

**Investigating Teachers' of Writing Teaching Practices:  
Focus on the Use of Short Stories to Develop EFL Students' Creative Writing**

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**Abstract:**

The purpose of this paper was to investigate writing teachers' teaching practices, their perspectives, attitudes and perceptions about the use of literary texts, mainly short stories, in teaching writing as a method to develop and foster students' creative writing competences. The aim of the paper was also to explore the criteria that teachers of writing use in their selection of literary texts as well as the major difficulties they face in their selection. In light of that, a questionnaire administered to sixteen teachers of writing at the English department at the University of Larbi Ben M'Hidi. Data treated statistically and the results demonstrated positive perceptions and attitudes of teachers towards the integration of appropriate short stories in the writing curriculum. Accordingly, implications indicate that teachers of writing should diversify their teaching methods and their materials, and acknowledge the central importance of integrating appropriate short stories in the teaching of narration.

**Key words:** Cultural knowledge; Literary texts; Short stories; Writing curriculum; Writing competence.

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## 1. Introduction

Within the field of English language teaching (ELT), several research studies put emphasis on the benefits of using short stories in the EFL/ESL classroom context. Positive reactions received from global academia highlights narrative position in language teaching to promote students' cultural enrichment and consolidate their creative writing skills. In fact, the teaching of the narrative type of literary texts (short stories) into composition discipline gained consensus among instructors, and researchers alike. In this respect, researchers' observations and experience in the field of English language teaching resulted little attention regarding teachers' insufficient exposure of short stories in EFL/ESL classroom context. EFL/ESL instructors' reluctance to use narratives (short stories) in their instruction was due to the linguistic difficulty and cultural complexity short stories characterize. The Algerian EFL University teaching context is one of the several contexts that challenge to make short stories beneficial for ESL/EFL students.

Since the 1980's, literature undergone an immense rehabilitation within the language teaching profession. The inclusion of literary works (short stories) in EFL/ESL classes captivated interest among teachers. This interest was due to short stories richness of grammatical structures and vocabulary items. In line with this, Povey (1967) stated that literary texts is full of grammatical structures and vocabulary items that can help students master the vocabulary and grammar and promote the four language skills: reading, writing, listening, and speaking. Short stories if selected appropriately by instructors would foster Students' creative writing skills. In this regard, language teachers and instructors struggle with difficulties while they consider integrating literary texts within their language teaching. Text selection is problematic as McRae (1991, p.44) put it is "... difficult, controversial and ultimately pretty subjective".

Algerian EFL/ESL higher education profession challenged to integrate short stories as a literary genre into composition discipline. Researchers support the use of short stories as a suitable literary genre in

English Language Teaching (ELT). In this vein, Collie and Slater(1991), acknowledge the practicality of using short stories in classroom as it covers the allotted time of normal sessions( one/two class per hour). They both assert that short stories are suitable to all ages of learners and it provokes their interests. Further, Short stories proved to be a useful source of input and a powerful springboard for student writing, as it improves their creative writing. To this end, Oster (1989:85) affirmed, “focusing on point of view in literature enlarges students’ vision and fosters critical thinking by dramatizing the various ways a situation can be seen”. In fact, Students’ interaction within the selected text that they read, interpret, and interact leads to be more creative toward writing in English.

This paper aims to investigate English writing (composition) teachers’ teaching practices, their perspectives, attitudes and insightful opinionated thoughts towards their teaching methods, strategies, and means to accommodate literary texts (short stories) into graduate composition discipline. It also aims to highlight their teaching practices to promote EFL/ESL students’ creative writing, and the actual situation of narrative position in English Language Teaching. The present paper relied mainly on a quantitative questionnaire consisted of Yes/No questions and multiple-choice questions. The questionnaire administered to 16 English composition teachers who instruct composition (Written Expression) to graduate students at the University Institution of Oum El Bouaghi. The participants teach regularly at the English department of the University of Larbi Ben M’Hidi. Statistical results demonstrate positive reactions from English instructors.

## **2. Research Aims**

The present paper aims:

- To highlight the actual position of Narratives (short stories) within English Language Teaching writing (composition) Curriculum.
- To investigate EFL composition Teachers’ perspectives, attitudes, and perceptions towards using literary texts (short stories) into graduate EFL composition discipline.

- To cast light on EFL writing teachers' teaching practices and methods to foster students' creative writing and promote their cultural competence.
- To indicate English teachers' of writing expectations about the inclusion of short stories in Writing Curriculum.

### **3. Research Questions**

This paper addresses three main questions:

- To what extent do English teachers of writing use narrative short stories in graduate composition discipline to foster Students' creative writing and cultural competence?
- How do short stories help Instructors of writing (composition)to develop EFL students' creative writing?
- How do English teachers of writing reflect students' cultural knowledge using short stories?

### **4. Research Hypothesis**

In light with the previously stated questions, we hypothesize that:

If EFL teachers of writing manipulate adequately short stories into graduated composition instruction, it will foster students' creative writing

### **5. Background of the Research Paper**

Numerous studies such as that of Pardede (2021), Kevin (2018), Nimer (2015), Yasemin (2012) all seeking to provide with previous studies that have significant connection with the current study and to highlight the research gaps, and the best ways in which to integrate narrative texts(short stories) appropriately into EFL Composition curriculum.

Pardede in his paper (2021) demonstrated how literature could benefit EFL learning/teaching. As it has received recognition in the last decades, and among all literary genres short stories seen to be the most effective to fuse in EFL classrooms. A conceptual research on exploring the use of short stories has widely increased. The paper at hand aimed to review

fourteen conceptual research published from 2011 to 2020 and indexed in Google Scholar. It also aimed to focus on short stories use in EFL learning/teaching. It estimated to bring a general picture towards the underlying reasons, and difficulties in using short stories. Further, it aimed to see how to exploit short stories in EFL classroom. Based on the analysis of the comparative method, this paper reported the results. Suggestions and recommendations alongside with the findings.

Kevin in his paper (2018) indicated reading and writing stories (literature) could be an effective way to engage students' L2. Pedagogically, teachers looked for ways to increase L2 input, and amplify L2 output. In spite of the communicative nature of acquiring language, teachers are equally looking for collaboration among students to increase the usage of their L2 language. The present paper proposed studying literature through reading circles and creating plot-focused short stories within a writing circle structure. It will theoretically establish the value of literature circles and creative writing circles in the EFL context, and share how language teachers can implement literature circles.

In his turn, Nimer in his paper (2015) investigated the quantitative and the qualitative use of short stories in the EFL classroom. It examined students' general attitudes forward using short stories in the EFL classroom. It evaluated whether short stories improve learners' language skills, develop their personal reflection, and facilitate their cultural tolerance. It also, explored certain approaches and applications for teaching a short story in the EFL classroom. The sample of the study incorporated second and fourth year students of English majors enrolled in Hebron University of Palestine in 2014-2015. The participants who responded the questionnaire were 135 respondents. The results demonstrated that students had positive attitudes towards using short stories in EFL classroom. Further, the results indicated that there are statistically significant differences in the attitudes of the students towards the use of short stories due to Grade Point Average (GPA). In addition, there are no statistically differences in regard gender, seniority, and major.

Yasemin's paper (2012) investigated how short stories could be integrated into an English language curriculum to consolidate students' knowledge of the English language, in addition to grammar, and vocabulary, as well as to promote their creative writing skills. The study undertaken twenty-first Turkish University students receiving an English language preparatory program. Short stories selected appropriately to students' language requirements, and then incorporated into the English language curriculum. Findings indicated that the use of short stories contributed to students' reinforcing their knowledge of grammar and vocabulary. It aided students to be more creative and imaginative in their writing to free students from routine. Pedagogical implications and suggestions undertaken in order to integrate short stories in English classes.

## **6. Method and Instrument of the Paper**

### **6.1. Background of Respondents**

The given paper investigates English Teachers of writing (composition) attitudes, perspectives and perceptions towards their methods, and their teaching practices to integrate narrative texts (short stories) into written expression discipline. It investigates a quantitative questionnaire that administered and submitted to 16 English Composition teachers. In fact, the target respondents of the present paper belong to the English department of Larbi Ben M'Hidi University Institution. The questionnaire was designed as an instrument to collect data from respondents, and it was conducted during the Second Semester of the academic year 2022-2023. In fact, the questionnaire was comprised of 20 item questions; 19 questions of them were analyzed statistically except for the last question which have not receive statistical calculation, and, therefore was left to generate pedagogical suggestions, recommendations and implications of EFL Composition instructors. The questionnaire was divided into two Sections: Section 1 incorporates questions linked to respondents' profile (years of teaching and personal info data). Section 2 on the other hand, encompasses Yes/No questions and Multiple-choice questions on teachers' and the possible methodologies and teaching practices in EFL composition classes.

Perceptions of the teaching of narratives, classroom activities that teachers undertake their views on the means and approaches that they have used. Yes/NO, questions and Multiple-choice questions were designed to receive teachers' actual practices towards narratives, the selection of their literary texts, and criteria's of their selection in order to elicit quantitative responses from respondents.

## 7. Analysis of the Students' Questionnaire

### 7.1. Reliability and Validity for Students' Questionnaire

The quantitative questionnaire that was submitted to 16 English composition teachers' and instructors was analyzed statistically using Social Package for Social Statistics (SPSS). Internal consistency of the questionnaire item tested using Cronbach's Alpha Coefficient (up than 0, 50 is valid and reliable). The Cronbach's Alpha Coefficient of the present paper is 0, 61 for entire questionnaire, which is an adequate degree that reflects that Students' questionnaire was suitable for the paper. Alpha Cronbach's Coefficient showed that the paper is reliable and valid.

#### Echelle: ALL VARIABLES

Statistics of validity	
Cronbach's Alpha	Nombre of elements
,614	19

## 8. Results of Statistical Findings

### 8.1. Table of Frequencies

**Table1: Gender Representation**

1. Gender					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	Male	7	43,8	43,8	43,8
	Female	9	56,3	56,3	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistic Analysis of the Questionnaire

The above table 1 of Part 1 illustrates that Female respondents outnumbered Male ones with 56, 3% Percent, constituting nine female respondents. Whereas, Male respondents constituted 43, 8% Percent of Males, with seven Male respondents. It reveals that Female instructors are more than Male respondents are.

This table has an arithmetic mean of 0, 69 and its normative deviation is about 0, 47.

**Table 2: Teachers' Professional Career**

2. Professional Career					
		Frequence	Percentage	Validity Percentage	cumulative Percentage
Valid	Magister	1	6,3	6,3	6,3
	MA postgraduate	5	31,3	31,3	37,5
	MB post – graduate	8	50,0	50,0	87,5
	PHD's/ Doctor	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

The above table 2 of part 1 reveals that most teachers are MB Postgraduate with 50% constituting eight respondents. Whereas other respondents opted for the MA postgraduate option with 31, 3% with five respondents. Other respondents opted for the PHD/Doctor option with 12, 5% with two respondents. It demonstrates that the large portion of teachers are experienced instructors.

This table has an arithmetic mean of 1, 38 and its normative deviation is about 0, 50.

**Table 3: Teachers' Teaching Years**

<p><b>3. How long have you been teaching composition to graduate students in your EFL University Institution?</b></p>
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		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	02-05 Years	5	31,3	31,3	31,3
	+ 05 Years	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

The above table 3 of part 1 demonstrates that most teachers have more than 5 years professional career in teaching with 68, 8% constituting 11 respondents. While other instructors opted for the 2-5 option with 31, 3% constituting five respondents. It reveals that most respondents are experienced instructors.

This table has an arithmetic mean of 1, 81 and its normative deviation is about 0, 40.

**Table 4: Teachers' Training**

<b>4. Have you received any in-service training to teach composition discipline in your current University Institution?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	No	10	62,5	62,5	62,5
	Yes	6	37,5	37,5	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 4 of part 1 demonstrates that most respondents opted for the No option with 10 respondents constituting 62, 5% of them. While other respondents opted for the Yes option with six respondents constituting 37, 5% of them. It demonstrates that most respondents have not received any in-service training regarding written expression (composition) Discipline.

This table has an arithmetic mean of 1, 69, and its normative deviation is about 0, 47.

**Table 5: short stories integration within Composition program**

<b>5. Do you agree that EFL composition syllabi you are currently using includes narrative texts (short stories)?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	No	3	18,8	18,8	18,8
	Yes	13	81,3	81,3	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 5 of part 2 demonstrates that most respondents opted for the Yes option with 13 respondents constituting 81, 3% of them. While other respondents opted for the No option with three respondents constituting 18, 8% of them. It demonstrates that most respondents agreed upon the inclusion of the narrative type within EFL Composition syllabi.

This table has an arithmetic mean of 1, 81, and its normative deviation is about 0, 50, with severity level about 0, 00 (T-test), and its correlation of Pearson results is about 0, 46.

**Table 6: Teaching Objectives of Written program**

<b>6. Do the EFL composition syllabi currently used in your University Institution maintain teaching objectives of narratives and fosters students' creative writing skills?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	No	5	31,3	31,3	31,3
	Yes	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 6 of part 2 reveals that most respondents opted for the Yes option with 11 of them constituting 68, 8% of them. While other respondents were opted for the No option with five respondents constituting 31, 3% of them. It demonstrates that most respondents agreed about the

actual syllabi that maintain teaching objectives of narratives to foster students' creative writing skills.

This table has an arithmetic mean of 01, 63, and its normative deviation is about 0, 50, with severity level (T-test) about 0, 00 and its Pearson correlation of results is about 0, 80.

**Table 7: Teachers' use of Short Stories**

<b>7. Is it true that constant practice regarding writing composition texts (short stories) generate English students' creative writing?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	No	3	18,8	18,8	18,8
	Yes	13	81,3	81,3	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 7 of part 2 reveals that most respondents opted for the Yes option with 13 respondents constituting 81, 3% of them. While other respondents opted for the No option with 18, 8% of them with three respondents. It demonstrates that most instructors agreed upon constant practice regarding writing composition texts (short stories) to generate EFL students' creative writing.

This table has an arithmetic mean of 2, 00, and its normative deviation is about 0, 00, with severity level (T-test) about 0, 00, and its Pearson Correlation of results is about 0,49.

**Table 8: Teachers' implementation of Short Stories**

<b>8. Do you agree that assigning English students to read short composition (short stories) is efficiently useful for developing students' narrative writing?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	No	6	37,5	37,5	37,5
	Yes	10	62,5	62,5	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 8 of part 2 reveals that most respondents opted for the Yes option with 62, 5% of them constituting 10 respondents. While other respondents opted for the No option with 37, 5% Constituting 6 of them. It demonstrates that most respondents assign their students to read short composition of short stories to develop their narrative writing.

This table has an arithmetic mean of 2, 50, and its normative deviation is about 0, 96, with severity level (T-test) is about 0, 00 and its Pearson correlation of results is about 0, 00.

**Table 9: Teachers' implementation of Narrative Components**

<b>9. To what extent do you effectively implement Narrative structures: the Hook Background, thesis, rising action, and climax while teaching narrative short stories to English students?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	Moderate	16	100,0	100,0	100,0

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 9 of part 2 reveals that all respondents opted for the moderate option with 100% constituting 19 respondents. It demonstrates that all respondents agreed upon implementing short story components while teaching narrative short stories to English students.

This table has an arithmetic mean of 1, 75 and its normative deviation is about 0, 44, with severity level about 0, 00 (T-test), and with no Pearson correlation of results.

**Table 10: Teachers' difficulties in choosing appropriate short stories**

<b>10. What are the main difficulties you face while selecting appropriate short stories for your EFL composition class?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	Linguistic difficulty and cultural complexity	12	75,0	75,0	75,0

The limited time needed for teaching the selected narrative text	1	6,3	6,3	81,3
Teachers' limited time for the well preparation of the selected text	2	12,5	12,5	93,8
Students' lack of interest	1	6,3	6,3	100,0
Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 10 of part 2 reveals that most respondents opted for the linguistic difficulty and cultural complexity option with 75% constituting 12 respondents. While other respondents opted for the limited time option with 12, 5% Constituting 2 respondents. Yet one respondent opted for students' lack of interest with 6, 3% of them. Other respondent opted for the limited time needed for teaching the selected narrative text with 6, 3% constituting 1 respondent.

This table has an arithmetic mean of 3, 75, and its normative deviation is about 0, 93 with severity level (T-test) about 0, 00 and its Pearson correlation of results is about 0, 3

**Table 11: Cultural Aspects Inclusion within Short Stories**

<b>11. Do the selected literary texts (short stories) you use while teaching narrative writing contain some aspects of cultural components?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	No	4	25,0	25,0	25,0
	Yes	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 11 of part 2 reveals that most respondents opted for the Yes option with 75% constituting 12 of them. While other respondents opted for the No option with 25% constituting four respondents. It demonstrates that most instructors agreed upon the inclusion of cultural aspects within narrative writing.

This table has an arithmetic mean of 1, 44, and its normative deviation is about 0, 62 with severity level (T-test) is about 0, 00 and its Pearson correlation results is about 0,27.

**Table 12: Teachers' Teaching Objectives**

<b>12. What kind of cultural aspects your classroom teaching objectives consist of?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	Developing students' values, beliefs and attitudes	1	6,3	6,3	6,3
	Raising students expectation of L2 culture	1	6,3	6,3	12,5
	Fostering students creative writing skills and critical thinking notions	13	81,3	81,3	93,8
	Comparing students' own culture with that of the target culture	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 12 reveals that most respondents opted for fostering students creative writing skills option with 13 respondents constituting 81,3% of them. While other respondents opted for the other options equally with 6, 3% constituting one respondent for each option. It demonstrates that most

teachers resort to the all the options proposed that constitute cultural aspects within the teaching objectives.

This table has an arithmetic mean of 1, 81, and its normative deviation is about 0, 40 with severity level (T-test) is about 0, 00 and its Pearson correlation of results is about 0, 02.

**Table 13: Teachers' Sources in selecting Short Stories**

<b>13. In your composition lesson planning, what are the most sources you rely upon to maintain your selected short story texts?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	Authentic sources of narrative (short story) texts	10	62,5	62,5	62,5
	Simplified versions of narrative (short story) texts	5	31,3	31,3	93,8
	Online librairies and PDF's	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 13 of part 2 reveals that most respondents opted for the authentic sources of narrative short story texts with 62,5% of respondents constituting 10 respondents. While other respondents opted for the simplified versions of narrative short story texts with 31, 3% with 5 respondents. Yet one respondent opted for the online libraries and PDF's with one response constituting 6, 3% of them. It demonstrates that most instructors relied upon the above sources to maintain their selected short story texts.

This table has an arithmetic mean of 1, 44 and its normative deviation is about 0, 62 with severity level (T-test) about 0, 00, and its Pearson correlation results is about 0, 05.

**Table 14: Teachers' Assignments concerning Short Stories**

<b>14. In your EFL composition class, do you assign students to read short story texts (narrative texts) inside classroom and outside it?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	No	3	18,8	18,8	18,8
	Yes	13	81,3	81,3	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 14 reveals that most respondents opted for the Yes option with 81, 3 constituting 13 respondents. While three respondents constituting 18, 8% of them opted for the No option. It demonstrates that a large portion of teachers assign their students to read short story texts (narrative texts) inside classroom and outside it.

This table has an arithmetic mean of 1, 81 and its normative deviation is about 0, 40with severity level of 0, 00 and its Pearson correlation of results is about 0, 46.

**Table 15: Teachers' Inquires to Students**

<b>15. In your EFL composition class, do you ask students questions connected with narrative texts organization and structure?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	No	2	12,5	12,5	12,5
	Yes	14	87,5	87,5	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 15 reveals that most respondents opted for the Yes option with 87, 5% of them constituting 14 respondents. While two respondents opted for the No option with 12, 5% of them. It demonstrates that a large portion of instructors ask their students questions connected with narrative text organization and structure.



This table has an arithmetic mean of 1, 87, and its normative deviation is about 0, 34 with severity level about 0,00 and its Pearson correlation of results is about 0,42.

**Table 16: Teachers' Questions connected to Short Stories**

<b>16. In your composition class, do you use these questions frequently with the literary texts (short stories) you suggest for narrative writing?</b>					
		Frequency	Percentage	Percentage of validity	Cumulative Percentage
Valid	Choose a topic that is suitable for a narrative essay which goes with selected text and rewrite it of your own	6	37,5	37,5	37,5
	Write a narrative essay (4 paragraphs: Intro, 2 body paragraphs, and conclusion) in relation to the selected literary..	10	62,5	62,5	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 16 reveals that most respondents opted for writing a narrative essay with 62, 5 constituting 10 respondents. While other respondents opted for choosing a topic that goes with the selected literary text. It demonstrates that a large portion of respondents assign their students' questions connected with writing narrative essays.

This table has an arithmetic mean of 2, 25 and its normative deviation is about 1, 00 with severity level about 0, 00 and its Pearson correlation of results is about 0,00.

**Table 17: Teachers' Sources in Teaching Short Stories**

<b>17. What are the sources you depend upon in teaching narrative texts (short stories) to your composition class?</b>					
		Frequency	Percentage	Percentage of validity	cumulative Percentage
Valid	Using handouts', documents, and printed texts	6	37,5	37,5	37,5
	Using Visual materials	10	62,5	62,5	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 17 reveals that most respondents opted for the using visual materials as a source to teach narrative texts to EFL students with 37, 5% with six respondents. Yet other respondents opted for using handouts, documents and printed texts with 37, 5% constituting six respondents. It demonstrates that composition instructors used efficient materials to teach composition to EFL classes.

This table has an arithmetic mean of 2, 25 and its normative deviation is about 1, 00 with severity level about 0, 00 and its Pearson correlation of results is about 0,00.

**Table 18: Benefits of Using Short Stories in Composition Teaching Objectives**

<b>18. Among these benefits of using short stories in EFL classroom, what are the most common benefits that comply with your teaching objectives?</b>					
		Frequency	Percentage	Percentage of validity	Cumulative Percentage

Valid	Enhance students' language skills: reading, writing, listening, and speaking	12	75,0	75,0	75,0
	Raise self-motivation and enlarge students' vision	4	25,0	25,0	100,0
	Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 18 reveals that most respondents opted for enhancing students' language skills with 12 respondents constituting 75%. While four respondents opted for raising self-motivation and enlarging students' vision constituting 25%. It demonstrates that instructors share benefits of using short story texts within their syllabi.

This table has an arithmetic mean of 2, 50 and its normative deviation is about 0, 89 with severity level of 0, 00 and its Pearson correlation of results is about 0, 27.

**Table19: Teachers' Criteria's of Short Story Selection**

<b>19. What are the most common criteria's you take into account while using narrative short stories in your composition classroom?</b>					
		Frequence	Percentage	Percentage of validity	Cumulative Percentage
Valid	Select texts that reinforce students' linguistic knowledge, and empower their writing competences	14	87,5	87,5	87,5

Avoid texts that are linguistically difficult and grammatically complex	1	6,3	6,3	93,8
Avoid texts that are culturally offensive, sensitive and complex	1	6,3	6,3	100,0
Total	16	100,0	100,0	

**Source: SPSS Statistic Analysis of the Questionnaire**

Table 19 reveals that most respondents opted for selecting texts that reinforce students' linguistic knowledge and empowering their writing competences with 87, 5 % of them constituting 14 respondents. While other respondents equally for the other options with 6, 3% constituting one respondent for each option. It demonstrates that a large portion of respondents followed the above criteria's to teach narrative texts.

This table has an arithmetic mean of 2, 31 and its normative deviation is about 0, 87 with severity level about 0, 00 and its Pearson correlation of results is about 0, 34.

## 9. Discussion of the Results

Results indicated via statistic tables of part one show gender domination of female instructors over Male instructors with 56, 3% for Females and 43, 8% for Male teachers. Regarding teachers' professional career and experience, most respondents opted for the MB post-graduation option with 50%. In fact, considering teaching experience, most instructors resorted to teaching more than 5 years with 68, 8%. It indicates that the large portion of instructors are experienced teachers. Concerning the in-service training, all teachers responded that they did not receive any training to teach composition to graduate students. The last question of part 1 indicates that most respondents resorted to the Yes option with 81, 3%

concerning the inclusion of narrative texts (short stories) within Composition Discipline.

Statistical results of part two indicate that the large portion of respondents opted for the Yes option with 68, 8% and that most respondents agreed upon the teaching objectives of narratives that lead to foster students' creative writing skills. In fact, most instructors agreed upon constant practice when writing composition texts to generate students' creative writing skills constituting 81, 3% to the Yes option. In the following questions, most teachers resorted to the Yes option with 62, 5% concerning assigning EFL students to read short compositions (short stories) to develop students' narrative writing. One question generates almost all responses with 100% resorted to the moderate option, and about the implementation of narrative elements into composition discipline to foster students creative writing skills. Other questions received a large portion of responses regarding the main difficulties teachers' face while choosing appropriate short stories for EFL composition class with 75%. In turn, most teachers agreed upon the inclusion of cultural aspects within their selected texts with 75% opted for the Yes option. Regarding the cultural aspects that instructors include within their classroom teaching objectives, most teachers resorted to fostering students' creative writing skills and critical thinking notions with 81, 3%. The following responses indicate that most instructors relied upon authentic sources of narrative that generates 62, 5%. While some instructors resorted to the simplified versions of narrative texts options with 31, 3% within their composition classes. Yet one respondent opted for the online libraries and PDF's with 6, 3%. In other questions, most instructors opted for the Yes option with 81, 3% concerning assigning students to read short stories both inside and outside classroom context. In addition, a large portion of respondents choosed the Yes option constituting 87, 5% regarding teachers questions connected with text organization and structure. As for other responses, most respondents opted for writing a narrative essay constituting 62, 5%. In another response, most respondents resorted to using visual materials as a source to teach narrative texts constituting 62, 5%. While 37, 5% of instructors depend upon using handouts', documents, and

printed texts. In fact, most instructors' choosed enhancing students' language skills among the benefits of using short stories that comply with their teaching objectives with 75%. In the last question, a large portion of respondents opted for selecting texts that reinforce students' linguistic knowledge, and empower their writing competences constituting 87, 5%.

### **10. Suggestions, Recommendations, and Implications**

In fact, question 20 have not received statistic calculation as the preceding questions, and, therefore was oriented to generate pedagogical implications, suggestions, and some recommendations:

- Teachers of composition should diversify their instruction methods, techniques, and strategies in regard narrative short stories within composition discipline.
- Teachers and instructors of composition need to select the appropriate short stories that meet students' cultural background aiming to develop their critical thinking skills, notions, and consolidating their cultural competence.
- Integrate narrative short stories effectively to boost students' critical thinking notions and develop in students creative thinking and reasoning.
- Up-date students simultaneously with short story texts and pioneers of short story writers to acknowledge narrative importance within composition discipline.
- Sensitize students about the importance to learn narrative texts (short stories) to deepen students' linguistic competences and develop their writing skills.
- Authority responsible instructors and designers should assure narrative importance on the development of students' creativity and creative writing skills.
- Integrate short stories via using new ways, techniques and up-dated methods and strategies to empower students' cultural competence.

## 11. Conclusion

In light of the data collected from Composition instructors, statistical results indicated that composition teachers agreed upon narrative importance in EFL syllabi. The inclusion of narratives within composition instruction receive consensus among instructors. In fact, the given paper attempted to investigate EFL composition teachers' perspectives and attitudes towards using narrative short stories to develop EFL students' creative writing.

The paper was undertaken statistically using Social package for social statistics (SPSS). Results show that EFL Composition instructors have positive attitudes towards using narrative texts (short stories) within their instruction, and that narratives lead to develop EFL students' creative writing skills and empower their critical thinking notions and cultural competence. The Cronbach's alpha for the quantitative questionnaire was 0, 61 which is an adequate degree that reflects validity and reliability for the entire paper.

Implications of EFL Composition instructors generated from question 20 posits that all teachers have almost the same insightful guidelines and exhibit positive attitudes towards narrative inclusion within composition instruction that leads to develop EFL students' creative writing skills and empower their critical thinking notions and consolidating their cultural competence. Instructors agreed upon training students' skillfully to deal with narrative texts (short stories) and using visual materials within their instructed methods, techniques, and strategies. In addition, sensitizing EFL students about the importance to learn narrative texts that leads to deepen their linguistic competence, and develop their creative writing skills. Further, instructors should plan their lessons carefully, and diversify their instruction methods, techniques and strategies in regard instructing narrative within composition discipline to develop students' creative writing skills. Overall, teachers and instructors of composition need to select appropriate short stories that meet students' cultural expectations aiming to strengthen

their critical thinking notions, empowering their writing competences, and consolidating their cultural competence.

The given hypothesis go positively along with the results and its verification obtained using statistical table. The Alpha Cronbach for entire paper is 0, 61 which reflects validity and that the quantitative questionnaire is suitable for the paper.

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## Appendix

### Teachers' Questionnaire

Dear Teacher,

I would be gratefully glad if you spare few minutes of your time to fill in the questionnaire of a paper entitled "Investigating Teachers' of Writing Teaching Practices: Focus on the Use of Short Stories to Develop EFL Students' Creative Writing"

Your contribution will be insightfully guiding the present paper properly in terms of teaching practices.

### Teachers' Questionnaire

#### Section 1: Professional Background of the Participants

Tick the right box

1. **Gender:**

  - Male
  - Female

2. **Professional Career**

  - Magister
  - MA postgraduate
  - MB post graduate
  - PHD's/ Doctor

3. How long have you been teaching Composition to graduate students in your EFL University Institution?
  - A. 1-2 Years
  - B. 2-5 Years
  - C. + 5 Years
4. Have you received any in- service training to teach Composition discipline in your current University Institution?
  - Yes
  - No

## Section 2: The Actual Situation of Teaching Narrative Short Stories in EFL Composition discipline

5. Do you agree that EFL Composition syllabi you are currently using includes narrative texts (short stories)?
- Yes
  - No
6. Does the EFL Composition syllabi currently used in your University Institution maintain teaching objectives of narratives and fosters students' creative writing skills?
- Yes
  - No
7. Is it true that constant practice regarding writing composition texts (short stories) generate English students' creative writing?
- Yes
  - No
8. Do you agree that assigning English students to read short compositions (short stories) is efficiently useful for developing students' narrative writing?
- Yes
  - No
9. To what extent do you effectively implement Narrative structures: the Hook, Background, Thesis, Rising Action, and Climax while teaching narrative short stories to English students?
- Extreme
  - Moderate
  - Fair
  - poor
10. What are the main difficulties you face while selecting appropriate short stories for your EFL Composition class?
- Students' limited knowledge and poor vocabulary
  - Linguistic difficulty and cultural complexity
  - The limited time needed for teaching the selected narrative text
  - Teachers' limited time for the well preparation of the selected text
  - Students' lack of interest
11. Do the selected literary texts (short stories) you use while teaching narrative writing contain some aspects of cultural components?
- Yes
  - No

12. What kind of cultural aspects your classroom teaching objectives consist of?

- Developing students' values, beliefs and attitudes
- Raising students expectations of L2 culture
- Consolidating students linguistic repertoire
- Fostering students creative writing skills and critical thinking notions
- Comparing students 'own culture with that of the target culture

13. In your composition lesson planning, what are the most sources you rely upon to maintain your selected short story texts?

- Authentic sources of narrative(short story) texts
- Simplified versions of narrative(short story) texts
- Online libraries and PDF's
- Other sources

14. In your EFL Composition class, do you assign students to read short story texts (narrative texts) inside classroom and outside it?

- Yes
- No

15. In your EFL composition class, do you ask students questions connected with narrative texts organization and structure?

- Yes
- No

16. In your composition class, do you use these questions frequently with the literary texts (short stories) you suggest for narrative writing?

- Choose a topic that is suitable for a narrative essay which goes with selected text and rewrite it of your own
- After you have a suitable topic, brainstorm some ideas about your selected topic and text
- Write a narrative essay(4 paragraphs: Intro, 2 Body paragraphs, and Conclusion) in relation to the selected literary short story and make it alive to the reader

- Tell details of the narrative text(short story), and the most important actions or events that move the story forward
17. What are the sources you depend upon in teaching narrative texts (short stories) to your EFL Composition class?
- Using handouts', documents, and printed texts
  - Using data shows
  - Using visual materials
  - Using flashcards of language items(Grammar, and vocabulary)
18. Among these benefits of using short stories in EFL Classroom, what are the most common benefits that comply with your teaching objectives?
- Students become more creative
  - Enhance Students' language skills: reading, writing, listening, and speaking
  - Consolidate students' grammar, diction, and vocabulary
  - Raise self-motivation and enlarge students' vision
  - Foster students' critical thinking and amplify their cultural competence
  - Develop imagination, creativity, and self-awareness
  - Develop positive attitudes towards L2, and enriches students' learning experience
19. What are the most common criteria's you take into account while using narrative short stories in your Composition classroom?
- Select texts that fit students' needs, age, gender, interests, and  expectations
  - Select texts that fit students' needs, age, gender, interests, and  expectations
  - Select texts that reinforce students' linguistic knowledge, and empower their writing competences
  - Select texts that strengthen students' critical thinking and nurture their creative writing skills
  - Avoid texts that are linguistically difficult and grammatically complex
  - Avoid texts that are culturally offensive, sensitive, and complex
20. As an EFL instructor of composition, what are your suggestions, recommendations, and insightful guidelines to integrate effectively narrative texts (short stories) into Composition Module to develop students' cultural competence, and boost their creative writing skills?