

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND
SCIENTIFIC RESEARCH
UNIVERSITY OF AMMAR THELEDJI- LAGHOUAT
FACULTY OF LETTERS AND FOREIGN LANGUGAES
DEPARTMENT OF ENGLISH



The Exploration of Learner's Response to Illustrations in Short Stories

Case study: Pupils of first year English Department -Laghouat-

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR MASTER DEGREE IN CIVILIZATION AND
LITERATURE

By:
Miss Bougrine Bochra

Board of Examiners :

Mrs. Boumedian Hoda , University of Laghouat , Chairman

Mrs. Mouissa Fettom , University of Laghouat , Examiner

Mr. Benredda Djamel , University of Laghouat , Supervisor

Academic Year 2021-2022

DEDICATION

My master and my creator Allah, To our messenger Mohamed (May Allah bless and grant him)to my great parents who supported me and encouraged me over all those years of my education. To my sisters, and my beloved brother Ahmed Bougrine, to my nephews Mohamed , Djihan and Abd-el-Kader , to the soul of my sisters Massaouda and Malike (May god have mercy on them), To my sister Sara who supported me all over the years of my studies . To all people in my life who taught me the meaning of love and faith.

I dedicate this work .

ACKNOWLEDGEMENTS

First, i would like to express my truthful gratitude and heartfelt appreciation to my supervisor

Mr. Ben ReddaDjamel, all thanks to you and to your efforts and your valuable guidance.

Sincere gratitude to the teachers of the English Department, I would like to thank the jury members for their guidance during the discussion period , Thanks to all the pupils who answered the questionnaire.

ABSTRACT

With the development of technology , still the old method in teaching help learners to achieve their learning process , in addition to that , illustrations are the helping point to many of learners especially teenagers . The aim of this study was to determine the impact of illustrations in short stories on teenagers' responses . This research study provides a framework about teaching and learning the four skills and how do learners response to illustrations in short stories Also it deals with the importance of illustrations and it can help teachers to make learners better learners .A questionnaire used to collect data which is a first year students of Amar Theleji university responses' . The results of the questionnaire shows that the majority of learners prefer to read short stories with illustrations.

List of Figures

List of Figures :

Figure 1: the Age of Pupils.....	26
Figure 2 the Gender of pupils.....	27
Figure 3: Pupils Read or No.....	27
Figure 4: The age that students start reading.....	29
Figure 5: Do you read short stories or not ?.....	29
Figure 6: Reading English Short Stories.....	31
Figure 7: Age of Pupils Reading the First Story.....	32
Figure 8: Did the story you read contain illustration.....	33
Figure 9: were the illustration meaningful.....	34

List of Abbreviations

List of Abbreviations

List of Abbreviations:

K.W.L: know , will , learn

CD-ROM: compact disc read-only memory

EFL: English foreign language

LMD: license master doctorate

VARK: visual , auditory, reading and writing , kinesthetic

List of Tables

List of Tables

Table One	25
Table Two.....	25
Table Three.....	26

Table of Contents

Table of Contents:

Dedication	I
Acknowledgments	II
Abstract	II
List Of Figures	IV
List Of Abbreviations	V
List Of Tables	VI
General Introduction	01
Chapter One : Teaching And Learning Importance in Teaching The Four Skills	
Introduction.....	05
1-1)Definition Of Teaching And Learning.....	
1-1-1)What is Teaching.....	
1-1-2)What Is Learning.....	06
1-2) Types of Learning Style.....	
1-2-1) Visual learning.....	
1-2-2) Auditory Learning.....	
1-2-3) Reading and Writing Learning.....	07
1-2-4) Kinesthetic Learning.....	
1-3)Teaching The Four Skills.....	
1-3-1))Teaching Listening.....	08
1-3-2))Teaching Speaking.....	
1-3-3)Teaching Reading	
1-3-4))Teaching Writing.....	09
1-4)The Objectives Of Teaching The Four Skills.....	
1-4-1) Objectives of Learning Listening and Speaking.....	10
1-4-2) Objectives of Learning Reading and Writing.....	
1-5)Why The Four Skills Are Important?.....	11
1-6)Teaching Environment.....	12
Conclusion.....	13
Chapter Two : Pupils' Response To Illustrations In Short Stories	
Introduction.....	15
2-1)Reading Short Stories In The Algerian Educational System	
2-1-1) Definition of Reading.....	16

Table of Contents

2-1-1)Pre-Reading Activities.....	
2-1-2)During Reading Activities.....	17
2-1-3)Post Reading Activities.....	
2-2)Types Of Reading.....	18
2-2-1)Intensive Reading.....	
2-2-2)Extensive Reading.....	19
2-3)Integrating Reading With The Other Skills.....	
2-3-1)Reading With Listening.....	
2-3-2)Reading With Writing.....	20
2-3-3)Reading With Speaking.....	
2-4)The Response Of Teenagers To Illustrations In Short Stories.....	22
Conclusion.....	

Chapter Three : Experiments And Results

Introduction.....	24
3-1)Research Design And Method.....	
3-2)Population And 15)Sampling.....	
3-2-1)Population.....	
3-2-2)Sampling.....	
3-3)Data Collection Techniques.....	25
3-4)The Questionnaire.....	
3-5)Analysis And Interpretations	
Conclusion.....	
General Conclusion.....	38
References.....	49
Appendix	

GENERAL INTRODUCTION

GENERAL INTRODUCTION

The profession of teaching is unique and sensitive. Everything a teacher does plays a great role in the making of the future of the next generation. Teachers are not born, they are made. Teaching is not an easy job, because teachers are not just delivering knowledge to students but they are shaping their minds also. They are responsible for the making of their personalities, and because of that, successful teachers constantly mature their knowledge and skills, and always are updated of everything new in education.

To be a teacher does not mean that you are free to rule in any way you see acceptable, to be a successful teacher is to see what your students need and what their potentials are. Delivering knowledge is an easy task, but making students with their competence differences, understand it, that is the hard task.

The most important aspects of the educational process are the students and what they learn. Here we arrive to a very important concept; Teaching and Learning. Formal learning takes place in school where the student is able to take in knowledge, facts, and skills despite their different learning style and competence. The teacher should know the suitable way to deal with every difference in a way that makes them understand the same. Whereas teaching in the hand is delivering knowledge to students and making sure that, that knowledge is well understood. Teacher should decide what students should learn and how they learn, help the learner to get the learning process in a good way.

In teaching literature for example the teacher when presenting a short story, his main objective is to make sure that all his students understand the meaning of the story, and they are able to solve all activities given by him. There are many ways to do that, one important way is illustrations. Illustrations found in short stories are pictures, designs or diagrams used to make the story clearer, and to add more sense and value to it.

Teaching young students, in middle school the teacher know that understanding a story in English language can be a little hard for them.

Research Questions:

Learners have problems in understanding the English short stories, so how can teachers help them to understand them? What method that the teacher use to present a short story? Do illustrations contribute in making the students understand better the short story?

The Hypotheses:

On that sense , this thesis seeks to examine to which extent can illustrations play a great role in making the students have better understanding to the story .Our thesis will first present the meaning of teaching and learning and the importance of teaching and learning on teaching the four skills , and then we will discuss how can teachers present a story in a best way with the help of the illustrations.

The Significance of the Study:

The importance of this research paper lies in the fact that it gives a closer look to the meaning of teaching and learning and further, it gives teachers the right way to use illustrations and helps them to know the best way how to be successful teachers in order to make the students understand better and become better learners.

Many writers discuss the issue of teaching and learning , and using illustrations in teaching the short story .One writer named Arid Saricoban in his book “ Reading strategies of successful readers through the tree phase approach “ talked about the reading activities and the stage of each activity (pre-reading , during and post reading) Arif discuss in his book how can the three strategies help readers to be successful learners .Also “Pictorial illustrations still improve student’s learning from text “the article by Russell N.Garney and Joel R.Levin discuss the functions of pictures in the text and the four different types of the picture in a text content , Russell and Levin talked about how can illustrations improve text learning .Another work which is a final thesis by Said Slimani titled “Failure of achievement developing the reading skill in “comet” textbook “ explained the reading objectives and how can the pre-reading facilitate reading , he mentioned the importance of the illustrations in the learning process and how can they help readers to get the whole information in the text content .

The present dissertation is divided into three chapters based on the descriptive analytical approach using the quantitative method , the first chapter examines the two key concepts of teaching and learning , and how can the teacher make of himself a successful teacher and make of his students better learners , furthermore , this chapter will have a look to teaching the four skills , their definitions , and how they taught . The second chapter however is concerned with pupil’s responses to illustrations in short stories and how in the Algerian educational system the short story is dealt with? How the teachers present their stories and in which method? , how can teachers explains those illustrations? And how the students react to those illustrations whereas

General Introduction

the third chapter is dedicated to a questionnaire directed to middle and secondary school students, to find out their opinion and reactions towards illustration in short stories.

The existing thesis will hopefully help the readers acquire a better understanding of how the short stories are taught , and illustrations plays a great role in developing the student's learning .

CHAPTER ONE

Teaching and Learning Importance In Developing the Four Skills

INTRODUCTION:

This chapter deals with the achievement of the learning experiences ,teachers should have certain qualifications because teaching is not an easy job. That is, in order to transit a piece of information in the right way to the student, the teacher should have an idea about how to make a better learning environment that helps the learner benefits more of the learning process. Moreover, teaching is not a random job for teachers, they should be very organized and should prepare their teaching materials. As far as teaching languages is concerned, the matter is a bit intricate; teachers should pay attention to students' styles of learning and follow certain strategies to achieve satisfactory results. In addition to that, teaching languages involve the teaching of particular skills; each skill requires peculiar tactics and techniques. In general, in any language learning, there are four skills. Hence, what are these four skills? And how can the teacher achieve a better learning environment?

1-1)Definition of Teaching and Learning:

With the development of the academic studies , there has been different definitions concerning teaching and learning , each scholar has his own definition , so here is one of the definitions.

1-1-1) what is teaching?

To teach means to engage students or learners and involve them to knowledge ,According to H.C Morrison “ Teaching is an intimate contact between the more mature personality and less mature one”.(Morrison). Also Jackson defined teaching as “ it’s a face to encounters between two or more persons , one of whom (teacher) intends to effect certain changes in the participants (students) “. (Jackson). As Clerk said “ Teaching refers to activities that are designed and performed to produce in students behavior “. (Clerk) . Also a lot of scholars defined teaching in deferent ways, starting with Schlechty (2004) “ Teaching is an art of indicating students to behave in ways that are assumed to lead to learning , including to attempt to induce students to behave” . (Ababio). Schlechty saying means that the teacher should have a way to motivate learners and make the them active in the classroom and this is art .

1-2-1) what is learning

According to Crow and Crow “ Learning is acquisition of knowledge , habits and attitude , it involves new ways of doing things in order to overcome obstacles or to adjust to new situation , it enable the person to satisfy interests to attain goals “ (Crow). Henry Smith defines learning as “ learning is the acquisition of new behavior or the strengthening or weakening of old behavior as a result of experience “. (H. Smith). So learning is a change in behavior for good or bad. Kingsley R. Garry as his saying about learning “ Learning is the process by which behavior (in the broader sense) is originated or changes through practice or training . (Kingsley et R. Garry).

In addition to that, learning has many different definitions that scholars has defined, however, they all agree on one thing that is: learning is a process that lead to change in behavior and knowledge, which occurs as a result of experience (Ambrose et ett All). In other words, is a process of gaining knowledge, skills and experience that enable the student to understand, relate ideas, and make connections between prior and new knowledge, it means that the student will be able to transfer and translate knowledge to new and different contexts (Peter, A et Daniel).

1-3-1)Types of learning style:

To help teachers understand their student’s differences, and be able to reach to each one effectively, scholars have differentiate styles of learning; the **VARK** learning styles was used in a study by Neil D Fleming and Coleen E Mills 1992; to describe four modalities of student learning which are: visual , auditory , reading and writing and the last one is kinesthetic (Types of learning styles)

1-1-3-1) Visual Learners:

This type of learners prefer learning by using pictures , diagrams , charts ... , they understand information better by observing them first .

1-2-3-1) Auditory Learners:

They are learners who learn best , by listening to the information rather than reading it , Auditory learners are very successful in group activities where they discuss topics vocally with their classmates , they often do not take notes during the course of the lesson because they see that as a distraction .

1-3-3-1) Reading and Writing Learners:

Those learners prefer to learn through written words , they find reading books , articles, slides ...the best way of learning , they like to read and perform well on written assignments.

1-4-3-1) Kinesthetic Learners:

They are also called tactile learners , they learn through doing things , they like moving and acting events they use their body and hands in the process of taking in information they can not stay without moving during the lesson that is why physical activities and sport are very important for them .

1-2) Teaching the Four Skills:

Reading speaking listening and writing are the fundamental skills for language learning. Listening and reading are classified to the receptive skills because Learners do not need to produce language to do this, while speaking and writing are the productive skills and learners need to produce language.

Reading , listening , speaking and writing are the glory of language , for a successful teaching and learning the four skills must be taught together , teachers should integrate each skill with another one .Listening and speaking are integrating with each other in order to enable students to have an effective oral communication , reading and writing together enable learners to achieve an effective written communication by integrating them together , this help learners to read and write fluently , also integrating all the four skills together help them to be a good readers , listeners , speakers and writers and it rise gradually their learning level .To make use of the four skills in the classroom , teachers has two major activities , Self-introduction and Reading and Retell . Self-introduction is a set of personal questions given by the teacher to the learner (the age, name, where he lives, favorite colors, numbers of the family, etc.) By answering the learner to these questions he will be able to have conversations in the classroom without any difficulties. The second activity which is Reading and Retell is about selecting a story to read by the learners than they will write notes about it to retell it later by their own way than they will select an illustration to help them while retelling the story.

1-1-2) Teaching Listening:

Listening is the first skill that people have it from the beginning of their life because whenever they want to say a word they must listen to it first . Teachers should have in mind that their learners should have a higher level of their listening skill more than their speaking level . According to Smith in his saying “...good listeners often speak more exactly and more creatively than poor listeners , they have more words at their command .” (Smith 98-99). Learners who listen more they speak fluently because they have rich mind more than poor listeners .(Eka,2011). Rost also explains that teaching listening should be focused on distinguishing sounds in words .(Rost.M)

In teaching listening the teacher should help learners to prepare for their listening task before they start hearing , the language should be understood , clear and simple then they should make sure what the learners are listening for and why they are listening , also the teacher should know that the degree of learners’ comprehension depends on their ability to the distinguish phonemes . Learners should be supported by their teachers to look forward to their hearing task by giving them opportunities to hear again and answer .(Eka,2011)(Eka).

1-2-2)Teaching Speaking:

As has been mentioned before learners should have higher level of language listening than the level of speaking teachers should provide pupils with speaking activities in order to participate with verbal responses , for example , teachers should give their learners poems and songs to help them master the sounds , rhythms and intentions of language . Using oral discussions in the classroom about reading books or stories is also important because it helps pupils to talk with each other about what they are reading , also it let them share information with each other . Teachers should provide pupils the oral reason of why are they speak an make sure to not correct their mistakes while they are speaking , and try to repeat their talking correctly without mentioning the mistake .(Eka)

1-3-2) Teaching Reading :

To teach reading skill it should be the one of the first priorities. Kim in his saying “Reading is very complicated process involving a variety of factors that interact with one another”. (Kim). Those factors are , sub reading skill (skimming and scanning ...) background knowledge , as Brindly said in his book “ Texts are not entirely self-contained , they refer to the world. Texts assume knowledge on the part of the reader . Sometimes the knowledge is

factually based and refers to objects , events and people. There are many references in test which depend not on grasp of facts but on an understanding of cultural institutions and practices .(Brindly .p.82).Teachers should prepare their reading class with the learners by offering illustrations and give them the key vocabularies about the reading text , to help them catch the general idea of the whole text , also learners should be asked questions before the start reading and help them to explain the meaning of the difficult words using the illustrations and the context itself .(Eka)

1-4-2Teaching Writing:

Usually as it is known , when someone can not talk what is in his mind he writing it in a paper. In primary schools , learners start from nothing to writing sentences and phrases to short paragraphs and paragraphs . Generally they start writing an introductory short paragraphs about themselves or about topics they would like to write about , learners at the level were not able to write correctly , teachers must build the level of language they need in which they can write with a good level . Teachers should provide learners with writing activities like home practices and tests or tasks in the end of each unite , it is possible to let them correct their writing mistakes by their own .(Eka)

1-3) Objectives of teaching the four skills:

Teaching and learning the four skills plays an important role in the basic process. Reading, writing, listening and speaking are one of the pinnacles of language, they are separated but they play the whole role together .They should be integrated in an effective way. Listening and speaking are the two skills that integrate at fostering effective oral communication while reading and writing form a great relationship together they are useful tool to explore an effective written communication.

The combination of listening and speaking with writing and reading will make learners good listeners, speakers, readers and writers so they can communicate effectively.

Teachers should provide learners with some activities in order to develop their skills for example to listen (teachers should use a song or a target language) ,to speak (pronunciation practice ,dialogues, oral speed reading, role play)to read (instruction, flashcards) and to write (sentences that describe a feeling , an experience).

One of the most important tools to teach the four skills is short stories, they help students to communicate in the classroom fluently since it is easy to read and finish and it is understandable. Short stories are not complicated for pupils especially beginners , they prefer to work on them to achieve better the language skills , also it allows them to improve their learning activities such as writing , having dialogues , having discussions in the classroom .

1-3-1) Objectives of Learning Listening and Speaking Skills :

When the students learn the skills of listening and speaking , they will be able to follow and comprehend conversations , lectures , discussions ...and then be able to identify main ideas and important details , and to distinguish between more important ideas from less important ones , In addition to that , students will be able to express themselves fluently and can participate in discussions and be able to convey their ideas and opinions clearly .

1-4-1) Objectives of Learning Reading and Writing Skills:

When learning how to read and write , students will comprehend information and ideas that are stated in reading text , Then the student will find himself can understand better the meaning of words and to distinguish between a main ideas and a supporting detail in a reading text . Hence be able to draw conclusions based on the information given in a text . Further more by knowing how to write , the student able to produce written texts by integrating information from different sources .

1-4) Why the Four Skills Are Important?

Reading, Listening, Writing and Speaking are the four skills that have an important role on giving learners opportunities to create, exchange information in the classroom and to have the ability to proof their learning. Reading is the most prominent skill, because it offers a productive approach to improve language , vocabulary and power of using words .writing skill known as the hard copy of the intellectual level of the expression .Writing skill is also effective skill because it activate the brainstorming of the learner , he is not obliged to write a great sentences or paragraphs about a certain topic but at least a clear and understandable sentences starting with the draft which is a set of thoughts than the organize what have been done , after that the learner can add or remove words or sentences and then he will have the final form of his writing , practicing this from time to time will help learners to improve their writing skills .

Listening as it is known, it is hearing but listening skill is to understand what is heard. To be a good listener means to have the ability to manipulate the sound into words, the student can learn better and get his learning process in a good way if he listens better. Speaking is important skills the other skills because when the learner read successfully, his ideas and thoughts are written in a clear manner and he can understand what have been heard, he will express his thoughts, present his information, having discussions and debates in the classroom without obstacles. (Manaj)

1-5) Teaching Environment:

Teaching environment is the raised level on which students can have a better learning .The term refers to nontraditional way of teaching like a simple rooms however, it is a lecture theaters or labs or even new technologies like online course , and it is the place where students learn a new skills in a good atmosphere.

One of the effective theories used in the technological classes is the Multiple Intelligence theory by Howard Gardner which helps both teachers and learners to achieve their teaching and learning process, according to Gardner, the multiple intelligences is “a set of skills which allow individuals to find and find answers to genuine problems they face “(Gardner, 1983).Gardner said also that intelligences is a group of abilities that:

1. is somewhat autonomous from other human capacities.

2. Has a core set of information-processing operations?
3. Has a distinct history in the stage of development we each pass through
4. Have plausible roots in evolutionary history.

(Gedner)

According to latter theory, the human intelligence must characterized by a group of skills that can a person to solve problems, the ability to create an effective product and prospect recognizing, creating and establishing the requirement for new knowledge, Gardner set eight intelligences for their application into the teaching and learning environment. Starting with the Linguistic Intelligence, which is the use of language and words and the ability to communicate with words , teachers of this style should have their teaching curriculum based on language entails reading , writing , speaking and conversing language , but learners have problem with this style because for them words do not mean as much unless there is something connected with their previous information , also there are other tools that can benefits learners like , brainstorming , discussions , books , biographies , library-research ,and storytelling , all this lessons plans can help learners to achieve their learning process and develop their skills .Teachers should make learners participate on debating , asking the questions , speaking and expressing opinions in order to keep them active occupied inside classrooms .

For Mathematical Intelligence , the teacher should focus on facts because it helps students to think logically , he must use lesson plans like calculations , graphic organizers , numbers and experimentations .Moving to the Visual Intelligence which has a great learning environment given by the teacher which can be characterized by schema-buildings and modeling , teachers of this style should provide learners by pictures , tables ,designs , charts , maps , colored chalks and paints to activate them in their classrooms .

The Kinesthetic Intelligence used with learners of dancing classes , actors, and athletes , learners who communicate with their body language or through their bodies . Teachers of these classes should make students participate with acting, body maps, games, movements, role playing, sport games and dancing in order to make students more active.

The Rhythmic Intelligence teachers should include all learners in the classroom and provide them with songs, listening lyrics, rhythms, singings movements and musical

experiences and they must have the teaching tool which is musical instruments, radio, CD-ROM and multimedia.

The last three intelligences which are , The Interpersonal Intelligences is the ability to interact with others and communicate with them , learners with this intelligence are tough through group activities , dialogues and seminars using the tools like audios , videos, writings, computers and emails . The Intrapersonal Intelligence is concerned with learners who has the capacity to understand themselves by their own and they can solve their problems alone , they are tough by books , personal connection, goal setting, thinking strategies, creative materials and personal projection , here teachers should know that their students would do their activities alone .Finally , the Naturalist Intelligence is the ability to classify and identify patterns in nature and learners are concerned with plants , animals and nature environment , they are allowed by teachers to organize and classify reference sources and web sites .(Gedner)

Conclusion:

There is not such a thing as a good teacher or a bad student, but there is what is called a successful learning process. Teaching is not a technical job that majors the success of student by how much his grades are , but rather , teaching is a noble job where the teacher can make the student achieve a better learning process . Knowing the four skills and their importance in transmitting the information make the learning process much easier and more effective.

CHAPTER TWO

Pupil's Response to Illustrations In Short Stories

Introduction

This chapter is devoted to the different methods to use in teaching short stories, teachers can select the suitable methods referring to the student's abilities, strength point and weaknesses, and most importantly to this teaching objectives. In presenting the short story, the teacher can give students a variety of learning activities, those activities can help the students achieve the learning objectives set by the teacher. Knowing the types of reading and the relationship between reading and the other skills may help teachers to know how to present his information to his students so they can acquire the learning in an easy way. Another important tool that the teacher use to ensure that students understand the short story is the illustrations., in addition to how can illustrations help students have better understanding of the short stories.

2-1) Reading Short Stories in the Algerian Educational System

The Algerian educational system head for teaching three major languages; the Arabic which is the first language, French as a first foreign language and the English as a second foreign language. The educational system in Algeria uses these three languages on average of: Arabic 5 years in primary school, 4 years in middle school and 3 years in secondary school. French ; 3 years in primary school, 4 years in middle school and 3 years in secondary school. And for English, 4 years in middle school and 3 years in secondary school level.

The most important goal of the Algerian education is to create a successful environment of learning process to pupils in order to be good learners and enable them to explore and acquire information.

There are different ways that teachers use to present a short story to their students; some teachers use the data show and present the story while the students are watching the events on the data show. Here the teacher is focusing on the visual side.

Others use the hard copies and here the teacher distributes the stories to students and he starts telling the story while the students are reading with him/her. In here, the teacher is focusing on both reading and listening skills. On the other hand, other teachers prefer to tell the story by themselves, it means that the teacher is reading the story while the students are just listening. Regardless of what way teachers use in teaching short stories, they are all focusing on one skill or another. Hence, the way they use suits their objectives. In teaching short stories, teachers use different activities to make sure that their students have the best learning process; these activities are pre-reading, while reading and post reading. Others use the hard copies and here the teacher

distributes the stories to students and he starts telling the story while the students are reading with him/her. In here, the teacher is focusing on both reading and listening skills. On the other hand, other teachers prefer to tell the story by themselves; it means that the teacher is reading the story while the students are just listening. Regardless of what way teachers use in teaching short stories, they are all focusing on one skill or another. Hence, the way they use suits their objectives. In teaching short stories, teachers use different activities to make sure that their students have the best learning process; these activities are pre-reading, while reading and post reading.(zahra)

2-1-1) Definition of Reading

“Reading is a multifaceted complex skill made up of a number of psychological , physical , and social elements , just as there are many aspects to effective mature reading “ (dubin) . Also Widdowson defines reading as “Not a reaction to a text but rather as an interaction between the writer and the reader mediate through the text “ (Widdowson) . Which means that reading is the relationship between reader and the writer through the text .

2-2-1) Pre Reading Activities

Pre reading is an essential step to start with to get a general ideas about what you are reading, it is used to activate the readers’ memory .It is like the road map u use it to check your direction .For better understanding pupils should look to the whole given text, the title, the pictures and the key words in order to remember their previous information and what they already know about the topic. Pupils should keep in mind their purpose of reading the text, why they are reading it? Also the pre-reading helps students to organize their ideas and improve their interests so they can be motivated, pre-reading activities refresh the students’ background about the topic, they will remember their previous knowledge in relation with a certain topic, also it prepare them to the reading passage by answering the given questions about the topic and by giving their personal opinion about it. Pre reading activities build the readers’ background, it improves their abilities in comprehension, learners who read more they have a big vocabulary balance, and also they write better. The object of the pre reading activities is to motivate readers to read more.(Ozek et Civelek)

2-3-1) During Reading Activities

While reading activities students to get the better information from the text, they will focus on the aspects of the text itself; also they will write questions, thoughts and ideas that have relations with topic. Pupils during reading will read consciously with this two techniques skimming which is looking for a general information, and scanning which is looking for a specific information .The scanning technique used to look for a specific information in the text , The readers are asked to look for items of information , this will help them to understand more what they are reading also they will remember what they have read .Hyland says , “Scanning is a useful skill for data gathering review , using reference book , or judging whether a text contains material deserving further study “.Hyland (1990,16).In contrast , skimming as we said before is to look for a general idea in the text , as Harmer says , “By encouraging students to have a quick look at the text before plunging into it for detail , we help them to general understanding of what is all about .” (Harmer)

2-4-1) Post Reading Activities

After reading students will ask themselves questions about what they have learned from this topic so they can summarize the text and discuss it in the classroom. At this stage students will be able to integrate their reading skills with the other skills (speaking, listening, and writing).

For better understanding teachers should provide learners with the K.W.L table to check their comprehension .The K.W.L is a 3 column charts created by Donna Ogle the professor at National-Louis university in Chicago , it used to guide students through a text they will remember everything they Know about the information in the text than they will set questions about What they want to know or learn and finally they will Learn new information about that topic .Also the K.W.L helps reader’s understanding before , while and after reading a text .It contains three parts , the first one is the K it refers to know , what the reader already Know about the topic , this will develop the student’s vocabulary and knowledge .The second one is the W which refers to Will or What , what they think they will learn from this text ? And what do they want to learn from it? This will help students to focus on their purpose of reading, and finally, the L it refers to learn, what they have learned from this topic.(Ogle)

2-2) Types of Reading

Some scholars like Wixson , Peters , Weber and Roeber defined reading as it is the process of creating meaning that involves the readers' existing knowledge , the text information and the reading context . The main purpose of reading is that the reader should gain the right message that the writer wants him to receive. Reading plays an important role on shaping the purpose of communication, it is a tool used on learning and teaching the language. It has two types Intensive and Extensive reading, Brown explains the difference between this two types in this lines

Intensive reading calls attention to grammatical forms, discourse makers, and other surface structure details for purpose of understanding literal meaning implication and rhetorical relationship .Extensive reading is carried out to achieve a general understanding of the text.

(Brown.)

2-1-2) Intensive Reading

This indicts to the teachers' surveillance of making learners read comprehensively inside the classroom, it focuses on the function of words and how they are related and connected with each other in the text, also it is about the purpose of using grammar, vocabulary and types of information in the text. Intensive reading is to focus on the linguistic side of the text; it is very helpful because it develop the learners' reading comprehension. All this characteristics are mentioned by Nation as follows

- 1- This type seeks for students to comprehend the text being at hand.
- 2- It focuses on "sound-spelling relationship where students learn the way to pronounce and the way they spell words.
- 3- It focuses on learning the most important words and how it functions.
- 4- Learning in detail the most complex grammar points.
- 5- Learning how ideas are related to one another in the text by learning the act of each conjunction used between sentences or paragraphs .
- 6- It focuses on the type of information in the text .
- 7- It focuses on the purpose behind the use of vocabulary ,grammar characteristics ideas and the type of information which are encoded together in the text.
- 8- It provides students with strategies such as guessing , using dictionary and so on.

(Nation,2009).

2-2-2) Extensive Reading

Extensive reading is to have the ability to select materials for reading by the students to develop their attitude towards reading, it motivates them to read more, and also it helps them to improve their writing skills and to gain more vocabulary. It refers to the learners' self-direction. Hedge defined extensive reading as skimming and scanning activities. Hedge said "Extensive reading differs based on learners' motivation and school resources", in other words, if the learners are motivated and the school resources cover all their needs then the extensive reading is successful. Also Hedge mentioned that the extensive re reading make the learners' language more independent and this encourage them to continue their learning (Hedge.T).

As Day and Bamford said "*developing the positive attitude towards reading in second language , including motivation to read more , increasing fluency , gaining vocabulary , improving the writing skill in the second language.*" Which means that students will achieve their process easily.(Bmford et Day).

2-3) Integrating Reading with Other Skills

Integrating skills approach is an inter-disciplinary approach used in teaching and learning the language. It is linking two skills together and as Browns' said "*production and perception are quite simply two sides of the same coin; one cannot split the coin in two*" .(Brown.). This means that the teacher cannot teach one skill without merging another skill (Brown.).

2-1-3) Reading and Listening

Reading and listening are the receptive skills in learning a foreign language, the learner start to realize, receive and understand the new information, and by this two skills the learner learn the part of the oral message than he will recognize it into a graphic forms, this is according to Temperly saying "*students learn to segment oral message and then they try to recognize these grouping in graphic forms.*"So if the student understand the information, words and sentences he can communicate fluently, the more the learner listen, the more he acquire the language.(Temperly).

2-2-3) Reading And Writing

Reading and writing are two skills that are tough together in the same time because usually all readers are attempted to write their notes, ideas, new information and analysis while they are reading. As Jeanette and Moseley 's book

.....today the idea of integrating writing and reading instruction is gaining increased acceptance because research has indicates its theoretical validity and teachers have discovered its pedagogical effectiveness . Instructors of both writing and reading have in many cases already begun integrated instruction that allows students to view writing and reading in the same rhetorical context.

(Jeanette et Moseley).

2-3-3) Reading and Speaking

Reading skill affects the learners' influences in producing meaningful sentences in the context; it gives learners opportunities to speak about their readings in connected with their information and how they can get the meaning. Hymes set four dimensions for the oral communication of the learner , starting with the Grammatical Competence which is the ability to learn the features of words , sentences and vocabulary , The Sociolinguistic Competence , is the capability to react with rules social meaning , The Discourse Competence , is the competency to speak coherently , and finally , The Strategic Competence , which is the ability to beat the difficulties that led to communication fall.(Hymes).

2-4) The response of teenagers to illustrations in short stories

The main role of illustrations is to connect the reader with the real context because it gives a realistic view of the text, as Reinert said, "*One picture worth a thousand words* ". (Reinert, 1982,5), because illustrations will raise the pupil's attention and it helps them to understand what the text is about, also it makes the text more attractive. As David Williams said that "*the teacher cannot physically bring into the classroom a market , a train station ...etc. nor can he wave a magic wand to introduce buyers and sellers , clerks as native speakers of the language* " , so the illustrations will help teachers to give a real view to their pupils .Another role of the pictures or the illustrations is to fix the punctuation problems of pupils, for example : the two words meet and meat with the picture will illustrate to the students the distinguish between the meaning of the two different words .

Illustrations helps students to improve their learning because they make the given text easy to understand so the more the text is difficult the more illustrations help to understand because it focus the student's attention . According to(Levin et all.,1987) analysis , the illustrations has four functions in the text (Decorational , representational , organizational , interpretational) Decoration pictures are to decorate the page only it has no relation with the content for example , a genetic drawing of a lighting poles adjacent to a description of a trail .In other hand the representational picture are to represent all the text content for example a picture accurately a scene described in a Shakespearian's play . The organizational pictures are useful because they organize the framework for the content like illustrations showing the steps of heart rate resuscitation devise .And finally the interpretational pictures help to illustrate the difficulties on the text for example, an illustrations showing the work of the human brain.(Levin et All , 1987).

Illustrations helps teenagers to remember the previous information about the text, it facilitate to them the ability to remember information from the text. For example, with illustrations students can understand the previous historical events or cultural information brought to life in ways when only words can't do. Pictures in short stories enable students to be a cognitive learners by time, it refresh their memorization.

Nowadays learners are attached to visual cues in their daily life, the visual images help them to find and understand the world they are living in. Through teacher's experiences, almost all learners prefer to read books or stories with illustrations, as Glada and Cullinam states"Picture books ...are a unique genre in world of children's and adolescent literature , as they are categorized by virtue of their format rather than their content .Picture books are those books in which illustrations are as important as the text in the creation of meaning-sometimes even more important".(p,29).

When teenagers are reading a story which contains illustrations, they are interpreting the writer's words by focusing on them, because pictures are influenced by the words and the same thing for words, they are influenced by pictures. According to Elster and Simons "*pictures also help to bridge the gap between the speakers and setting of story dialogue*" (p, 148), which means that the reader will shape the speakers' setting by the pictures inside the reading text, because illustrations has job of facilitating the understanding process. Maurice .S said that "*Never illustrate exactly what you is written, you must find a space in the text so that pictures can do the work. Than you must let the words take over where words do it best*". (Lans,1980.p, 110).

Illustrations are important in stories or picture books for teenagers, because they help in the development of the story or book events, pictures and words together can change each other and complete each other, for example, a student read a story he will face some comprehensive problems unless he saw the picture which can explain the unclear words to him so he can relate. Additionally , the illustrations which is the visual text clarify more the words which are the verbal text , pictures provide students with more information about the text that help them to identify the verbal text for instance , actions on pictures make words more understandable to students . Pictures are used as a tool for reading , they clarify a lot of things like characters of the story , their behavior , feelings and their body language , also it develop the plot which can be more clear for students . (Karen,2012).

CONCLUSION

The second chapter talked about the main purpose of teachers inside the classrooms. Even though teachers differ in their way of teaching short stories , they are all have in common ,which is how to make students understand the short story hence achieving the teaching objectives set by the teacher. Whether are the activities given by the teacher, or the illustrations includes in the story, they are all have one goal is to ensure that the student not only understand the story, but also have the best learning process. The use of illustrations as a reading material gives chances to learners to read thoughtfully. Reading short stories with illustrations is one of the important ways in which the success of process of learning and the development of learners' comprehension skills can take place.

CHAPTER THREE
Experiments And Results

INTRODUCTION

The third chapter is devoted to the analytical part to accomplish the aims of the study . We used a questionnaire to collect data , it addressed to first year English students of Amar Thledji University to know their pointes of view about illustration and its impact on their responses , we used charts to have more explanation for the students responses .

3-1) Research Design and Method

This research is about answering the research questions through proving or disapproving the hypothesis mentioned before. The questionnaire is the main tool used to collect information devoted for pupils , the qualitative and quantitative approach are both used for the analysis and collecting data . The case study is about the persons, events, society, etc . . . It gathered data through the questionnaire , the case study is the Interpretation of what is happening , when it is happening and about whom , it is about the place , people and the study itself , generally speaking , we observed , examined the hypothesis them we have the results .

3- 2) Population And Sampling

3- 1-2) Population

The population of this study consists of first year EFL students , were selected to respond to the questionnaire addressed to them . This took place in Laghouat University in the faculty of Letters and Languages , especially The Department of English Language and Literature . The main reason behind choosing the particular population is the fact that students have a literary environment that gives them the chance to read and analyses short stories .

3- 2-2) Sampling

In order to increase the sample selected, we took our simple from both University and pupils , the sample members were from first year LMD students at the department of English Language od University of Laghouat , but the main focus was on the EFL students first and with the technological advancement students use online books and stories sites to read more and also because they have novels and stories and even books in their academic programs . The sample consists fifty (50) students , thirty two (32) females and eighteen (18) males , aged less than 20 years old . They were all randomly chosen to answer the questionnaire to give their views about the use of illustrations in short stories and it's impact on their understanding .

Total Sample	50
Boys	18
Girls	32

3-3) Data Collection Techniques

As it is known, interviews, questionnaires and test group, and many other techniques are an essential and effective used tools for collecting data about any research topic. In this research, the researcher used the questionnaire for students in order to collect data , the questionnaire is the helping tool in collecting the students' opinion about the addressed questions .

3-4) The Questionnaire

The questionnaire is a set of questions set by the researcher to collect and gather information, it consists a questions chosen according to a certain topic. This questionnaire is done with the help with Google forms in order to facilitate the contribution of collecting data, it contains sixteen (16) questions. The aim of this questionnaire is to investigate the role of illustrations in short stories on pupils' comprehension. The purpose behind using the questionnaire is because it is easy to collect data with and it is much easier for learners because it is simple and clear .The questionnaire is an important used tool for collecting data and gathering information, it is very clear and reliable. The current questionnaire consists of close-ended questions and other questions. Close-ended questions are the type of questions that is about Yes or No or other multiple choices, this help the researcher to gather the information easier also it facilitate the analysis and the classification of the answers.

3- 5) Analysis and Interpretations

By the current questionnaire we conclude this chapter having the main results.

3- 1-5) THE ANALYSIS OF THE QUESTIONNAIRE

Pupil's questionnaire part one

The aim of the questions of the part one is to know the level, the age and the gender of pupils of the sample.

Question 1: Level of the pupil

First year EFL students	35
Third year secondary school	1
Second year secondary school	4
First year secondary school	10
Total	50

Figure1: Level of Pupils

The goal of this question is to know the level of pupils of the sample , the majority of pupils thirty-five (35student) are from first year EFL students , while fifteen (15 student) of pupils are from secondary school , divided into three levels ten (10) students from first year , four (4) students from second year and one student from third year . This leads to the fact that first year EFL students are more interested in than the other chosen levels .

Question2: Age of the pupil

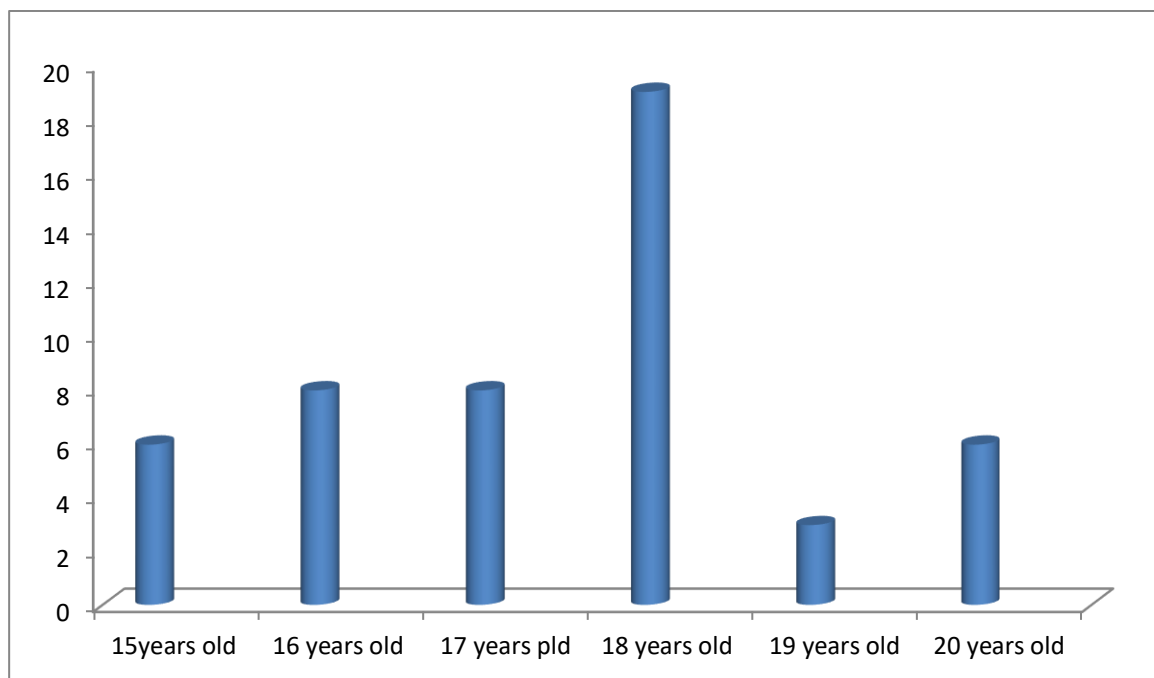
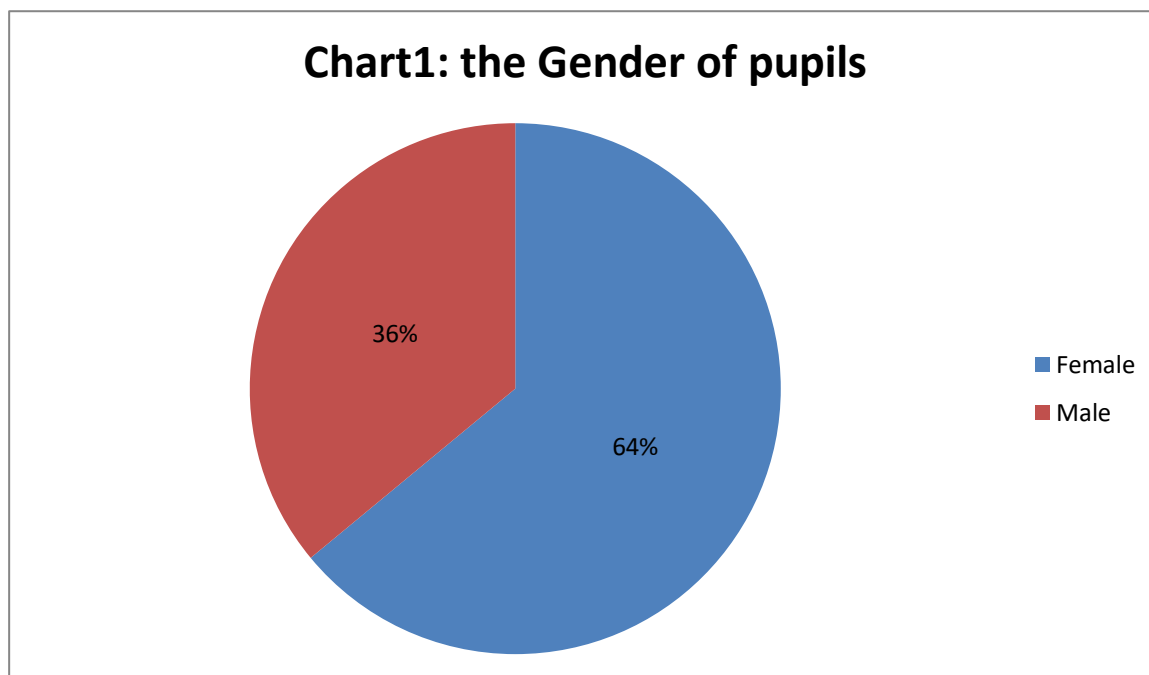


Figure 1: the Age of Pupils

From this, we can say that the age of this sample took place between fifteen (15) years old and twenty (20) years old . Fifteen years old are six (6) students , for sixteen years old represented by eight (8) students, an other eight (8) students are for the group of pupils who are seventeen (17) years old and for eighteen years old students are calculated as nineteen (19) student , finally

Question3: Gender of the pupil

The aim of this question is knowing the gender of the students , so throughout this chart , we see that the number of females is higher than males , which formed the percentage of 64% females and 36% males . This leads to the fact that females are more interested than males .

Pupil's Questionnaire Part Two**Question 1: Do You Read?**

The aim of this question is to know if the students read short stories or not.

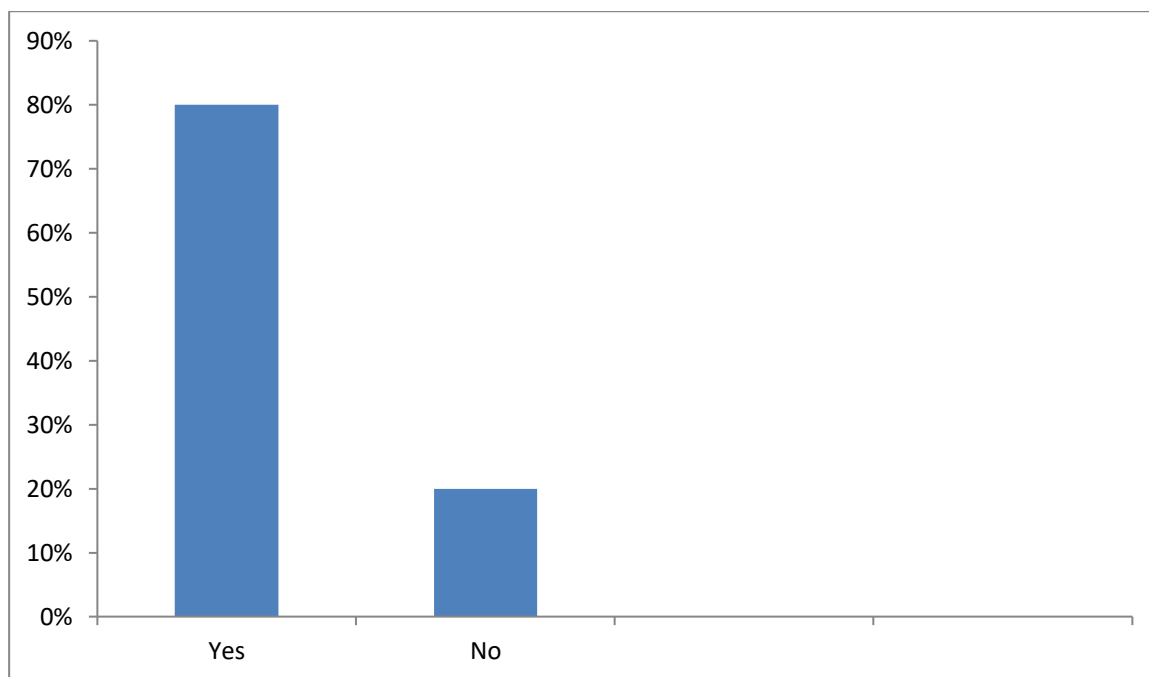


Figure 3: Pupils Read or No.

This question aims at knowing if pupils do read or not, so from this diagram above students who said that they do read short stories took a large part with the percentage of (80%) , and we can see that students who do not read took the minimum part with the percentage of (20%) .So the majority of the students are readers.

Question 2: Why do you like to read?

The main purpose of this question is to know why pupils like to read .Many students like to use reading skill as the basic of their learning process , because their answers proved that reading help them to learn the language because when ever they read , they learn new vocabularies , new culture and memories more about the newest thing they learned , also many pupils said that reading help them to improve the last three skills speaking , listening and writing , others said they read just for reading and others do not read .The majority of the students insists that reading is very important especially when it is integrated with the other skills because while treading they are memorizing the new vocabularies which helps them in writing skill , also reading make them good speakers because it improve their pronunciation . This leads to the fact that reading is one of the basics of the learning process .

Question 3: What is the impact of reading on you as a reader?

In this question , we observe that (86%) of the students think that reading make them more educated and cultivated because with reading they reach their learning process with the

information needed . Many students state that reading teach them how to be calm and sober, also a lot of students said that reading developed their social skills because they read psychological books more so they can understand peoples' behaviors .this leads to the idea of reading helps students to master what they are learning or what they want to learn .

Question4: At what age did you start reading ?

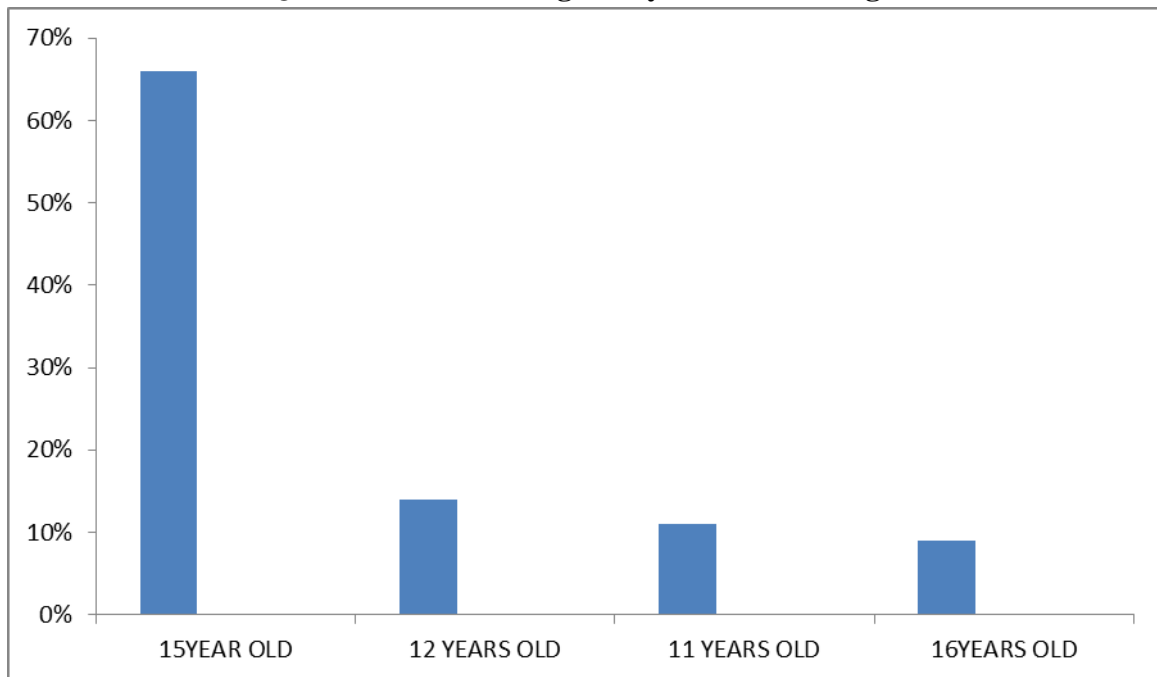
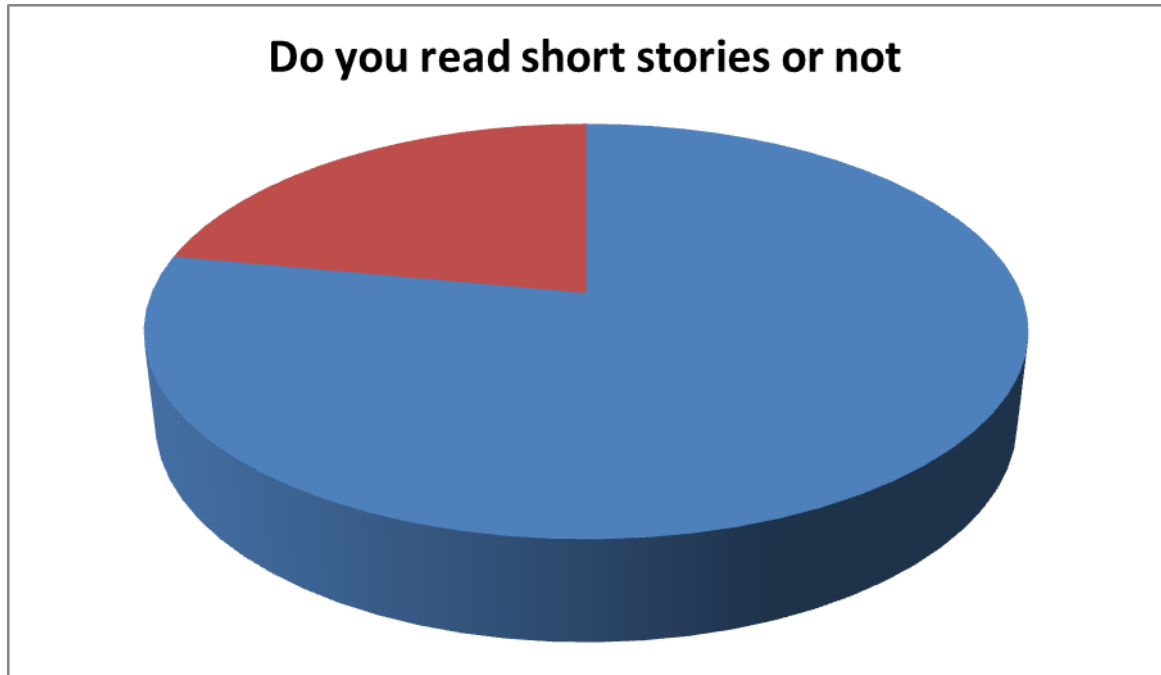


Figure 4: The age that students start reading

In this question ,we remarked that the participants who read , they read between the age of six (6) to fifteen (15) ,

Question5: Do you read short stories? Why?**Chart 2: Do you read short stories or not ?**

The answers of this question shows that the majority of the students of the sample do read short stories with the percentage of (78%) , whereas the rest (22%) of the sample said that they do not read short stories. According to what have been said about pupils who read short stories they said that they read because it contain simple language which is easy to understand , also it takes short time to finish , others said they are carious and they can not finish it if it is a book or a long story .

Question 6: What was the first story you read?

Considering this question were asked what was the first story they read . Some of them answer with the story of our prophet Mohamed (may god bless him and grunt him peace) , and the other prophets , others read the black cat , song of love , Leila and the wolf , Cinderella and snow white.

Question 7: Did you like your first story you read?

This question investigated the opinion of the students whether they like their first story they read or not, the majority of the students did not like the first story they read because they said that it was difficult to understand the main points of the story because of the new words . Also it did not contain hints or helping tools that can help them to get the all information , whereas others like their first they read because it was funny and east to understand according to them.

Question 8: Do you read English short stories? Why?

The goal of this question is to know if the students read short stories in English or they don't read

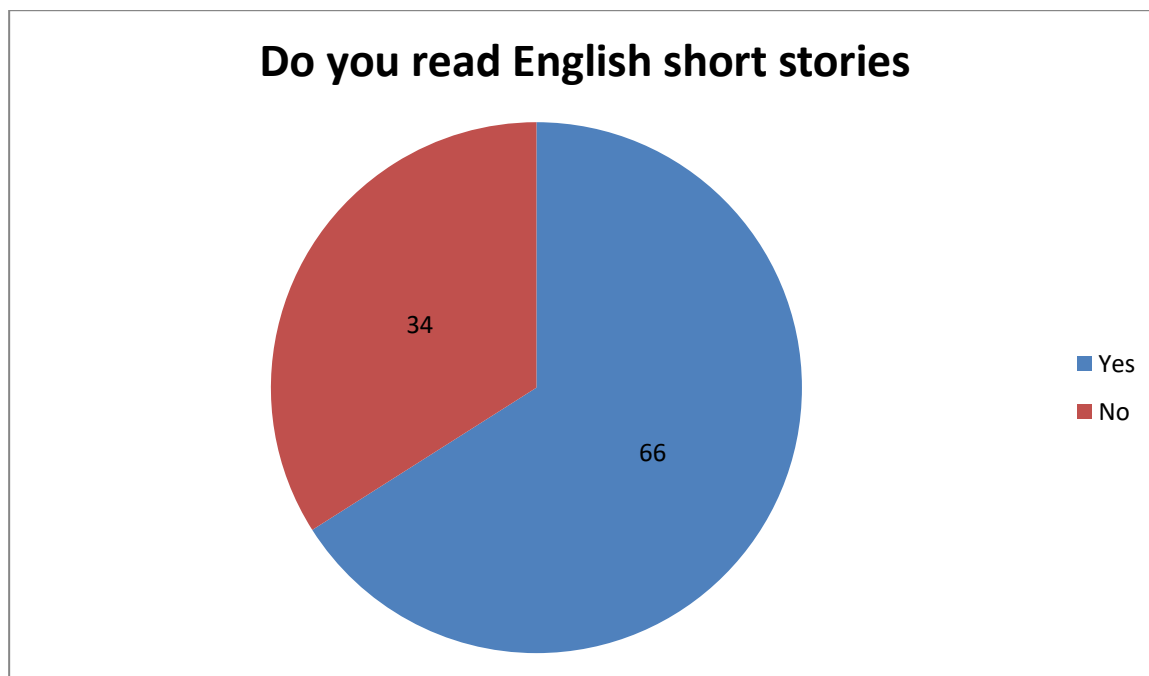
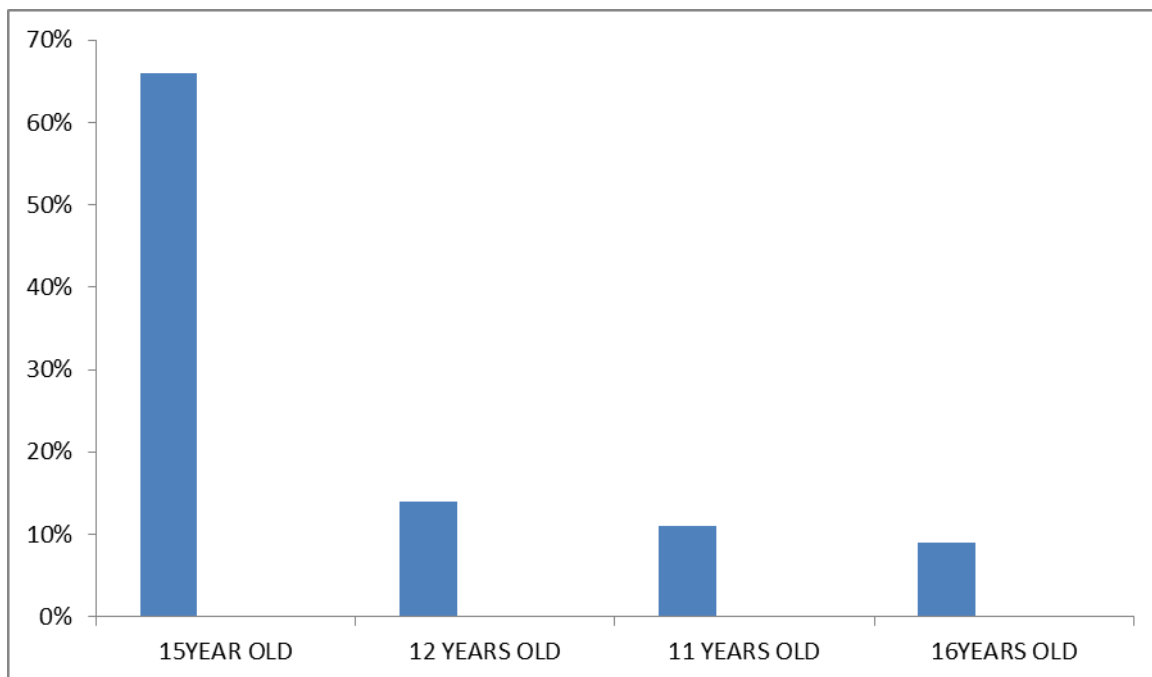


Figure 5: Reading English Short Stories

The purpose of this question is to know if students read English short stories or no , This diagram shows that almost all the pupils read English short stories with the percentage of (66%) , and the rest who said no they do not took only (34%).This leads to the fact that the majority of the sample do read English short stories.

Question 9: At which Age Have you Read your English short Story?**Figure 6: Age of Pupils Reading the First Story**

The aim of this question is knowing the age in which pupils read their first story, According to this diagram we can say that(66%)from pupils read short stories at the age of 15 years old , and (14%)from them read at the age of 12 years old . (11%) from pupils read short stories at the age of 11 years old, and finally the rest read the short stories at the age of 16 years old tool(9%).

Question 10:At what age did you start reading English short stories?

In this question , there is different answers concerning the age of the students they read their first English short story , the age was between fourteen (14) and seventeen (17) years old . Many of them read their English short story at the age of 14 years old others read it at the age of 16 years old and the other students read it at the age of 17 years old .

Question11: Do you like to read stories with or without illustrations?

The purpose behind this question is knowing the reaction of pupils towards illustrations in short stories, some of them did like their short stories with illustrations because the story become

more clear and understandable to them, they said that with illustrations they can imagine the story and the picture can draw their attention at first which will encourage them to read. Also illustrations may provide them with the setting of the text and it enriches their imagination and creativity. On the other hand, some pupils prefer their short story without illustrations so they can work on their imaginations, they like figuring things on themselves, for them no need to illustrations while reading their short story.

Question 12: Did the story you read contain illustrations or not?

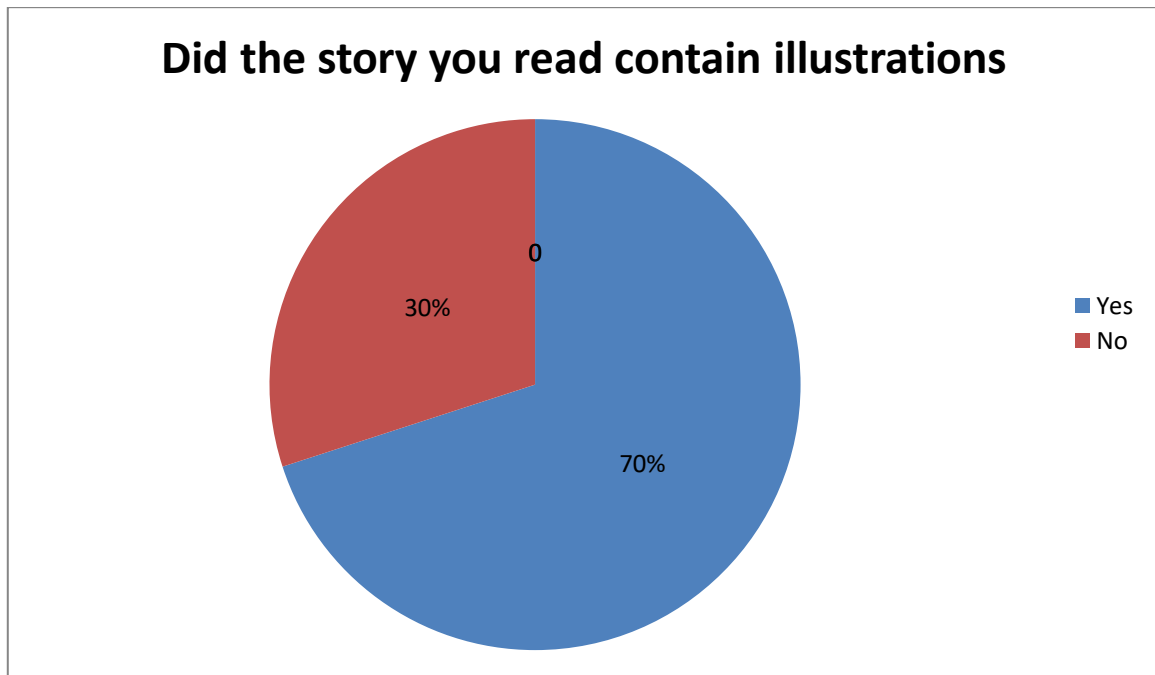
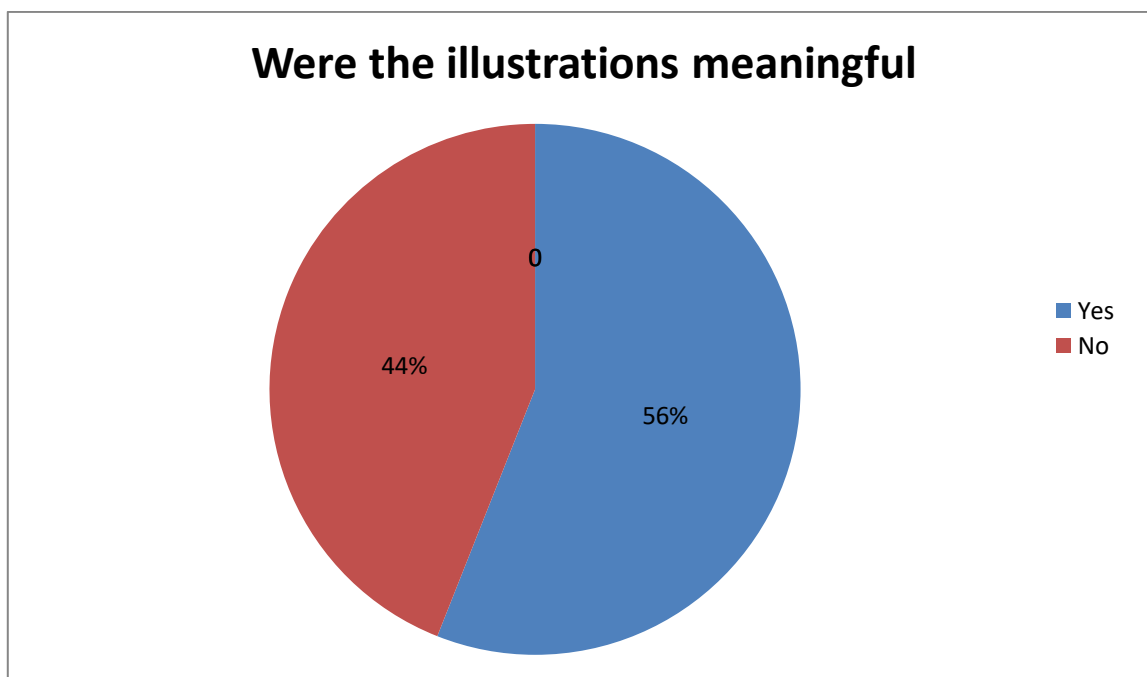


Chart 3: Did the story you read contain illustration

The purpose of this question is to know whether the story that students read has illustrations or not , the most of the participants (70%) said yes it has illustrations , whereas (30%) of them said no it has not.

Question 13: Were the illustrations meaningful?**Chart 4: were the illustration meaningful**

In this question , we see that the most of the students think that the illustrations meaningful with the percentage of (56%) , whereas (44%) think that the illustrations has no role in the stories . So according to the majority of pupils, illustrations are meaningful to them because pictures can explain the writer's pointes and they make the story easy to understand and comprehensive. Picture will give a visual imagination, also they include details that are not mentioned on the story such as expressions of the characters, the weather in the story setting, the time or season which may add to the experience of reading, illustrations can be a starting point to them by providing them with examples what the story might look like. On the other hand, other pupils said that the illustrations are not meaningful to them because it does not include the whole details they say that they can understand everything by the end of the story.

Question 13: Did the story you read clarify the story? How

The last question of this questionnaire is about if illustrations clarify the story, and how? This latter confirmed that the illustrations did clarify the short story because according to pupils

it explain and add more information to the story , they make what is vague and ambiguous clear .Also illustrations can clarify certain ambiguities in the story , it become easier for them to identify and learn new species . They tend to imagine all characters in their own age which can be misleading, through illustrations pupils will distinguish between older and younger characters for example.

6-2) Summaries of the Main Results and Analysis:

It is proved that pupils prefer to read short stories with illustrations and it is a need to provide them with pictures while reading , in order to improve their learning skills , it enable students to understand the story , also it helps them to refresh their comprehension background , in addition, the learner will have a clear vision about the story they are reading .All in all, this study expose that pupils read short stories especially English short stories at very young age in order to improve their language skills.

The current study demonstrate that pupils prefer to read their stories with illustrations because it gives them a clear and easy image of the story , illustrations give them the hidden details which are not written . Students have many difficulties on understanding their stories they are reading but when the story contains pictures they can get the idea because illustrations worked on facilitating those difficulties by clarifying the story in a simple way which can give an image about it.

Conclusion:

The third chapter provides an analysis of the learners' questionnaire, in effect the role of reading short stories on shaping their understanding, and how can illustrations help learners to grasp fluently the short story they read. Illustrations are an important source of Information to teenagers or readers in general , they plays a great role on reader's comprehension and effects their learning process .Illustrations are very helpful to readers especially beginners and language learners because they clarified to them the meaning of the story they are reading , also they will facilitate all the difficulties to them .

General Conclusion

GENERAL CONCLUSION

“The function of education is to teach one to think intensively critically. Intelligence plus character that is the goal of true education”. Martin Luther King.

Those words said by Luther King really describes the scenes of true teaching , and the importance of knowing the right objectives of not just developing knowledge , buy shaping minds and building characters 0 The job of job of the teacher is the hardest job in the world because it is the responsibility of raising a whole generation .

Just like learning , teaching is a continuous process where teachers should always work to develop themselves and be updated of everything new in education , because in recent years things change , and so did the concept of teaching and learning . Previously, the task of the teacher was just to transmit the information to his students and make them take as it is without any interference from the part of the students who were considered as passive learners. However, in recent times the thinking of the students changed completely, they are considered responsible of their learning process; they are required to be more active and hard workers in hand with their teachers in order to achieve a successful process of learning.

The teacher is no longer known as the delivery of knowledge, but he considered as a helper, guider, planner and facilitator of the learning materials. A successful teacher is the one who understand his students’ needs, capacities, backgrounds, personalities and differences. Pupils are not the same, everyone has his way of thinking, his own personality and style of learning and the way to achieve a successful process of learning knows how to manage those differences in a way that make of them a strong independent students.

Teaching teenagers and young learners can be little bit harder than teaching adults , especially in teaching foreign languages , one clear example is showing I teaching them literature and short stories . Teacher in presenting a short story in the English language , is focus on number of difficulties , such as students are unable to understand the story very quickly , the meaning of words is ambiguous for them , they are not familiar of the vocabulary ...etc. , here the teacher is focused to use the help of other tools such as the illustrations .

Illustrations are usually a form of graphics that are used for visually explaining a concept or a process to the target audience in a more interesting manner. When reading short stories that contain some illustrations, the teacher can easily notice that his students are more interested

General conclusion

about the story and can understand its meaning with an easy way without being able to get the meaning word by word.

Learners in nowadays are more visually than the other generation, because they expect the experience of images and the effect of illustrations on their minds in their entire learning career. Teachers have to mention or make use of this tool in learning environment inside classrooms in order to develop their way of thinking and to raise their learning level.

From here we come to conclusion that illustrations are very important part of teenagers 'book, it is through images children can learn and understand the world around them. Pictures help them pupils to identify the things they come across in daily life and it motivates them to read more.

REFERENCES

REFERENCES

.Clerk.conceptof teaching and its definition (B.Ed NOTES). 2018.16 february.

Bmfordet Day. extensive reading in the second language classroom. 1998.

Brown. 1989.

Clerk.conceptof teaching and its definition (B.Ed NOTES). 2018.16 february.

concepts of teaching and its definition . february 16.2018.

concepts of teaching and its definition . february 16.2018.

Crow, Crow and. Teaching and Learning . 1973.

Crow, Crow and. Teaching and Learning . 1973.

Eka, Kurniasih. teaching the four language skills i primary EFL classroom some considerations. jakarta Indonesia, 2011.

Eka, Kurniasih. teaching the four language skills i primary EFL classroom some considerations. jakarta Indonesia, 2011.

Gedner.the theory of multiple intelligences. 1983.

Gedner.the theory of multiple intelligences. 1983.

Harmer.the practice of english language teaching . 2001.

Harmer.the practice of english language teaching . 2001.

Hedge.T. the practice of english language teaching . 2003.

Hedge.T. the practice of english language teaching . 2003.

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=an+exploration+of+the+impact+of+picture+book+illustrations+on+the+comprehension&btnG=#d=gs_qabs&u=%23p%3DMhdzmUxvKFEJ, 15.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=benefits+of+using+short+stories+in+the+EFL+context+&btnG=#d=gs_qabs&u=%23p%3DwHb2X6Dhb7EJ, 18.04.2020

References

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=current+studies+in+the+development+and+teaching+of+four+skills&btnG=#d=gs_qabs&u=%23p%3D2Po7vYvY73YJ, 02.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=developing+listening+skills+with+authentic+materials&btnG=#d=gs_qabs&u=%23p%3DYt4ED2-jUDIJ, 07.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=do+you+get+the+picture%3F&btnG=#d=gs_qabs&u=%23p%3DxuyWXIpl3WUJ, 07.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=effects+of+cooperative+integrated+reading+and+composition&btnG=#d=gs_qabs&u=%23p%3DhFVSzwLOifMJ, 07.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=exploring+young+children%27s+patterns+of+image+use+in+a+picturebook&btnG=#d=gs_qabs&u=%23p%3DrpuiKzITmXcJ, 02.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=failure+of+achievement+in+developing+the+reading+skill+in+COMet+textbook&btnG=#d=gs_qabs&u=%23p%3Dmq_aivZ13pIJhttps://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=the+influence+of+illustrations+on+children%27s+comprehension+of+written+story&btnG=#d=gs_qabs&u=%23p%3DR6j-htcEE0J, 20.04.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=illustrations%2C+text+and+the+child+reader&btnG=#d=gs_qabs&u=%23p%3DAeaUR8kR26kJ, 20.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=integrating+the+four+skills&btnG=#d=gs_qabs&u=%23p%3D2Po7vYvY73YJ, 07.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=interactive+post+reading+activities+that+work&btnG=#d=gs_qabs&u=%23p%3DIMxj8EbZIPoJ, 16.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=investigation+the+relationship+between+self+efficacy+and+reading+comprehension+strategies+use+in+the+Algerian+EFL+class&btnG=#d=gs_qabs&u=%23p%3DmaHB867DLNYJ, 07.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=reaction+of+students+to+illustrations+in+stories&btnG=#d=gs_qabs&u=%23p%3DMhdzmUxvKFEJ, 21.04.2020

References

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=reading+strategies+of+seccussful+readers+through+the+three+phase+approach&btnG=#d=gs_qabs&u=%23p%3DfrrIrSeRJF8J, 18.04.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=teaching+English+to+second+language+learners+in+academic+context&btnG=#d=gs_qabs&u=%23p%3DU1cFWSNZIV8J, 06.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=teaching+listening+and+speaking+from+theory+to+practice&btnG=#d=gs_qabs&u=%23p%3DLvaFq2jRBjsJ, 07.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=tge+role+of+illustrations+during+children%27s+reading&btnG=#d=gs_qabs&u=%23p%3Dn9fIgCCz_3EJ, 15.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=the+importance+of+the+four+skills+reading%2C+speaking%2C+writing%2C+listening+in+a+lesson+hour&btnG=#d=gs_qabs&u=%23p%3DS0crnJEzhawJ, 18.04.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=the+role+of+illustrations+on+children%27s+inferential+comprehension&btnG=#d=gs_qabs&u=%23p%3DWEcH3qAJIRgJ, 07.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=using+short+stories+to+teach+language+skills&btnG=#d=gs_qabs&u=%23p%3D5g-BOhkjKsoJ, 07.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0,5&q=exploring+EFL+learners+reading+difficulties+in+the+Algerian+context#d=gs_qabs&u=%23p%3DVVjjHbxcMIOJ, 07.05.2020

https://scholar.google.com/scholar?hl=en&as_sdt=0,5&q=the+role+of+visualization+in+efl+learners+reading+comprehension#d=gs_qabs&u=%23p%3DSRIsZC6Av2cJ, 20.05.2020

Hymes.on communicative competence. 1972.

Hymes.on communicative competence. 1972.

Jackson. concept of teacging and its definition (B.Ed NOTES). 2018.16 februry.

References

Jackson. concept of teaching and its definition (B.Ed NOTES). 2018.16 february.

Jeanette et Moseley. contexts : writing and reading. 1985.

Jeanette et Moseley. contexts : writing and reading. 1985.

Kim. 2011.

Kim. 2011.

Kingsley et R. Garry. teaching and learning . 1957.

Kingsley et R. Garry. teaching and learning . 1957.

Manaj, Lorena. the impact of the four skills reading , speaking , writing , listening in a lesson hour. Albania, 2005.

Manaj, Lorena. the impact of the four skills reading , speaking , writing , listening in a lesson hour. Albania, 2005.

Morrison, H C. concept of teaching and its definition (B.Ed NOTES). physicscatalyst, 2018.16 february.

Morrison, H C. concept of teaching and its definition (B.Ed NOTES). physicscatalyst, 2018.16 february.

Ogle, Donna. A teaching model that develops active reading of expository text.international literacy association, 1986.

Ogle, Donna. A teaching model that develops active reading of expository text.international literacy association, 1986.

OzketCivelek. 2006.

OzketCivelek. 2006.

Rost.M. Listening in Language learning.London, 1990.

Rost.M. Listening in Language learning.London, 1990.

Smith, Henry. teaching and learning. 1962.

Smith, Henry. teaching and learning. 1962.

References

Smith. 1975.

Smith. 1975.

Temperly.a practical guide to the teaching of english as a foreign language. 1978.

Temperly.a practical guide to the teaching of english as a foreign language. 1978.

y. extensive reading in the second language classroom. 1998.

APPENDIX

The Abstract

Dear Students:

Using this questionnaire, we are gathering information needed for the fulfillment of our master thesis we shed light on the impact of illustrations in short stories on teenagers' responses, and how can illustrations help them to understand short stories. We would be grateful if you answer this set of questions.

1)Level:.....

2)Age :.....

3)Gender:.....

4)Do you read?

Yes

No

5)Why do you like to read?

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

6)What is the impact of reading on you as a reader?

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

7)At what age did you start reading?

.....
.....

8)Do you read short stories? Why?

The Abstract

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

9) *What was the first story you read?*

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

10) *Did you like your first story you read? Justify*

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

11) *Do you read English short stories?*

Yes

No

12) *At what age did you start reading English short stories?*

.....
.....

13) *Do you like to read stories with or without illustrations?*

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

14) *Did the story you read contain illustrations?*

Yes

No

15)Were the illustrations meaningful ?

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

16)Did the illustrations clarify the story? How?

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

Thank you for your cooperation.

تلخيص

بالرغم من التطور التكنولوجي فان الطريقة الكلاسيكية القديمة في التعليم مازالت قادرة على مساعدة الطلاب في عملية تحصيل تعلمهم بالإضافة الى هذا فان الرسوم التوضيحية تلعب دورا هاما في تعليم الطلاب خاصة المراهقين . ان الهدف من هذه الدراسة هو رؤية مدى تأثير الرسوم التوضيحية في القصص القصيرة على أفعال المراهقين . هذا البحث يقدم دراسة مفصلة لمعنى تدريس وتعلم المهارات الأربعة وكيف يقوم التلاميذ بالاستجابة للأمثلة المقدمة في القصص القصيرة . لقد تم تقديم استبيان لجمع المعلومات حول الموضوع لطلبة سنة أولى من قسم اللغة الإنجليزية جامعة الاغواط و تلاميذ السنة الثانية ثانوي من ثانوية لزهاري الداخ بلدية الخنق . نتائج الاستبيان تبين ان اغلبية الطلبة يفضلون قراءة القصص القصيرة التي تحتوي على الرسوم التوضيحية.