

Helping Learners Develop Effective Reading Strategies in Reading Short Stories

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Abstract

This study is an initiative try to identify the challenges and difficulties that hinder first year students from enjoying reading short stories. Among the possible reasons behind this problem are the students' linguistic deficiencies, text selection, the teaching strategies and the lack of the motivation for students. According to the results of the study in general, it seems that there is an interrelated and an interconnected relationship between the previous reasons with a relative interest for first year students in reading short stories. Thus, it is suggested to pre requisitely reconsider the syllabus, the teaching methods and objectives, text selection to deal with students' weaknesses in reading short stories. Moreover, some major recommendations based on the teaching instructions for a strategic style (literature circles) and interaction instructions (the questioning technique) as a try to encourage teacher for an innovative teaching strategies to increase motivation and appreciation in reading short stories. More importantly, this study stresses also some effective strategies to create connection, reinforce motivation, activate empathy and strengthen the sense of appreciation with literary texts. It is also suggested the important role of teaching the reading strategies with regard to the socio-affective strategies in learning literature.

Key words:

Teaching the short story – difficulties - effective reading strategies – motivation and appreciation

الملخص

تعتبر هذه الدراسة محاولة أولية للتعرف على التحديات والمعوقات المحتملة والتي تحول دون الاستمتاع بقراءة قصص الأدب القصيرة لطلاب السنة الأولى. من بين الأسباب المحتملة وراء هذا الاستعلام والتي يمكن أن تكون المستوى اللغوي المنخفض للطلاب، نوع النص وطريقة تدريسه أو غياب الحوافز الذاتية لدى الطلاب واستنادا إلى تحليل النتائج بشكل عام، يبدو أن هناك علاقة متداخلة ومتراصة بين الافتراضات الثلاثة حول الاهتمام النسبي للطلاب في قراءة القصص الأدبية القصيرة. وعلى هذا النحو، يقترح بعض النظر التربوي على المقرر، منهج تدريس التعلم والأهداف، واختيار النص كشرط مسبق للتعامل مع نقاط الضعف لدى الطلاب. إلى جانب ذلك، بعض التوصيات الرئيسية بناء على التعليمات الدراسية تخطو نحو مزيد من الأساليب الإستراتيجية التي تعتمد على (دوائر الأدب) وتعليمات المحادثة (تقنية الأسئلة) على أنها محاولة

لتشجيع التجديد من الأساتذة على زيادة الدوافع التحفيزية والاستمتاع بقراءة القصص القصيرة، كما تم التركيز على بعض الاستراتيجيات الفعالة لخلق مزيد من الاتصال، وتعزيز الحافز، تفعيل التعاطف مع النص وتقوية الذوق الحسي. التعمق مع هذه النتائج، يقترح أيضا دور تعليم استراتيجيات القراءة فيما يتعلق بالمنظور العاطفي والاجتماعي في تعلم الأدب. الكلمات المفتاحية: تدريس القصة القصيرة، الصعوبات، استراتيجيات فعالية القراءة، الحافز، الاستمتاع.

Introduction

Literature has long been considered one of the most important subjects in the Algerian English language departments due to the fact that it offers many learning opportunities for English language teachers and/or students. In fact, literature does not only help to acquire language by expanding the vocabulary words and understanding target cultural aspects, but also it is prominently a relevant authentic material for developing a potent reading competence. The latter is backed up by what many researchers viewed literature as unlimited language that differs from person to another Gillian Lazar (1993).

Because teaching English literature in a non-native context has raised much controversy amongst researchers and teachers, teaching literature remains a difficult task as course outline, teaching methods and objectives vary greatly from one teacher to another. The reasons are numerous such as the difficulty of the text along side with the students' low linguistic competencies, students' pre-educational background, the teaching methodologies, and the cultural strangeness of literary texts.

Probably, one of the crucial concerns in EFL context is that why most students have low interest in reading literature. The new EFL students feel highly motivated for learning when they come first to the university. However, when confronted with literature studies they feel a little bit scared because the module is new for them, it is very difficult to handle it and it is very tough to maintain their personal intrinsic motivation. This is not only the case of non-native speaking students, but even the native English speaking students tend to show resistance to reading literary works. So if even English native students find sometimes difficulties in dealing with this course, this dilemma is the stimulus departure to enquire practically about what makes reading literature is such difficult task for our EFL students.

Many studies are stressing the importance of reading for both first and second language learning particularly at younger age so that the learner can progressively and gradually inherit active habit of reading. By and large, literature and mainly short stories is regarded as one of the most helping useful authentic teaching material to gear basic language skills particularly reading. Fleming (2006) claims that literature offers possibilities for developing language awareness therefore the major objective of introductory literature courses particularly in EFL

context is not firstly to introduce students to particular literary works and concepts but essentially to help students get engaged in reading these works and to boost students' motivation and appreciation in the act of reading.

More importantly, recent studies have focused greatly on student-centred teaching strategies which are progressively used in foreign language teaching contexts. The gist is that these techniques ought not to be limited only to courses related to language skills but they should also be applied to literature courses to make them more interactive. In the same vein, didactics of literature realises that students' active and meaningful participation is paramount to accelerate their motivation toward studying literature. Thus, departing from the lecture typical course toward a more analytical-critical based one with interactive techniques often decreases their prejudices against literature in general and can stimulate students' desire to read it.

As far as literature studies subject is concerned, short stories are considered as the basic example of types of literature that first year students study. The worth of short stories in introductory literature courses has been extensively debated. Ultimately, the shortness of the short story makes it satisfactory for both students and teachers to deal with a wide range of literature elements in depth. Yet, with all these values, the short story still presents some teaching problems, the most important of which is selecting and varying appropriate teaching strategies to raise students' interest and appreciation in reading literature. Commonly, some teachers handle the teaching of the short story with the prime purpose to comprehend but some activities that lead to understanding do not always guarantee that they appreciate what they are reading.

Accordingly, it seems that most of the students are able to comprehend a particular short story but they may not necessarily enjoy reading it, and in some cases, it is a difficult story to understand but they enjoy reading it. The sad reality is that most students are becoming reluctant to read and in some case they consider asking them to read short stories or novels as a sort of punishment. Such issues paved the way to address a crucial pedagogical question for this work: What precludes and demotivates first year students' literature short stories reading? Inherent to the above rationale, some research questions may deserve to be raised;

- is it due to students' linguistic weaknesses?
- is it due to the type of literary text and the way they are taught?
- is it due to the lack of intrinsic motivation?

To answer the abovementioned questions some tentative hypotheses are formulated respectively;

1. Students' negative attitudes toward literature reading in general is due to their low linguistic competences. First year students are not accustomed to read longer difficult literary text before therefore they are more likely to feel

somewhat stressed because of the newness of the subject and that sophisticated language and style they encounter. It is thought that when first year students learn and read short stories and other literary works for the first time, they may get prejudicial attitude toward literature reading if they are not well briefed in literature.

2. Students' refutation may be due to the type of selected stories or the way teachers deal with them. That is to say, student's interest and preferences differ when it comes to the kind of topics they want know more about. Thus, if text selection does not relate to first year students' profile, they tend to show low interest to read and enjoy what they are supposed to read in literature. Moreover, the way of teaching with short stories is vital for students' appreciation and comprehension. A teacher who uses lecture method exclusively may not engage students to delightfully experience and taste literature.

3. The lack of intrinsic motivation on the part of students is more likely to affect students' readiness and will to enjoy reading literature short stories even independently. Since most first year are just newly introduced to world of literature, literature teachers innovatively differentiate their teaching instructions strategies in teaching literature so that to strengthen their students' motivation and appreciation as the primary objective at this level.

The first year students' primary contact with literature is to appreciate and enjoy literary works more than comprehend them for the sake of maintaining a successful acquaintance with literature and ensuring high interest to read it, and short stories represent great example of literature they start with at this level. For that reason, the overall aim of this humble work is:

- To identify first year students' refutation towards enjoying reading literature short stories and based on this be able to;
- To High light some effective instructional strategies that can help first year students enjoy reading short stories accordingly.

Evidently, to achieve these aims an empirical study is conducted for the sample population of thirty first year students in the English department at Tlemcen in literature studies module. Three research instruments namely questionnaire, interview and observation are used to define the research methodology.

Literature Review

Lazar (1994) sees literature as a way to challenge and stimulate students to deal with topics and themes that encourage them to relate to their personal opinions and experiences. Similarly, Sandra McKay (1982) sees it as a necessary source to increase the learners' motivation to interact with a text and thus, ultimately increase their reading proficiency.

Other researchers, like Thom Nguyen (2005) go beyond this. According to him the use of literature *"...bridge the gap between a fixed curriculum and real teaching contexts...support teaching integrated language skills."*

At the end, if literature has all these potential, the question is what and how to teach it. The answer to this question has to do with the appropriate methods and approach to be used for better integration.

There are also specific benefits are aimed from teaching literature. Welters of reasons have been expressed by different theorists and ELT experts. The following are summary of them.

First, in the context of reading, Fleming (2006) claims that literature offers possibilities for developing language awareness. Through close reading, there must be special efforts to construct the meaning of the text. Then, teaching literature for the purpose of reading, can offer an opportunity for the learners to be encountered directly with literature.

In term of cultural knowledge, Sandra McKay (1982) asserts that literature can improve *'students' understanding of a foreign culture and perhaps spur their own creation of imaginative works.'*

Moreover, literature is a record of best man's thoughts necessary for human development. It helps individuals grow both personally and intellectually (Roberts 1991). Likewise, Langer (1998) argued *"literature classrooms are particularly good environments not only for the learning of literary works . . . but also for the development of literate thinking, intelligent reasoning, and human sensitivity"* (pp. 16–17). It also provides an objective base for knowledge and understanding that links people with the broader cultural, philosophic and religious world of which they are a part.

In line with these thoughts, Baraceros (2001) stressed that students exposed to literature view the world and life with a wider perspective. Literature enables them to develop an outlook on the events and happenings occurring locally and globally; thereby, giving them understanding and control. Thus, literature is a means that facilitates mature sensibility and compassion for understanding among humans with different cultures, philosophies and religions.

Carter and Long (1991) introduce three main approaches to the teaching of literature:

Duff and Malay (1990) argued that the rationale behind integrating the three different approaches is based on linguistic, motivational and methodological motives:

Similarly, McRae (1997: 49) states that *"careful text selection is fundamental to the successful use of any kind of representational materials."* Undoubtedly, the great emphasis put on the careful choice of literature teaching texts signifies that it is a hard task that needs some guided criteria, Young (1996) argued for one of the significant role of literary text toward higher order thinking skill in reading.

Stories have two crucial advantages over traditional content. First, because they are entertaining, students' pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun. Second, stories put issues of critical thinking in an easily remembered context (p. 90).

The appreciation of literary works is not based solely on pleasure of reading, it requires from the reader an understanding of literature methods used by the author

On these grounds, we can argue for the growing support of the prominence of learner's strategies in defining the effectiveness of their reading in literature particularly at the introductory level, the fore going investigation and discussion of the current existing students and teachers' strategies lie in the heart of this study. According to Ronald and David (2001), *"It is argued that effective reading is not judged by reference to the accurate rendering aloud of a written text but by strategies the reader can be observed to draw on which may signal progress even in the absence of accurate text decoding."*

Research Methodology

This current study tries to describe and interpret the existing practices in teaching literary study course first year licence students in the English department. In a strict sense, the focus is directed mainly on their first contact with the first literary genres (short stories) so that to investigate the current possible constraints and suggest some effective ones in reading literature short stories accordingly.

This study is simply of descriptive nature as it seeks finding answers to real existing variables in our context. This claim is clearly supported by Best and Kahn (2006) as they stated *"analysis of past events or the already existing conditions"* (p. 133). That is why, descriptive studies have a significant role in educational research as they provide a rich knowledge on what happens in educational institutions. One of the major advantageous associated with descriptive studies is one in which information is collected without changing the context or interference from the researcher. Moreover, it is always preferable in educational research to start with descriptive exploratory study which permit later to conduct an experimental study to validate the findings. To this end, the current research represents the preparatory foundation of the recurring constrains in teaching literary study course with aim of recommending some useful effective strategies for the future experimental implications.

The current research method is a case study. Most researches in many fields opt for the adoption of case study method in their studies because of the following advantages; *"It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theory or principles."* Cohen et al. (2000:181). To illustrate, the feasible practicality of case study in real life context as the educational situation aids to generate a lot of amount of data from different sources so that it facilitates understanding of complex situations.

Three research instruments namely questionnaire for students, interview with teachers and classroom observation are adopted to collect data. The questionnaire is developed with a general aim to elicit students' present attitudes toward different literary genres in general, their interest in enjoying

reading short stories as well as to express their needs and preferences for a particular effective instructional strategy in reading English short stories. The teachers' interview is structured to spot their specific aims, teaching methodology that generally characterise their literature short stories course and challenges they face accordingly. As for the choice of observation, it is to practically accumulate further information from classroom reality and unveil unspoken behaviours and practices.

The reliance of these three tools in collecting data is technically labelled triangulation technique. The latter is widely associated with case studies for the reason that they can together yield rich complementary data. So as to answer the research questions and validate hypotheses, in 2014, the researcher administered a questionnaire to first year licence students at the end of the year. He also conducted an interview with the concerned literature teachers and observed some literature teaching courses during the time devoted for short stories.

The Population

Teachers

The interview is administrated to four English literature teachers at English Department of Tlemcen University where subject of this study is investigated. Two of them were males, and two were females. They are all specialized in teaching American and British literature. Two are novice teachers and two are expertise ones. This selection of sampling is based on the view that both new and novice teachers of literature may benefit the research more juxtaposing their views.

Students

The intended population of the present study was the First year licence students at the English Department of Tlemcen University. It is composed of about 30 first year students who are enrolled at the English department randomly chosen. They are both males and females. Their age varies from 18 to 21 years. They are from different social and educational backgrounds since they come from different regions of Algeria and from different streams i.e., literary, scientific and exact science.

Research Instruments

Students' Questionnaire

In effect, the students' questionnaire is composed of fourteen questions which can be grouped into three major sections. The first section take the form of closed questions requiring from the students to choose "yes" or "no" answers. The second one labelled closed or multiple choice questions where students pick up the appropriate answer from a number of options and third ones are open ended questions where students are requested to give explanation or freely suggest other options.

Teachers' Interview

The researcher opts for the structured interview instrument in this study to attain detailed information for the study. In this interview, the researcher tried to find out what are the teachers objectives, common instructional strategies and methods in teaching literature and short stories. The researcher also enquired about their position in the newly shift of focus from teacher to students centred process. The researcher then attempted to compare and contrast the answers according to the level of teachers and their experiences. Regarding questions types, they are typically scale questions encompassing the three main categories of questions; dichotomous questions (yes/no questions), multiple choice questions and open-ended questions.

For the research interest and the interviewee ease. The researcher arranged in advance with the participants several meetings to collect satisfactory answers. For a concise and better legibility, the research generally split the questions into five main complementary sections: biographical and professional data, their aims and practices in teaching literature in general, the purpose of assigning short stories, their view points, hindrances and their suggestions in helping students read well in short stories, their methods in working with students to read short stories.

Observation Method

Observation is an important part of data collection. It is a method by which an individual or individuals gather first hand data on particular programs, processes, or behaviours being studied. The purpose of this structured non participant observation is to attend English literary studies courses with first year licence student. Ultimately, it is meant to notice teacher and learner instructional practices and interaction in dealing with short stories classes. The researcher had the chance to observe two English literature teachers. Each literary study course was observed twice. The researcher focuses the observation on students' reactions to different roles and tasks in literature studies classes, their motivation, their focus on the task and instructions, and any possible problems that can be observed. I intend also to observe students when reading a particular literary work, whether they find difficulties decoding the meaning or not.

Because the classroom research is full of variables that can directly or indirectly effect the teaching and learning operation, the researcher prepared an observation sheet based on some main specific criteria that serve well the function of classroom observation to collect the needed data. These criteria are further expanded to multiple indicators to ensure a wide range of the possible elements to be observed. The selection of these criteria took into consideration both teacher and students' practices. (See appendix 6).

Data Analysis

To ensure a relevant data analysis, the researcher adopted the approaches that adequately fit in accordance with the nature of this research. To

this end, the use of both qualitative and quantitative approaches, which determine both statistical and descriptive analysis, is significant for this descriptive case study to generate valid conclusions. In other word, using a combination of qualitative and quantitative data analysis is advantageous to ensure that the limitations of one type of data are balanced by the strengths of another. The researcher's purpose is to make of the two approaches complimentary in clarification, illustration, interpretation of the results. Moreover, a combined approach helps to study and interpret results on both 'macro' and 'micro' levels.

Discussion and Interpretation of Results

In general, the findings of this study yielded the desire results to explain the causes behind students' refutation to enjoy reading literature in general and short stories in particular. The findings of this study showed that most students have prejudicial attitude toward literature. At this very early contact with literature, they seem to specialise in linguistics. Moreover, more than half of students seem to favour prose as a posed to poetry and short story is ranked first most liked type yet when they asked about their motives behind this preference, it was principally to help them improve their language skills. The reason that students read short stories to strengthen their command of the target language can infer that they still have low proficient level that does not help them enjoy reading the literary text in the more sense. Thus, students lack reading in short stories with the two main functions in reading literature; the relaxing and motivational ones. In addition, findings from the interview also showed the gap of gradation in the teaching objective at this level as a response to students' weaknesses. That is to say, the objective of teaching literature to help students to overcome their deficiencies in the target language was largely emphasised than the fostering appreciation objective. Furthermore, classroom observation findings showed that students' participation is far from that spontaneous flow of discussion between student and teacher and students themselves. In strict sense, students could not express their ideas freely as their language repertoire seems not adequate. Based on the preceding findings, the first concern of this study which is related to students' weakness is validated.

With regard to the second assumption of this study linked to the type of the text and the way short stories are taught, findings from the three research instruments confirmed that. First of all, teachers asserted that their selection is based on those old popular canonical short stories in British literature (question 5). By contrast, students agreed largely on their involvement in selecting the short stories to be read (question11), they also expanded their perception on the type of the topics they like to read. Admittedly there were many topics but was nearly common and worth mentioning is that topics related to (real and modern stories, love, friendship, peace and stories with wisdom and morals like Islamic ones).

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In dealing with the way the short stories are taught, they used contextualising the story, giving handouts with analysis, explaining difficult words, generating questions, and listening to audio scripts. These were the common teaching strategies that teacher adopt to understand the short story. Despite the fact that these practices show that teacher do some efforts to break monotony and routine in the class, it is clear that it still reflect teacher centeredness under the frame of lecturing format course. When students also given a chance to suggest some useful methods that help them read short stories, they suggested discussing the short story with their peers and working in groups to present for the others. Some also stated that they like to watch them. As for findings from observation; it reveals the prevailing dependency of the teacher as the source of information. There were some instructions, questions and activities that trying to involve the students actively but it worked mostly with competent students. This situation is further approved from interview findings (question7) as they expressed their dissatisfaction with the current exhausting lecturing practices and at the same time confirming the usefulness of group works and discussion generating strategies that make literature courses more interactive.

To check out the third hypothesis associated with students' lack of intrinsic motivation to enjoy reading short stories, it is necessary to illustrate that the three research hypotheses are interrelated and the research findings validate their gradation in terms of effects. That is to say, the first assumption is related to students' low proficient level and this in turn affected teacher's instructional strategies and objectives whereby both of them more or less lower students' intrinsic motivation. Besides, findings from students questionnaire (question 9) indicating their passive culture of reading short stories, the very few frequency in reading them (question 10) and almost half students admitted that they don't have or think of trying they are own useful methods that help them enjoy reading short stories (question 13). They all imply their unwillingness toward reading literature. We deduce from this that students lack the will of learning to read and not only reading to learn, i.e., the necessary learning strategies. Furthermore, interpreting findings of students' questionnaire (question 13) indicate the absence of strategies that encourage pair or group works in classroom activities cannot higher students' confidence in learning. It was evident from classroom observation that some students feel shy to ask the help of the teacher and it is only when they have free pause they ask their peers. For this reason, the role of social learning that encourages more interaction would certainly increase their motivation working together. Peer works that help students learn from each other can extend their confidence from that collaboration and sharing. It was also plain that classroom discussion with short stories does not rely on effective questions that make the students emotionally living inside the story. Indeed, the presence of those short praise and encouragement expression could not be effective enough to cope for students' intrinsic motivation and make their engagement

with the love reading short stories last long. Thus, literature courses are required to answer efficiently why to read and how to read then what to read respectively to reinforce students' appreciation and maintain their intrinsic motivation in reading literature.

Suggestions and Recommendations

Through this humble work, the researcher have tried to give a concise account about the concern of the study carried out which is the investigation of the different constraints may students face in reading and enjoying literary texts namely the short story. The diverse issues related to the topic and its significance particularly in times of renewed tendency to the didactics of literary texts in EFL classroom make the research findings come up with some pedagogical implication based on the research in general, recommendations based on the findings and recommendation for future research.

The results of this study yielded some implications for the syllabus reconsideration such as including the needed learning strategies and priority of aims for better learning along with the literature course content. In another the literature syllabus should not include only the literary works to be taught but also defining how they should e taught for students. As for the approach implications, the choice of the approach that compels with the ultimate goal of teaching literature at this level of first year university prioritise the aesthetic approach over the efferent or the language based one .Besides, specifying clear objectives for each literature course and make students aware of them sufficiently (Why am I going to read this? What do I expect to learn by reading this?) In doing so, we are helping those low proficient level students to review that misconception that literature courses are meant mainly an addition to improve their language and culture. Evidently, if these considerations are well introduced and the appreciative aim is rehabilitated, students' attitudes could be refined positively more accordingly.

One other advantage suggested catering for students' low proficient level and increasing their involvement and motivation is that the teachers ought to give them a chance to pick their own literary texts they would like to read. Undoubtedly, what suits us as teacher might not be the case for students. Equally, what the teachers need to bear in mind most when choosing the suitable text for their students is the topics that respond to students' age and interest like adventures, friendship and love stories and the inclusion of real modern stories as well.

As regards the improvement of the way short stories are taught, some vital implications to differentiate the teaching instruction from the typical one namely *content-based instructions* to *strategy based instructions* and *discussion based instructions* from which the researcher focused on two effective strategies (Questioning) and (literature circles) respectively. As it is stated in the second hypothesis of the research, literature courses should depart from that information

approach and lecturing instructions to a more interactive and discussion generating techniques to enable students joyfully experience what they read. In this respect, the choice was on the strategy of literature circles as it is based on the following based theoretical bases:

- Collaborative Learning
- Scaffolding Theory
- Reader-Response Theory
- Student-centred learning
- Criticism Independent Reading
- Students as a teaching material

From a practical stand point based on the findings, the researcher recommended the role of four central points for an effective strategies in reading short stories; *create connection* that well activate students background knowledge under the umbrella of scaffolding, *ensure motivation* particularly intrinsic one as it last long for long term achievement, *promote empathy* to aspire the text humanistic ally with all our emotions empathising with every single feelings in it the text as a body because activating the emotional side helps student for more retention, and *foster appreciation* bringing about the hidden or the apparent artistic side in literature found in morals, wisdom, irony, humour...).

Stepping to other important perspectives, it is important to give students this opportunity to easily enjoy reading literature through a supportive atmosphere that can provide encouraging feedback on their learning. This reflects the extent to which purposeful reward and praise from teachers of literature could create a change within student' envy to study literature shifting our focus from finding deficiencies in the students' responses to defining and communicating their own feelings and perceptions about things that bother, excite, confuse their effort and understanding. Furthermore, literature teacher should not underestimate their principal role in collaboration with the library for the selection of literature books and considerations that encourage students contact with the library as they need to prepare and work there for their circles help empower students confidence with reading and contact with the library.

With regard to the theoretical stand of this research, students reluctance in reading is due to their lack of knowledge on the learning strategies therefore it is highly recommended to teach explicitly the different reading strategies and stressing the prominence of meta-cognitive (the know how to read) and socio affective ones (collaboration and socialising) in reinforcing effective reading and understanding of literature text. The aim behind encouraging literature teachers to teach explicitly these strategies is to give the opportunity to students to discover the different effective strategies of reading that help them enjoy particular reading short stories by themselves. Because imparting the love of reading could be the best gift we give for our students, strengthening reading habits can be enhanced if students are well briefed to work on extra reading assignments at home. Moreover, teacher can help students create reading

literature club where students are able to read in groups and interact with each other by re-telling the story that they had read, which enhances their fondness and motivation to read.

In general, the researcher suggest a sample lesson of teaching short story describing what considerations the teachers need to make before, during and after conducting a reading class. The lesson is planned around the literature circles strategies expecting that students will show more focused involvement and active engagements once they become familiar with this strategy and its use. In addition, they will develop critical reading skills which are going to start by working collaboratively to understanding the literary work as a whole .Moreover, students will develop new learning strategies such as collaboration, autonomy, presentations skills, critical thinking and self-reflection. This possible improvement will make them pay more attention to literature classes and devote more time for reading. As a result, one of the most important results will be the students' increasing sense of appreciation and motivation which will reduce fear in students and not only achievement in tests. Finally, students will be more engaged in the reading task which will be meaningful and more interesting thanks to the atmosphere of collaboration and self centred learning in the classroom.

Conclusion

To sum up, the present study tries to answer different questions related to students' constraints that may hinder their active engagement and appreciation in reading literature short stories. By doing so, it is the researcher's aim that the overall findings will help literature teachers, especially the new ones, to have an overall view of learning strategies, how it can be effectively implemented in the classroom .This may help both teachers and students to solve the possible problems occur, and benefit the best of its advantaged in literature appreciation in general. ***“Teaching literature, whether we like it or not, is first of all to give a taste for reading, which in turn will improve language proficiency and pave the way to the pleasure of literary appreciation leading to a better understanding of life”***

It is the researcher hope that this study will give the opportunity to both literature teachers and students to evaluate their teaching practices and to give shape to their concrete contributions as to what strategies and pedagogies should be changed, why and how. It tries also to show that the concept of innovation does not always means the use of new technologies but rather being willingly creative even with the available simple teaching materials to attain your goals as using students as material in teaching literature. Furthermore, the study suggested some effective strategies to teach literary texts hoping that future research would be on how experimentally their effectiveness could be judged relatively to one another. This would be the case of one of them in next research.

Being accountable and responsible for the more freedom devoted to literature teacher in designing their syllabus, they need to take the initiative to raise their own levels in English literature and to learn modern methods of teaching especially with regards to teaching large classes. The overall endeavour in focusing on the appreciative taste in reading literature can be enjoyable not only for the students but also for the teachers. The positive thing about helping students with effective strategies to read and enjoy English short stories could encourage the students reading in their mother language too.

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In the light of the current research findings and with the prominence of research in the didactics of literary texts, teachers are more than ever before required to critically revise their teaching practices, their pedagogical attitudes and strategies so as to meet the requirements of the new educational exigencies. Our teaching practices should aim to be a means of empowerment. For this reason, literature teachers should make the teaching of literature compatible with students' needs and the necessity of the pedagogical value for developing students' motivation so that they become active readers of literary texts and not passive accumulators of whatever is being taught to them.

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