their pupils’ writing. The data collection procedure is outlined as follows:

2.5.1. Administering Pupils’ Pre-test

As mentioned before, the pre-test was initiated to obtain pupils’ perceptions on writing. Two weeks before the spring holidays, the researcher decided on starting his experiment. Before setting the writing task, the participants were introduced to the study and explained that it would hopefully influence their pedagogical performance. And that their individual work would bring about valid information that would help the researcher cater for their effective learning later. To ensure credible written expressions, an official examination atmosphere was set in which the researcher required the pupils, in a 30-minute time, to write a true or an imaginary story about a memorable journey, an accident or an embarrassing experience they had in the past.

2.5.2. Piloting Pupils’ Questionnaire

A week before the spring vacation began, and before delivering the questionnaire, the respondents were reminded of the objectives of the study. They were recommended to answer individually to obtain a maximum of personal opinion. They were also assured that their answers would be anonymous. To guarantee a good understanding and valid answers,

the questionnaire was explained well using the Arabic language when necessary. At the end of the session, pupils' questionnaires were collected after being completed in almost 30 minutes. The researcher, then, thanked the participants for their cooperation and participation.

2.5.3. Administering Pupils' Post-test

After consuming the allotted time for short story reading, the participants sat for a post-test to help the researcher compare the data gathered with those of the pre-test. Again, the pupils were put in a Para-exam atmosphere under the supervision of the researcher for more credibility. The topic of the writing assignment was little different. Respondents were asked to write a short composition telling what experience they would like to have in the future, stating their reasons. The researcher's aim was to give pupils more opportunities to employ the knowledge they gained through their reading course in addition to that the skills they are gaining through their normal English classes.

2.5.4. Conducting Teachers' Interview

The researcher opted for a structured interview for the qualitative data collection, where questions were set in advance to meet the requirements mentioned previously. The interview was carried out with five teachers who teach in different secondary schools. This instrument included 12 questions. Interviews were conducted in the teachers' respective classrooms shortly after the second term exams. Each session lasted approximately 40 minutes and was captured through handwritten notes. The interview sessions focused on the teachers' respective insights on their teaching methods and learners' writing skill abilities. All teachers expressed their deep appreciation of this opportunity to share their thoughts and reflections of their experiences and teaching methods.

2.6. Data Analysis and Interpretation of the Findings

The following phase of the experiment stands for a description of the data collected from the 20 pupils at BEKKADA Belmelh Secondary School and five teachers using the instruments mentioned above in figures and statistics. The analysis of data is presented in three sections; the first section represents the results of the pupils' pre- and post-tests that were qualitatively analysed using tables, while the second section is devoted to an analysis of the quantitative data collection tool represented in the questionnaire using charts and figures. The third section, then, demonstrates qualitative findings of the teachers' interview. Below are the details of all data analyses.

2.6.1. Description of the Writing Skill Test Data

A- Description of the Pupils' Pre-test Data

This qualitative data collection instrument was set at the beginning of the experiment right after the researcher had prepared an appropriate atmosphere where he introduced the study's topic, stages and objectives, together with a the reasons behind choosing them as a sample of study, and that this experiment would bring about positive results at the level of their writing skills.

The pre-test was used to measure the current level of the participants' writing proficiency. Respondents were asked to write, in no more than 100 words, a short real or imaginary story telling about a past experience. The test was evaluated by the researcher and graded according to a five-Likert Scale: (1 = Very Low, 5 = Very High). The data gathered are presented in Table 2.3. below.

Likert Scale Criteria	Very Low	Low	Average	High	Very High	Total
Organisation of Ideas	02	06	07	04	01	20
%	10%	30%	35%	20%	05%	100%
Syntax	00	04	09	07	00	20
%	0%	20%	45%	35%	0%	100%
Conventions	01	05	09	05	00	20
%	05%	25%	45%	25%	0%	100%
Coherence	00	07	07	06	00	20
%	0%	35%	35%	30%	0%	100%
Total	03	22	32	22	01	100
% per Criterion	3.75%	27.5%	40%	27.5%	1.25%	100%

Table 2.3. Pupils' Pre-test Assessment Statistics

The data are graphically represented in Figure 2.4. that follows:

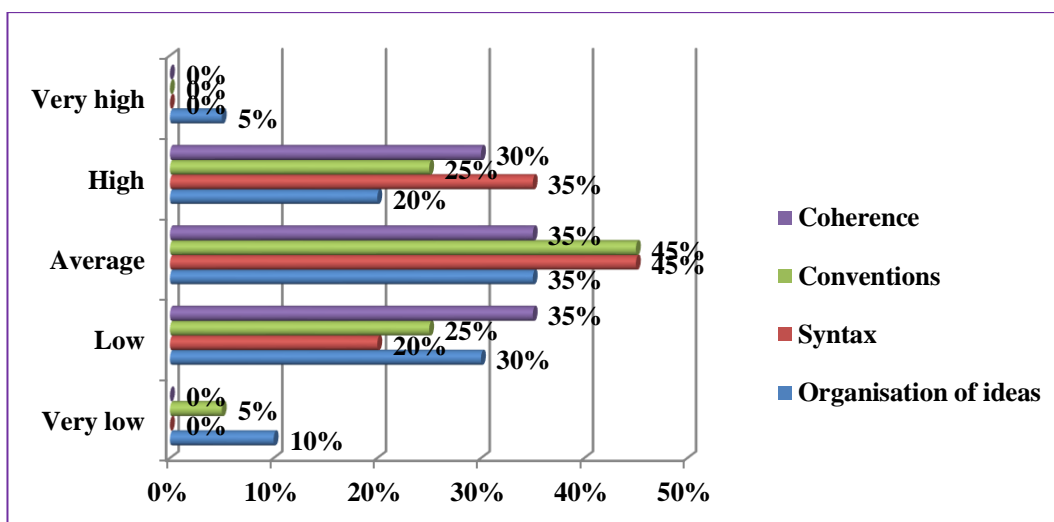


Figure 2.4. Pupils' Pre-test Assessment Percentages

Additionally, and according to Likert scale, Table 2.3. and Figure 2.4. above present a description of the statistical data gathered about pupils who were pre-tested and evaluated through the four criteria. Actually, 3.5% of the participants demonstrated a very low level of writing, while 27.5% had a low level. The great majority of pupils got the average that is 40%, whilst 27.5% revealed a high level. The remaining number stands for the 1.25% of the respondents who confirmed a very high level at all criteria.

Table 4 below illustrates the results obtained about pupils' error mean concerning each criterion.

Criteria	Pupils' Errors	Pupils' Error Mean
Organisation of ideas	54	2.7
Syntax	63	3.15
Conventions	58	2.09
Coherence	60	3
Total	235	2.735

Table 2.4. Pupils' Pre-test Error Statistics

The findings in Table 2.4. are graded on a five-Likert scale. They reveal that at the level of the organisation of ideas pupils got a mean ($M = 2.7$). In terms of syntax ($M = 3.15$), at the level of conventions ($M = 2.09$), in terms of coherence they got ($M = 3$).

To sum up, and as previously mentioned, the pre-test was set before the researcher's intervention. It was an evaluation of the participants' writing skill by means of the Likert Scale. The data collected through this instrument revealed that the least number of pupils exposed satisfactory scores, while two equal percentages demonstrated either low or high levels of proficiency. The greatest majority of the surveyed sample, however, proved their average level in all criteria. At last, the number of pupils who were very limited showed a lack in all the stated standards.

Considering Table 4 that displays the number of errors made by pupils and their error mean, the results indicate that there was no statistically significant difference in the means of the criteria above; it seems that with a mean of 2.735 of all criteria, pupils were of average level in writing proficiency.

Waiting for the post-test' results, the researcher will set a comparison to check pupils' progress after the short story reading programme.

B- Description of the Pupils' Post-test

After the researcher's intervention that consisted in the short story reading programme, the pre-tested sample was required to sit again for a post-test as a qualitative data collection instrument to measure pupils' progress in writing proficiency. Once more,

respondents were asked to write, in no more than 100 words, a short real or imaginary account telling about an experience they wanted to have in their future life. Again, evaluation criteria were prepared beforehand with reference to the four-Likert Scale: (1 = Very Low, 5 = Very High). Table 2.5. displays the findings of the post-test.

Likert Scale Criteria	Very Low	Low	Average	High	Very High	Total
Organisation of Ideas	02	02	08	05	03	20
%	10%	10%	40%	25%	15%	100%
Syntax	01	04	14	01	00	20
%	05%	20%	70%	05%	0%	100%
Conventions	03	09	08	00	00	20
%	15%	45%	40%	0%	0%	100%
Coherence	01	05	12	02	00	20
%	05%	25%	60%	10%	0%	100%
Total	07	20	42	08	03	
% per Criterion	8.75%	25%	52.5%	10%	3.75%	100%

Table 2.5. Pupils' Post-test Assessment Statistics

The findings in Table 2.5. above are represented in Figure 5 below:

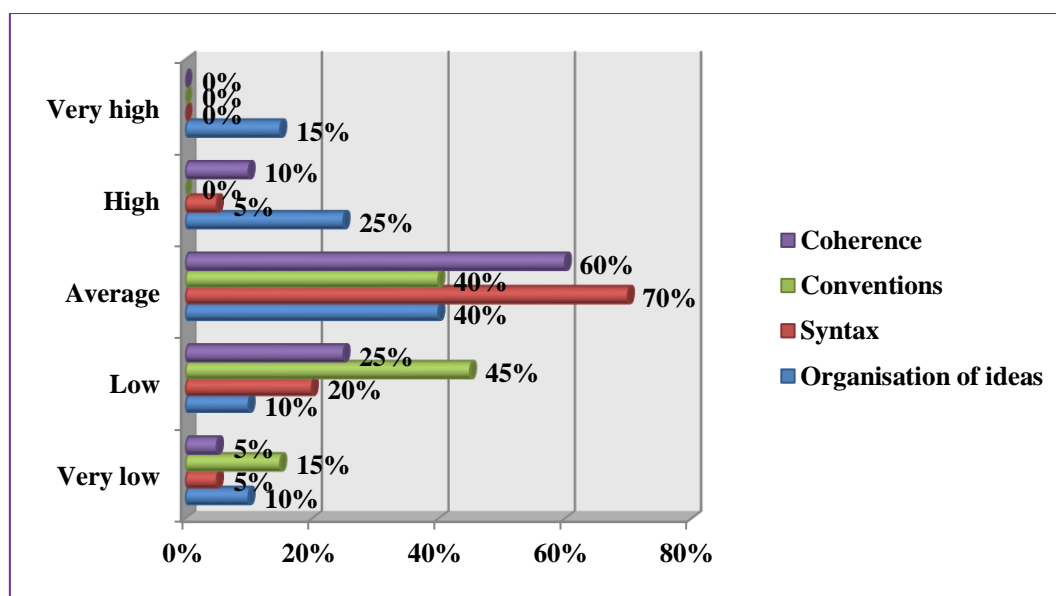


Figure 2.5. Pupils' Post-test Assessment Percentages

Table 2.5. and Figure 2.5. above reveal the findings collected after having the pupils post-tested. Actually, 8.75% of the informants displayed a very low level of writing proficiency while 25% showed a low level. The average level was noticed in 52% of the pupils whilst 10% demonstrated a high level. The remaining number got a very high level and is represented by 3.75%.

Table 2.6. below describes the data collected about the participants' error mean concerning each criterion.

Criteria	Pupils' Errors	Pupils' Error Mean
Organisation of ideas	65	3.25
Syntax	55	2.75
Conventions	45	2.25
Coherence	55	2.75
Total	220	2.75

Table 2.6. Pupils' Post-test Error Statistics

As usual, the researcher approached the same evaluation system to get the results. These results are described in Table 2.6. above. The data reveal that in terms of the organisation of ideas pupils obtained a mean ($M = 3.25$). At the level of syntax ($M = 2.75$), at the level of conventions ($M = 2.25$), and in terms of coherence they got ($M = 2.75$).

As a matter of fact, following the same procedure, the researcher administered the post-test to evaluate the participants' writing skill according to the four-Likert Scale used in the evaluation of the pre-test. Therefore, 52% is the largest percentage that represents the great majority who confirmed an average level in all criteria, while the smallest percentage (3.7%) described those with a very high level.

To compare the tests, Table 2.7. below shows the mean scores for the sample in the post-test ($M = 05$).

Criteria	Pre-test	Post-test	Scores Mean
Organisation of ideas	2.7	3.25	0.55 ↑
Syntax	3.15	2.75	0.4 ↓
Conventions	2.09	2.25	0.16 ↑
Coherence	3	2.75	0.25 ↓
Total	2.735	2.75	0.015 ↑

Table 2.7. A Comparison of Pupils' Pre- and Post-test Statistics

2.6.2. Interpretation of the Pupils' Tests Results

To verify the impact of the instruction that the sample received; an evaluation of the pre- and post-tests analyses was needed. In transposing both the Pre- and Post-tests' findings, it appears that the informants improved in two criteria and failed in the other two. At the level of syntax, the respondents demonstrated significant gains lowering the error mean by ($M = 0.4 \downarrow$). Likewise, in considering coherence, the scores revealed a remarkable decrease by ($M = 0.25 \downarrow$). This appears to be the effect of the fact that in addition to the reading programme, a majority of in-class instruction focused on grammatical structures and comprehension activities, which are reported to validate pupils' outperformance of content over form. By contrast, in terms of the organisation of ideas and conventions the sample demonstrated a dramatic increase in the error mean.

Indeed, in comparing the tests, error mean rose by ($M = 0.55 \uparrow$) in the organisation of ideas and by ($M = 0.16 \uparrow$) in conventions, which explains that the simplicity of the language in the short stories made the content accessible, and thus, attainable. However, the loss in the two criteria was the main reason behind the increase of the global error mean. Therefore, it is also interesting to compare the amount of gain in scores from the Pre-test to the Post-test for the surveyed sample. As can be seen in Table 2.7 above, the informants had an overall pre-test mean of 2.735 points out of five points of the four-Likert scale, as compared to an overall post-test mean of 2.75 points out of five, representing a global loss of around 0.015 points as an increase in errors mean.

2.6.3. Description of the Pupils Questionnaire

In this stage of the experiment, the researcher divided the questionnaire into four thematic sections.

A- Background Information

In this section of the questionnaire, the respondents were asked to report their gender and age. According to the collected data, the total number of the respondents was 20 from which 13 were females, and 07 were males. Their age ranged between 14 and 15 years old.

B- Evaluating Pupils' Capacity to Read

In section two, pupils were requested to answer four close-ended questions with a brief explanation for the last answer. The following are the questions with detailed data presentation.

Question 1: Do you enjoy reading texts or books?

a- Yes b- No

The first question aimed at identifying the respondents' attitudes towards reading. The data displayed in Figure 2.6. show that 75% of them enjoyed reading.

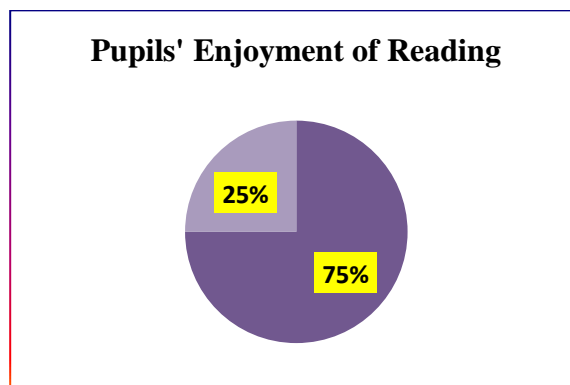


Figure 2.6. Pupils' Enjoyment of Reading

Question2: What kind of reading do you prefer?

a- Course book texts? b- Literary books/stories only? c- A variety of books/texts?

Through this question, the researcher sought to recognise pupils' orientation in reading. Respondents were requested to select one option from a list. The details are shown in the Figure 2.7. below.

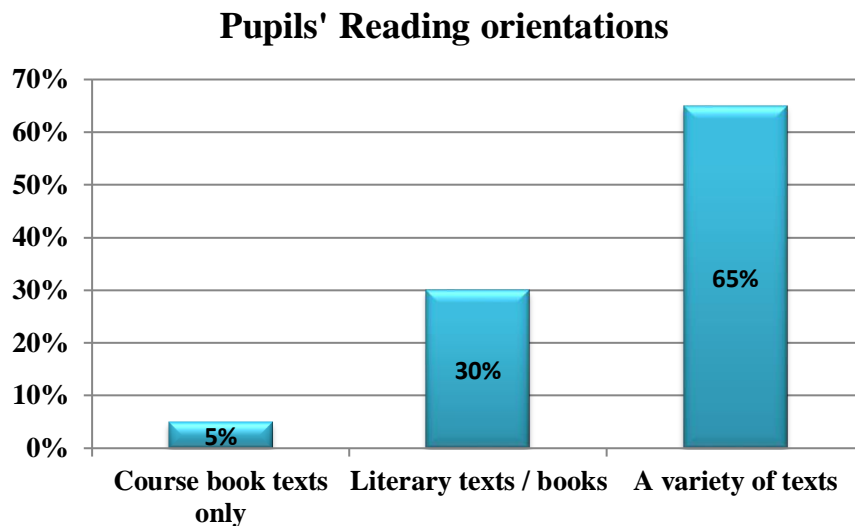


Figure 2.7. Pupils' Reading Preferences / Orientations

Despite the fact that five of the pupils do not enjoy reading, the data revealed that 65% of the sample had a tendency towards reading different types of texts including the texts provided in the syllabus. Surprisingly, only 05% are attracted by course book texts, and this result may have implications that will be discussed later, while 30% said they preferred reading literary texts or books.

Question 3: Do you know that reading can help you develop your writing skill?

a- Yes b- No

The objective was to identify pupils' awareness of the reading-writing relationship.

Table 2.8. below summarises the findings.

Options	N°	Percentage
a. (Yes)	19	95%
b. (No)	01	05%
Total	20	100%

Table 2.8. Pupils' Enjoyment of Reading

The data reveal that pupils were well aware of the relationship between reading and writing which form an important part of their language learning. The data also reflect pupils' familiarity with this kind of combination.

Question 4: Can reading short stories, for example, help you improve your English?

a- Yes b- No

The researcher aimed at knowing whether the informants had tried any short story reading before, and their attitudes toward this genre of literature. The researcher also tried to check pupils' readiness for the experiment intervention. Figure 2.8. below presents the data collected.

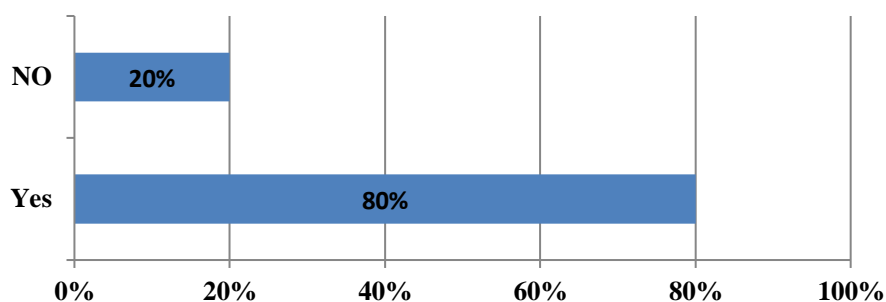


Figure 2.8. Pupils' Prior Knowledge of the Impact of Short Story Reading on their Language Learning

The data gathered reveal that 80% of the respondents had already tried a short story before, and drawn benefits that helped them taste the pleasure of learning. Table 2.9. below illustrates the different benefits provided by pupils when asked to explain how short story reading affects English learning.

Benefits of Reading Short Stories	N°	Percentage
a. To learn the target language in general	06	30%
b. To learn new vocabulary	07	35%
c. To discover new ideas	04	20%
d. For personal development	02	10%
e. To learn the culture of different community	04	20%
f. To learn Morales and lessons	01	05%
g. To enhance speaking	01	05%
h. To simplify meaning	07	35%

Table 2.9. Short Story Benefits as Stated by Pupils

Once more, the data gathered confirm pupils' experience in reading short stories, and their understanding of the usefulness of this genre to improve the target language in general. Indeed, 30% of the population concentrated on learning English in general when they read short stories while others revealed a detailed explanation. Definitely, 35% of them stated that this genre simplified meaning and helped them learn new vocabulary. 20% said that they

discovered new ideas and learn about the culture of the target community. When it came to personal development, 10% of them showed their interest in.

Surprisingly, only 05% of the pupils affirmed that short stories could enhance their speaking skill, and teach them Morales. One possible reason for this low percentage is that the intervention of such readings is not a compulsory subject in a scientific syllabus. Besides, the large percentages in the table indicate that, when they read, they are likely more interested in lexical and grammatical structures acquisition.

C- Evaluating pupils' capacities in Writing

To check the writing capacities of the informants, the researcher allocated three close ended questions among which two require the pupils to provide a short explanation.

Question 5: Do you like to write in English? Why or why not?

a- Yes b- No

Having identified the number of pupils who were aware of the reading-writing relationship and those engaged in reading for lexical and grammatical structure acquisition, one should predict their motivation and the reason behind. Actually, all of the pupils (100%) pointed out that they liked to write in English. Figure 2.9. below reveals the data gathered.

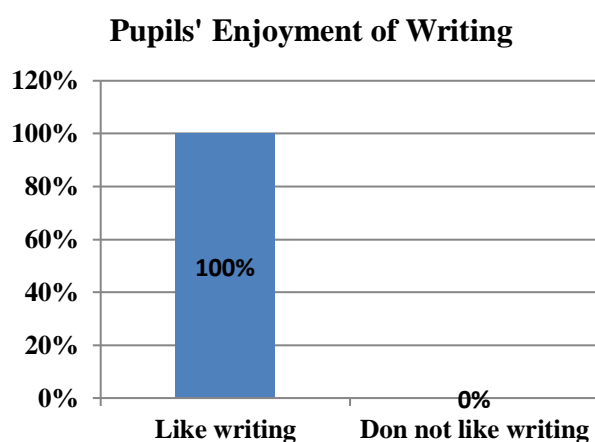


Figure 2.9. Pupils' Enjoyment of Writing

As mentioned previously, the scientific stream pupils consider English among other literary subjects as secondary if compared to the scientific subjects which obtain their maximum consideration due to their high coefficients. Figure 2.9. above show that all pupils (100%) qualified English as very important to them for some reasons but away from their educational success. In fact of point, only 05% of the population regard writing as a skill necessary for academic achievement while the others liked to write in non-academic setting. Rather, 55% of them are just passionate writers to have leisure time, 25% for English is an

easy language, whereas the last 25% for it is the language of the future, but did not specify how. This can be illustrated in Figure 2.10. below.

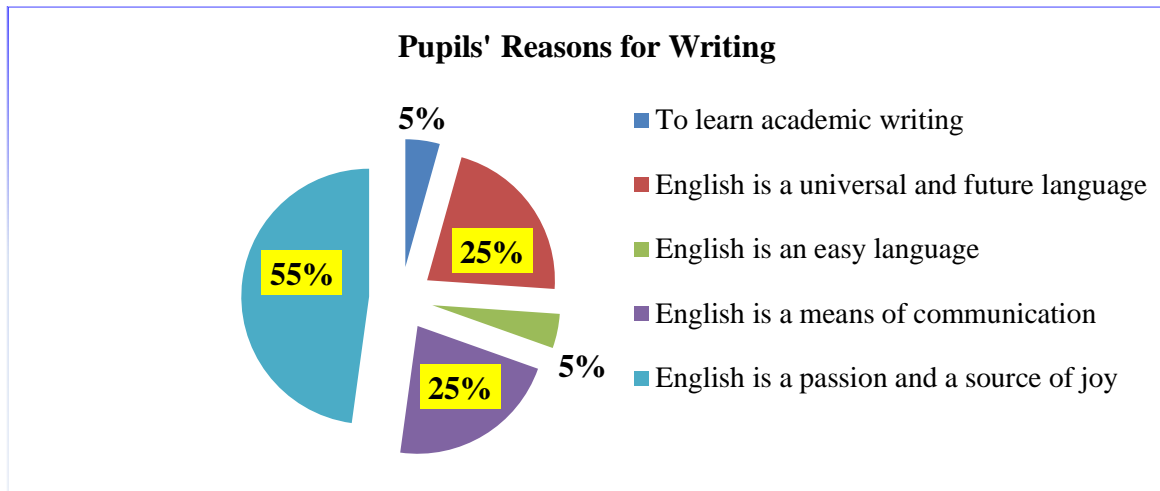


Figure 2.10. Pupils' Reasons for Writing

Question 6: Can you find the words and ideas to write?

a- Yes b- No

The main concern was to settle the main challenges novice writers might face in their writing endeavour. The researcher, then, highlighted two areas of limitation even native speakers have. Table 2.10. displays the data gathered.

Options	N	Percentage
a. (Yes)	11	55%
b. (No)	09	45%
Total	20	100%

Table 2.10. Pupils' Major Challenges in Writing

When responding to this question, 55% of the informants estimated that their lexical deficiency and lack of ideas are their great challenges when they wanted to write, whilst 45% said they had a sufficient knowledge of words and ideas that enabled them to accomplish their writing tasks.

To elicit how pupils process their writing task and under what conditions have led the researcher to design three more questions. They are as follow.

Question 7: Which one suits you better? Why?

a- Writing at home? b- Writing in class?

To elicit reliable information about the above mentioned issues, the researcher attempted to perceive the environments that suited the pupils for a better writing. Figure 2.11. below presents the data collected.

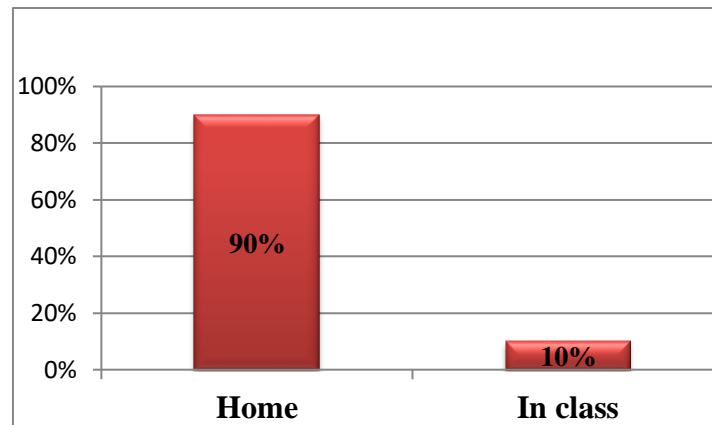


Figure 2.11. Pupils' Suitable Writing Environment

Figure 11 shows that 45% stood on a neutral position providing no answer, in addition to the 10% who stated no reasons as well, Table 2.11. below describes the different reasons given by the 55% of the pupils.

Reasons for writing at home	Percentage
• Feel good with Internet access.	15%
• Feel free in calm spaces.	05%
• Study and work individually.	15%
• Home is confidential (an adequate place to reveal secrets).	05%
• Source of concentration and intuition.	05%
• Not limited by time.	05%

Table 2.11. Pupils' Reasons for Writing at Home

As mentioned previously, nearly half of the population seemed indifferent; however, the 55% resorted to different grounds. 15% of the informants said that they felt at ease with the accessibility to the Net while another 15% preferred to write when they are alone. Only 05% told that at home they felt free since it is very calm. Another 05% regarded home as an adequate place to reveal their secrets while one more 05% considered it a source of concentration and intuition. For the remaining 05%, they required more time in writing and home is the suitable one.

Question 8: Do you like working...?

- a- Individually? b- In pairs? c- Within a group?**

This query also sought to obtain information about the various conditions under which the respondents preferred writing. The researcher, then, supplied three options to see whether his informants liked to work: **a)** individually, **b)** in pairs, or **c)** within a group. However, a number of pupils selected two answers at once. Figure 2.12. below presents the data gathered in details.

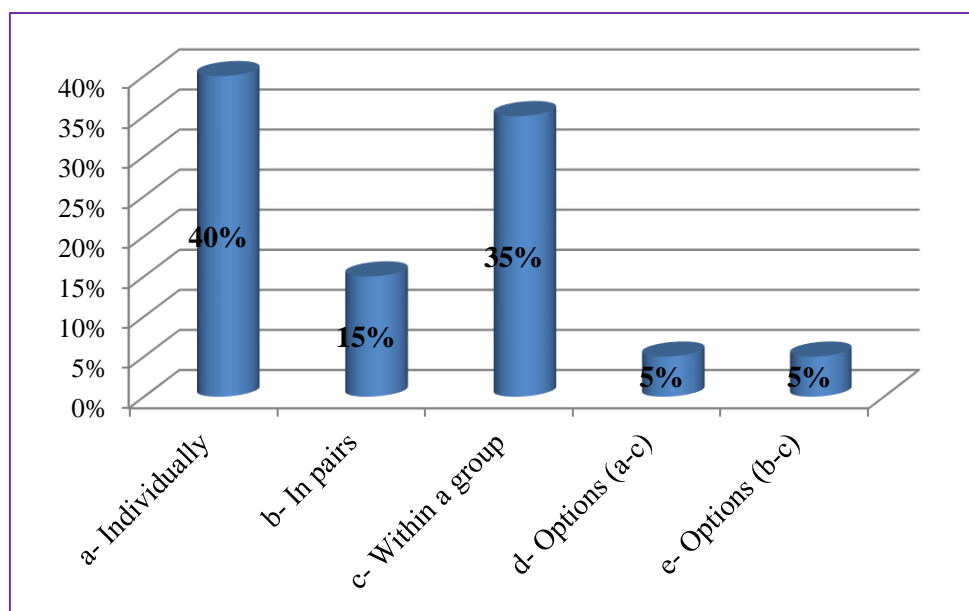


Figure 2.12. Pupils' Most Preferable Technique for Writing

The data gathered demonstrated that 40% of the respondents liked to work individually, while 60% preferred collaborative writing technique. This percentage is itself divided into 40% for those who opted for working within a group, and 20% reported that they always chose to work in pairs. Only one student seemed to stand in half position choosing to write either individually or in pairs, while another one stated that he / she preferred working either in pairs or within groups. The two pupils, thus, represent 10% of the population.

Question 9: When you are asked to write, do you...?

- a- Start immediately?**
- b- Brainstorm, jot down ideas, and then use an outline?**
- c- Discuss the topic with your partner?**

The researcher sought to check whether pupils were aware of the different stages of writing and to what extent they applied them in their writing assignments. The researcher, then, invited the respondents to choose among the three options provided: **a)** start immediately, **b)** brainstorm, jot down ideas, and then use an outline, or **c)** discuss the topic with a partner. 03 pupils out of the total number provided answers. Table 2.12. illustrates the details of 85% of the participants who provided answers.

Options	N	Percentage
a. Start immediately.	05	25%
b. Brainstorm, jot down ideas, and use an outline.	11	55%
c. Discuss the topic with a partner.	01	05%
Total	17	85%

Table 2.12. Pupils' Application of the Stages of Writing

Based on the data gathered, the high percentage, that is 11%, represents the pupils who complied with the stages of writing as prescribed by Harmer (2004). 25% furnished no effort to follow the stages while only 05% tended to discuss the topic with a partner as a premise before they start writing.

D- Pupils' difficulties in Writing

After having evaluated pupils' capacities in reading and writing, it is essential to diagnose the major hindrances pupils find when they tend to write. To obtain pertinent information, the researcher set three close ended questions. They are as follow.

Question 10: What are the main challenges that you face when you want to write in English?

- a- Lack of knowledge about the topic?**
- b- Lack of the language items and structures?**
- c- Fear of making mistakes?**
- d- Lack of interest?**

The researcher sought to categorize respondents' lacks and fears in writing. The data collected show that 16 pupils, that is 80%, ticked in one box while 04, that is 20% of them, stood amid selecting two options at once. Figure 2.13. displays the data in details.

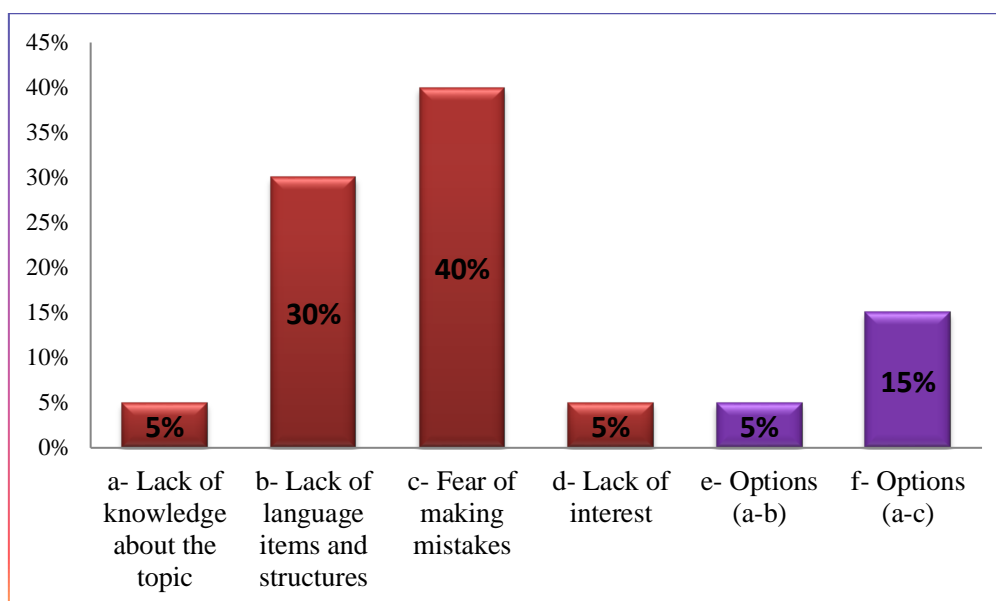


Figure 2.13. Pupils' Major Challenges in Writing

The findings demonstrated that the fear of making mistakes is a common challenge pupils can face. This confirms scholars' studies (E.g. Tribble, 1997), that writing is a very difficult skill to acquire. Actually, 40% of the respondents often get afraid of errors. This issue was proved by scholars like Stenson (1974). 30% of them said that the difficulty in writing lies in their lack of sentence constructs; their lexical and grammatical deficiency

makes it hard for them to write well. As non-native learners, possessing the huge amounts of language items is so exigent and boring. While 05% fail in writing because they are short of knowledge about the topic. Another 05% said they got unresponsive because they undergo lack of interest and willingness to write. Being in a mid-position, one pupil, represented in 05%, chose to stand between options (a, b), and the remaining three, that is 15%, selected options (a, c).

Question 11: When you start writing, do you...?

- a- Translate from your native language?
- b- Use a dictionary to search vocabulary?
- c- Use your background knowledge?

This question sought to discover the strategies the pupils might resort to ease their writing process. It also entailed the type of difficulty that draws them to do so. The pupils who decided on one answer were 15, those who selected two options were four, and only one pupil ticked all options. Figure 2.14. illustrates the findings.

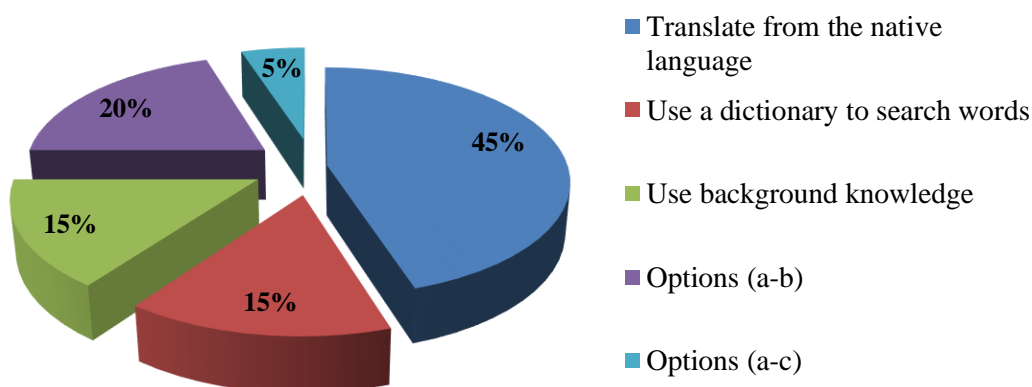


Figure 2.14. Pupils' Strategies in Writing

The data collected lead to the conclusion that pupils' first language interferes in their English writing. The use of the mother tongue can provide assistance to foreign language learners as affirmed by several studies Villamil & de Guerrero (1996), Lu et al. (2004). The latter, however, suggested the use of the first language to be kept to an absolute minimum. In reality, 45% of the informants opted for translation. While 20% said that they translated and also used a dictionary to search words since they were short of lexical items. Another 05% chose to translate what they possessed as background knowledge.

Question 12: What kind of mistakes does your teacher often mark in your writings?

- a- Word order?
- b- Grammatical and lexical items?
- c- Repetition of words and ideas?
- d- Lack of coherence and cohesion?

The last question in this section wanted to draw out pupils' frequent mistakes, but the researcher's attention was mainly to check whether the teacher's assessment is effective in classroom learning. As 16 respondents' answers varied giving one answer, 04 of them tended to stand in between; they chose either options (a-b) or (c-d). The results obtained are overly displayed in Figure 2.15. that follows.

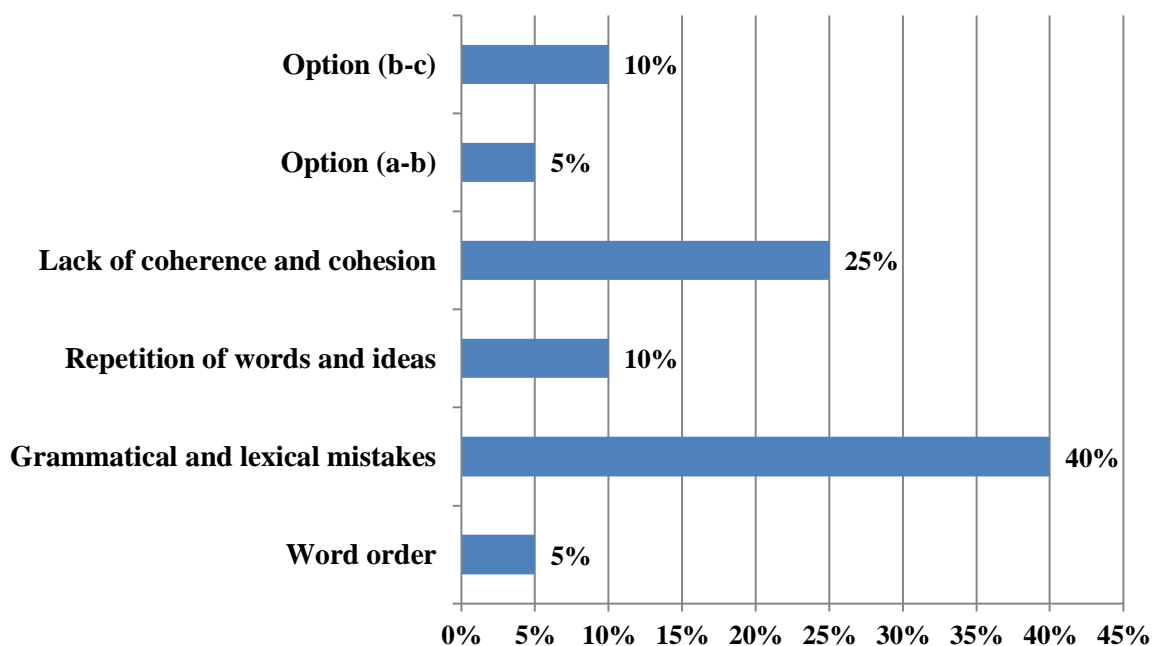


Figure 2.15. Pupils' Frequent Mistakes in Writing

Now, as pupils' frequent mistakes came to the surface, it is evident that they match what was said in Chapter One. Considering the high percentage, 40% of the population said that they frequently made grammatical and lexical mistakes. In fact, teachers' evaluation procedure is done on the usage of correct grammar and a variety of vocabularies as explained by Hedge (1988). Besides, 25% of the pupils reported that they failed coherence and cohesion in their writings. These constructs are of crucial importance to achieve a good piece of writing since they provide a solid link between ideas and sentences. Without integrating them, the written product is considered poor. This was confirmed by Witte and Faigley (1981). The repetition of words and ideas is also what 10% of the informants said their teachers often report while 05% revealed their frequently made mistake concerned word order. The

remaining pupils provided double answers; 10% combined options (b-c) whereas options (a-b) are selected by 05% of the informants.

To summarize the findings out of the pupils' questionnaire, it seems that at the level of evaluating pupils' capacity to read, the great majority of the surveyed pupils were fond of reading, and were well aware of its link with writing. Likewise, they showed considerable interest in short stories for the various benefits they provide them with. However, most of them seemed to be a little aware of the reason behind writing mastery in English as the largest portion of the sample processed writing for leisure and fun purposes.

2.6.4. Interpretation of the Pupils' Questionnaire

From the data analysis of the pupils' questionnaire, the results reveal many facts about the writing skill as the most complex and difficult skill to acquire. The conclusion is that all pupils are not satisfied with their scores at the level of their written expression tasks. They assume that willingness to write and reading are the appropriate inputs that foster them to write correctly. Most of them told that they read a variety of books and texts believing that a short story reading has many benefits at both personal and academic success.

Besides, the great majority state that they prefer individual home assignments for it is an opportunity to enjoy freedom of expression. For them, writing in English is fun and a form of letting things out. They also believe that good writing should go through stages and include aspects like form and content. However, their lack of linguistic background forces them to use their first language and translate their thoughts to the target language. The latter along with lack of motivation and lack of reading stand behind pupils' poor writing performances.

2.6.5. Description of the Secondary School English Teachers' Interview

The thematic analysis of the data out of the teachers' interview sessions came up with four main themes related to both their pupils' abilities to read and write.

A. Teachers' Perceptions of the Writing Skill

The first theme involved questions 1-3 of the interview. The researcher aimed at identifying the teachers' insights of the writing skill. The data gathered revealed that, given their considerable experience that varied between 07-20 years, all of the teachers agreed that writing was the most challenging skill to teach in an EFL classroom, except for teacher E who added speaking as a challenging skill as well. This result matches what Nunan (1989) said in Chapter One, that writing is an extremely complex activity. When asked how often they taught this skill, they all said at the end of each sequence and as recommended in the

progression. However, teacher E added that pupils, then, felt isolated from the newly acquired knowledge. Teachers B and C revealed that they devoted the same time as they did with the other skills and reading in particular. Moreover, teacher E suggested teaching this skill in an integrated manner but did not explain how.

B. Teachers' Insights of the Pupils Writing Skill Abilities

Asking questions 4-5 in this theme required the respondents to disclose the extent they could engage their pupils when teaching this skill, and whether they reached their objectives. The findings showed that all teachers shared the same view; pupils always failed and got unmotivated when it came to writing. For them, motivation is the key to a better achievement and success. Teacher E communicated that his pupils often got interested at the beginning of the writing task, but their interest decreased before they reached the end, and consequently failed to produce a good piece of writing. This, as he stated, is due mainly to a lack of language constructs.

Moreover, the respondents gave various answers when they were asked how they managed to attain their objectives. Here, all teachers said that they usually helped their pupils in a way or another. Teacher A said he resorted to the product approach in which he provided his pupils with a model to follow, teachers B and C revealed that they started by eliciting the necessary lexical items their pupils would need, while teacher D tended to use pupils' first language as a shortcut to facilitate the task and gain time as he claimed. This result confirmed the 45% of the pupils who approached a translation method when they wanted to write. Teacher E on the other hand said he opted for group work; in which he integrated frustrated pupils with high-willed ones to overcome their difficulties.

C. Teachers' Perceptions of the Reading-Writing Association

This section consists of questions 6-9 in which the researcher sought to elicit information about how teachers found the connection of reading and writing. All the teachers answered that reading had a significant impact on writing and that the more pupils read the more they learn the target language. This view was confirmed by (Krashen, 2016; Ming-Yueh, 2009; and Salehi, Asgari and Amini, 2015), as stated in Chapter One.

When asked how reading affected writing, all teachers claimed that pupils could acquire the vocabulary and imitate the style and even the sentence structures they read to be used later in their writings. This result matches scholars' studies as (Slatterly & Willis, 2001; Savvidou, 2004; Erkaya, 2005; and Oster, 1989), as mentioned in Chapter One. Teacher D, for instance, claimed that when reading, pupils could learn proverbs and sayings that they

used to enrich their productions later. Furthermore, teacher E revealed more details and affirmed that when pupils read they were likely to master accuracy, fluency, coherence and cohesion, as well as an appropriate terminology. This was approved by the findings of Wajnryb (1990). And these would not be achieved in someone's writing sample unless he / she developed good reading habits.

When asking about reading at home, the majority of respondents affirmed their pupils' indifference in such assignments, and that very few pupils applied reading at home. Whereas, teacher E said that the majority of his pupils responded positively to home reading.

Ending this section, the last question drew out a variety of answers. Teachers were asked about the challenges that stood between pupils and reading, teachers A and B agreed that social media played a role in decreasing pupils' reading passion, while teacher C stated that pupils' lexical deficiency and the complexity of English texts made it difficult for them to get the meaning, and thus failed to understand. Later, this could prevent them from reading. Teacher D said that pupils lacked extrinsic motivation that society should establish in them, and added that pupils who grew up in societies that ignored reading, could not be passionate readers. However, teacher E asserted that when pupils did not love the act of reading, they would probably lack the stimulation that could boost their thirstiness to reading.

D. Strategies to boost pupils' writing skill

Knowing that English is a secondary subject for the researcher's case study, he asked the last three questions 10-12 to check whether teachers assigned any literary texts reading for such a stream. The data gathered revealed that teacher A assigned short funny stories, while teachers B and C no longer did because they failed once they had tried it before. Teacher D said that she did it with literary classes only where English is a major subject. However, teacher E claimed that he often did, but he did not specify the stream.

When the researcher turned to literature and asked what genre teachers thought was enjoyable and attention grabber, almost all teachers shared the same view; they agreed that the short story was a medium of learning the English language, and could guide pupils into the mastery of language components. In addition, teacher A asserted that short stories contained interesting topics while teachers B and C explained that short stories were funny, attractive and the language there was easy. Respondent D thought that pupils had experienced most of the stories as cartoons previously and had no problem in understanding the content. Besides, she believed that this advantage would help them rehearse the language and memorise a great deal of lexical items. Teacher E told that pupils' various backgrounds could affect their

preferences. He indicated that short stories could be effective with regard to the sophisticated language used in the other genres.

As far as the last question is concerned, the researcher's endeavour shifted to elicit the various benefits short stories could provide pupils with. In fact, respondents' perceptions were quite varied; teachers who were in favour of the short story as an enjoyable genre of literature provided various answers. The majority of teachers stated that short story readers were given the opportunity to entertain themselves, develop their imagination, and gain the vocabulary to write. Teacher A, on the other hand, claimed that a short story could stimulate pupils' desire to read and develop their reading habits. However, teacher D added that pupils could learn how to sequence events. And finally, teacher E argued that pupils should be set free to choose the genre they liked most. For him, this was a principle of the teaching method (CBA) applied nowadays. Nevertheless, he suggested short stories for they were simple, understandable, and less time consuming in comparison to other genres. He emphasised teachers' responsibility to probe more actively how their pupils could be induced to read.

In short, the data obtained through the teachers' interview revealed that nearly all teachers shared the same insights concerning writing and the outcomes of its association with reading. As far as the first section of the interview is concerned, teachers seemed to be despondent about the way the writing skill was being taught. Rather, they suggested reviewing the mechanisms of language skill teaching at the level of secondary schools. For them, most pupils failed to acquire this skill for it was always taught separately. In the second part of the interview, teachers disclosed the challenges they usually faced in their EFL classroom. They believed that despite the efforts they spent, they often failed to attain their objectives in a passive environment, and with unmotivated pupils. This drove them to adapt to the situation applying different techniques to ease the task like helping them through dictionaries, giving them a model to follow, and translating or using the first language.

2.6.6. Interpretation of the Teachers' Interview

The data obtained through the interview demonstrated that the teachers of English in different secondary schools are not satisfied with the way teaching this skill is prescribed in the syllabus. They prefer to teach it the way it suits their pupils, and most of the time with too much teachers' assistance for its complexity, they believed, and for it is overwhelming and boring for low proficient pupils. According to the collected findings, the reasons behind this attitude towards the teaching of writing are the challenges that pupils keep coming up against, which are mainly the lack of a sound linguistic background, the lack of motivation, and the

bad influence of technology. It has also been shown that the interviewed teachers put less emphasis on the use of literature as a medium to enhance writing. This, they claimed, is due to the fact that nowadays pupils rarely read, and that the methods adopted in the curriculum tend to deprive their right to enjoy extra reading time.

2.7. Overall Results Interpretation

All in all, the study's findings revealed the short story program has brought about insignificant results at the level of the sample pupils' writing. The data obtained from the pre-test were not very different from those from the post-test scores. Positive changes slightly occurred at two main areas: grammatical accuracy and coherence, while the negative ones cropped up at the level of ideas and conventions.

Teachers, on the other hand, acknowledged the difficulty of teaching writing to unmotivated pupils, and admitted failing to attain writing purposes. When interviewed, the researcher noted that they seemed pessimistic about their pupils' written performances, and that they had little insight in their pupils' writing. This is because of the challenges that confront them throughout their teaching process; such as lack of training in teaching this skill, and the obstacles of implementing this type of instruction such as time management, and pupils' lack of motivation and interest.

Furthermore, the short story reading programme brought about insignificant changes at the level of the evaluated criteria. Indeed, the tested sample showed unexpected results where the global score mean was almost the same. However, instructing short story reading is not that easy task. Much home reading with little reading in class might be a major reason for failure. This is also considered a challenge. Nonetheless, both teachers and pupils were more likely to develop positive attitudes towards the instigation of short story reading to enhance writing.

2.8. Conclusion

This chapter has been mainly concerned with the analysis of the data gathered through the employment of the sequential explanatory research design involving the tests, the questionnaire and the interview, in an attempt to investigate the extent that short story reading influence the writing skill. Indeed, the results have enabled the researcher to draw valuable conclusions related to teaching writing in the Algerian context.

The pupils' tests have revealed their major weaknesses at the level of the four criteria tested while their questionnaire displayed interesting facts about their concerns and

preferences in writing as well as the difficulties they generally face in performing writing. The interview, on the other hand, has helped to figure out the main challenges they face when teaching writing as well as the strategies they usually use to attain their objectives. The findings of the interview also confirmed the usefulness of instructing short story reading to enhance writing at the secondary level.

The data obtained from the three instruments confirmed two of the hypotheses that the researcher set in the general introduction, which stated that first-year secondary school pupils had difficulties in writing, and that short story reading can improve their level of writing although the improvement was insufficient. But they turned down the hypothesis stating that first-year secondary school pupils are likely to face problems in coherence and cohesion.

Chapter Three

Discussion and Recommendations

3.1. Introduction

This chapter is mainly devoted to the summary and discussion of the data obtained through the three instruments; two separate tests (pre- and post-), and a questionnaire for first-year pupils at BEKKADA Belmhel Secondary School as well as an interview for English language teachers at different schools. The chapter also involves a summary of the findings from chapter two, and their implications on the pupils' written performances. It also includes an overview of the different teaching techniques employed by teachers in writing tasks. A final section in this chapter is dedicated to a set of recommendations addressed to pupils to enhance their writing, and to teachers of English in order to promote their teaching quality. Finally, the researcher addresses some suggestions for further research.

3.2. Review of the Main Findings

The results obtained from the analysis and interpretation of the sequential explanatory mixed method design in which three selected data collection tools were employed, were reliable to a certain extent as they provided sufficient answers to the research questions as well as a confirmation to two of the hypotheses. The findings indicated that first-year sample pupils face difficulties in writing skill. This section, presently, addresses the results of every single research question as formulated in this study.

The first research question examined first-year secondary school pupils' difficulties in the writing skill. The answer to this question has been confirmatory. In fact, producing a good piece of writing is a challenge since this is the most complex skill as approved by many scholars (E.g. Nunan, 1989), and concluded after having pre-tested the sample by the researcher. The mean scores estimated by 2.735 at the Likert-scale pointed to a global average level with a high error mean at some criteria and a low one at other sub-skills. Additionally, the means of post-test scores also indicated that there was no significant difference between the two tests and that the intervention was not that influential as expected. Moreover, the divergent impact from the pre- to the post-test appeared to be incomprehensible; the sample's failure to improve at the level of ideas and conventions while their improvement at the level of syntax and coherence has some implicates that will be discussed later.

Again the conclusions drawn from the pupils' questionnaire provided evidence that the sample pupils were not good enough to fulfil school written assignments, but always ready to write at home for the sake of enjoyment. Besides, their deficiencies in the organization of ideas and conventions, confirmed in the tests, match somehow what had been gathered in the

questionnaire that the sample suffered from a lack in ideas and lexical items. Hence, these data point to the conclusion that the first hypothesis stating that first-year pupils find difficulties in writing is confirmed. On the other hand, though the sample acknowledged the positive influence that reading could have on their writing skill, lack of motivation and interest prevented them from doing so, and thus fail to write well.

The obtained data of the teachers' interview also asserted that first-year secondary school pupils faced teething troubles in writing. And that despite insisting on the importance of writing, pupils' disinterest and unmotivation that were created by the sound effects of technology, as they believed, make it hard to attain educational drives. Eventually, they referred this failure to lack of reading and practice, and to the overwhelming syllabi along with the current teaching methods that do not aim at instigating the love of reading in pupils. In considering the short story reading programme, the data gathered in the interview approved the necessity to include literature for the sake of enhancing secondary school first-year pupils' writing. Thus, it can be concluded that the third hypothesis stating that short story reading can enhance pupils' writing skill has been confirmed.

The second research question investigated the main weaknesses that first-year pupils faced in writing. It was confirmed through the questionnaire that the informants favoured unusual conditions to conduct their writing assignments. Their fear of making mistakes, lack of ideas, language items, and structures make writing a challenging task. It is salient that what was observed in the current study seems to be concerned with the fact that the sample preferred to write individually, at home and with access to the net as an opportunity to translate their thoughts using online dictionaries.

Similarly, the obtained scores of the tests provided sufficient answers to the research question. The tested sample demonstrated weaknesses at the level of form including two different sub-skills: the organization of ideas and conventions. The error means in these two criteria, unfortunately, increased in the post-test. This indicated that pupils' areas of weakness consist in the form rather than the content. The content, on the other hand, improved though it was very limited.

Teachers, on their turn, affirmed that pupils' main weaknesses compiled lack of motivation from the part of pupils whose main interest has been to get the message conveyed no matter how the form was. Throughout their testing during the school year, most of pupils' productions did not lack ideas but the way those ideas were structured, and this is what they have always been blamed for.

From these data, the score means of the tests together with pupils' questionnaire and teachers' interview indicate that the surveyed sample were weak in terms of ideas and conventions. Thus, the set hypothesis stating that first-year sample pupils were likely to face weaknesses at the level of coherence and cohesion has been rejected.

The third research question explored the possibility to include short story reading as an efficient means to enhance first-year pupils' performance in writing. In this study, the above question was set regarding the effect of the application of short story reading over the complexity of the pupils' writing. It was evident from the findings of the questionnaire and interview that using short stories, in particular, in an EFL classroom can develop and boost pupils' word power, creativity, meaning simplicity, and the cultural awareness. And that the more pupils read the more they learn the target language.

Nonetheless, the questionnaire results revealed that pupils got indifferent when assigned to apply home reading. But when they did, they were likely to target a variety of books and texts rather than a specific genre. Likewise, the interviewed teachers established the view that short story reading was beneficial and could bring about positive outcomes. Moreover, it could guide pupils into language proficiency. The attainment of such objective became, however, impossible as most pupils often refused to apply free reading due to the complexity of English and the effect of social media that played a role in decreasing pupils' reading passion, in addition to the environment, where such pupils grow lacking extrinsic motivation from their surroundings.

3.3. Discussion of the Findings

As mentioned before, the main purpose of the current study was to investigate the effect of short story reading in enhancing pupils' writing skill. More specifically, it targeted the students' inaccurate paragraph writing and its inadequate use of conventions and expression of ideas in well-structured sentences. These were the highlighted points in this research paper. In the light of this aim, the researcher attempted to find out the most important factors that lead to pupils' underachievement in English writing skill. Therefore, instructing short story reading is regarded as one of the most appropriate learning methods to be applied in order to overcome the pre-mentioned problems.

The main area of investigation in the present study was to explore whether short story reading has influences on the difficulty and complexity of first-year secondary pupils' writing. In recent years, with the gradual degradation of pupils' writing in instructional settings in general, and in official examination in particular, where this skill becomes the

criterion upon which pupils' success is measured, a lot of attention has been given and more and more teachers have become interested in using literature, especially short stories, in teaching contexts because of its motivational effects. It is clear that integrating reading and writing skills for the aim of acquiring English as a foreign language is helpful.

The outcomes of this study may be of importance for both teachers and pupils to use literary texts, especially short stories, in their learning contexts in order to motivate pupils for learning a foreign language and for enhancing the pupils' proficiency in writing skill in natural and not in artificial contexts.

This research was implemented on a first-year secondary scientific pupils sample aged between 14-15 years old. The researcher opted for the intervention of a literary tool in a scientific group of pupils to see whether this intrusive input could bring about positive results in an unusual environment. The present research worked on the implementation of short story reading to minimise deficiencies at the level of the tested criteria in the sample's writing product.

In fact, a great deal of research on the enhancement of writing through short story reading has been published. Notwithstanding, often-cited studies were designed to measure the outcome of integrating a receptive skill with a productive one in an EFL context where English is a major subject, however, this research attempted to test this association in a scientific context where English is just a minor subject and in rather specific conditions.

Indeed, the surveyed sample was a first-year secondary school group of pupils who submitted to the researcher's experiment in special sanitary circumstances. During the experiment, the sample as well as their peers across the country received randomly altered syllabi where educationists and decision-makers at the top of the National Ministry of Education designed some parts of the content to be learnt in class while other sections were left for online learning. These measures were taken as an attempt for total unit coverage within the allotted time. Unfortunately, the decisions were monopolised ignoring a lot of teachers' and instructors' contributions that could have served the situation and made effective learning happen. Likewise, since the sanitary situation limited the classroom time and imposed distant learning via Internet, pupils found it hard to cope with this new learning situation where access to the net was almost unavailable. Consequently, the teaching/learning processes have been negatively affected especially in remote areas.

All of the aforementioned appeared to imply the idea that, with the restrictions imposed by the Covid-19 pandemic in the past couple of years and the randomly deleted courses from the programme, pupils passed to upper educational levels with concrete

deficiencies in terms of knowledge and the quality of learning. Hence, developing such an attitude toward learning is reported to affect pupils' learning and testing. So, the abnormal conditions in which the experiment was carried out came up with insignificant results at the level of writing in the first-year secondary school pupil sample.

The results of the research seemed to support the idea that today's pupils are more interested in enhancing their speaking skill; that they believe, is more efficient in communication than writing. Besides, the time they often spend on social media chatting and communicating with people from different parts of the world is raising their interest in being proficient in speaking. Even chatting through texting does not require accuracy, but fluency. Social media users' proficiency in English is measured by how fluent they are.

These reasons and others have led to the deterioration of the language form in pupils' productions. Pupils' tendency towards this kind of informal expression is not without clear reasons. Spending excessive time surfing aimlessly on the net is apparently the fundamental reason behind this failure. Pupils may acquire the language they need to text their friends on social media. The language used for such purposes lacks lots of grammatical rules and vocabulary items that a formal language, which is mostly required in instructional settings, is reported to involve. Additionally, during the pre-test evaluation the researcher frequently encountered this kind of informal language. Indeed, the lack of practice and motivation together with the lack of reading lead pupils to develop the fear of making mistakes especially when assigned to write formally.

All of the above indicate that pupils' lacks are outcomes of syllabus content that does not fit their needs in writing and reading. Therefore, they cannot help to achieve a satisfactory level in writing.

In view of the pupils' answers in the questionnaire that indicated their acceptability to read short stories and their belief that using this genre in the EFL classroom is beneficial in enhancing the language skills, personal development and reflection as well as cultural understanding and tolerance, their post-test scores, surprisingly, were not significant and did not match the researcher's expectations. One possible interpretation is that short story reading influenced some sub-skills/criteria of writing but the effect is not remarkable enough to affect the total.

From another perspective, the data collected from the teachers' interview reinforced the fact that English is a major discipline, and that writing skill in this language is of major importance. Initially, the experiment of the researcher was based on the belief that there is a rationale for teaching EFL pupils to develop language skills and cultural knowledge, and that

short stories could serve this rationale. According to Cameron (2001), “*Short stories offer a holistic approach to language teaching and learning that places a high premium on children’s involvement with rich, authentic uses of the foreign language.*” (Cameron, 2001, p. 158. Cited in Abu Zahra & Farrah, 2016, p. 23). However, these results also affirmed the pre-test scores and their interpretation.

The data revealed useful interest from the part of the pupils at the level of short story reading. Also the association of writing to reading is, they believed, the key to advance writing. Furthermore, the findings indicated that pupils’ interest in reading and writing in English is guided by their attitudes towards the target language. Such interest emerges from their awareness of the status of English as a worldwide language and the recent trends in EFL teaching that point to the necessity of integrating literature as a model of reading texts because of its rich potential to provide an authentic model of language use. These findings get in agreement with the collected data from the teachers’ interview, and many contemporary studies that have supported the integration of literature in language teaching for the sake of enhancing writing skill. Studies (E.g. Pardede, 2011; Abu Zahra & Al Farrah, 2016; Sakurai, 2017; Ceylan, 2016; Erkaya, 2005; Nozen et al 2017; Ateyara et al 2019) have also suggested the implementation of the short story as an effective genre of literature, and its causal direction of significant academic performance. However, the data gathered disclosed that the sample really faced difficulties at the level of writing.

To sum up, when linking the above mentioned outcomes with some of the sample’s answers in the questionnaire, and the answers in the teachers’ interview along with concrete examples of used structures in the pupils’ tests that implied a tendency towards using new technologies and Internet to apply reading and writing, one should conclude that today’s generation is getting more and more interested in digital technologies, and thus, the viral growth of social media is demanding their integration in education.

3.3.1. Theoretical Implications

It was empirically established that pupils’ level of writing plays an influential role in both school engagement and academic performance. Pupils with higher writing level always achieve greater success in their learning, while those displaying lower levels make little attempts in their process of learning and often fail to perform academically. Therefore, every attempt to enhance pupils’ academic writing contributes automatically in upgrading their school engagement and achievement.

The findings of both the quantitative and qualitative data of the study, also, suggested that it is important to put more emphasis on teaching this skill as pupils' underachievement is mainly caused by lack of practice and interest. Moreover, the qualitative findings of this research work emphasised pupils' lack of motivation and self-confidence as outcomes of a socio-affective need. Furthermore, syllabus designers together with practitioners and teachers are required to adapt to the new requirements in order to serve pupils' needs and raise their motivation and self-confidence as digitization is becoming the new trend.

The habitual use of social media language in pupils' day-to-day writing certainly influences the quality of their production. Pupils, then, may not be able to write appropriately in formal settings. Roelofese (2013) contended, "*Exposure to new literacies found in new technologies undoubtedly impacts the way in which second language learners perceive the world.*" (Roelofese, 2013, cited in Songxaba & Sincuba, 2019, p. 2). Therefore, these new technologies do not only change the way people live their lives but also the way they think.

3.3.2. Practical implications

Following the latest trends in English teaching and learning along with its status across the globe has ordered reconsidering important issues in instructional settings to establish a basis for effective teaching and learning. Indeed, curricula have been designed to boost pupils' autonomy; however, achieving these goals appeared to be more challenging. An emerging need to call upon the contributions of experienced people involved in the educational field was a must. In fact, the National Ministry of Education opted for CBA as an approach to give more importance to the pupils' needs as the axis of the teaching-learning process. In designing this reform in the field, however, teachers and administrators were not involved in decision making although they constitute a vital element in adjusting syllabi content, or updating methodology and evaluation practices according to the real challenges of teaching / learning situations.

The qualitative data from the teachers' interview revealed vividly the real position of the target language teaching and learning. The malaise that teachers and pupils are in an uncomfortable position towards the target language consists in the overloaded programmes, pupils' underachievement and disinterest, pupils' lack of awareness of the objectives of learning English, and the absence of the pupils' real-life integration aspect. All of these imply the notion that either the syllabus content is overwhelming or teachers are becoming less motivated to 'SARSing'¹ and making writing lessons interesting and enjoyable. Either idea

¹¹ Selecting, Adapting, Rejecting, Supplementing

was supported respectively and viewed in the data gathered through the qualitative and quantitative data collection instruments.

The data that revealed useful interest from the part of the pupils at the level of short story reading indicated that the sample appeared to be well aware of the advantages and benefits that the intervention can provide them with. The researcher opted for this genre of literature although scientific classes are not concerned with literary texts throughout their syllabi. However, the selection of this genre, from the part of the researcher, was an attempt to see to what extent an intrusive tool with an easy and accessible language could help scientific pupils promote their writing performance.

Indeed, the experiment took several dimensions; the belief that scientific stream favours major subjects only is misleading and appears to deprive pupils of the usefulness of reading literary texts. In other words, pupils' statements about their capacity in reading and writing denote their personal experience in story reading. With regard to their choices and tendencies in the questionnaire, the latter were likely to shape the basis upon which the pupils' underachievement at the level of their writing is set.

3.3.3. Pedagogical Implications

Writing is a way of communicating and conveying ideas and feelings in today's world of globalisation. The importance of this linking element consists in good communication. Moreover, writing effectively is arguably a more important skill than ever as text-based communication is the norm in both professional and personal settings in a time digital connectivity is becoming increasingly pervasive. It is a complex task in the EFL classroom, notwithstanding, the development and technological advancement are making this skill on the decline and much of this is attributed to High-Tech communication. Additionally, social media have developed a separate system of language. Davies (2012) in Roelofese (2013) argued, "*Texts of the new technologies have mutated into complex hybrid systems that have made new demands on reading and writing, viewing, social exchange, and communication.*" (Davies, 201. Cited in Songxaba & Sincuba, 2019, p. 2).

This language system is believed to be the outcome of the transformations exerted by electronic media communication over written communication. For example, Facebook, WhatsApp, and many others are perceived to have contaminating effects on learners' writing skills. They generally pollute grammar, spelling and sentence construction as displayed in the sample pre- and post-test products in this research work, but due to its importance in

education and in the working environment, it is important to keep it safe and not polluted by social media scripts.

3.4. Recommendations to Boost Pupils' Writing Skill

In comparison to reading, writing is believed to be the other side of the coin. The assumption that proficient readers must be proficient writers, and that helping pupils to learn to read better would naturally lead to the same pupils writing well is not always true as the two skills do not necessarily go hand in hand. Effectively, many pupils are able to handle average reading demands but have severe difficulties with writing.

Providing that the reading-writing relationship changes over time, it has become obvious that writing differs from reading. While readers read others' thoughts, writers formulate their own thoughts; put them down as written records using conventions of spelling and grammar.

Therefore, although reading and writing are both dynamic aspects of literacy, they each require their own dedicated instruction. What improves reading does not always improve writing. As a matter of fact, there is a strong need for information about how to improve classroom writing instruction to address the serious problem of pupils' writing difficulty. Thus, based on the information pupils and teachers provided in the data collection instruments along with the researcher's long teaching experience, a set of suggested recommendations involving strategies to boost pupils' writing skills will be demonstrated. According to the researcher, this can take different forms.

3.4.1. Increasing Motivation to Write

Since today's pupils are already immersed in practices that are said to improve their writing skill outside the classroom through social media, incorporating such technologies into an instructional setting has become a must. This strategy will probably shed light on their abilities, positively affect their motivation and self-confidence, and thus, ultimately motivate them to improve their writing. More importantly, such strategies will serve the principles of the current teaching methods and support the application of CBA which is mainly student-centred.

Another benefit pupils can get from social media interference is the feeling of security that increases their self-confidence. Even if their English is not that good, the supportive and emotionally positive atmosphere they are put in will help them express themselves more effectively and creatively. In the same vein, Bruning and Horn (2000)

hypothesised, *“Four conditions are necessary to enhance the motivation to write: nurturing functional beliefs regarding writing, fostering children’s engagement through establishing authentic writing goals and contexts, providing a supportive context for writing, and creating an emotional environment conducive to writing.”* (Bruning & Horn, 2000, cited in Gnash et al, p. 14).

3.4.2. Effective Use of Class Technology

Due to the fact that pupils do not write very often and most of what they write is classroom-bound, teachers should seize the opportunity to integrate the new technologies in the writing curriculum. They should design technology to support social media-based writing. As confirmed by both teachers and pupils, multiple devices are being used for home assignments. With the unavailability of such tools in most schools, administrators should think of providing Internet connection, and review the school policies that prohibit phones use, appliances should be brought and controlled instructing pupils to take advantage of the useful software and applications such as Cloud or Drive Storage to manage their files.

Moreover, because pupils’ lives are integrated with their phones, they should be allowed to use them for class activities. Teachers, then, will find great success as pupils regularly document their lives and thoughts via social media, smart phones, and digital media. This strategy will allow pupils to process the Think, Pair and Share pedagogy whether in class or distantly, and thus voluntarily share their works with a real peer audience who delivers feedback via comments. The pupils then welcome this feedback, which is believed to come up with a positive impact on their self-esteem.

3.4.3. Personal-Based Topics

In supporting the view that learning starts from pupils’ interests, they should be assigned to write about topics they find relevant and meaningful. This will allow them to reveal a little bit about themselves playing to their strengths enjoying their personal reflection writing about their experiences. However, though it seems to be easier when having the option of choosing a personal topic, it remains challenging for some pupils as they do not know where to begin.

One measure to save the situation, teachers should resort to scaffolding; walking the pupils step by step through the whole writing process as an effective strategy to the issue. For example, asking structured questions guiding pupils from choosing an initial idea, which is inspired from social media, a more focused and specific topic, and then to a formal organised

plan to aid in writing a first draft. The questions must be graded and based on pupils' past experiences as an appropriate measure to get them started.

Generating multiple ideas from one question to form a bank of ideas is also good to facilitate future writing topics. They will, then, be able to choose from the datasets they have formulated to aid their prewriting.

3.4.4. Effective Use of Feedback

As mentioned above, feedback helps install positive self-esteem. In fact, pupils are more interested in grades than feedback, but comments can be used to illuminate pupils' areas of strengths and weaknesses, and then urge them to improve their writing level. When teachers criticise or provide comments on pupils' copies, they are educating them inductively. In other words, they are carrying out corrective feedback.

In most cases, however, this kind of feedback has proved inefficient as most pupils often get bored reading it. Peer correction, on the other hand, can serve the job. It can promote collaborative writing as well as social acceptance among pupils. It can also increase pupils' motivation. Another advantage is that digitally-mediated feedback allows more time for a reader to reflect. Wishing to receive better feedback requires reviewers to take time thinking of providing a better one, too. The need to do this motivates pupils to train how to give quality feedback. This is another technique to help promote pupils' writing.

Furthermore, by creating blogs, for example, pupils will have a wider audience even outside the school walls. This will make a difference and bring a variety of feedback. It will also allow pupils with even low writing proficiency to share their thoughts through writing seeking peer feedback and multiple opinions. Teachers, on their turn, will find it interesting to extend the classroom to the digital realm having pupils participate in class activities via blogs. Such blogs are a space where both teachers and pupils will drop their works and comments. By posting assignments on a class blog, pupils will be offered enough time to respond with comments. This is an opportunity for pupils to proofread their comments before dropping them in. Teachers find that eliciting digital responses will encourage shy pupils to have a choice and a voice. Surely, behind the computer screen it is so much easier to talk to the person as there are not other people around listening.

3.4.5. Recommending Useful Learning Websites

In the 21st Century and with the abundant Internet with the fast growing content, there are no boundaries towards the huge body of knowledge and information. Besides the availability of an e-learning environment as well as English learning websites that employ a

self-study mode, it has become easier for EFL pupils or learners to acquire the skill they wish. Sou (2006) affirmed, *“The purpose of English learning websites in creating an e-learning environment is to enhance the quality of learning by having access through diverse resources, services and information available that comes from different parts of the world. ...it allows users to exchange ideas and information globally.”*

When pupils are given this opportunity, they are likely to search for the information that suits them the best, hence, addressing their learning needs. Sou (2006) expounded further stating that this virtual environment will lead students to become lifelong and autonomous learners as they have to make sure that they themselves understand what is learned and that they can apply this skill in their future learning process. (Cited in Tariq et al, 2016, p. 5).

This is a sample of the everyday increasing number of e-learning websites that one should check before advising pupils. Websites like ‘*Quizlet*’, for example, is a game-based learning platform that teachers can use with students to teach them vocabulary using various tools including flashcards. Similarly, ‘*Vocabulary.com*’ is a site that helps students to improve their vocabulary through games and fun learning activities. The site also includes a dictionary that provides word definitions with thousands of example sentences from current newspapers, magazines, and literature. Besides the dictionary, this site also offers vocabulary lists, word challenge, commonly confused words, test prep, vocabulary jam, and several other educational resources.

To learn grammar, ‘*English Grammar Reference*’ provided by the British Council is a collection of educational resources covering everything related to English grammar. Students will access grammar lessons and guides, learn through activities and example sentences, and consolidate their syntactic knowledge exercises. Lessons cover the following topics: pronouns, determiners, quantifiers, possessives, adjectives, adverbials, nouns, and verbs. The British Council site also offers one-to-one courses with personal tutors and live classes. Likewise, ‘*Guide to Grammar and Writing*’ features a huge collection of helpful grammar resources organised into six main categories : Word and Sentence Level ; Essay and Research Paper Level ; Paragraph level ; Ask Grammar, Quizzes, Search Devices; Peripherals and PowerPoints ; in addition to Grammar Poll, and Awards.

As one of the goals of this research work is to provide the recommendations and suggestions that will meet the EFL teachers and pupils’ expectations, and that can better serve language learning improvement. It is also hoped that teachers will be able to streamline their lessons to better help pupils attain an appropriate level of language writing proficiency.

3.5. Scope and Limitations of the Study

The scope of the study puts emphasis on the outcomes of associating short story reading to writing to enhance this productive skill in first-year scientific secondary school pupils. There was a set of limitations that hinders the current study and that needs to be highlighted in order not for readers and researchers in the field to misunderstand or generalise its results.

The first limitation to point out is the very limited sample that submitted to the experiment of the researcher. The sample was composed of 20 male and female pupils attending normal classes in BEKKADA Belmelh Secondary School from a scientific stream along with five secondary school teachers of English from different secondary schools.

The second limitation involves the conditions under which the experiment was carried out. Indeed, the constraints imposed by the Covid-19 made it difficult for the researcher to control all dimensions of the study. For example, there were various alterations to the schedule of the study since, during the school year; schools were closed unexpectedly as a health measure. This affected much of the researcher's programme as well as the sample time spent on reading.

The third limitation relates to the validity of the pupils' performance in the tests, their reliability concerning home reading as well as the degree of their honesty in dealing with the different items of the questionnaire.

The fourth limitation may be the scoring strategy; pupils' products should have been rated by more than one teacher.

3.6. Suggestions for Future Research

The issue for which the researcher opted is of great significance vis-à-vis the teachers' global complaints about the improvement of this skill at the secondary education level. For a more successful and valid study addressing this issue, a lot of research is required. Further researches need to target a larger population that consists of a variety of respondents to obtain a mixture of information that would help analyse the problem.

Besides, varying the data collection instruments would also help the researcher examine the problematic from different perspectives. It could be useful to include the observation of pupil classroom to view the class behaviour.

Moreover, extra time was needed to apply in-class reading and, thus, enable the researcher to have a closer look at the experiment development. The researcher may also call

for other raters to score the sample's test papers. This will be an opportunity to a better evaluation.

At the end, involving these sources of data in future research over this issue would enable a fuller picture to be gained.

3.7. Conclusion

This chapter has been concerned with the analysis of the different data collected in this investigation. In considering the target language problem in the EFL classroom, the researcher provided some pedagogical implications to help mitigate this 'malaise'. Indeed, a set of recommendations and suggestions have been set to boost the target language teaching and learning processes in general, and pupils' writing skills at the secondary level in particular. More attention has been drawn into an indispensable prompt adaptation from the part of teachers and pupils to meet the requirements of the digitisation era. Thus, a strong willingness and a serious training are needed to attain these academic goals.

General Conclusion



GENERAL CONCLUSION

General Conclusion

Regarding the demands for good writing skill for both personal and professional purposes, writing takes the most privileged position among the other language skills. The current research has provided irrefutable evidence that realising proficiency in writing is not that easy, and this requires pupils to spend more effort than ever. Hence, this study aimed at identifying the different areas of weaknesses in the sample's production in an attempt to disclose the difficulties faced in writing. It also sought to investigate the influence of short story reading on boosting the sample's writing skills. The study equally targeted providing convenient pedagogical recommendations to promote pupils' writing skills for academic success.

In dealing with the researcher's investigation, three hypotheses were formulated to explore the issue studied throughout the research work. Chapter one theoretically introduced the review of literature related to the issue of writing as a global complex language skill, its importance as a language construct and its significance in English language instruction.

The chapter also explored the most significant theories and assumptions concerning this skill. As being the most important language skill that is used to measure learners' success in educational settings, the chapter highlighted different perspectives pointing out to a historical background of the skill along with its graded stages and characteristics, as well as the major difficulties novice writers face at the level of its different constructs. It also incorporated a description of effective assessment strategies. The chapter, finally, examined the correlation between reading and writing, attempting to associate writing to short story reading as a pedagogical instrument that could remedy writing deficiencies.

Chapter two, on the other hand, presented the methodology of research that the researcher opted for in order to obtain reliable data about the issue. Findings of both quantitative and qualitative analyses were presented and discussed in the light of the research questions, hypotheses and literature review. The investigation of the major results was carried out through the triangulation design that involved the employment of three data collection instruments: the pupils' pre- and post-tests, the pupils' questionnaire and the teachers' interview.

Through this empirical stage, the gathered data revealed considerable conclusions about the status of English language writing in first-year secondary school pupils, their level of proficiency, and their areas of strengths and weaknesses, as well as teachers' perceptions in this skill. In fact, the data obtained through the tests confirmed the research question stating

GENERAL CONCLUSION

that pupils had weaknesses in writing, and the one enquiring about the difficulties that pupils faced in this skill. It also highlighted pupils' awareness of the benefits of reading-writing association, and the need to instruct short story reading to improve their abilities.

In discussing the major findings, it appeared that a large part of the sample displayed a kind of informal language. Hence, it was assumed that this was the outcome of the digital-mediated language that pupils learnt after having excessive contact with it. The teachers' interview, equally, helped to conceive a clear image about respondents' perspectives about reading and writing in the secondary level. It has disclosed teachers' adapted methods and techniques in teaching the writing skill in order to have the pupils engaged and make effective learning happen.

The findings of the research also enabled the researcher to confirm two hypotheses and turn down the one theorising coherence and cohesion as major areas of weaknesses. Eventually, the data collected from the pupils' tests disapproved the hypothesis validating the organisation of ideas and conventions as major areas of weaknesses of the sample pupils' writing performance.

Chapter three summarised the study findings and made some recommendations for the improvement of secondary school pupils' writing in academic settings and for future careers. It introduced a set of pedagogical implications for both English teachers and their pupils for they are the two pivots upon which English teaching and learning processes stand. It highly advised teachers to schedule home short story extensive reading in an attempt to instigate the habit of reading in their pupils due to the many benefits that it can come up with at the level of the target language and its culture in the first place.

Moreover, it recommended the employment of up-to-date strategies taking into consideration pupils' needs and interests. In this digital era, educational roles are directed towards pupil-centred learning approaches where teachers are required to seek, adapt and process all necessary measures to guarantee effective learning.

Through the data gathered in the research work, writing is assumed to be developed following pupils' tendencies and choices. Being interested in social media makes it a necessity for teachers to go with the flow. They are, therefore, recommended to invest in social media by creating an educational space supporting their pupils' e-learning. Through this medium they can post and react over pupils' works, provide feedback and evaluate their works distantly. This would encourage pupils to be more autonomous and responsible for their learning and behaviours inside and outside the classroom setting. It would also develop

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pupils' critical thinking, increase their motivation, self-confidence and self-esteem by narrowing the gap between what teachers usually want and what their pupils actually need.

Furthermore, such new trends are alternatives that will probably enable pupils to upgrade the language necessary for pupils' educational success in final exams. Likewise, teachers would consider the learning outcomes and adapt the instructional activities and tasks to meet their pupils' goals and needs, individual differences, learning styles, preferences and interests for the fulfilment of these perspectives.

Teachers are required, then, to generate more interactional behaviours in their pupils while working towards the learning outcomes. In fact, the big roles that should be performed within an autonomous instructional setting require complete awareness from the part of teachers and pupils as well. Such an environment develops mutual understanding and engages pupils in instructions where teachers are no more the only source of knowledge but just monitors, helpers, and facilitators. All of this would boost pupils' learning strategies inside and outside the classroom context.

At last, the researcher is looking forward to providing sufficient strategies that he hopes will enable both EFL teachers and pupils to cope with the issue under investigation. Similarly, it is hoped that the analyses displayed in chapter two would have gained space in the debate related to the issue. Hopefully, further research is expected to explore this problem area seeking deeper solutions.

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Appendices

APPENDICES

APPENDIX -A-

PUPILS' WRITING SKILL PRE-TEST

TOPIC:

In no more than 10 lines, write a true or imaginary story about a memorable journey, an accident or an embarrassing experience you had.

NB: Use the past form.

APPENDICES

APPENDIX -B-

PUPILS' WRITING SKILL STUDY QUESTIONNAIRE

Dear pupils,

You are kindly requested to fill in this questionnaire to express your opinions and thoughts about the writing skill, the challenges you face when writing, the reasons behind your failures in writing, and whether literary texts can help you overcome most of the difficulties you often find.

This questionnaire will help you look at some of your areas of strengths and others of weaknesses, and give you a general idea of how you should remedy disabilities.

The Writing Skill Study Questionnaire consists of 14 questions. They are either multiple choice questions, direct or indirect ones. Each question has an objective.

This questionnaire will probably take you, at most, 15 minutes to complete.

Please, be as honest as you can in responding to the questions since that will provide you with the most useful information.

I. BACKGROUND INFORMATION

1. Are you...

a. Male? b. Female?

2. How old are you?

a. 15? b. 16? c. More?

II. EVALUATING PUPILS'CAPACITY TO READ

1. Do you enjoy reading?

a. Yes b) No

2. What kind of reading do you prefer...

a. Course book texts only?

b. Literary books / stories only?

c. A variety of books / texts?

3. Do you know that reading can help you develop your writing skill?

a. Yes b. No

4. Can reading short stories, for example, help you improve your English? Explain.

a. Yes b. No

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.....
.....

III. EVALUATING PUPILS'CAPACITIES IN WRITING

1. Do you like to write in English? Why or why not?

APPENDICES

Yes

No

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.....
.....

2. Can you find the words and ideas to write?

- a. Yes b. No

3. Which one suits you better? Why?

- a. Writing at home b. Writing in class

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

4. Do you like working...

- a. Individually?
b. In pair?
c. Within a group?

5. When you are asked to write, do you...

- a. Start immediately?
b. Brainstorm, jot down ideas, and then use an outline/ plan?
c. Discuss the topic with your partner(s)?

IV. PUPILS' DIFFICULTIES IN WRITING

1. What are the main challenges that you face when you want to write in English?

- a. Lack of knowledge about the topic.
b. Lack of the language items and structures.
c. Fear of making mistakes.
d. Lack of interest.

2. When you start writing, do you...

- a. Translate from your native language?
b. Use a dictionary to search vocabulary.
c. Use your background knowledge ?

3. What kind of mistakes does your teacher often mark in your writings...

- a. Word order?
b. Grammatical and lexical mistakes?
c. Repetition of words and ideas?
d. Lack of coherence and cohesion?

APPENDICES

APPENDIX -C-

THE CHECKLIST OF THE SHORT STORIES ASSIGNED TO EACH GROUP

Group 1:

- a- <file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Aladdin%20classic%20tales%20level%203.pdf>
- b- [file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Ali_Baba_and_the_Forty_Thieves.pdf\(Ya11a%20English\)%20\(1\).pdf](file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Ali_Baba_and_the_Forty_Thieves.pdf(Ya11a%20English)%20(1).pdf)
- c- <file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Amrita%20and%20the%20Trees%20Classic%20Tales%20Level%202%202nd%20ed.pdf>
- d- file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Bambi%20and%20the%20Prince%20of%20the%20Forest%20Oxford_Classic_Tales_L3_2nd_ed.pdf

Group 2:

- a- [file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Cinderella_Oxford_Classic_Tales_L4_2nd_ed.pdf%20\(Ya11a%20English\)%20\(1\).pdf](file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Cinderella_Oxford_Classic_Tales_L4_2nd_ed.pdf%20(Ya11a%20English)%20(1).pdf)
- b- [file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Don%20Quixote%20Adventures%20of%20a%20Spanish%20Knight%20Oxford_Classic_Tales_L4+\(1\).pdf](file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Don%20Quixote%20Adventures%20of%20a%20Spanish%20Knight%20Oxford_Classic_Tales_L4+(1).pdf)
- c- [file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Little_Red_Riding_Hood_L3_Oxford_Classic_Tales.pdf\(Ya11a%20English\)%20\(1\).pdf](file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Little_Red_Riding_Hood_L3_Oxford_Classic_Tales.pdf(Ya11a%20English)%20(1).pdf)
- d- file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/Mansour_and_the_Donkey_L1_Book_Classic.pdf

Group 3:

- a- file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20reasearch%20paper/peach_boy_oxford_classic_tales_L1.pdf

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- b- [file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/pinocchio_classic_tales_level_5%20\(1\).pdf\(Ya11a%20English\)%20\(1\).pdf](file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/pinocchio_classic_tales_level_5%20(1).pdf(Ya11a%20English)%20(1).pdf)
- c- file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/Rumpelstiltskin_Classic_Tales_L1.pdf
- d- [file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/sleeping_beauty_classic_tales_level_4_2nd_ed.pdf%20\(Ya11a%20English\)%20\(1\).pdf](file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/sleeping_beauty_classic_tales_level_4_2nd_ed.pdf%20(Ya11a%20English)%20(1).pdf)

Group 4:

- a- file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/Snow%20White%20and%20the%20Seven%20Dwarfs_Classic_Tales_2nd_ed_L_5.pdf
- b- file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/The%20enormous%20turnip%20oxford_classic_tales_L1.pdf
- c- <file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/The%20Fisherman%20and%20His%20Wife%20-%20Classic%20Tales%202nd%20edd%20L2.pdf>
- d- file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/The%20lazy%20grasshopper%20oxford%20classic_tales.pdf

Group 5:

- a- <file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/The%20little%20mermaid%20oxford%20classic%20tales%20L3.pdf>
- b- <file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/The%20little%20red%20hen%20oxford%20classic%20tales%20L1.pdf>
- c- [file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/The%20magic%20brocade%20oxford%20classic_tales_L5_2nd_ed.pdf\(Ya11a%20English\).pdf](file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/The%20magic%20brocade%20oxford%20classic_tales_L5_2nd_ed.pdf(Ya11a%20English).pdf)
- d- <file:///E:/Master%20Stuff/Short%20stories%20for%20the%20Master%20research%20paper/The%20magic%20cooking%20pot.pdf>

APPENDICES

APPENDIX -D- PUPILS' WRITING SKILL POST-TEST

TOPIC:

In no more than 10 lines, say what experience you would like to have in your future. State your reasons.

NB: Use the future form.

APPENDICES

APPENDIX -E-

TEACHERS' WRITING SKILL STUDY INTERVIEW

Dear colleagues,

We would be very grateful if could answer a few questions in response to a study that aims at enhancing writing through short story reading for first-year scientific classes in your school.

Interviewer: Hello dear colleague. How are you doing?

Interviewee:

Interviewer: my first question is: How long have you been teaching English?

Interviewee:

Interviewer: Great. What language skill do you find challenging? Explain.

Interviewee:

.....

Interviewer: Let us shed more light on this skill, teaching writing has become an issue that many teachers around are complaining about. How often do you teach writing in comparison to the other skills?

Interviewee:

Interviewer: Do your pupils get interested in your writing lessons?

Interviewee:

Interviewer: If not, how do you manage to attain your objective?

Interviewee:

.....

Interviewer: In your opinion, what skill can be related to writing? Why?

Interviewee:

.....

Interviewer: How can this skill affect writing?

Interviewee:

.....

Interviewer: Do your pupils respond when you ask them to apply some reading at home?

Interviewee:

Interviewer: What are the challenges that stand between your pupils and reading?

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Interviewee:

.....

Interviewer: Have you ever assigned any literary texts / books for reading to your pupils?

Interviewee:

Interviewer: Here are the three major genres of literature: poetry, drama, (short) stories. What genre do you think can help pupils enjoy reading, and learn with fun? Explain.

Interviewee:

.....

Interviewer: What benefits can students draw when reading this genre?

Interviewee:

.....

Interviewer: Thank you so much for your time. Good bye.

Interviewee: