

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH  
Abdelhafid Boussouf University - Mila



*Institute of Literature and Languages*  
*Department of Foreign Languages*  
*Branch: English*

# **Investigating the Role of Short Stories in Enhancing Students' Motivation.**

**Case Study: Third Year Students at Mila University**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in  
**Didactics of Foreign Languages**

**Presented by:**

- 1) Ms. Chems CHELLI
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**Board of Examiners:**

Chairman: Dr. Walid NEMOUCHI  
Supervisor: Mr. Chouaib DJEBLI  
Examiner : Dr. Farouq ZAABAB

**2021**

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## Dedications

*First thanks to Allah for giving me the chance for better education*

*I, Miss Chems CHELLI, dedicate this modest work to the dearest people to my heart*



*To the sun that enlightens my life, my flower, my dear mother Fadila, who always*

*Gives me love and supports in my career, I just can say thank you for everything*

*I love you so much*



*To my beloved father, Nor El Din,*

*Thank you for your precious and priceless encouragement.*



*To the most precious person to my heart, my little brother Mido,*

*I love you so much*



*To my adorable sisters: Firdaws, Chahrazed, Farial and my unique brother Iskander*



*To my dear grandmother, who always prays for my success, my Allah bless you*



*To my beloved friend and partner, Chayma, with whom I have accomplished this work*



*To my lovely friends Siham and Hadjer who sincerely supported me with their kindness*



*To my sweetie, AmelDjoghlal,*

*Thank you for being there when I needed you, and supporting me with all what you have*



*In the name of Allah, Most gracious, Most Merciful, All the prize is due to Allah  
I, Miss Chaima MEHENNAOUI, have the great honor to dedicate this humble work to:*



*The sun that enlightens my life, my precious diamante, my happiness, my angel father  
Rachid, who has supported me all the way since the beginning of my studies, and scarified  
a lot to make me the person who I am.*



*My candle, my love, my queen, my dear mother Mayssa for everything she has done in the  
pursuit of my academic goals*



*Special thanks go to my adorable and lovely sister Ikram, who always supports me, and  
helped me with the hard moments. Thank you for being there when I needed you*



*To my fiancée who supports me in my hard moments, thank you for being by my side*



*To my dear brothers: Yasser, Mohammed, Mahdi, for there endless supports and love*



*To my beloved flower and partner Chems, the person with whom I have finished this work*



*To my lovely friends Siham, and Hadjer with whom I spent unforgettable times*



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## Abstract

This study aims to find out more about the role of short stories in enhancing students' motivation towards learning English. This research starts with a general introduction that sets the way for a more detailed understanding of the idea of motivation, specifying its definition, theories, types, factors that affect motivation in foreign language, and its importance. Additionally, it demonstrates short stories as a source of motivation for students after giving a clearer picture about short stories' definition, characteristics, as well as short stories in an EFL setting. Furthermore, in order to verify the hypothesis we set "if EFL students read short stories, their motivation would be enhanced" we conduct a descriptive study by using two questionnaires, one for (60) third year EFL students and one for (10) teachers of literature, oral and written expression at the departments of English, Mila University Centre. The findings obtained from teachers' and students' responses reveal that both have favorable perspectives towards the use of short stories, in which its use can help students to become more motivated and help them to learn more effectively. The study recommended that EFL students should be exposed to extra reading classes as a result of the findings.

**Key words:** Motivation, Short stories, EFL, Learning, Descriptive Study

## **List of Abbreviation and Symbols**

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**FLL:** Foreign Language Learners

**I.e.:** I mean

**L2:**Second Language

**Q:** Question

**SDT:**Self-Determination Theory

**SLA:**Second Language Acquisition

**%:** Percentage

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## **General Introduction**

### **1. Statement of the Problem**

So far, motivation is seen as a crucial aspect for learners to engage in foreign language. However, some EFL learners are observed to have some issues and challenges that lead them to be unmotivated. Specifically, avoiding participation and interaction inside classroom, being confronted with the sensation of boredom, being careless, irresponsible, and introverted are all examples of students' lack of motivation. On that account, the problem of this research is that students lack knowledge about how to increase their motivation. Teachers search for the best method to overcome this obstacle that keeps students away from becoming motivated, and offer short stories as one of the best solutions, so this study seeks to demonstrate if short stories enhance students' motivation.

### **2. Significance of the Study**

This research is intended to make a contribution to the field of English as a foreign language. This study is important to investigate because the result of such research will reveal the improvement of students' motivation. Thus, increasing the use of short stories as a primary tool and a necessary mean in the class would enhance the Learners' motivation. The students themselves would develop an interest to read the short stories, which would develop their critical thinking, and their sense of cultural awareness. The result of such methodology will be a turning point in determining the development of students' English learning.

### **3. Aims of the Study**

The present study aims at highlighting the role of short stories as one of the most fruitful genres among EFL learners. The study seeks to investigate its powerful impact on enhancing students' motivation.

#### **4. Research Questions**

1. Why does motivation matter in learning?
2. What are the reasons behind the lack of motivation?
3. What are the techniques of enhancing motivation?
4. Do short stories enhance students' motivation?
5. To which extent may short stories determine EFL learners' motivation?

#### **5. Research hypothesis**

In the light of the above research questions, we hypothesize that:

If EFL students read short stories, their motivation would be enhanced.

#### **6. Research Means**

In order to check the validity of the suggested hypothesis we administer a questionnaire for third year EFL students in the department of English at Mila University Center for the sake of knowing their perspectives and attitudes towards the importance of short stories. Another questionnaire is for English teachers to see their opinions about the use of short stories in raising motivation among students.

#### **7. Structure of the Study**

This study is broken down into two parts: theoretical and practical one. Theoretical part is composed of one chapter which includes two sections. The first section sheds light on students' motivation by presenting a brief description about the concept of motivation, its theories, types, factors, and importance in order to provide readers with a better image to prevent ambiguity. The second section explores the short stories by providing a variety of definitions, characteristics, its use in the EFL context, and its benefits. In addition to how can



short stories take a part in enhancing students' motivation for the purpose of achieving best results in the learning context. The practical part is the second chapter which is a comprehensive investigation that covers data concerning both teachers' and students' questionnaires. In this chapter, we will concentrate on evaluating and interpreting the data gathered from the questionnaires, as well as the outcomes.

## Chapter One: Theoretical Part

### Section One: Conceptualization of Motivation

#### Introduction

In the field of education, there is a well-established belief among majority of teachers and students that learning a foreign language is indeed a complex process since it requires the implementation of all the influential factors as much as possible including aptitude, personality, emotion, cognitive style and motivation, in addition to solving challenging tasks.

Motivation, which is “considered as an integral part in the achievement of any goal”(Rehman et al. 2014, p. 254), is one of the most important and challenging factors that needs to put emphasis on. It is a crucial aspect in determining the path of learning where it becomes the main focus for researchers in recent years dating back to the work of Gardner and Lambert. By investigating its tremendous role in learning a foreign language, researchers indicated its definition, types, theories, sources, its helpful outcomes on learners, and its importance in accelerating the pace of acquiring a foreign language.

#### 1.1.1. Definition of Motivation

Although it has been declared before that motivation is a complex psychological term as confirmed by Ushida (2013) “it is becoming more and more difficult to explain people’s motivation for learning English”(p. 9), different definitions have been stated to explain it.

As a start, it is widely common that motivation is the willingness to do something for the purpose of achieving a desirable goal. Lasagabaster (2014 )highlighted “that motivation is the driver for any learners to engage in the learning process”(p.52). from this perspective, motivation is the basic aspect and the essence of the learners’ involvement in the learning

process. It is particularly interested in activities that represent the achievement of a clear objective (Heckhausen & Heckhausen, 2018).

Furthermore, motivation seen as “a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior” (Maehr & Meyer, 1997, as cited in Brophy, 2004, p. 3). Graham and Weiner (2011) similarly saw motivation as “the study of why individuals behave as they do; what gets their behavior started and what directs, energizes, sustains, and eventually terminates actions” (as cited in Graham, 2020, p. 1). That is to say, motivation is a concept used to describe how the process started, as well as describing the path, the strength, the consistency, and the standard of a behavior especially behavior with a specific purpose. In addition to that, the concept is further viewed by Murray (2011) as a complex force which includes all psychological influences that appears in wishes, perceptions, predictions, passions, attempts, and gratifications.

York (1976) described motivation as the external and the internal factors that drive a person towards the fulfillment of his lacks, interest, curiosity, and concerns. (As cited in Pardee, 1990). On the same path, Russell (1971) declared that most meanings of motivation commonly contain three characteristics: it is a rumored internal force, empowers people to take action, and directs them in the right direction (as cited in Pardee, 1990, p. 9).

According to Murray et al. (2011), the term motivation at one level, is an essential concept in the area of second language acquisition, and at another level, it is a complicated and a difficult aspect to manage since it is thought of by Gardner (1985) as a collection of interconnected variables including efforts combined with a desire to achieve the aim of learning the language as well as positive attitudes towards learning it (as cited in Atay & Kurt, 2010), and also the fact that this term is not static, but varies all over the learning

process ranging from one individual to another as a consequence of the classroom atmosphere, teachers' attitudes, methods, strategies, and students' psychological status.

Brophy (2004) mentioned in his book that motivation refers to the students' mental processes to solve targeted activities rather than bodily actions, or the time needed to perform those actions where there is a correlated relationship between motivation and success, in which when motivation is in its ultimate degree, the performance will be in its highest pitches. Dornyei and Oho (1998: 5) as well, considered motivation as "the dynamically changing cumulative arousal in a person that initiates, direct, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or unsuccessfully) acted out"( as cited in Lasagabaster et al. 2014, p. 53).

In the light of those definitions, the verb motivate refers to the surrounding environment which summarizes the methods that the teacher conducts to push his students for a better result (Saripah & Syukri, 2017). Yet, in this study, our concern is straightforward to students' motivation which is regarded by Eccles(1998) , Graham (1996), and Seifert (2004) as a differentiating and complex occurrence (as cited in Mega et al. 2014), and by Huang (2012) as the students' ability to focus more and perform higher. Gardner (2010) noted that amotivated person is one who prepares, organizes a target, and works hard to attain it(as cited in Guerrero, 2015).

### **1.1.2. Theories of Motivation**

It is a well-established belief that motivation is an essential concept in the field of foreign language, in which it has been marked by different theories:

### ***1.1.2.1. Behavioral Theory***

A key factor in motivation is posited in each of the main theoretical approaches in behavioral learning theory (Huitt, 2011). According to classical conditioning, biological reactions to related stimuli empower and guide behavior, whereas in operant learning the major aspect is outcomes for which the use of reinforcers provides a motivation to improve actions, and the use of punishers creates disincentives to behave in certain way which leads to a decline in their actions (Huitt & Humel, 1997a, as cited in Huitt, 2011).

### ***1.1.2.2. Cognitive Theories***

In comparison to the behavioral theory, where the focus is on the external stimulus, in which behavior is influenced by the environment, cognitive theory focuses on internal and mental processes. According to Dornyei (2001) cognitive theory pointed out that human behavior is influenced by their intellectual processes that drive one's action. (as cited in Benzahra, 2013).

**a. Attribution Theory :**“The attribution model of motivation assumes that individuals make casual judgments about success and failure experiences” (Duda & Allison, 1989, p. 38). This perspective means that attribution theory is about giving causes as well as explanations for their positive or negative performance. For instance, a learner may choose the difficulty of a given task as an excuse of his/ her low score, while intelligence as a clarification for his/her high score.

Along with this theory, Rotter (1966), Heider (1958), and Weiner (1974) suggested the locus of causality and stability as a classification of success and failure justification; The former refers to the persons' assumptions about whether the actions are determined by internal or external factors, and The latter sheds light on whether these explanations are fixed or changeable over time. (as cited in Duda& Allison, 1989).

### **1.1.2.3. Goal Theories**

It is another theory that has arisen to describe the same idea of motivation. As reflected to Anderman and Midgley (1998) goal theories concentrate on the causes or goals students believe they can achieve (as cited in Keblawi, n.d). There are two types of goal theory which are: goal setting and goal orientation theory.

**a. Goal Setting Theory:** goal setting theory means that people must have objectives in order to act because action is guided by intention, and goal must be set and pursued by choice in order for action to occur (Dornyei, 1998, as cited in Keblawi, n.d). Locke et al. (1981), in oxford and Shearin (1994) stated that setting goals and achieving them are related; Goals have an impact on how well a mission is completed, how much energy is spent, what tactics are used, and how long it takes to be completed (as cited in Keblawi, n.d).

**b. Goal Orientation Theory:** as Pintrinch and Shunck (1996) claimed, goal orientation theory is one of the most powerful classroom motivation theories (as cited in Keblawi, n.d). This theory made an important differentiating between two forms of goal orientation which are mastery and performance orientation (Ames, 1992, as cited in Foul &Teyar, 2018). Mastery-oriented students are inspired by their desire to learn and execute complex tasks successfully, and those who are performance-oriented, on the other hand, complete assignment in order to demonstrate their skills, earn good grades, and compare themselves to others (Ames, 1992, as cited in Foul & Teyar, 2018). Foul and Teyar (2018) concluded that performance-oriented students are less likely to try again if they miss their first attempt, but mastery-oriented students are more likely to persevere before they complete the challenge which increases their motivation to complete it.

#### **1.1.2.4. Humanistic Theories**

**a. Abraham Maslow's Hierarchy Needs:** Maslow (1954) claimed that man is fundamentally good and that everyone has powerful inner drive that is constantly increasing. His needs' hierarchy system is a widely used classification for categorizing human's motivation (as cited in Pardee, 1990). It consists of five types of needs with lower level needs on the bottom that must be met before higher level needs can be addressed (Wallace et al. 1987, as cited in Pardee, 1990). Specifically, it is the theory of motivation that outlines a series of five inherent needs that progress from basic deficiency (physical, safety, love, and esteem) to becoming self-sufficient (self-actualization) (as cited in Acevedo, 2015).

According to Maslow (n.d):

- **The physical needs:** it is where the motivation theory gets its start which is the most important of all needs such as: hunger, thirst, bodily comfort, food, water, sex, and shelter.
- **Safety needs:** it is an active and strong engine that prevents human beings from falling down into danger and threat. For example, war, illness, natural disasters, brain damage, and bad situations.
- **Love needs:** if all physiological and safety need are met to a reasonable degree, passion, intimacy, and sense of belonging will arise.
- **Esteem needs:** it is the need that is founded on real abilities, accomplishment, and social recognition. Satisfaction of one's self-esteem leads to the feeling of self-assurance, value, power, capacity, and adequacy in one's ability to be important in the world.
- **The need of self-actualization:** it means to find self-fulfillment; to become everything you are capable of being, and it is predicated on the previous fulfillment of physiology, safety, love, and esteem needs.

**b. Self-Determination Theory:** Ryan et al. (1997) indicated that self-determination theory refers to a method for studying human motivation and personality; it combines conventional scientific approaches with an organismic meta-theory that emphasizes the importance of a person's developed inner tools for personality formation and behavioral self-controlled (as cited in Ryan & Deci. 2000). In the same vein, for Deci et al. (2008), Jeno et al. (2017) the three fundamental psychological requirements of autonomy, competence, and relatedness are all addressed by self-determination theory as well as affecting human desire to engage in a particular task, and directing how an individual's behavior predicts success (as cited in Huang, 2018).

Furthermore, Kebabian (n.d) emphasized that extrinsic and intrinsic motivation are two types of motivation defined by the self-determination theory, in which intrinsic motivation means the person's desire to do something due to intrinsic benefits like enjoyment or gratification. However, "in extrinsic motivation, the individual expects an extrinsic reward such as good grades or praise from others" (p.32).

### **1.1.3. Types of Motivation**

According to Boufroua and Labreche (2019) the concept of motivation, within the field of education, has been divided into four major types, in which each single type has a powerful effect on foreign language learners.

#### **1.1.3.1. Intrinsic Motivation**

It is regarded by Kember (2016) as a beneficial or constructive source of motivation. According to Ryan and Deci (2000) intrinsic motivation is described as doing something for the sake of its intrinsic pleasure rather than for the sake of any tangential benefits. Huang (2012) usefully confirmed that intrinsic motivation refers to the standard internal ability and passion to learn the desirable language for the purpose of satisfying learners' curiosity. In



addition to this, it is also for the sake of self-enjoyment, amusement, gratification and pleasure satisfaction. Hence, learners who possess enormous energy for learning and enjoying the learning experience have indeed an intrinsic motivation.

Correspondingly, Ryan and Deci (2000) reported that intrinsic motivation is not the only type of motivation, or even of volitional behavior human, but it is the most common and essential one. Also, the authors believed that intrinsic motivation can be found within individuals, and in the relationship between individuals and activities; some activities are inherently motivating for people, whereas others are not. Besides, not everybody is intrinsically motivated for every activity. Alshenqeeti (2019) agreed that the term intrinsic motivation has come to mean the desire to complete an activity because it is interesting to them, or pleasant to them.

For educators, intrinsic motivation has emerged as a phenomenon and a normal wellspring of teaching as well as accomplishment that can be routinely catalyzed or disrupted by parental and teacher practices (Ryan & Skiller, 1991, as cited in Ryan & Deci, 2000).

To conclude, Ryan and Deci (2017) demonstrated that in contrast to externally mandated learning and teaching, intrinsic motivation is likely to be responsible for the majority of human learning through life (as cited in Ryan and Deci, 2002). Ryan and Deci (2000) interestingly noted that:

Intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning when the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational

wellspring in learning is likely to flourish (p. 245) (as cited in Dornyei,1994, p. 275).

The fact that, it is deep-seated in the learning context and it plays an important role in this field.

### ***1.1.3.2. Extrinsic Motivation***

In contrast to intrinsic motivation, extrinsic motivation “is ... seen as less or weaker form of motivation” (Kember,2016, p.22). In other words,it is thought to be less powerful or less effective source of motivation. Ryan and Deci (2000) defined extrinsic motivation as “a construct that pertains whenever an activity is done in order to attain some separable outcomes. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value” (p.60). It means that extrinsic motivation is a term that applies if something is achieved with the intention of achieving a distinct result. According to Santrock (2004) extrinsic motivation entails completing a task in order to achieve something else (as cited in Rehman et al. 2014). Furthermore, Huang (2012) confirmed the claim that this type appears due to several environmental reasons such as receiving rewards (teachers’ praise,bonus, and gifts) and avoiding punishment. To explain further, to achieve personal advantage, and thus, they learn because of their desire to receive awards or avoid penalties, and not because of their intention to learn or investigate by bearing in mind that these rewards motivate them to come to class,however, with the withdrawal of these prizes, they will no longer have the desire to come to class. Following the trace of this idea, it is noteworthy, when learners’ activities are carried out to accomplish some intangible goals such as winning a reward or escaping punishment, they become intrinsically motivated (Gilakjani,2012).

### ***1.1.3.3.Integrative Motivation***

Integrative motivation according to some scholars is essential for effective language learning (Anjomshoa & Sadighi,2015). It is considered higher than instrumental motivation (Vaezi,2018).Furthermore, it is proposed by Carreira (2006) as “[the] positive attitudes and feelings towards the target language group” (p.136).Here, integrative motivation reflects the good side of attitudes towards the members of L2,as well as having the tendency to communicate with, and get closer (Dornyei,1994).

### ***1.1.3.4.Instrumental Motivation***

Dating back to Gardener and Lambert (1992) instrumental motivation is a helpful tool used in learning a second language to obtain a variety of rewards (as cited in Rehman et al. 2014). Carreira (2006) in the same vein added that it is “the potential utilitarian gains of second language (l2) proficiency, such as getting a better job or a higher salary” (p.136).In other words, it is the possible benefits of learning a second language like achieving a greater career and getting a higher wage. The same idea was mentioned by Sadighi and Anjomshoa (2015) when he said that motivation represents the need to learn a language in order to achieve specific objectives as advancing in a profession, employment, or reading professional texts. Sadighi and Anjomshoa continue to say that a person who learns alanguage solely for the sake of getting hired or meeting a degree institution would have an instrumental inspiration as an effect for him.

### 1.1.4. Motivation and Foreign Language

#### 1.1.4.1. *Factors that Effects Motivation*

Teachers and researchers agree that the most important factor influencing the pace and progress of second language acquisition is motivation (Dornyei, 1998). According to Harmer (2001) (as cited in Benzahra, 2013) there are three factors that influence students' motivation:

**a. Society we Live in:**the learners' perceptions on the language being studied would be influenced by all the sides concerning language acquisition, and these perceptions,as a result, have a big impact on how motivated students are in class, and whether they remain motivated. She further saidthat, it is common for learners' motivation to rise or fall in response to what peers and parents think about them.

**b. Teacher:**certainly, the instructor is considered as the most influential factor atincreasingmotivation of educators, since his tendencies on the language and the lesson are vitally important. Hence, the teacher has a variety of responsibilities in the classroom to motivate students, beginning with ensuring a positive environment where students feel comfortable with learning the language to develop a close bond with students, than delivering the lessons, participating in events, and providing constructive feedback (Djaoui& Zekri, 2019).

**c. Method:** motivation is something that both teachers and students need to be mindful of, in order to maintain a high degree of motivation which is a key factor in the language process. It is likely to rise if both instructors and students are satisfied with the method and the vice versa. As Harmer (1991) said "if the students loses confidence in the method, they will become unmotivated "(p. 5). (as cited in Wimolmas, n.d, p. 907).

### ***1.1.4.2. Importance of Motivation in Second Language***

Motivation is considered as one of the most important factor in achieving good learning outcomes due to its importance on learning (Gardner & Lambert, 1972; Gardner, 1990; Noels, 2000; Masgoret & Gardner, 2003; Wachob, 2005, as cited in Cheng & Cheng, 2012). Hence, it plays a big role in whether you succeeded or fail at learning a second language (Wimolmas, n.d). Spolckey (1990) claimed that learners who are inspired are more likely to learn, and learn faster than students who are not (as cited in Wimolmas, n.d). More specifically, students who are less inspired are more likely to lose focus, misbehave, and trigger discipline issues in a particular learning environment. Students who are highly motivated, on the other hand, will engage actively and pay more attention to any specific learning issue (Wimolmas, n.d). Gardner (2010:23) back up the former belief by stating that motivated students work hard to achieve their objectives and appreciate everything that has to do with achieving those objectives (as cited in Orio, 2013).

### **Conclusion**

It has been proven that motivation is a key concept in the process of foreign language since it determines students' success or failure, and energizes their spirit to investigate, in addition to the fulfillment of their curiosity. This section gives a clearer image about motivation including a definition of the concept and its four major types (intrinsic, extrinsic, integrative, and instrumental motivation), its main theories that try to give a clearer understanding of the term motivation (behavioral, attribution, goal setting, goal orientation, Maslow's need, self-determination theory), its factors that affect learners' motivation (society, teacher, method), and why it is fundamental to second language teaching and learning.

## Section Tow: Role of Short Stories

### Introduction

The incorporation of literature, a form of writing that has a high monetary value, which is all about the aesthetics of a formal or emotional impact (Ahmed Mohammed Ahmed, 2020), is one of the most key issues in teaching s second language, since it is one of the most effective ways to improve various language skills, and allows students to extract meaning from the text in a variety of ways. Additionally, it aids students in expressing their thoughts and emotions, as well as getting closer to the culture of the target language. In the light of this interest, short stories are among the helpful literary works that have a great positive effect on foreign language learners because they are brief, easily to understand, and at the same time enjoyable and satisfying. Its presence in foreign language acquisition has been discovered by researchers in which its definition, background, types, elements, characteristics are all listed. In addition to its use in the EFL classes as well as its beneficial effects on learners. In companion to extracting its relation to another basic concept which is motivation.

#### 1.2.1. Definition

In the learning process, short story refers to a type of written literature which is seen by Saripah and Syukri (2017) as an enjoyable instructional tool for students, in which it can be used by them to engage in creative interactions with science. For them, short stories form one's emotional perception of materials that can be both true and fictional. In addition to that, a farther definition of short stories is mentioned by them where they said that this type of written literature refers to a literary genre, which can be used in the EFL classroom to improve English skills, as well as inspire students to develop their cultural understanding, respect, and acceptance.

According to Baldick (2008) short stories are usually focuses on a single incident and has only one or two characters (as cited in Ahmed Mohammed Ahmed, 2020). Similary, Rias (2019) defined short story as “a piece of prose fiction, which is usually about one thing” (p. 22). It is a piece of literary texts that is typically focuses on a single subject. Saleh Khalaf Ibnian (2010) proposed the same idea in which he confirms that a short story is a piece of fiction that usually follows on one or two characters as they deal with one issue or dispute.

Short story for Al Mahrooqi and Sultan (n.d) have common impact because they are present in all human communities. Moreover, short stories are concise, meaningful, and intensive with a powerful, exciting, attractive, and interesting language (Kim, 1985, as cited in Aldeen Ibrahim Hoely Ali, 2019).

### **1.2.2. Characteristics of a Good Short Story**

Short stories are a beneficial way to boost student’s learning, motivating them to read and encouraging them to do so, as well as entertaining them. Menrath (2003) proposed that a good short story should possess the following features (as cited in Haddag,2014):

- The short story should be short enough to read in a single sitting.
- The purpose of the short story is to depict a specific part of life.
- The plot of a short story should be plain and straight forward.
- A collection of short stories should be made up of a small number of characters.
- It should focus on a specific time frame.
- The most appealing and interesting short story is one that begins unexpectedly, opens or surprises, and ends quickly.
- A good short story should be cohesive, in the sense that each component should contribute to the story’s overall meaning.

### 1.2.3. Short Stories in EFL Context

Several scholars argue that short stories are one of the best literary genres for teaching English as a second language because of the benefits they provide (Kirkgoz, 2012). For Collie and Slater (1991) they are useful because they can be finished in one or two class hours, they are simple enough for students to work on independently, and they can be used by students of all levels and ages since short stories cater a variety of interests (as cited in Kirkgoz, 2012).

#### 1.2.3.1. *Techniques of Teaching Short Stories*

According to Hughes (2004) teachers must prepare pre-reading, during reading, and post-reading activities to assist students in reading and valuing the story after they have chosen a good short story to read with the class (as cited in Motasim Burai Alterefi, 2020) in which for Motasim Burai Alterefi (2020):

- **Pre-Reading Activities:** used for a variety of reasons:
  - Enabling Prior awareness
  - Clarifying any cultural aspect of the short story that may create confusion
  - Helping students to make predictions based mostly on story's title, diagrams, and beginning.
- **During Reading Activities:**
  - Students should get to know story elements
  - Using the events of the tale to infer the feelings of the characters
- **Post-Reading Activities:** teachers must plan post-reading tasks based on Bloom's taxonomy's skills as mentioned by Anderson and Krathwohle (2001) (as cited in Motasim Buari Alterefi, 2020) like the following:



- **Remembering:** characters and events in the story can be identified, listed, named, and located by students.

- **Understanding:** students will deduce, summarize, compare, illustrate, and paraphrase the motivation of characters and plot growth.

- **Applying:** students can apply what they have learned from the story to their own lives.

- **Analyzing:** by comparing, arranging, deconstructing, diagramming and incorporating the ideas about the characters' event in the story.

- **Evaluating:** means that students may assess whether the story succeeds in accomplishing its goals.

- **Creating:** based on the characters of the story and events in the plot, students can plan, build, schedule, or come up with new ideas.

### ***1.2.3.2. Practical Steps to Teach a Short Story***

Hill (2009) emphasized that when teaching a short narrative, educators must describe the topic and the writer, describe the characters and location names, highlight the vocabulary with its organization, allocate pages for home reading that can be done quickly or silently, give students introducing questions to bring the reading instruction, provide them with definitions of the important words used on these pages, include for each page one or more pre-questions, require students to read and respond to these pre-questions, have a discussion with students about the replies. Then, more questions concerning details should be added, and finally, inuring with students about their predictions about what will happen next (as cited in MotasimBuraiAlterefi,2020).

### **1.2.4. Benefits of Short Stories**

Student's linguistic awareness, motivation, personal reflection, and cultural understanding improve when short stories are used in the classroom (Abu Zahra & Farrah, 2015).

#### ***1.2.4.1. Reinforcing the Four Skills***

The work of teaching the four competences at all levels of language competency becomes easier for language educators when they use short stories, allowing students to participate in a variety of activities such as group discussion, character role play, theme criticism and interpretation, material, and organization style, among others. In the same vein, Murdock (2002) reported that “short stories, if selected and exploited appropriately, provide quality text content which will greatly enhance English language teaching courses for learners at intermediate levels of proficiency” (as cited in Krinshna&Sandkya, 2015, p.9). Short stories may provide high-quality text material of English language teaching courses for intermediate level students, if they are carefully chosen and exploited. According to Qabaja (2018):

- By encouraging students to read the story aloud, they can improve their listening skills while also learning the right accents to act out a dialogue and play a role in front of the class, which will improve their speaking abilities.

- Short stories, in the other hand, will help students to expand their vocabulary. The instructor can assign some tasks to learners, such as matching terms and synonyms, or putting new words in new sentences. Students would then be able to read the story, comprehend it, and improve their reading comprehension.

- To help students develop their writing skills, the teacher can ask students to write the story's theme, summarize the story, or write about one of the characters in the story after they have finished reading it.

#### ***1.2.4.2. Introducing Literary Elements***

Short stories are a great way for teachers to incorporate literary elements. Instructors can teach basic elements like character, context, and plot at the intermediate levels (Mubarak Ahmed Elhaj,2017). The author also mentioned that more advanced levels will add the same and more complex elements, such as conflict, climax, and resolution, and so on.

#### ***1.2.4.3. Short Stories Reflect Culture***

When it comes to teaching culture to English language learners from other countries, short stories work well, in which they pass down the culture of the people who inspired the stories (Krishna & Sandhya, 2015). Additionally, the authors pointed out that Students learn about their history, past and present, and tradition by telling short stories, and learn to appreciate and value other's differences through culture of people about whom the text was written (if it differs from that of the students) while using literary texts. The authors concluded that students become more conscious of their own society when they encounter new cultures and they begin to compare their culture to the others to see if there are any similarities or differences.

#### ***1.2.4.4. Teaching Higher-Order Thinking***

Advanced students can evaluate what they read and begin to think critically after reading the story; this will help them to improve higher-order reasoning abilities (Qabaja, 2018). Another argument made by Erkaya (2003) is that using short stories has two

advantages: first, they are more fun for students, and they familiarize students with critical thinking. Second, the tale of order thought is easy to recall (as cited in Qabaja, 2018).

### **1.2.5.Short Stories as a Source of Motivation**

Since motivation is regarded as the fundamental component and the building block of learning a foreign language, researchers have focused their attention on various learning methods that seek to enhance students' motivation. One of the most powerful learning methods is short story; it works because students enjoy reading it and learning new vocabulary from it. For that, it is worthy to say that short stories and motivation are deeply connected. Using the short story as a media for motivating students is a way effective way. It is founded by Krishna and Sandhya (2015) as the most appropriate realistic literary genre for teaching and improving communication capabilities to learners in a simple and efficient manner. Specifically:

- Short stories can be a great source of inspiration for writing, listening, speaking, and reading in the English language for non-native speakers (Pardede, 2011), in addition to developing students' imaginative thinking skill.
- The motivation that stories provide can assist a learner to develop a favorable attitude towards foreign language, which is crucial for cultivating a long-term positive attitude to that field (Zaro & Salaberri, 1995, as cited in Khira, 2016).
- The story based-activities help learners build a cooperative attitude while also boosting their confidence in utilizing the foreign language (Khira, 2016).
- Short stories make learning a new language enjoyable; they reveal the writer's true feelings, and thus, instilling in the students a strong motivation to connect what they have read to their own experience (Aldeen Ibrahim Holli Ali, 2019). Another idea mentioned by

him is since short stories have a beginning and a conclusion, students will be motivated at all levels of the language to read them all the way to see how detention is resolved.

## **Conclusion**

Researchers and educators have been looking for effective ways to enhance students' motivation, and make it easy for them to achieve their desirable goals such as acquiring a foreign language. This section highlights the role of short stories in improving students' motivation. First of all, by giving a comprehensive look about the literary term short story and its definition, characteristics, its use in EFL classes, and its benefits. Following that, the picture of short stories will be incomplete without discussing its expression in motivating students. For this reason, this work provides a vivid image about the significant role of short stories in increasing students' motivation in the EFL context.

## **Chapter Two: Field Work**

### **Introduction**

In the proceeding chapter, the most essential aspects of our two variables, short stories and students' motivation, are discussed. The following chapter is the practical part of this research which attempts to investigate the role of short stories in enhancing students' motivation. Its goal is to provide answers to the questions we have posed, as well as to confirm the hypothesis we have proposed. The field work is divided into two sections. The first piece is a discussion of the chosen sample to work with and the research tools used to gather data (students' and teachers' questionnaires). The second section is concerned with the analysis and discussion of the data acquired from the questionnaires completed by both the teachers and students, and providing the reader with the limitations and recommendations of the study for further research.

## Section One: Research Methodology

### 2.1.1. Sample

The research is carried out at Abd Elhafid Boussouf University- Foreign Mila's Language Department. Third-year LMD English students at the department of foreign languages comprises the population we worked with. We choose to work with third-year students for a variety of reasons: their university experience with studying the foreign language. In addition to, their ability to explore things and think critically, and because they are already exposed to tasks related to short stories. We choose 60 third year students from a population of 239. We select 10 instructors randomly from the entire population to participate in the teacher's questionnaire. These professors have taught modules of literature, written and oral expression.

### 2.1.2. Research Means

As a part of our research work, we have chosen to employ two questionnaires to evaluate the influence of short stories in increasing student motivation. The first questionnaire is sent out to student to fill it out, whereas the second questionnaire is intended for teachers. The reason behind these two surveys is to extract some information from both teachers and students about the use of short stories inside and outside classroom, and its relation to students' motivation to achieve desirable outcomes.

#### 2.1.2.1. *Students' Questionnaire*

##### 2.1.2.1.1. Administration and Description of Students' Questionnaire

The questionnaire is given to third year LMD students at Mila University Centre, Department of English. This study is administered to a sample of 60 students from a population of 239 students. This sample is selected randomly. The questionnaire is answered

online. The reason for selecting third year students is that they are studying a module concerned with short stories. Additionally, after a long period (three years) of exposure to English language, they are confronted with achieving a high level of competency. We use the questionnaire because it is a useful instrument for gathering data from a big number of people in a short amount of time. We did not have problems because the participants were very helpful.

The questionnaire is divided into three sections made of 19 questions. The questions are arranged in order of generality to specificity for the purpose of making it easy for learners to understand the topic and to obtain the needed information from their responses. The questions are a mixture of YES/NO questions, or ticking up the appropriate answers and justify where necessary. The first section, general information, contains 2 multiple questions related to the student's choice to study the English language at University, and knowing their level in English. Generally, it is about exploring personal information about the participants. The second section, students' motivation, contains 7 questions including 4 YES/NO questions, 3 multiple choice questions. The purpose of these questions is to learn about the students' motivational attitudes; it gathers information about learners' learning atmosphere, if they are motivated to learn English, and which strategy they find it beneficial in boosting their motivation. The third section involves 10 questions about the role of short stories, in which it consists of closed questions including 3 YES/NO questions; 7 multiple choice questions, as well as 2 open-ended questions. This part attempts to find out what students think about using short story, what they benefit from reading it, and how it affects students' motivation.



### ***2.1.2.2. Teachers' Questionnaire***

#### **2.1.2.2.1. Description and Administration of Teachers' Questionnaire**

The data of this study is gathered by using a questionnaire provided to professors from the department of English at Mila University Centre. We hoped to acquire information from instructors' perspectives and opinions about the function of the short stories in enhancing students' motivation. The questionnaire contains 13 questions and it is divided into three sections, each of which examines a distinct issue using various sorts of questions. It starts with a short introduction that describes the purpose of the questionnaire, as well as the procedure for completing it, which is to tick the box or boxes that best express teachers' beliefs for closed questions, or to make complete remarks for open-ended questions. The first section has 3 questions on the participants' background information, including the degrees they hold, years of experience, and modules they have been teaching. The second section, which consists of 05 questions, aims to gather the instructors' views and ideas concerning the concept of motivation and specifically students' motivation in learning English (rating their motivation towards learning English, what influence and hinder motivation), The final section has 5 questions about the teachers' opinions on using short stories as a task during their teaching, and discussing the relationship between its use and students' motivation.

## Section Two: Analysis and Discussion of Students' Questionnaire

### 2.2.1. Analysis of Students' Questionnaire

#### Section One: General Information

##### Q.1. Was English your first choice?

**Table 1: Students' Choices for Studying English**

| Options | Subjects  | Percentage   |
|---------|-----------|--------------|
| a. Yes  | <b>49</b> | <b>81,7%</b> |
| b. No   | <b>11</b> | <b>18,3%</b> |
| Total   | <b>60</b> | <b>100%</b>  |

From the mentioned results in the above table, 49 students making up (81,7%) said that English was their first choice. However, 11 students said “no”. This indicates that the majority of students (49) were intrinsically motivated and already interested to learn the English language, whereas others (11) did not have the chance to choose another specialty because their Baccalaureate average did not allow them to do so.

##### If yes, why?

**Table 2: Students' Reasons of Choosing Studying English**

| Options                      | Subjects  | Percentage   |
|------------------------------|-----------|--------------|
| a. You like English          | <b>33</b> | <b>67,3%</b> |
| b. Your parents' suggestions | <b>2</b>  | <b>4,1%</b>  |
| c. You had no better choice  | <b>14</b> | <b>28,6%</b> |
| Total                        | <b>49</b> | <b>81,7%</b> |

In relation to the prior question, subjects were asked to elaborate on why they choose to learn English in particular. The aim behind posing this question is to find out about students' opinions towards English, and whether the cause for their studying is a motivating factor. 33 subjects, out of 49 students who picked the answer "Yes" in the previous question, choose studying English as a personal preference i.e. they choose it freely. This demonstrates their strong desire to learn the language and willingness to achieve and develop their language level. However, only 2 subjects (4,1%) answered that studying English was based on parental decisions. Parents may have recommended English because they think that they are capable of making the best choices for their children's success. The last 14 subject or (28,6%) selected the last option which is "having no better choice"; this can only be explained by their Baccalaureate average. From the above results, we can say that the majority of the students have positive attitudes towards learning the English language.

## Q.2. How do you see your level in English?

*Table 3: Students' Consideration of Their Level in English*

| Options      | Subjects | Percentage |
|--------------|----------|------------|
| a. Excellent | 3        | 5%         |
| b. Good      | 43       | 71,7%      |
| c. Average   | 13       | 21,7%      |
| d. Poor      | 1        | 1,7%       |
| Total        | 60       | 100%       |

We can see from the statistics in the table above that the majority of students (43) or (71,7%) believe that their English level is good. We suppose that these students have enough self-confidence to claim that they have achieved a sufficient degree of accomplishments. 13 students with (21,7%) assert that their proficiency is average. We expect that these

individuals are capable but are not putting sufficient efforts to be motivated enough; 3 students or (5%) of them consider that their level is excellent. These students might represent an outlier in the sample for which they seemed highly motivated. Whereas, only one student (1,7%) claims that his level in English is poor. We believe that this student is 100% unmotivated to learn. The aim of this question is to know how students evaluate themselves, also their level of performance in order to better understand their attitudes towards learning English and the results they have achieved.

## Section Two: Students' Motivation

### Q1. Are you motivated to learn English?

*Table 4: Students' Motivation towards Learning English*

| Options | Subjects  | Percentage  |
|---------|-----------|-------------|
| a. Yes  | <b>51</b> | <b>85%</b>  |
| b. No   | <b>9</b>  | <b>15%</b>  |
| Total   | <b>60</b> | <b>100%</b> |

The results obtained from the table indicate that the majority of students (85%) declared that they are highly motivated towards learning English, while only (15%) show the opposite. We assume that the majority did not answer honestly on this question.

**Q.2. How do you describe your classroom atmosphere?**

***Table 5: The Description of Learners' Classroom Atmosphere***

| Options    | Subjects  | Percentage    |
|------------|-----------|---------------|
| a. Boring  | <b>10</b> | <b>16,6%</b>  |
| b. Funny   | <b>12</b> | <b>20%</b>    |
| c. Neutral | <b>38</b> | <b>63,33%</b> |
| Total      | <b>60</b> | <b>100%</b>   |

By asking the sample such a question, we aim at investigating the opinions of students on whether or not the motivation is getting affected by the status of the class. From the mentioned results in the previous table, the majority of students (38) making up (63,33) said that their classroom atmosphere is neutral. This indicates that they are not highly motivated towards the class atmosphere. Whereas, 12 students or (20%) answered that the class atmosphere is funny. This shows a small number of students are getting affected positively by the status of the class which makes them feel at ease. Only 10 students declared that the classroom atmosphere is boring. This reveals the fact this number of students is unmotivated, maybe due to the teacher's method, the task difficulty, or the learning environment in which it will affect their motivation to learn and to achieve their desirable goals.

**Q.3. Do you think that motivation has an important role in changing your classroom behavior?**

***Table 6: The Role of Motivation in Changing the Students' Classroom Behavior***

| Options | Subjects  | Percentage  |
|---------|-----------|-------------|
| a. Yes  | <b>60</b> | <b>100%</b> |
| b. No   | <b>0</b>  | <b>0%</b>   |
| Total   | <b>60</b> | <b>100%</b> |

All the participants claim that motivation has a direct impact on modifying their classroom behavior, as evidenced by the results. We pose this question in order to show the learners' understanding of the function of motivation in influencing the classroom behavior.

**Q.4. which of the following factors you think it affects your motivation?**

***Table 7: Students' Perceptions about the Factors That Affect Their Motivation***

| Options                 | Subjects  | Percentage  |
|-------------------------|-----------|-------------|
| a. Teachers' task       | <b>50</b> | <b>83%</b>  |
| b. Learning environment | <b>10</b> | <b>17%</b>  |
| <b>Total</b>            | <b>60</b> | <b>100%</b> |

The aim behind posing this question is looking for the surrounding supporting factors in enhancing students' motivation towards English learning. From students' perspectives, mentioned in table 9, towards the factors that affect their motivation, we find that 50 or (83%) assert that teachers' task is the source of their motivation; this put an emphasis on the teachers' task in increasing students' motivation. However, small number of students (17%) stated that their motivation is affected by the learning environment.

**Q.5. Does your teacher's task motivate you?**

***Table 8: Students' Attitudes towards Their Teachers' Tasks***

| Options      | Subjects  | Percentage  |
|--------------|-----------|-------------|
| a. Yes       | <b>50</b> | <b>83%</b>  |
| b. No        | <b>10</b> | <b>17%</b>  |
| <b>Total</b> | <b>60</b> | <b>100%</b> |

The participants were asked to confirm if their teacher's task motivate them. The same number (50) in the previous table, who said that the teachers' task is the main factor that behind their motivation, answered that the teacher's task indeed motivates them, and this emphasizes its significant role in increasing students' enthusiasm to learn. In contrast, 10 of them opted for the negative response. We truly think that this group of participants is either the used task does not suit their learning style, or they ignore the correct ways to deal with it.

**Q.6. According to you, which task you prefer most to enhance your motivation?**

***Table 9: Students' Preference towards Tasks That Enhance Their Motivation***

| Options                   | Subjects | Percentage |
|---------------------------|----------|------------|
| a. Games                  | 12       | 20%        |
| b. Role plays             | 5        | 8%         |
| c. Reading short stories  | 40       | 67%        |
| d. Watching documentaries | 3        | 5%         |
| Total                     | 60       | 100%       |

This question is asked in order to search for the appropriate and relevant task that develops their motivation towards English. The table shows that most of the students (67%) strongly agree on reading short stories. We suppose that this task is much enjoyable, pleasurable and attractive to students; another agreement is that this task affects them positively at all levels. Concerning the other tasks (games, roleplays, and watching documentaries) represent a small percentage. We consider that these tasks do not resemble the best effective motivators for them in comparison to short stories.

### Q.7. Do you participate when you are motivated?

*Table 10: Students' Participation When they are Motivated*

| Options | Subjects  | Percentage   |
|---------|-----------|--------------|
| a. Yes  | <b>58</b> | <b>96,7%</b> |
| b. No   | <b>2</b>  | <b>3,3%</b>  |
| Total   | <b>60</b> | <b>100%</b>  |

The aim behind this question is to see one of the beneficial outcomes of motivating students. From the above table we can see that the majority of students (58) with 96,7% said that they participate when they are motivated enough. This confirms that they are enjoying the learning task. In the other hand, 9 students opted for “NO”, which illustrates that they are introverted students.

## Section 3: Role of Reading Short Stories

### Q1. What is the preferable skill to you?

*Table 11: Students' Preferable Skill*

| Options      | Subjects  | Percentage  |
|--------------|-----------|-------------|
| a. Reading   | <b>25</b> | <b>42%</b>  |
| b. Listening | <b>2</b>  | <b>3%</b>   |
| c. Writing   | <b>8</b>  | <b>13%</b>  |
| d. Speaking  | <b>25</b> | <b>42%</b>  |
| Total        | <b>60</b> | <b>100%</b> |

By asking the sample such question, we aim at investigating the most important preferable skill to them. It is crystal clear from the above table that 42% of the participants prefer reading and speaking skill, 13% said that they prefer writing skill, and only 3% prefer



listening skill. From this, we can see that reading and speaking are both equally important skills and account for a large section of the population because students prefer to concentrate on reading, so that they can communicate the English language fluently and accurately.

**Q2. How far do you agree with the following statement?**

**“Reading skill is important in learning English language”**

***Table 12: Students’ Attitudes towards the Importance of Reading Skill in Learning English.***

| Options              | Subjects  | percentage  |
|----------------------|-----------|-------------|
| a. Strongly agree    | <b>36</b> | <b>60%</b>  |
| b. Agree             | <b>21</b> | <b>35%</b>  |
| c. Disagree          | <b>3</b>  | <b>5%</b>   |
| d. Strongly disagree | <b>0</b>  | <b>0%</b>   |
| <b>Total</b>         | <b>60</b> | <b>100%</b> |

We provide this statement in the questionnaire for knowing to how extent do EFL students agree on the importance of reading skill in learning English language. We notice from the table above that there are 36 respondents in the study sample with percentage 60% strongly agreed with the statement. Also, there are 21 respondents with percentage 35% agreed. This indicates that most participants are aware that reading in English is vital, crucial, and fundamental. Only 3 respondents with percentage of 5% disagreed. This suggests that they have no passion towards this skill and they ignore its positive effects; while no one has answered with strongly disagree.

### Q3. How do you usually develop your reading skill?

**Table 13: Students' Way of Developing their Reading Skill**

| Options          | Subjects | Percentage |
|------------------|----------|------------|
| a. Books         | 5        | 8%         |
| B. Novels        | 9        | 15%        |
| c. Short stories | 46       | 77%        |
| Total            | 60       | 100%       |

The purpose of posing such question is to draw attention to the item that students choose to read in order to improve their reading skill. As it is anticipated, the results represented in the table above show that short stories are the most popular among the chosen students with 77%. Novels come next with 15%, than last books with 8%. We can say that most of them prefer short stories to be their means of reading in English. This might have the believe that short stories save time and efforts, also they might choose them because they are precise, concise, intensive, and have the ability to capture the attention of students. Another consideration is that short stories motivate them since they are challenging and amusing.

### Q4. Do you enjoy readingshort stories?

**Table14: Students' Attitudes towards Reading**

| Options | Subjects | Percentage |
|---------|----------|------------|
| a. Yes  | 50       | 83%        |
| b. No   | 10       | 17%        |
| Total   | 60       | 100%       |

The particular question aims at describing students' perspectives concerning their inner feelings of delight while reading short stories. The above stated results show that the majority of participants 83% enjoy reading short stories a lot in English. We suppose that reading this kind of literary genre is interesting, exciting, and attractive for this category of students, whereas 17% of them express an unwillingness to read them.

**Q5. Does your teacher assign short stories as a reading material for you?**

***Table 15: Teachers' Assignment of Short Stories as a Reading Material***

| Options | Subjects  | Percentage  |
|---------|-----------|-------------|
| a. Yes  | <b>50</b> | <b>83%</b>  |
| b. No   | <b>10</b> | <b>17%</b>  |
| Total   | <b>60</b> | <b>100%</b> |

Through the above item we want to determine whether or not short stories are assigned to students. 50 of subjects in this sample declared that their teachers do assign short stories as reading task for them, which suggests that short stories are given by many teachers because they know its tremendous benefits on students towards learning English. The remaining subjects (17%) honestly answer the opposite. This means that these teachers do not pay much attention to it, do not have enough time to teach it, or ignore its beneficial importance.

**If yes, how often?**

***Table 16: Students' Consideration of their Teachers' Frequency of Using Short Stories***

| Options      | Subjects  | Percentage  |
|--------------|-----------|-------------|
| a. Always    | <b>16</b> | <b>32%</b>  |
| b. Sometimes | <b>30</b> | <b>60%</b>  |
| c. Rarely    | <b>4</b>  | <b>8%</b>   |
| Total        | <b>50</b> | <b>100%</b> |

From this question we seek to find out how much teachers put efforts to play the role of a motivator in boosting their students' learning by assigning this motivational material. The total number of participants in this question is the same participants who answer by "Yes" in the previous question. The above stated results show that 60% of the participants said that their teachers sometimes assign short stories to them. 32% of them asserted that their teachers always give them short stories. However, only a small percentage of students (8%) said that their teachers rarely assign short stories. We suggest that teachers of those who answered "Sometimes" and "Always" are fully aware its important role in motivating their students.

**Q6. Are you satisfied with such reading material?**

***Table 17: Students' Satisfaction of Reading Materials Used by Teachers***

| Options | Subjects  | Percentage  |
|---------|-----------|-------------|
| a. Yes  | <b>46</b> | <b>73%</b>  |
| B. No   | <b>14</b> | <b>27%</b>  |
| Total   | <b>60</b> | <b>100%</b> |

This question attempts to establish whether the teachers' use of short stories has a favorable impact on students in terms of making them satisfying or not. 73% of participants answered that they are satisfied with the reading materials used by teachers (short stories). We suppose that students of this category benefit from the utilization of this material by becoming more motivated as a result of it. Conversely, 27% of participants voiced their dissatisfaction. From this, we assume that students' dissatisfaction stems from their teachers' failure to assign short stories to them. Furthermore, they may dislike the teachers' choice of materials' type.

### Q7. What kind of short stories do you prefer to read?

**Table 18: Students' Preferable Type of Short Stories**

| Options          | Subjects  | Participants |
|------------------|-----------|--------------|
| a. Since fiction | <b>3</b>  | <b>6%</b>    |
| b. Romantic      | <b>11</b> | <b>22%</b>   |
| c. Adventure     | <b>24</b> | <b>48%</b>   |
| d. Fairytales    | <b>12</b> | <b>24%</b>   |
| <b>Total</b>     | <b>50</b> | <b>100%</b>  |

This question closes the picture of knowing the students' favorite type of short stories. The above stated results show that 24 participants (48%) enjoy reading adventure short stories. while romantic stories come next with a percentage of 22%. Fairytales were chosen with a percentage of 24%. The remaining participants went for selecting science fiction stories (6%). This is evidence that each student could be attracted by different type of short stories; that is, selecting the appropriate type that suits every student would motivate them better.

#### **Others:**

- Ghost short stories
- No specific type
- Short stories with moral lesson
- Myth, legend
- A mixture of all types

### Q8. What do you benefit from reading short stories?

**Table 19: Benefits of Reading Short Stories**

| Options                                   | Subjects | Percentage |
|-------------------------------------------|----------|------------|
| a. Vocabulary acquisition                 | 0        | 0%         |
| b. Enjoy entertainment                    | 0        | 0%         |
| c. Reinforcing speaking and writing skill | 0        | 0%         |
| d. Develop critical thinking              | 0        | 0%         |
| e. All of them                            | 50       | 100%       |
| Total                                     | 50       | 100%       |

We come up with this question because we want to find out how much reading short stories benefits students. As expected, the data shows that out of 50 students no one answered by a single benefit, but 100% of the informants choose the same response which is the answer “all of them”. We can deduce that all informants see reading short stories as a rewarding hobby. For them, it is a suitable technique to learn new words, develop critical thinking, have fun, and improve their writing and speaking skills.

### Q9. What kind of problems do you face when reading short stories?

**Table 20: Problems that Encounter Students When Reading Short Stories**

| Options              | Subjects | Percentage |
|----------------------|----------|------------|
| a. Difficult words   | 6        | 10%        |
| b. Complex style     | 4        | 7%         |
| d. Ambiguous meaning | 4        | 7%         |
| e. None              | 46       | 77%        |
| Total                | 60       | 100%       |

The purpose of asking this question is to search for common problems that prevent students from reading short stories or that make this process hard. The majority of participants (77%) said that they do not encounter problems while reading short stories. This indicates that they become highly motivated when reading them while 10% of respondents said that difficult words are the main problem that they face. Then, 7% opted for the answer “complex style”. Another 7% opted for the answer “ambiguous meaning”. We believe that these different problems can be the reason behind making students unmotivated towards reading short stories.

**Q10. To what extent do you agree with the following statement?**

**“Reading short stories is considered to be a rich source of motivation”**

***Table21: Students Agreement on the Following Statement “Reading short stories is considered to be a rich source of motivation”***

| Options              | Subjects | Percentage |
|----------------------|----------|------------|
| a. Strongly agree    | 36       | 60%        |
| b. Agree             | 20       | 33%        |
| c. Disagree          | 3        | 5%         |
| d. Strongly disagree | 1        | 2%         |
| Total                | 60       | 100%       |

This question aims to determine the exact link between motivation and short stories by analyzing the degree to which students agree with the above statement. We find, in one hand, that the gathered results reveal that the proposed statement has a high level of acceptance in which: 60% strongly agree, and 33% agree. We consider that students’ motivation could well be boosted by reading short stories, which they regard as a valuable source of motivation. In the other hand, few students do not agree on this statement in which 5% of them are disagree

and 2% are strongly disagree. We think that those students are either uninterested in reading short stories or oppose it as a means to obtain motivation due to the mentioned problems before.

#### **2.2.1.1. Discussion of the students' questionnaire**

The students' questionnaire plans to do some research on improving students' motivation through the use of short stories. The majority of students were cooperative and positive in determining the path of our hypothesis as evidence by the analysis of the questionnaire presented above. Additionally, we can notice from the responses that we are in the right track to verifying our hypothesis.

The conclusion that can be drawn from the analysis of students' questionnaire in section one provide us with quite interesting results, that allow us to rely on them in investigating this study by asking questions related to their choice of studding English and level consideration. This indicates the idea that most of them are interested, have high-self-confidence, and willing to master the English language which will, in turn, affect positively their learning process.

The second section, students' motivation, is dedicated to present motivation as a crucial concept in foreign language learning by finding out students' attitudes about its importance in the learning process, its major source, and its beneficial outcomes on learners' performance. The obtained results from the majority of participants in our sample concerning this section show that:

- ✓ Students have strong positive attitudes towards the important role of motivation in influencing their learning.
- ✓ Teachers' task is the major source of students' motivation, and therefore, much attention is directed towards the motivational task used by the teacher.



✓ Students are being motivated by the literary genre “short stories” due to its numerous effects which indicate the importance of its extensive use in EFL classes.

The results according to the third section, the role of short stories which included the majority of participants, assess the efficacy of short stories in increasing students’ motivation towards learning English. Therefore, those results reveal the following points:

✓ The students’ understanding of the value of reading in learning the English language is shown. As a result, learning the English language will be much easier.

✓ Short stories are the most preferred form of reading due to its potent effects.

✓ Short stories are fun, thrilling, appealing, precise and succinct.

✓ They are used by most teachers in their classes and this is a cheerful sign that represents the teachers’ awareness of the value on short stories in EFL classes.

✓ They are beneficial for students in terms of vocabulary, speaking and writing skill, critical thinking.

✓ Short stories are said and confirmed to be a great source of students’ inspiration towards learning the English language.

### 2.2.2. Analysis of Teachers’ Questionnaire

#### Section One: Teachers’ Profile

**Q.1. What is the highest level or degree of education you have completed?**

*Table 22: Teachers’ Academic Degree*

| Options      | Subjects | Percentage |
|--------------|----------|------------|
| a. Magister  | 2        | 20%        |
| b. Master    | 5        | 50%        |
| c. Doctorate | 3        | 30%        |
| Total        | 10       | 100%       |

The purpose of posing this question is to check the qualification of teachers. From the whole sample, 50% of teachers have a Master degree, followed by 30% of teachers who have Doctorate degree. The remaining teachers (20%) have a magister degree. As a result of these findings, we can conclude that teachers have a prior experience in learning the English language. From this, we can rely on their responses.

### **Q.2. How long have you been teaching the English language?**

***Table 23: Years of Teaching English***

| Options           | Subjects | Percentage |
|-------------------|----------|------------|
| a. 1-5 years      | 5        | 50%        |
| b. 5-10 years     | 3        | 30%        |
| c. Above 10 years | 2        | 20%        |
| Total             | 10       | 100%       |

Concerning this question, we want to know how long teachers have been teaching English as a foreign language. Half of the participants making 50% have been teaching English from 1-5 years, whereas 30% of them have been teaching it from 5 to 10 years. The remaining respondents (20%) have been teaching English more than 10 years. We make the assumption that these teachers have adequate experience to help us in our research.

### **Q.3. What modules have you been teaching at university?**

We asked the teachers the above question for the sake of collecting more information concerning their experience in the field of EFL, because teaching different modules means gaining additional experience. From their answers, they teach literature, oral expression, and written expression.

## Section 2: Students' Motivation

### Q.1. Do you often take into accounts the importance of motivation in your classes?

**Table 24: Taking Into Account the Importance of Motivation**

| Options | Subjects  | percentage  |
|---------|-----------|-------------|
| a. Yes  | <b>10</b> | <b>100%</b> |
| b. No   | <b>0</b>  | <b>0%</b>   |
| Total   | <b>10</b> | <b>100%</b> |

The reason behind posing this question is to figure out the degree of the teachers' realization of the importance of motivation while teaching. The obtained data shows that all teachers (100%) believe that motivation is an important concept in delivering their lessons, and will affect the students positively in their learning.

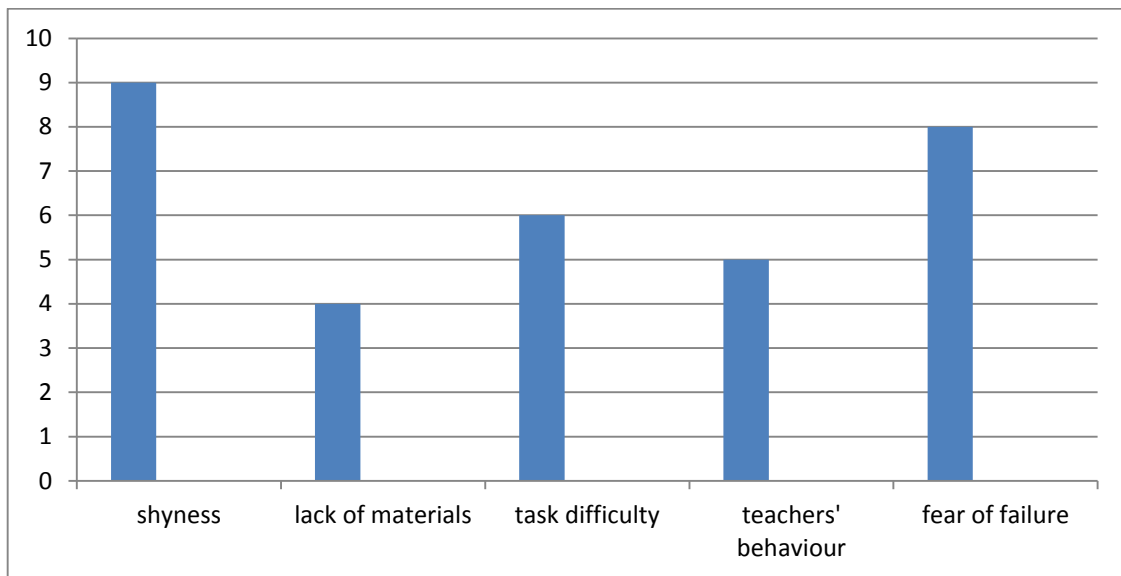
### Q.2. How do you rate your students' motivation towards learning English?

**Table 25: Teachers' Consideration of Their Students' Motivation**

| Options   | Subjects  | Percentage  |
|-----------|-----------|-------------|
| a. High   | <b>2</b>  | <b>20%</b>  |
| b. Medium | <b>5</b>  | <b>50%</b>  |
| c. Low    | <b>3</b>  | <b>30%</b>  |
| total     | <b>10</b> | <b>100%</b> |

The goal behind posing this question is to see how teachers rate their students' motivation towards learning English. The above representation shows that 50% of the teachers involved in the sample consider their students medially motivated. 20% noticed that they are highly motivated, and 30% honestly said that their students are poorly motivated. This shows a necessity for adopting extra motivational tasks that suit students' desires.

### Q.3.What are the factors that hinder students' motivation in English learning?



**Graph 1: Factors that Hinder Students' Motivation**

In this question we give the teachers the freedom of selecting more than one option, in order to look for the various factors that prevent students from being motivated. The above results state that the majority of teachers selected that shyness in the ultimate problem that hinder students' motivation towards learning where 88.9% of them agreed on that; Fear of failure comes second with 77,8% where 7 out of 10 teachers chose it; 5 out of 10 teachers (55,6%) selected the factors of task difficulty and teachers' behavior. Finally, 4 out of 10 with a percentage of 44,4% selected the lack of materials. We can say that shyness, task difficulty, teachers' behavior are the primary negative factors that hinder students' motivation.

### Q.4. Do you believe that the nature of the task affects students' motivation?

**Table 26: Teachers' Opinions if the Nature of the Task Affects Students' Motivation**

| Options | Subjects | Percentage |
|---------|----------|------------|
| a. Yes  | 10       | 100%       |
| b. No   | 0        | 0%         |
| Total   | 10       | 100%       |

This question is set for the sake of knowing whether or not the nature of the task affects students' motivation towards learning the English language. The chosen teachers are asked if the nature of the task difficulty affects their students' motivation or totally the opposite. All of them opted for the answer "Yes". This result is in accordance with what have been discussed before that the majority of learners' motivation get affected by the teacher's task.

#### **Q.5. Do you see reading short stories as motivational tasks in your class?**

***Table 27: Teachers' Attitudes of Whether Short Stories Seen as Motivational Tasks***

| Options | Subjects  | Percentage  |
|---------|-----------|-------------|
| a. Yes  | <b>10</b> | <b>100%</b> |
| b. No   | <b>0</b>  | <b>0%</b>   |
| Total   | <b>10</b> | <b>100%</b> |

The purpose of this question is to find out whether or not teachers regard short stories to be a motivating assignment. As we notice from the above results the answer "Yes" is the common response of all teachers (100%), which indicates the tremendous benefits of short stories that they offer to enhance students' motivation towards learning.

### **Section Three: Role of Reading Short Stories**

#### **Q1. What is your attitude towards using short stories?**

***Table 28: Teachers' Attitudes towards the Use of Short Stories***

| Options     | Subjects  | Percentage  |
|-------------|-----------|-------------|
| a. Positive | <b>10</b> | <b>100%</b> |
| b. Negative | <b>0</b>  | <b>0%</b>   |
| Total       | <b>10</b> | <b>100%</b> |

In order to investigate what actually teachers think about short stories, we ask them the above question. All teachers (100%) show an approval by selecting the answer “positive”. We truly believe that short stories completely took the teachers’ attention due to its uncountable advantages in EFL classes.

**If positive, how often do you use them inside classes?**

***Table 29: Teachers’ Frequency of Using Short Stories inside Classes***

| Options             | participants | Percentage  |
|---------------------|--------------|-------------|
| a. Rarely           | <b>0</b>     | <b>0%</b>   |
| b. Sometimes        | <b>6</b>     | <b>60%</b>  |
| c. Most of the time | <b>4</b>     | <b>40%</b>  |
| Total               | <b>10</b>    | <b>100%</b> |

Teachers are asked again about the frequency of using short stories inside classes. From the obtained results in the above table we notice that 6 teachers declared that sometimes they use short stories in their classes, while 4 of them answered “most of the time”. From this we can see that all teachers insist on the use of short stories in EFL classes because they are fully aware of its enormous necessity in acquiring the English language.

**Q2. Do you find your students interested in reading short stories?**

***Table 30: Teachers’ Perspectives on Whether Students are Interested in Reading Short Stories***

| Options | Participants | Percentage  |
|---------|--------------|-------------|
| a. Yes  | <b>10</b>    | <b>100%</b> |
| b. No   | <b>0</b>     | <b>0%</b>   |
| Total   | <b>10</b>    | <b>100%</b> |

Our intention in this question is to demonstrate teachers' perceptions about their students' curiosity towards reading short stories on whether they are interested with or not. The above table shows that teachers' answers go only for the response "yes". This leads us to say that teachers believe on short stories as an attractive material for students, and that the utilization of short stories is highly desired by students.

### Q3. Do you encourage your students to read short stories outside classroom?

**Table 31: Teachers' Attitudes on Encouraging Students to Read outside the Classroom**

| Options | Participants | Percentage  |
|---------|--------------|-------------|
| a. Yes  | <b>10</b>    | <b>100%</b> |
| b. No   | <b>0</b>     | <b>0%</b>   |
| Total   | <b>10</b>    | <b>100%</b> |

As has been noted above, the whole number of this sample (100%) said that they encourage their students to read short stories outside. And in order to know the reason behind assigning short stories to be read outside classes, **we ask them to justify their answers** which were organized as follow:

- Because reading short stories open up new horizons of ideas that improve students' critical thinking and performance inside classroom.
- Short stories increase students' self-esteem and their confidence. They read them in a very short time; and when they finish, they feel this sort of accomplishment which motivates them to read even more.
- Reading short stories then summarizing them is a very helpful learning strategy
- Because reading short stories is the best way to discover new cultures, and develop the students' vocabulary knowledge.

- In a classroom atmosphere, learners might be restricted to a certain type of short stories and style of writing, in addition to the limited time. However, outside the classroom they have enough time as well as more space to select their readings.

#### **Q4. How are short stories beneficial?**

The teachers' responses organized as follow:

- Reading short stories is useful in the development of students' vocabulary acquisition, the enrichment of their linguistic repertoire, and improvement of their critical thinking.
- Short stories help learners to learn the correct structure of sentences, the correct spelling of words, the various meanings of the same word, in addition to developing vocabulary.
- Reading short stories means developing their writing styles, avoiding grammatical mistakes, and learning about the other cultures.
- They are brief and interesting.
- They enhance students' motivation towards learning English

The teachers' answers reveal the various benefits of short stories when reading a foreign language. Most teachers focus primary on vocabulary acquisition, developing writing styles, learning different meanings, and cultural background of other cultures.

#### **Q5. Express your opinion about the importance of short stories in developing learners' motivation towards learning English?**

This question aims to know the teachers' attitudes towards reading short stories as a motive to increase their students' motivation. The participants answer as follow:

- Short stories might offer students with a free natural space to enhance their competence in the four skills at their own space.



- Short stories are necessary inside the class and outside; and because once learners face an interesting short story as a learning material in addition to an appropriate teaching method by their instructors, they would show high motivation towards learning English.
- Choosing the appropriate type of short stories motivates students to a better understanding of the extra linguistic features of English. It is important to motivate students to perform the story or the play in the classroom because the process creates a positive interaction between students and engages them in some activities and tasks.
- Short stories motivate students in a number of ways: when they learn and acquire more vocabulary, they will be motivated to learn the English language and to speak it as well. Also, they will be able to acquire grammatical structures that will help them and motivate them to learn.
- Short stories present a limited set of events and characters which can be clearly understood by the English learners. This clarity will grow into students' inner capacities "I can read" they would believe and this belief would push them to try to undertake other tasks, which eventually will turn into adequate knowledge on the language studied.

The above participants' responses demonstrate how the growth of students' motivation might be linked to short story reading. All of the participants agree that reading short stories are very useful and inspiring technique towards the language learning in many areas.

#### **2.2.2.1. Discussion of the teachers' questionnaire**

The analyses and interpretations of the findings obtained from the teachers' responses in the given questionnaire, which intended to conduct a study on the use of short stories to motivate students, are greatly reinforce our thoughts; and therefore, it is reasonable to conclude that our hypothesis is correct and contributes to the advancement of our goal.

The first section, namely teachers' profile, is mainly concerned with exploring the teachers' experience in the field of EFL context. From the observed results, we can see that there is a mixture between old teachers and novice teachers. Both have high degrees and teach variety of modules, but the old teachers represent the dominant percentage. Accounting on this, we are sure that their responses are highly reliable and this will be very supporting to complete our research with accurate findings.

The second section is titled by "students' motivation". It, on the basis of teachers' experiences and views, focuses with determining the necessity of motivation, its presence in EFL classrooms, and the barriers that impede it. In addition to assessing whether short stories are good source of it. According to them:

- ✓ When it comes to teaching students, motivation is a crucial factor to consider
- ✓ Task difficulty, as believed by all teachers, is one of the key elements that deter students' motivation. This demonstrates that all teachers are aware that the task chosen, regardless of its difficulty level or kind, has a major impact on students' motivation.
- ✓ Reading short stories is viewed as a motivating task that encourages students to be more motivated about learning and productive in their performance, therefore.

Teachers' perceptions are the focus of the third section towards a better understanding of the impact of short stories in motivating students. The instructors' analysis yields the following conclusions: the usefulness of short stories in EFL classes is well understood and supported by all teachers. Additionally, all teachers agree that short stories pique their students' interest since they are appealing, simple to comprehend, and require little time. Furthermore, for the many benefits of reading outside, all teachers urge their students to do so. Teachers present various advantages of short stories at the end of this section, such as: acquiring greater vocabulary, grasp the basic grammatical structure, students' proficiency in the four skills will be improved, encouraging students to interact positively, getting to know

other countries' cultural backgrounds, and finally students will be highly motivated to study the English language.

## **Conclusion**

To summarize, this chapter mainly focuses with the field of investigation that presents the quantitative findings of our study. It is divided into two sections. The first section opens with a description of the research methodology, including the sample and research tools. The second section analyzes and discusses the data gathered from teachers' and students' replies in the supplied questionnaire. The chapter ends with the limitations of our study as well as recommendations for future research.

## **Limitations**

Several constraints are discovered during the completion of this investigation. First, we were only allowed to work with third year students at Mila University Centre. If we had been given the permission to cooperate with other levels or universities, we would have gathered more information. Second, we were constrained by time because our exams were completed on April the 15<sup>th</sup>. Two months was insufficient; we did not have a lot of time to delve deeper. Third, we were unable to conduct an experiment that required a significant amount of time. Instead, a questionnaire was employed to quickly collect data although some students ignored to answer open-ended questions as well as some teachers. Finally, we wanted to work with 20 teachers but we could not wait that long because only 10 teachers responded in 3 weeks.

## **Recommendations**

On the basis of the findings, we also suggest the following:

- For more reliable results, conduct qualitative research that involves an experiment.

- Because the students in the class have varying skills and learning styles, the teacher should use a variety of short stories to motivate them all.
- The teacher should encourage his students to read outside, and provide them with intriguing titles which will raise their motivation towards learning English and their involvement inside class.
- The key to success and complete understanding of the language is to focus on increasing students' motivation.
- Combining the use of games and short stories because they are the preferred methods of learning for students.
- Looking for extra motivating tasks to avoid boredom and satisfy all learners.
- Devote more time for reading classes.

## General conclusion

The main objective of this research work, which captures teachers' attentions, is to look at the impact of short stories in enhancing students' motivation in EFL classrooms and towards learning English in general. And, as a secondary goal, we comprehensively validate the extent to which short stories inspire students to learn the language.

This study is divided into two chapters: theoretical and practical. The first chapter is divided into two sections. Those sections are expressed in the form of a descriptive portion that includes a review of the relevant literature. The first section is devoted to providing a notion of motivation, which includes its definition, theories, types, elements that influence motivation in foreign language learning, and its critical function in the learning process. The second section explores the function of short stories by delineating its definition, types, elements, characteristics, its use in EFL context, as well as establishing a relationship between reading short stories and the growth of students' motivation. The second chapter is devoted to the examination of the retrieved data from both the teachers' and learners' questionnaire that give a clearer picture of how short stories are used to boost students' motivation in the classroom followed by an interpretation and discussion of the findings, recommendations, ideas for additional research, limitations of the study, a conclusion, as well as a general conclusion.

Most significantly, the findings show that using short stories boosts EFL students' desire to learn and, as a result, their motivation. The findings of the students' questionnaires reveal that the majority of them are interested in short stories as a mean of becoming more motivated to learn. Furthermore, the findings of the teachers' questionnaire analysis also reveal that instructors are aware of the importance of short stories, which give several

benefits at all levels and so contribute to the growth of their students' motivation towards learning.

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# Appendices

## Students' Questionnaire

**Dear Student,**

This questionnaire is a part of our research work for the master degree in didactics at Mila University Centre, which aims to investigate the role of short stories in enhancing students' motivation. Therefore, you are kindly invited to answer the following questions by ticking (✓) the appropriate answer or by providing a statement whenever necessary. Thank you in advance.

### Section one: General Information

**Q1.** Was English your first choice?      **a.** Yes ☐      **b.** No ☐

**If yes, why?**

**a.** You like English ☐

**b.** Your parents' suggestion ☐

**c.** You had no better choice ☐

**Q2.** How do you see your level in English?

**a.** Excellent ☐      **b.** Good ☐      **c.** Average ☐      **d.** Poor ☐

### Section Two: Students' Motivation

**Q1.** Are you motivated to learn English?      **a.** Yes ☐      **b.** No ☐



**Q2.** How do you describe your classroom atmosphere?

a. Boring ☐    b. Funny ☐    c. Neutral ☐

**Q3.** Do you think that motivation has an important role in changing your classroom behavior?

a. Yes ☐    b. No ☐

**Q4.** Which of the following factors you think it affects your motivation?

a. Teachers' task ☐    b. Learning environment ☐

**Q5.** Does your teacher's task motivate you?    a. Yes ☐    b. No ☐

**Q6.** According to you which task you prefer most to enhance your motivation?

a. Games ☐    b. Role plays ☐  
c. Reading, short stories ☐    d. Watching documentaries ☐

**Q7.** Do you participate when you are motivated?    a. Yes ☐    b. No ☐

### **Section Three: Role of Reading Short Stories**

**Q1.** What is the preferable skill to you?

a. Reading ☐    b. Listening ☐    c. Writing ☐    d. Speaking ☐

**Q2.** How far do you agree with the following statement?

“Reading skill is important in learning English language”.

a. Strongly agree ☐    b. Agree ☐    c. Disagree ☐    d. Strongly disagree ☐

**Q3.** How do you usually develop your reading skill?

**a.** Books ☐                      **b.** Novels ☐                      **c.** Short stories ☐

**Q4.** Do you enjoy reading short stories?                      **a.** Yes ☐                      **b.** No ☐

**Q5.** Does your teacher assign short stories as reading materials for you?

**a.** Yes ☐                      **b.** No ☐

If yes, how often? **a.** Always ☐                      **b.** Sometimes ☐                      **c.** Rarely ☐

**Q6.** Are you satisfied with such reading material?                      **a.** Yes ☐                      **b.** No ☐

**Q7.** What kind of short stories do you prefer to read?

**a.** Science fiction stories ☐                      **b.** Romantic ☐

**c.** Adventure ☐                      **d.** Fairytales ☐

**Others**

.....  
.....

**Q8.** What do you benefit from reading short stories?

**a.** Vocabulary acquisition ☐

**b.** Enjoy entertainment ☐

**c.** Reinforcing speaking and writing skill ☐

**d.** Develops critical thinking ☐

**e.** All of them ☐

**Q9.** What kind of problems do you face when reading short stories?

**a.** Difficult words ☐

**b.** Complex style ☐

**c.** Ambiguous meaning ☐

**d.** None ☐

**Q10.** To what extent do you agree with the following statement?

“Reading short stories is considered to be a rich source of motivation”

**a.** Strongly agree ☐

**b.** Agree ☐

**c.** Disagree ☐

**d.** Strongly disagree ☐

**Thank you.**

## Teachers' Questionnaire

Dear Teachers,

You are kindly requested to answer the following questionnaire to complete our research work, which aims to investigate the role of short stories in enhancing students' motivation for third year EFL learners at Mila University Centre. Please, tick the appropriate box or boxes, and make full statement whenever necessary.

Thank you in advance

### Section One: Teachers' Profile

**Q1.** What is the highest level or degree of education you have completed?

a. B.A ☐      b. M.A ☐      c. Ph.D ☐

**Q2.** How long have you been teaching English?

a. 1-5 years ☐      b. 5-10 years ☐      c. Above 10 years ☐

**Q3.** What modules have you been teaching at university?

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

### Section Two: Students' Motivation

**Q1.** Do you often take into account the importance of motivation in your classes?

a. Yes ☐      b. No ☐

**Q2.** How do you rate your students' motivation towards learning English?

a. High ☐      b. Medium ☐      c. Low ☐

**Q3.** What are the factors that hinder students' motivation in learning English?

a. Shyness ☐      b. Lack of materials ☐      e. Task difficulty ☐  
c. Fear of failure ☐      d. Teachers' behavior ☐

**Q4.** Do you believe that the nature of the task affects students' motivation?

a. Yes ☐      b. No ☐

**Q5.** Do you see reading short stories as a motivational task in your class?

a. Yes ☐      b. No ☐

### **Section Three: Role of Reading Short Stories**

**Q1.** What is your attitude towards using short stories?

a. Positive ☐      b. Negative ☐

**If positive, how often do you use them?**

a. Rarely ☐      b. Sometime ☐      c. Most of the time ☐

**Q2.** Do you find your students interested in reading short stories?

a. Yes ☐      b. No ☐

**Q3.** Do you encourage your students to read short stories outside the classroom?

a. Yes ☐      b. No ☐

**Whatever your answer is, please justify?**

.....

.....

.....

**Q4.** How are short stories beneficial?

.....

.....

**Q5.** Express your opinions about the importance of short stories in developing learners' motivation towards learning English?

.....

.....

**Thankyou**

## ملخص

تهدف هذه الدراسة إلى معرفة المزيد عن دور القصص القصيرة في تعزيز دافع الطلاب لتعلم اللغة الانجليزية. يبدأ هذا البحث بمقدمة عامة تمهد الطريق لفهم أكثر تفصيلا لفكرة الدافع، وتحديد تعريفها، نظرياتها، أنواعها، العوامل التي تؤثر على الدافع في اللغة الأجنبية، و كذلك أهميتها. بالإضافة إلى ذلك، هذه الدراسة توضح القصص القصيرة كمصدر لتحفيز الطلاب بعد إعطاء صورة أوضح عن تعريفها، أنواعها، عناصرها، خصائصها، بالإضافة إلى القصص القصيرة في بيئة اللغة الانجليزية كلغة أجنبية. علاوة على ذلك، من اجل التحقق من الفرضية التي وضعناها، "إذا قرأ طلاب اللغة الانجليزية القصص القصيرة، فسيتم تعزيز حافزهم"، نجري دراسة وصفية باستخدام استبيانين، احدهما لستين طالبا في السنة الثالثة والثاني عشرة معلمي الأدب، التعبير الكتابي و الشفهي في أقسام اللغة الانجليزية بالمركز الجامعي ميلة. تكشف النتائج التي تم الحصول عليها من ردود المعلمين والطلاب أن كلاهما لديهم وجهات نظر ايجابية تجاه استخدام القصص القصيرة، حيث يمكن أن يساعد استخدامها الطلاب على أن يصبحوا أكثر حماسا، بالإضافة إلى التعلم بشكل أكثر فعالية. أوصت الدراسة بضرورة تعريض طلاب اللغة الانجليزية كلغة أجنبية لفصول قراءة إضافية نظرا للنتائج.

**الكلمات المفتاحية:** التحفيز، القصص القصيرة، اللغة الانجليزية كلغة أجنبية، التعلم، دراسة

وصفية.

## Résumé

Cette étude vise à analyser le rôle des nouvelles littéraires dans la consolidation de la motivation des étudiants pour l'apprentissage de l'anglais. Cette recherche commence par une introduction générale qui ouvre la voie à une compréhension plus détaillée de l'idée de motivation, en précisant sa définition, ses théories, ses types, les facteurs qui affectent la motivation en langue étrangère et son importance. De plus, elle démontre que les nouvelles littéraires sont une source de motivation pour les étudiants après avoir donné une image plus claire de la définition des nouvelles, des fondements historiques, des types, des éléments, des caractéristiques, ainsi que des nouvelles dans le cadre de l'enseignement de l'anglais comme langue étrangère. En outre, afin de vérifier l'hypothèse que nous avons établie, « si les étudiants de l'anglais comme langue étrangère lisaient des histoires courtes, leur motivation serait renforcée », nous menons une étude descriptive en utilisant deux questionnaires, l'un pour (60) étudiants de troisième année anglais et l'autre pour (10) enseignants de littérature, expression orale et écrite dans le département d'anglais au centre universitaire de Mila. Les résultats obtenus à partir des réponses des enseignants et des élèves révèlent que les deux ont des perspectives favorables à l'utilisation des nouvelles littéraires, dans lesquelles son utilisation peut aider les étudiants à devenir plus motivés et les aider à apprendre plus effectivement. L'étude recommande que les étudiants de l'anglais comme une langue étrangère soient exposés à des cours de lecture supplémentaires à la suite de ces résultats.

**Mots Clés :** Motivation, Nouvelles Littéraires, L'anglais come langue étrangère, Apprentissage, étude descriptive.



