

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussof University - Mila



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

***Students' Perspectives toward the Use of the Short
Story to Teach Multiculturalism:***

Case Study of First Year Students at Mila University Centre

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

Presented by:

- 1) Amira ADASSI
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Supervisor: Ms. Messaouda BOUDJERIDA

Examiner: Dr. Fouad BOULKROUN

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Dedication

In the name of Allah, the most merciful, all the praise is due to Allah alone for his blessings to fulfill this work

This work is wholeheartedly dedicated to:

- My precious parents; my father **"Ali"** , who was always by my side to support and encourage me, who believed in me and my abilities and who had always been proud of me.
- My mother **"Messaouda"**, the most precious person to my heart, the source of my happiness, without her I would not be who I am today, I am whole heartedly grateful for her.

Thank you so much for your unconditional love, endless support, prayers, and assistance.

- My beloved sisters, **"Lamis"** and **"Meriem"** who have always been there for me in good and bad time. And for their motivation and ever-present care.
- My dearly beloved brother, my little man **"Abdellah Adem"**, for being in my life.
- My best friend and my partner, **"Amira Nessrine"**, who has been there for me every step of the way, and who has genuinely encouraged and supported me. Thank you so much for the past five years and the wonderful moments we had together.
- My soulmate, my fiance **"Ali"** for his unconditional love and who never stopped advising, encouraging, and supporting me throughout my studies.
- My friend **"Manel"** for the love, help and support, thank you so much for everything.
- All my colleagues I shared my university life with its lights and shadows.

Amira

In the name of Allah, the most merciful, all the praise is due to Allah alone for his
blessings to fulfill this work

This work is wholeheartedly dedicated to:

- The first love of my life, who gave me moral and financial support, the first teacher who taught me to be who I am today, to the one who sacrificed for my happiness and inspired me to be strong in the face of adversity, and inspired me to be strong despite of many obstacles in life. **"Boubekar"**, my adored father
- The light of my life, who is paradise beneath her feet, who loves me unconditionally, who morally and financially supports me, who lights my path with her warmth, to the precious human being **"Samia"**, my mother.
- My soulmate and eternal supporter, my sister **"Selsabil"**, for her unwavering support and assistance throughout the process. Her love and sustenance will be remembered forever.
- My dear friend **"Amira"**, with whom I have shared both happy and sad memories, my second hand, to the one without whom this work would be meaningless, to the purest soul who listens to all my complaints and is always there for me. My sidekick.
- My dazzling stars, my beautiful parental legacy, **"Souha"** and **"Tesnim"**, for being in my life. My aunt **"Hayet"**, who is more like a sister to me than just an aunt, for her unwavering support and affection.
- My best friend **"Nada"**, who, despite the distance between us, always shows me her love and support.
- My big family without exceptions, and all those who support me along my study.
- All my colleagues I shared my university life with its lights and shadows.

Amira Nesrine

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Abstract

The main objectives of teaching literature through literary texts are to assist the students of English as a foreign language to understand the target culture and to improve their skills and vocabulary. Thus, EFL literature teachers are increasingly using short stories as a main teaching tool. Short stories encourage students to be more culturally tolerant and to broaden their interests and knowledge of diverse aspects of various cultures. Therefore, the present study aims to investigate students' perspectives toward the use of the short story to teach multiculturalism. Furthermore, the focus of this research is to acknowledge the significance of short stories as one of the most effective tools for expanding EFL students' knowledge of cultural diversity, enhancing their multicultural awareness and to examine their general attitudes and perspectives toward learning about multiculturalism through the use of the short story. The study aims to answer one question: what are the perspectives of first-year students at Abdelhafid Boussouf University Center toward the use of the short story to teach multiculturalism? In order to meet the study's objectives and to address this question, a descriptive method was opted for in the present study. To gather the needed data, one questionnaire is administered to one hundred (100) first-year EFL students, and another one is administered to eleven (11) teachers at the Department of Foreign Languages at Abdelhafid Boussouf University Center. The obtained results reveal that there is a high level of understanding about the importance of incorporating literature to increase students' cultural knowledge and that both teachers and students held positive attitudes towards using short stories as one of the effective remedial tools in teaching multiculturalism. The study highly recommends the integration of literary genres like short stories to increase multicultural awareness among learners. Finally, the research yielded several recommendations and pedagogical suggestions for further studies.

Key words: the short story, multiculturalism, first-year students, perspectives, EFL classes

List of Abbreviations, Symbols and Acronyms

EFL: English as a Foreign Language.

ESL: English as a second Language.

Etc : Et cetera.

i.e.: I mean.

SSBT: Short Story-Based Teaching.

Q: Question.

%: Percentage.

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General Introduction

1. Background of the study

Using literary genres in English as a foreign language classroom has been examined in several research studies. The studies look into and demonstrate the advantages of using such genres in language classes. Yeasmin et al. (2011) asserted that rich and varied literary works can be motivating for language learners and can be used to elicit a wide range of reactions from them, making language teaching and learning easier. They believed that in addition to activating learners' imaginations, providing examples of actual language use, and providing many chances for debate, a literary text "ensures students' personal involvement in the learning process and bridges the gaps between the cultures, and makes them familiar with the norms and behaviors of the people of the target language" (p. 283). Moreover, teaching literature has gained much interest because it creates an authentic atmosphere for learners, increases their engagement, and improves their cultural and intercultural comprehension. On this account, Thiyagarajan (2014) emphasized that "literature kindles and motivates learners' desire to enjoy various genres of literature i.e. poetry, prose, drama, novel and short stories" (p. 672). Short stories are an example of authentic materials that teachers can utilize to enhance the teaching and learning processes. Additionally, short stories are one of the literary genres that can be utilized in the EFL classroom to improve language skills, motivate learners, expose them to the real language of the native speakers, and assist them in becoming proficient in the target language while also increasing their cultural awareness. Thus, as stated by AbuZahra and Farrah (2016): "using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development" (p. 12). This confirms the short story's effectiveness as a suitable and influential tool to improve and enrich learners' cultural knowledge of the target language.

Furthermore, reading short stories allows students to recognize and appreciate diverse cultures. They can identify parallels and contrasts between their own culture and the other cultures by making a comparison through which they will explore other cultures' customs, traditions, and values. This can help them have a better grasp of the world and strengthen their intellectuality. In the same vein, Krishna and Sandhya (2015) argued that short stories are one of the best literary genres to teach culture. They wrote: "Short stories are effective when teaching culture to EFL students; they transmit the culture of the people about whom the stories were written" (P. 60). In spite of this, using short stories to introduce cultural diversity or to teach multiculturalism is increasingly becoming popular. According to Moawad and Shoura (2017), multiculturalism "becomes an important construct for the 21st century. It allows societies and peoples to be unified through an appreciation of their cultural differences and linguistic background" (p. 802). Multiculturalism refers to the principles, values, and diversity of a society, which includes religious, cultural, and lifestyle backgrounds. On the other hand, this term has recently garnered a lot of attention, recognition, and relevance in EFL classrooms. When it comes to teaching EFL learners about multiculturalism and developing educational programs, teaching techniques, and procedures, institutions and teachers must take into account the diversity of people and students in society, including race, ethnicity, class, gender, language, physical disabilities, and so on (Karacabey et al., 2019). Furthermore, it is difficult to understand and recognize multiculturalism because it is a complex subject about which even different scholars disagree because they approach it from different perspectives. However, short stories play a great role in motivating learners to learn more about multiculturalism since they are simple, easy, and brief. They make this difficult subject more understandable, especially for students in the elementary grades. In the same context, Thiyagarajan (2014) believed that "short stories are available for all levels from the

beginner to the advanced learner, as well as for all ages from young learners to adults" (p. 674). This demonstrates the value of short stories in teaching multiculturalism.

2. Statement of the Problem

Introducing literature portrayed in short stories, which is considered one of the most exciting and delightful literary genres in class, is one of many methods teachers employ to urge students to read and increase their cultural understanding. Many researchers stressed the importance of the short story as a rich material to be used in EFL classrooms. It seeks not only to develop and improve learners' vocabulary, but also to provide a great way for learners to learn about the history, culture, values, and practices of different communities. In light of this interest, Krejcie and Morgan (1990) pointed out that when teaching culture to EFL students, short stories are great. Short stories convey the culture of the people about whom they are written. By studying culture, students learn about the past and present, as well as people's habits and traditions (Krejcie and Morgan, 1990 as cited in Ahmed Mohammed Ahmed, 2020). Therefore, the short story raises EFL students' cultural awareness, and it is considered as a source of cultural insight and a great authentic material to teach multiculturalism. Moreover, Moawad and Shoura (2017) believed that multiculturalism simply means accepting others, including their ethnic beliefs and cultures, and paving the way for the elimination of racial qualifications. Thus, multiculturalism embraces democratic concepts such as equity, equality, freedom, social justice, and human dignity. It is the idea that all cultures are valuable in their own right. Multiculturalism introduced through short stories, enables EFL students to understand, accept, and even tolerate with different cultures. Therefore, EFL teachers should take into consideration that multiculturalism can be taught and learned through the use of short stories in EFL classrooms.

Hence, the problem of this study revolves around investigating whether the short story is a reliable source to teach multiculturalism. This involves examining the relationship between short stories and multiculturalism, through exploring the students' perspectives on this issue. Consequently, teachers look for the best way to overcome this challenge. In doing so, they need to select appropriate materials that reflect cultural aspects. Thus, short stories can serve as an excellent representative of these aspects; they could increase the student's multicultural awareness and could develop some positive attitudes towards the target cultures.

3. Aims of the Study

The present study aims at:

- 1- Capturing the perspectives of first year students at Abdelhafid Boussouf Mila University Center towards the use of the short story to teach multiculturalism.
- 2- Investigating the importance of the short story to boost learner's multicultural knowledge.
- 3- Examining the relationship of using short stories as authentic materials to teach multiculturalism.
- 4- Apprehending the point of view of first year students at Abdelhafid Boussouf Mila University Center about using the short story to teach multiculturalism and their perceptions towards it.
- 5- Enhancing students' awareness of the issue. It seeks to provide students with better opportunities to learn about multiple cultures.

4. Significance of the Study

This research seeks to contribute to the field of English as a Foreign Language. The significance of the study derives from its interest in the concept of multiculturalism, which is of a great deal all over the world. This study is meant to provide new insights into the field of

education and ascertain the need for short stories to teach multiculturalism, and the results are anticipated to be advantageous for EFL learners and teachers. It is expected to help teachers know whether short stories are effective for teaching multiculturalism or not. Students will directly benefit from this research as its findings may encourage them to read more short stories to understand and see other cultures from different points of view. This research is significant because it demonstrates the importance of using short stories to help students learn and develop their understanding of diversity and multiculturalism, and it may serve as a tool for further studies.

5. The Research Question

The purpose of this study leads us to ask the following question:

- What are the perspectives of first year students at Abdelhafid Boussouf University Center towards the use of the short story to learn multiculturalism?

6. Means of the Research

6.1. Sampling

The study's population includes all first year students in the department of English at Mila University Center. The sample is composed of one hundred (100) students out of three hundred and twelve (312) students in total. The participants were selected depending on the content they are studying in literature, which is the various literary genres (short stories, poems Etc.). In line with this, eleven (11) English language teachers, who teach different modules, have been assigned to provide valuable perspectives on the topic at hand.

6.2. Research Instruments

To fulfill the research objectives and answer to the research question, a descriptive method has been selected. A students' questionnaire and a teachers' questionnaire are used, which help to obtain the needed data. The questionnaire is administered to both students and

teachers to investigate their views and perspectives about using short stories as an important technique to teach multiculturalism. Furthermore, the collected data from the questionnaires can be readily and successfully analyzed.

6.3. Procedure

The questionnaires are assigned in the second semester in the academic year 2021/2022. The students' questionnaire is delivered to first year EFL students hand in hand. The teachers' questionnaire is administered to eleven English language teachers (administered hand in hand and via email). The questionnaire's data is gathered and checked for accuracy and clarity. Finally, the results are analyzed for ultimate conclusions and outcomes.

7. Structure of the Dissertation

This dissertation consists of two chapters. The first chapter is concerned with the theoretical part, while the second one stands for the practical part. The first chapter consists of two sections. Each part will provide some theoretical insights into the study's variables, which are the short story and multiculturalism. The first section of the theoretical part dealt with the short story. At first, it introduced literature, its definition, importance, and the different literary genres. Following that, it includes the definition of the short story according to different scholars and perspectives. After that, it covered its history, types, elements, selection criteria, and benefits of using short stories in the EFL classroom. The second section, however, is entirely devoted to the process of multiculturalism, including its definition, along with the definition of culture and diversity. It sheds light on teaching multiculturalism within an EFL classroom, including the different teaching strategies and the role of the teacher. It also illustrates the benefits of teaching multiculturalism and discusses multicultural education. Next, the focus shifts to multicultural literature, its importance, and its implementation within the classroom. At the end, the second section tackled the relationship between short stories and multiculturalism.

The second chapter is designed to offer a description of the current research's fieldwork. It is all about analyzing, interpreting, and discussing data from both students' and teachers' questionnaires in order to answer the research question. The first section tackles the methodology, which includes the population, the participants, the data collection process, research instruments, and procedures. The second section is devoted to data analysis and discussion of results, including the description of both students' and teachers' questionnaires. Finally, the third section discusses the implications, limitations, and recommendations of the study.

Chapter One: Literature Review

Section One: The Use of the Short Story in EFL Teaching and Learning

Introduction

Literary works are increasingly being integrated into EFL teaching due to their potential to give an authentic model of language use and for their positive effects, specifically in terms of enhancing language skills and critical thinking abilities. One of the various strategies that teachers use to incorporate literature into EFL classrooms is in the form of short stories. Recently, researchers have emphasized the importance of using literary genres such as short stories as an authentic tool for teaching language skills. Short stories are beneficial because they provide teachers and students with numerous pedagogical benefits. Furthermore, teaching short stories is supposed to be entertaining, valuable, and interesting for learners as a means of enhancing their language skills. Therefore, the first section of this chapter is devoted to the description of some key issues related to the short story, as well as describing and defining literature and the different literary texts. It comprises various definitions of the short story, its history, characteristics, types, and elements, in addition to the benefits and effectiveness of using short stories in the EFL classroom and criteria for selecting short stories that meet students' needs and interests. Besides, this section will discuss the different teaching strategies and activities for using short stories in the EFL classroom.

1.1.1. Teaching Literature in the EFL Classroom

Recently, there has been a notable interest in literature as one of the most motivating tools for language learning. It deals with various elements of human life as subjects addressed by various literary pieces. Klarer (2004) wrote that Literature is “the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word” (p. 1). Rainsfold (2014) also provided several

definitions of literature; he defined it as “a kind of writing in which the way that something is said matters as much as what is said, or where the way that something is said is part of what is said” (p. 8). In addition, he asserted that it is “writing that is not just the reporting of facts, but in which things are created or ‘made up’. Usually, in fact, a kind of fiction” (Rainsfold, 2014, p. 8). Furthermore, according to Lazar (1993), literature refers to “those novels, short stories, plays and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered” (p. 5). Based on the previous definitions, teaching literature can assist in engaging learners' imaginations and enhancing their critical abilities because it reflects other people's lives and experiences. It is both a rich source and a tool for delivering information.

Moreover, Literature today has a significant role in language teaching, and its use is very advantageous as it offers many benefits for learners such as cultural enrichment, development of language skills, motivation, and creativity. According to Yeasmin et al. (2011), researchers argued that “literature gives students exposure to meaningful contexts full of descriptive language and interesting characters” (p.p. 284-285). They believed that, as opposed to informational texts, literary texts present a flexible reality as well. (Yeasmin et al., 2011). Besides, Rass (2020) claimed that through literature, “readers are exposed to beliefs of others so that they can understand and accept others, their history, culture, and struggles” (p. 591). That is to say, students can fully comprehend and appreciate others because they are introduced to their different views, history, culture, and challenges through literature. As a result, students develop a sense of respect, tolerance, empathy, and acceptance of all people. Teaching literature to EFL students can also be exciting, entertaining, and interesting. On the other hand, McKay (1982) claimed that literature has a significant role in the ESL curriculum since it can be a key to inspiring students to read in English and it is a perfect tool for

displaying language use and conveying cultural beliefs. Hismanoglu (2005, p. 54) highlighted the usage of literature in language classrooms in recent years as follows:

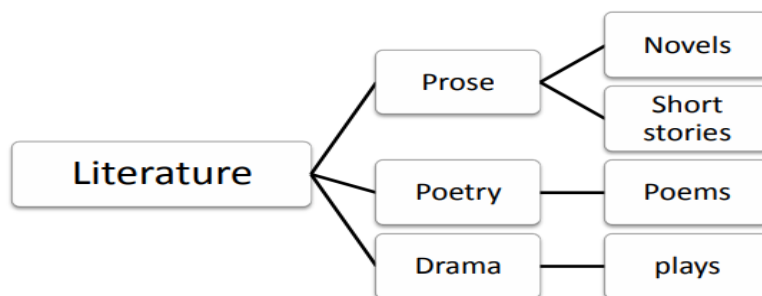
The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays. Moreover, in translation courses, many language teachers make their students translate literary texts like drama, poetry and short stories into the mother tongue.

1.1.1.1. Literary Texts

Literary texts can be introduced as powerful motivational materials that can help enhance the writing and reading skills. Galperin (1981) stated that literary text “is a literary featured result of a finished speech creation process. It is a creative work that bounded with different lexical, grammatical, logical, stylistic connections, which has certain purposefulness, pragmatic principle” (Galperin, 1981, as cited in Akkuzova et al., 2018, p.26). It is indeed utilized to describe diverse forms of literature. Therefore, there are various genres of literary texts that are divided into four categories: novels, short stories, poetry, and plays (Klarer, 2004). Serir (2012, p. 10) highlighted the three key literary genres in the diagram below:

Figure 1

Literary Genres adapted from Serir (2012)



However, short stories of all literary genres are thought to be the most effective tool for developing students' reading abilities, motivating them to read, enhancing their cultural awareness, activating their discussion skills, and developing critical thinking skills.

1.1.2. History of Short Story

The importance of using short stories in teaching a foreign language has been much debated. Students consider the short story to be one of the most gratifying literary forms, and according to teachers, it frequently provides more challenge and keeps students' attention longer than works from many other genres. The historical roots of short stories according to Heydrick (1913) can be traced from the Middle Ages to the present or they can be traced to the eighteenth century or, even further back, to Boccaccio and the Arabian Nights. Even though the fact that the short story is a distinct genre in its own right, it has received theoretical neglect compared to other genres such as poetry, drama, epics, and novels. However, by the middle of the nineteenth century, the prose short story has become a definite, recognized type, and in the years that followed, Heydrick (1913) claimed that authors such as “Poe, Hawthorne, Harte, and Henry James in America, Stevenson and Kipling in England, De Maupassant and Coppée in France, and Turgenieff in Russia” (p. 9), deliberately chose this form and achieved some of their greatest successes in it (Heydrick, 1913, p. 9). In addition to this, Viorica Patea (2012) stated that the origins of the short story “go back to myth and biblical verse narratives, medieval sermons and romance, fables, folktales, ballads, and the rise of the German Gothic in the eighteenth century”(p. 2). This implies that the short story is one of the oldest literary genres, with such a rich heritage.

Poe's critical comments in the mid-nineteenth century are credited with the formation of the short story as a distinct genre. He raised concerns about form, style, length, design, authorial goals, and reader affect, laying the groundwork for how the short story is studied even today (Patea, 2012, p. 3). Hence, a Regional NET Coordinating Team (2012) explained

that short stories originate from folklore or the oral storytelling tradition. For example, myths were used to explain beliefs about the world. On the other hand, fables and parables are used to honor the great actions of previous emperors and heroes; folk tales and fairy tales are told just for entertainment; fables and parables are used to teach moral messages (p. 2). Furthermore, during the nineteenth century when developments in printing techniques and magazines became increasingly popular and widely read, the short story flourished as a literary form. Due to the development of popular magazines in the twentieth century, the short story continued to thrive. This prompted writers to create a variety of short stories, including stories of love, fantasy, horror, crime, mystery, and science fiction using the literary form of the short story. After that, short stories were produced more in the late twentieth century, and they reflected and dealt with many issues, such as “pressures of modern life”, “issues that affect society”, and “the family and the individual”. However, in many short stories published in the years following the Second World War, the application of science and technology becomes a key theme. Authors such as Arthur C. Clarke, Isaac Asimov, and Ray Bradbury developed the science fiction genre (NET Working, 2012, p.p. 2-10).

1.1.3. Definition of Short Story

Short stories are one of the most significant aspects of any culture, and they play an important role in language teaching and learning. However, different experts and linguists have different definitions of a short story. Pasco (1991) stated that " compared to the novel, the short story has had remarkably little criticism devoted to it, and what theory exists reveals few definitive statements about its nature" (p. 407). In other words, there is not enough information about this genre compared to novels. But later on, in order to make the distinction between short stories and novels clearer, he defined it as "short literary prose fiction" (p. 411). Each of the definition's four terms can be considered a foundational element of short stories.

In the same context, Esenwein (1909) claimed that a short story is a “brief, imaginative narrative, unfolding a single predominating incident and a single chief character; it contains a plot, the details of which are so compressed, and the whole treatment so organized, as to produce a single impression” (Esenwein, 1909, as cited in Colibaba, 2010, p. 226). On the other hand, Williams (1984) claimed that “short stories seem to answer something very deep in our nature as if, for the education of its telling, something special has been created, some essence of our experience extrapolated” (p. 4). In the same line of thought, Poe defined short story as “a narrative that can be read at one setting from one half hour to two hours, and that limited to a certain unique or single effect, to which every detail is subordinate” (as cited in Abrams, 1970, p. 158). Moreover Sage (1987) defined short story or short fiction as “a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in variety of registers and tones” (p. 42). According to Oxford Dictionary, a short story is “a story, usually about imaginary characters and events that is short enough to be read from beginning to end without stopping”. In the same vein, Berrabi and Bahous (2018) defined it : “as a literary genre , which is often has one plot structure, a limited number of characters and short enough to be read in within a period of two hours lesson period” (p. 105).

In the light of the aforementioned definitions, it can be concluded that short story focuses on only a single plot, a single setting, a limited number of characters, covers a short period of time. It is distinguished by its brevity, simplicity, and adaptability, and it is one of the most important elements in EFL teaching and learning.

1.1.4. Types of Short Story

There are many types of short stories that have emerged over time and which have been adopted by teachers of literature. These stories may enhance students' understanding and facilitate many things for them.

William Boyd wrote an article in *“the Guardian”* (reprinted in his collection *“Bamboo”*), in which he proposed a taxonomy of the short story, with seven basic types of short stories. So, according to Boyd (2006), at the beginning of the twentieth century, there were two types of short stories: event-plot stories (pre-Chekhov) and Chekhovian stories. Most short stories fit into one of these two categories even to this day, and over the next few decades, other varieties arose from them. However, these two major types are divided into several sub-categories including the modernist story, cryptic/ludic story, the poetic/mythic story, autobiographical story, and the mini-novel story.

1.1.4.1. The Event-Plot Story

According to Boyd (2006, p. 7), the event-plot story “refers to the style of plotted story that flourished pre-Chekhov—before his example of the formless story became pre-eminent”. The plot structure is crucial in these stories, and the narrative is classically formed with a beginning, middle, and end. O Henry developed the “twist-in-the-tail”, which is the stereotype of the event-plot story. However, it is frequently used in genre stories such as ghost stories and detective stories (Boyd, 2006, p. 7).

1.1.4.2. The Chekhovian Story

Chekhov is known as the "Father of the Modern Short Story". Boyd (2006) stresses that “by abandoning the manipulated beginning middle-and-end plot, by refusing to judge his characters, by not striving for a climax or seeking neat narrative resolution, Chekhov made his stories appear agonizingly, almost unbearably lifelike” (p. 7). In other words, Anton Chekhov is widely recognized as the greatest short story writer of all time. He viewed life with no judgment and with all of its banality and tragic comedy. He portrays his stories' plots as similar to our lives: random, mysterious, mundane, abrupt, chaotic, ferociously cruel, and meaningless. In the twentieth century, the short story has become almost entirely Chekhovian (Boyd, 2006, p. 7).

1.1.4.3. The Modernist Story

Boyd (2006) wrote: “Perhaps the most dominant of these new forms is what I termed the modernist story, in which a deliberate, often baffling obscurity is made a virtue, however limpid the style in which it is written” (p. 8). “*In Our Time*” by Hemingway, who was the finest writer at that time, is an example of this type. After Chekhov, Hemingway was the finest practitioner, and his influence on the twentieth-century short story is perhaps the greatest after Chekhov (p. 8). This means that this type is the most dominant type, and ambiguity is considered its main core feature

1.1.4.4. The Cryptic/Ludic Story

It is also called “suppressed narrative,” and includes encrypted text that must be decoded. According to Boyd (2006), “in this form of story there is a meaning to be deciphered that lies beneath the apparently straightforward text” (p. 8). It was possibly the first refreshing change from the great Chekhovian model. Stories such as “*Mrs Bathurst*” (1904) and “*Mary Postgate*” (1917) by Rudyard Kipling are examples of this type (p. 8).

1.1.4.5. The Poetic/Mythic Story

It is “a rarer beast”. According to Boyd (2006), “the short story comes as close to lyric poetry as it can, and in so doing most obviously attempts to defy easy summary” (p. 8). In other words, this type uses lyric poetry and seeks to avoid the Chekhovian style by defying easy summary. Dylan Thomas and DH Lawrence were the greatest practitioners who wrote many stories that adhered to the rules for poetic stories.

1.1.4.6. The Mini-Novel Story

Boyd (2006) defined it as “a variety of the event plot, trying to do in a few pages what the novel does in hundreds”. Dickens’s “Christmas Specials” are examples of this type (p. 8);

these stories are sometimes quite long, bordering on novella-length, attempting to be like a novel but in a few pages.

1.1.4.7. The Biographical Story

According to Boyd (2006), this type of story “includes stories that flirt with the factual or masquerade as non-fiction. Often the impedimenta of the non-fiction book is utilized (footnotes, authorial asides, illustrations, quotations, font changes, statistics, textual gimmickry)” (p. 8). Thus, biographical stories also include “stories that introduce real people into fiction or write fictive episodes of real lives” (p. 8). Hence, through these stories, it becomes difficult to differentiate between fact and fiction.

There are also other well-known types of short stories like:

1.1.4.8. Fiction

It deals with fictional subjects and characters. Sometimes, fiction is a frequent aspect shared by all types of short stories. Short fiction was published in magazines and newspapers as a sub-category of short stories in the late twentieth century (Guimaraes, 2009). Donelson (1974) wrote: "fiction and reading fiction have the potential to free students from their temporary bonds of time and place" (p. 1). It is divided into two types: flash fiction (stories of up to 750 words) and sudden fiction (stories of up to 1500 words).

1.1.4.9. Fables and Parables

A fable is “a brief story intended to teach a moral lesson. The main characters are usually animals, objects in nature (e.g. mountains, lakes, stones) or forces of nature (e.g. the sun, the wind, the rain), which are given human qualities”; whereas, a parable is “a brief story that illustrates a moral principle through the use of metaphor. Unlike fables, the main characters of parables are human beings” (NET Working, 2012, p. 3). That is to say, both

fables and parables teach a moral lesson, but differs in the fact that fables use animals as the main character while parables use human beings.

1.1.4.10. Folktales and Fairy tales

“A folktale is an anonymous story passed on through generations by word of mouth. Folktales are often timeless and placeless, with formulaic openings like: Once upon a time” (NET Working, 2012, p. 3). They include a wide variety of traditional narratives such as myths, legends, fables, and fairy tales (NET Working, 2012). On the other hand, a fairy tale is “a traditional folktale involving imaginary creatures such as fairies, wizards, elves, trolls, gnomes, goblins, and fire-breathing dragons” (NET Working, 2012, p. 3).

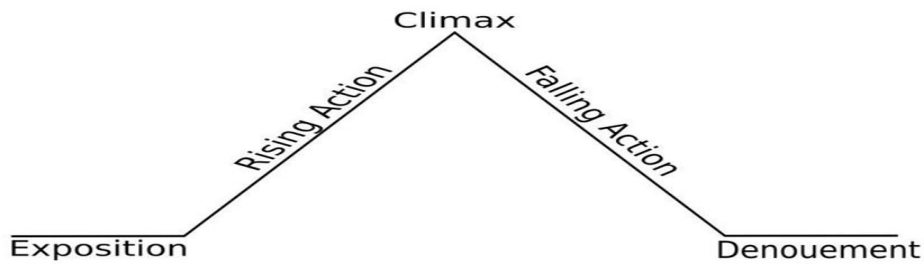
1.1.5. Elements of Short Story

1.1.5.1. The Plot

The plot of a story might be defined as "what happens to the characters" (Benjamin and Heydrick, 1913, p. 16). Klarer (1999) believed that the plot is “the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative” (p. 15). The plot describes what happens in the story, i.e., the main events. These events are related to one another in a pattern or sequence. According to Lukens (1999), it “is the sequence of events showing character action. This sequence not accidental but is choose by the author as the best way of telling his or her story” (p. 103). On the other hand, the plot in short stories is composed of six main elements (the structure of the short story), which are: exposition, complication, conflict, turning point, and resolution. These are the important events in a story.

Figure 2

Plot Structure: Freytag's Pyramid (Klarer, 1999)



1.1.5.2. Characters

Characters represent “who acts”, in the short story there is a limited number of characters and this helps the student to understand the course of the story and the main roles and enables them to avoid feeling confused. According to Nur (2017), characters are “persons that are represented by the author in the story”. Furthermore, characters can be divided into several types; Klarer (1999, p. 17) claimed that there are two categories of character according to the psychological approach: a flat character, which is “a typified character in literature is dominated by one specific trait”; and a round character who is “a persona with more complex and differentiated features”. Furthermore, characters are crucial in establishing and developing the events of the short story.

1.1.5.3. Setting

The setting is another crucial component of the short story, which is defined as “the location, historical period, and social surroundings in which the action of a text develops” (Klarer, 1999, p. 25). The setting allows readers to travel through their imaginations to different places and times, as if they were living inside the story. It includes the geographical location, time period, the characters' day-to-day lives, social conditions, mood, and climate of the story. Klarer (1999) stated that “in the opening section of “The Fall of the House of

Usher" (1840), Edgar Allan Poe gives a detailed description of the building in which the uncanny short story will evolve" (p. 25).

1.1.5.4. Theme

According to Nur (2017), the theme is “the controlling idea or central insight of a piece of fiction” (p. 3). It relates to the story's overall meaning, and it is necessary for the story to have meaning and purpose. Therefore, the story's theme can be stated explicitly or implicitly. It may symbolize wisdom, life, death, reality, fate, ignorance, sanity, love, society, and so forth.

1.1.6. Short Story Selection in the EFL Classroom

In the past few years, there has been an increasing interest in using short stories as a literary genre in EFL teaching. Teachers can use them as a source for introducing different cultures, provide more opportunities for students to comprehend the structure of the story, develop a love of reading, and learn new vocabulary. As a result, this form of literature has grown to be seen as something very beneficial for students as it exposes them to valuable authentic content.

1.1.6.1. The Genre

Why short story? And what makes a story special and memorable? What is so special about this genre? There are many reasons for choosing the short story and distinguishing it from other literary genres such as poetry, drama, and novels, especially in EFL teaching. Short stories, on the one hand, are brief and can be completed in a few sessions; they are easily covered by both teachers and students. Furthermore, because stories are about global concerns and human experiences, they may relate to students' personal lives; in this instance, students would become more invested in the story and try to devote more time and effort to comprehend it. Therefore, short stories are easier to adapt and cover a wide range of

subjects, styles, and themes. This gives teachers a lot of freedom in selecting texts that are appropriate for their students' needs, interests, and preferences. They provide good examples of vocabulary and grammatical structures, as well as cultural insights about the target language. On the other hand, poetry is considered one of the most difficult types because of the figurative language and the complex terminology, and therefore, it is difficult for students to understand. As for drama, it is a little more challenging since it takes time. It is not suited for very crowded classrooms because it can be difficult to supervise and students may not want to be involved in acting. Moreover, because of the limited time, teachers are hesitant to use novels since they are lengthy and take time to comprehend and analyze, especially for beginners. Considering these criticisms, it is clear that, of all literary genres, the short story appears to be the most appropriate for use in English teaching. Students enjoy reading short stories because they are entertaining, easy to finish, and clear to grasp, and they also assist learners to attain better mastery of language skills (Pardede, 2021, p. 34).

On the other hand, Edgar Allan Poe was the first to advocate for the short story's right to exist, and discussed the issue of shortness, as related to his concept of "singularity of effect"; he understood the nature of the effect of a short story might have which is "a sense of full satisfaction" (Boyd,2006). According to Poe (1994), "in the brief tale, however, the author is able to carry out the fullness of his intention, be it what it may. During the hour of perusal the soul of the reader is at the writer's control" (p. 61). In other words, when reading the short story, the student pays full attention to the story and dives into its details from the beginning to end. As a result, the unity of effect is attained. Furthermore, despite its simplicity and briefness, the short story may affect readers and enrich their knowledge balance.

Since short stories are one of the important means of teaching, it seems to be the most suitable one to teach different cultures and represent the practices, norms, values, and customs of a society. In addition, Barker (2003) stated that "narratives are the structured forms in

which stories advance explanations for the ways of the world. Narratives offer us frameworks of understanding and rules of reference about the way the social order is constructed” (p. 28). Stories can help us understand how a culture interprets the world and creates meaning through language and narratives.

1.1.6.2. Criteria for Selecting Stories

One of the most significant roles of teachers in using short stories is story selection. Furthermore, text selection is a critical factor for the short story's ability to achieve its goals. There were various criteria. According to Hill (1994), there are three key criteria for selecting a text: the students' requirements and abilities; the quality of the text's language and style; and the quantity of background information required for a proper appreciation of the content. Hill, 1994, as cited in Pardede, 2011). Nevertheless, the shortness of the text is very important because it enables the students to understand and finish the reading easily, it also enhances students' self-esteem. In addition to students' ages, emotional and intellectual maturity, and interests and hobbies, Lazar (1993) proposed three criteria for selecting texts: the students' cultural background, linguistic proficiency, and literary background, which are more complex criteria.

1.1.6.2.1. Suitability of Content

The suitability criterion is dependent on the student's interests, requirements, cultural background, and language proficiency. Arduous vocabulary and complicated sentences should be avoided (Pardede, 2021). Teachers should choose relevant short stories that meet students' interests, needs, and levels as a way to involve and encourage them during the learning process. In other words, short stories should suit students' interests and be familiar to motivate them to read more. Readers will lose interest and motivation if the text content does not pique their curiosity. Short stories had to be suitable for all students with different levels.

1.1.6.2.2. Readability

Readability is another important criterion that should be taken into consideration. Long sentences are difficult for students to understand, so choosing simple short stories whose vocabulary and syntactic structure fit the students' level may facilitate the process of learning and teaching, and students will not get bored. Pardede (2011) suggested that "in order to meet that readability criterion, using graded or simplified stories is possibly the most practical way" (p. 19). The text's linguistic features should be concentrated on language and style and be adequate for the learners' level.

1.1.6.2.3. Authenticity

Authenticity is a criterion considered highly essential when choosing short stories. Thiagarajan (2014) claimed that "short stories are found to be the most suitable authentic literary genre to use in the English language teaching classrooms to improve learners' communicative competencies easily and effectively. One of the most prominent reasons is its brevity" (p. 674). Moreover, Morrow (1977) pointed out that "an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort" (p. 13). Similarly, Wallace (1992) defined them as "... real-life texts, not written for pedagogic purposes" (p. 145). It is possible to simplify texts without affecting their authenticity. Students will be able to appreciate the content without having to struggle with the language (Widdowson, 1978, as cited in Guariento & Morley, 2001, p. 348). Choosing authentic short stories can assist the teacher in clarifying topics and making learning more effective, entertaining, and meaningful. They will also help students enrich their background knowledge.

1.1.6.2.4. Availability and Exploitability

Lazar (1993) defined exploitability as the facilitation of learning via the use of various activities. Teachers must consider how easy it will be for students to access the text. However,

it is essential to choose a text that supplies tasks and activities that can be devised to exploit that text. According to Murdoch (2002), “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency” (Murdoch, 2002 as cited in Pardede, 2021, p. 32). It will help learners strengthen their language abilities, avoid errors, and boost their self-confidence by reinforcing vocabulary and structures.

1.1.6.2.5. Fit with Syllabus

It is critical to pick appropriate literary materials in order to use them effectively in foreign language classes. The texts should be considered part of the syllabus, thematically and in terms of vocabulary, grammar, and discourse. Furthermore, the texts chosen must be in line with the syllabus and not contradict the learning goals (Lazar, 1993). Lazar (1993) suggested a checklist that enumerates the various criteria to consider when choosing a literary text:

Table 1.1

Checklist of Choosing Literary Texts (Lazar, 1993, p, 56)

Checklist for choosing literary texts
TYPE OF COURSE
Level of students
Students' reasons for learning English
Kind of English required
Length/intensity of course
TYPE OF STUDENTS
Age
Intellectual maturity
Emotional understanding
Interests/Hobbies
Cultural background
Linguistic proficiency
Literary background
OTHER TEXT-RELATED FACTORS
Availability of texts
Length of text
Exploitability
Fit with syllabus

1.1.7. The Implementation of the Short Story in EFL Classrooms

Nowadays, teachers use a variety of literary text genres in their classrooms, including poetry, novels, and short stories. Above all, short stories are widely used by teachers due to the benefits they provide to both teachers and students. It benefits students by broadening their cultural knowledge, language flexibility, and critical thinking skills. Short stories are a powerful tool in EFL classrooms thanks to the numerous advantages they provide for students. With this in mind, this genre represents a variety of different literary genres and engages students since it is brief and easy to read, and it reflects both cultural and linguistic features of the target language. According to Sacricobon and Kucukoglu (2011), "a short story with its setting, characters and compelling plot, captures and holds the attention of the learners which is an important part of the learning process" (p. 161). However, the proper presentation of short stories necessitates care and planning because being inventive in presenting and using the text is more vital in short stories than in lengthier works; otherwise, it will not achieve the desired results (Collie and Slater, 1987).

1.1.7.1. Short Story Based Language Teaching (SSBLT)

Short story based language teaching is a new language teaching method introduced by Khatib and Seyyedrezaei (2013). SSBLT is defined as "a humanistic literature-based language teaching method that aims to promote the learners' personal, cultural and linguistic awareness. Its main purpose is to help learners to learn language by enjoying and help them use language for communication through using short stories as the materials in a friendly atmosphere"(p. 177). They list some characteristics to short story based teaching which make it the most beneficial in a language classroom (179):

- The primary function of language is interaction and communication.
- SSBLT is based on humanism and cooperative learning.
- Personal, cultural and linguistic awareness should be developed.

- Short stories are used as learning and teaching materials.
- Linguistics, sociolinguistic and communicative competence are emphasized.
- All four-language skills receive attention and are practiced integratively.
- The student's native language should be avoided in the classroom but can be used to talk about the procedure and cultural points.
- All of the class activities should be done in a stress-free friendly environment.
- Vocabulary is taught in the context of the short story.
- Grammar is taught based on focus on form.
- All types of interaction: Teacher-student, student-teacher and student-student interaction exist.
- One of the main purposes of SSBLT is to help learners to be critical thinkers.

1.1.7.2. Teaching Methods of Short Story based Language Teaching (SSBLT)

1.1.7.2.1. Pre reading activities

This stage involves preparing students to increase their interest in reading. Before beginning to read, the teacher should provide suggestions to elicit predictions and expectations; thus, students will be ready to start reading. The teacher sets linguistic objectives for students, such as what vocabulary and sentence structures they should learn at the sound, word, and sentence levels. Then he introduces the key characters and sets the scene for the story, and encourages them to make connections between their personal experiences and the events depicted in the story. Khatib and Seyyedrezaei (2013) suggested showing the students the short story's cover and having them discuss what they see (title, pictures, etc.). (Khatib and Seyyedrezaei, 2013, p. 179).

1.1.7.2.2. While reading activities

While reading activities, the teacher normally reads the story slowly and clearly, incorporating gestures, facial expressions, and intonation to aid students' comprehension. Therefore, the stage is usually dominated by discussions where the teacher engages the students by asking questions about the characters and asking them to guess what will happen next in the story (Khatib and Seyyedrezaei, 2013, p.179).

1.1.7.2.3. Post reading activities

When the while-reading stage is done, students should have learned something new from the story. This should lead to some kind of change, such as knowing more or thinking or feeling differently than before. Khatib and Seyyedrezaei (2013) suggested that in post-reading activities, students can be divided into groups and asked to answer questions. They may write a paragraph about what prompted a character to act in a certain way. The students may have a debate about the story's themes. Finally, the teacher can encourage them to share their thoughts on the story.

1.1.8. Advantages of Using Short Story

Several studies have highlighted the importance of employing short stories in the EFL classroom as the most preferred literary genre out of all the other genres. Short stories have many advantages; the most notable of all is their limited length as well as their clarity and simplicity, and thanks to these features, they make students' reading easier. Moreover, short stories are found to be the most suitable authentic literary genre that can be used in the EFL classroom to enhance language skills, motivate students, increase their cultural awareness, and improve their higher-order thinking.

1.1.8.1. Teaching culture

When teaching any foreign culture to EFL students, short stories work effectively. Short stories enrich and broaden learners' knowledge and perspectives on various cultures. This genre allows students to investigate numerous cultural features and observe the similarities and differences between their own culture and the cultures revealed through their reading. Erkaya (2005) asserted that short stories “transmit the culture of the people about whom the stories were written, by learning about the culture, students learn about the past and present and about people’s customs and traditions” (p. 7). Besides, when reading the short story, the student discovers the norms, values, and customs of the society. It shows how a society comprehends the world and produces meaning through language and narration. In this context, Barker (2003) argued that “narratives offer us frameworks of understanding and rules of reference about the way the social order is constructed” (p. 28).

1.1.8.2. Motivating students

Short stories play an essential role in motivating students. According to T.S. Elliot (1990), literature motivates advanced students, and it is “motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities” (Elliot, 1990 as cited in Erkaya, 2005, p. 5). Short stories captivate students' attention, encouraging them to continue reading in order to fulfill their curiosity. Berrabi and Bahous (2018) believed that a short story is “an initial literary tool to motivate students to read, develop students’ cultural knowledge, and activate their discussions skills” (p. 104). Thus, it is worth noting that short stories and motivation are inextricably linked.

1.1.8.3. Reinforcing the skills

According to Erkaya (2005), “short stories allow instructors to teach the four skills to all levels of language proficiency” (p. 3). Short stories have a significant impact on improving language skills. They contribute to the development of reading comprehension and improve

students' writing skills. The instructor may introduce writing tasks based on short stories, such as asking students to summarize, paraphrase, or write dialogue about them (Murdoch, 2002 as cited in Erkaya, 2005, p. 3). Oster (1989) believed that a short story is a powerful and motivating component for teaching four skills, such as teacher-oral reading, role-playing, character enactment, dramatic presentation, interpretation, and discussion, which can help students improve their language skills (Oster, 1989 as cited in Khan and Alasmari, 2018). That is to say, short stories have the potential to improve both listening and speaking skills. Moreover, short stories improve students' vocabulary and inspire them to predict their meaning. Povey (1967) wrote: "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax" (p. 41). In a nutshell, reading short stories may assist students to develop their vocabulary and improve their skills.

1.1.8.4. Teaching higher-order thinking

Erkaya (2005) believed that reading literary works, including short stories, can help students develop critical thinking skills. The short story encourages learners to think critically and motivates them to use their creativity. Furthermore, Erkaya (2005) wrote: "High intermediate/advanced students can analyze what they read; therefore, they start thinking critically when they read stories" (p. 8). Additionally, Young (1996) outlined two significant benefits of using short stories to help students develop critical thinking skills: "because they are entertaining, students' pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun. Second, the stories put issues of critical thinking, in an easily remembered context" (Young 1996 as cited in Boureguig, 2020, p. 486). Nevertheless, critical thinking skills include reflecting, inferring, analyzing, and synthesizing knowledge. While reading short stories, students should reflect,

infer, analyze, and synthesize the information offered through both explicit and implied language, which will help in promoting critical thinking (Pardede, 2021, p. 35).

Collie and Slater (1987) also listed four advantages of using short stories in language classes: “Short stories are often an ideal way of introducing students to literature in the foreign language classroom. For the teacher, they offer many immediate and striking advantages” (p. 196):

- Their practical length means they can usually be read entirely within one or two class lessons. Slightly longer works can be sectioned in the same way as novels or plays, but still be completed in a few lessons.
- They are less daunting for a foreign reader to tackle or to reread on his or her own, and are more suitable when set as home tasks. Students get that feeling of achievement at having come to the end of a whole work, much sooner.
- They offer greater variety than longer texts. A teacher can choose very different short stories, so that there is a greater chance of finding something to appeal to each individual’s tastes and interests.
- Short stories are especially valuable for sessional courses, summer courses or the like; or for teachers with shifting classes: evening courses, for example, or continuous-intake adult classes.

Khatib and Seyyedrezaei (2013) outlined several pedagogical advantages of using short story in the classroom (p. 178):

- Making the students’ reading task easier because they are simple and short;
- Giving learners a better view of other cultures;
- Requiring more attention and analysis;
- Presenting a fictional and interesting world;
- Helping students to be more creative and raising the critical thinking skills;

- Raising cultural awareness;
- Reducing students anxiety and helping them feel more relax; and
- Providing multicultural contexts because of its universal language.
- Short stories are available for all levels from the beginner to advanced learner, as well as for all ages from young learners to adults.

Conclusion

Undoubtedly, in an EFL context, teaching short stories with their suitable length and simple content is very beneficial for EFL language students since they provide numerous advantages in various areas, such as helping students master the four skills of listening, speaking, reading, and writing more efficiently, increasing students' motivation, and developing their vocabulary. In addition, teachers can use short stories to teach cultural aspects and higher-order thinking skills. Therefore, short stories could be viewed as a tool for developing students' multicultural awareness.

Section Two: Teaching Multiculturalism

Introduction

Because the world is becoming a complex network of cultures, languages, races, and ethnicities, there has been an upsurge in interest in multiculturalism in recent years (Causarano, 2016). The concept of multiculturalism has been used, implemented, and accepted across a wide spectrum of studies. However, English teachers face problems when it comes to culture. They need to improve their knowledge and understanding of how to incorporate high-quality material about diverse cultures into their curriculum to help students. Indeed, this second section treats the process of multiculturalism by providing an overview of its importance in the EFL context and the way it should be taught. It includes several definitions of culture, diversity, and multiculturalism. Besides, it describes multicultural education, including some of its approaches and the concept of multiculturalism in education. Then, it sheds light on multicultural literature, where it covers its most important criteria of selection in EFL classrooms. Finally, it clarifies the relationship between multiculturalism and the short story.

1.2.1. Definition of Culture

“Culture is a highly complex and multifaceted phenomenon” (Ralph & Jeffrey, 2006, p. 347). In other words, the concept of “culture” is a notoriously difficult term to define; it has been studied and introduced in different ways by different researchers and scholars.

The concept of culture was introduced by Edward Tylor, an English anthropologist, in his book “*Primitive Culture*”, as: “culture..., is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (Tylor, 1871, p. 1). In other words, culture is not biologically derived, but it is crucial to interact and communicate with the society to acquire and develop culture. Shaules (2007) demonstrated that a complex whole refers to “the shared knowledge,

values, and physical products of a group of people” (p. 26). In the same vein, culture is essentially the fruit of training, training in all aspects of life. A person grows up in a specific community, learning how to do things, what he should value and avoid, and different ways of viewing things, what is expected of him, and what he should expect from others in the society. Consciously, the person will express what he has learned through his actions and social relationships. As a result, he becomes a part of his way of life.

Similarly, “culture influences perception, cognition, and behavior: how we see things, how we think about them, and how we communicate them..., culture is learned. Because culture is learned, it can also be un-learned and re-learned and we see this process happening constantly” (Slavik, 2004, p. 41).

According to the preceding definitions, culture can be defined in two ways. First, as a way of living, values, religion, ideas, ways of thinking, what people share as a community. Second, as what a group of people creates, such as art, food, literature, and music.

1.2.2. Definition of Diversity

According to the Cambridge dictionary, diversity means “the fact of different types of things or people being included in something; a range of different things or people”. Moreover, Thomas suggested that “diversity is the differences and similarities, and related tensions and complexities that can characterize mixtures of any kind” (2010, p. 3). In other words, diversity refers to the differences and similarities that exist between people from the same or different communities, including physical differences, differences in beliefs, race, gender, food, way of thinking, cultural background, level of self-confidence, level of anxiety, as well as the way they express themselves, and the way they behave.

Equally important, Preer (2021, p. 23) stressed that diversity:

At its most basic definition, diversity means “variety”: a variety of cultures, ideas, languages, races, and talents that cover every dimension of humanity. Beyond

academic definitions, diversity is a mindset. Diversity is about how we view others and how we feel about ourselves in relation to others. We can choose to view a person as a unique individual or as a representative of his or her respective race.

According to the aforementioned definitions, it can be concluded that diversity is a mix of differences and similarities between people, such as race, physical appearance, beliefs, psychological characteristics, and mindsets. Without a doubt, society is formed by all of these human differences and similarities.

1.2.3. Multiculturalism Definition

The concept of Multiculturalism can be viewed as a contentious concept with various definitions and perspectives.

1.2.3.1. Collins Dictionary

Multiculturalism is defined by Collins dictionary as follows: “a situation in which all the different cultural or racial groups in a society have equal rights and opportunities, and none is ignored or regarded as unimportant.” To put it another way, multiculturalism is a practice that promotes the existence of various cultures, including minorities, within society and treats them equally.

1.2.3.2. Other definitions

According to Modood (2007 –2013), multiculturalism is a political idea that focuses on “the recognition of group differences within the public sphere of laws, policies, democratic discourses and the terms of a shared citizenship and national identity”(p.2). In other words, multiculturalism is a social movement that emphasizes the rights of minorities in society regardless of their race, religion, gender, cultural background, or historical background. Therefore, Barakoska (2013) cited in her article that Hejvud (2009) defined multiculturalism as:

Multiculturalism is used both as descriptive and normative term. It refers to the cultural diversities that come from the existence of two or more groups in a society where people's views and practices generate a characteristic sense of a collective identity. As a descriptive term multiculturalism is inevitably reserved for multiplicity of a community which is based on racial, ethnical and linguistic disparities. As a normative term, multiculturalism refers to people's approval of a local multiplicity based either on the Rights of Respect for different cultural groups and their acceptance or on majority's moral and cultural allegations, opinions and views in a society where cultural multiplicity is present. (p. 1)

Therefore, multiculturalism acknowledges the relevance of beliefs, convictions, values, and various ways of life. It promotes self-awareness and a sense of belonging, whether as an individual or in groups of people who share similar viewpoints (Hejvud (2009, as cited in Barakoska 2013). In addition, Lægaard cited that "multiculturalism is concerned with particular kinds of cases (e.g. involving cultural diversity)" (p.260). That is, multiculturalism is primarily concerned with a wide range of cultures, all of which are inextricably related to differences in religion, history, ways of life, ways of thinking, and races.

Overall, multiculturalism can be defined as a synthesis of various cultures. It is a richness that encompasses cultural diversity and allows for cultural exchange, including languages, races, ways of life, ways of thinking, customs, religions, and art in all of its forms, such as music, theater, and literature.

1.2.4. Teaching multiculturalism

Multiculturalism is growing more prevalent in classrooms, and it is becoming an essential aspect of school curricula and instructor pedagogies. Teaching multiculturalism increases the student's respect for other people and deepens their understanding of the historical influence of many minority groups. Students are encouraged to participate in

debates and analyze situations from a variety of perspectives. It also emphasizes tolerance and acceptance of differences. Iwai (2015) stated that "by continuously embedding multiculturalism in teaching, educators help students become global citizens who respect other cultures and people, foster their positive self-esteem, and develop their own identities" (p. 86). However, to promote the teaching of multiculturalism, school libraries should be equipped with a variety of cultural, historical, and literary works that can be used as reading materials to learn about, respect, and acknowledge the various cultures. In addition, institutions should play an important role in encouraging multiculturalism by having broad library collections, encouraging games during school breaks, supporting interschool athletic programs, and displaying various clothing trends (Barakoska, 2013).

In addition to the foregoing, curriculum development is a crucial step in teaching multiculturalism. Meyer et al. (2006, p. 84) provided a list of characteristics proposed by Banks (1991b) that the curriculum must ensure, which is detailed as follows:

- Cultural learning styles are a part of the classroom community.
- Opportunities to develop a sense of self are continual.
- The totalities of ethnic experiences are conceptualized by the students.
- Conflict between ideals and realities within a human society are understood by the students.
- Explorations of ethnic and cultural opportunity alternatives are available.
- Values, attitudes, and behaviors that support ethnic pluralism are promoted.
- Students are assisted in developing a sense of political efficacy for effective citizenship.
- Skills necessary for effective interpersonal, interethnic, and intercultural group interactions are nurtured.
- Multicultural education is holistically an integral part of the total curriculum.

In addition, there are numerous features that must be included in the curriculum. Shankar (2021), for instance, listed the following characteristics:

- 1) - It should be flexible, a flexible curriculum is critical for accomplishing the educational goal of balancing social variety and social features.
- 2) - It should reflect cultural needs and issues. Students should be aware of social demands and challenges. This curriculum should be designed with multicultural inclusion in mind.
- 3) -It should be community-oriented. The curriculum should strike a proper balance between concerns about social needs and social development, as well as raise students' understanding of social needs. It should be designed to help learners acquire a feeling of social interest.
- 4) -It should be student-centered, a student-centered curriculum is critical. Students must be at the center of the multicultural curriculum because social students are the major focus of society.
- 5) - It should develop sensitivity. The curriculum in multicultural education should be suitable for the development of students' personalities; they should develop sensitivity and a sense of responsibility toward diverse cultures. This will contribute to the development of a culturally positive attitude among students.

In line with this, Shankar (2021) suggested four multicultural curriculum teaching methods which are:

1.2.4.1. Project Method

The project method is highly useful for ensuring that the multicultural curriculum is properly implemented. Numerous project types can be conducted, such as obtaining information on various social issues and cultural features, as well as gathering information on

various environmental issues. Through the project method, it is feasible to enable students to be multicultural.

1.2.4.2. Problem Solving Method

The teacher may utilize a problem-solving method to assign problem projects to students with the goal of finding the right solution for many problems, because in every culture there are many negative practices and traditions.

1.2.4.3. Seminar Method

Through this teaching method, it is feasible to have a meaningful debate on numerous socio-cultural issues and conduct seminars on various cultural and cultural aspects. This fosters a sense of belonging among students from other cultures. This method is very beneficial because it concentrates on expert opinion on a social problem, as well as group discussion.

1.2.4.4. Debating Method

Students can discuss many cultural topics through the debating method in terms of cultural integration and instilling cultural tolerance. As a result of this, the teaching methodology is very effective in instilling cultural knowledge and cultural proficiency.

1.2.4.5. Baptiste's Typology of Multiculturalism.

In Baptiste's typology of multiculturalism, there are three different levels of multiculturalism that can be observed in a teacher education program. These levels reflect the conceptual evolution of multicultural education during the 1970s and 1980s (Gay, 1977 as cited in Baptiste et al. 1980). Furthermore, these levels concentrate on the program development sequence that must be followed in the multiculturalism process (Baptiste et al. 1980).

1.2.4.5.1. Level 1: The Product.

This level is distinguished by the presence of a single cultural or ethnic course. Programs are usually brief, focusing on special events or celebrations. Activities such as cultural celebrations, holidays, and other cultural materials are added to the curriculum. (Boyer & Baptiste, 1996 as cited in Forest, 2018). These courses could include “Psychology of Black Children” or “Racism” in the Classroom. However, instead of changing the curriculum, the focus is on adding activities to lessons (Boyer & Baptiste, 1996 as cited in Forest, 2018). Moreover, according to Baptiste (1980), “level one is characterized by such tangibles as workshops, seminars, or courses on a specific minority or ethnic groups coupled with a lack of clear-cut, programmatic goals or objectives” (p. 51).

1.2.4.5.2. Level 2: Process/Product

Level two includes a broader conceptual framework for incorporating multiculturalism into the teacher education curriculum. At this level, the product and the process are inextricably linked (Baptiste, 1980). Furthermore, there is a strong emphasis on multiculturalism which starts to be integrated into the teacher education curriculum. Multicultural education's generic components are defined as techniques for incorporating them into the whole program. On the other hand, courses, special programs, and other units are better organized and developed than at Level one. Baptiste (1980) stated that “perhaps the most salient feature of this level is that a program is continuously progressing through a succession of changes toward multiculturalism” (p. 52).

1.2.4.5.3. Level 3: Process/Philosophical Orientation

According to Baptiste (1980), “the entire teacher education program and its related components are permeated by a philosophical orientation of multiculturalism” (p. 52). In level three, ethnic and cultural diversity are not studied as separate subjects but are woven throughout general and professional studies. Furthermore, conceptualization, reasoning, and

direction are all developed at this stage. Essentially, all pedagogy is reformed to demonstrate the fundamental principles and conceptions of multiculturalism. The teaching of the courses is based on the values of cultural diversity, tolerance, respect, and a sense of moral commitment that serve as the foundation for the development of a multicultural teacher education program (Baptiste et al. 1980).

1.2.4.6. The role of The Teacher

As multiculturalism has found its way into the curriculum, teachers must improve their teaching skills, develop their cultural knowledge, and strengthen their sensitivity to help students comprehend, tolerate, and appreciate cultural, religious, and ethnic differences and develop a deeper and more knowledgeable understanding and respect for other cultures. Within this view, Yusuf et al., (2018) claimed that:

Teachers have to be trained on how to prepare and adapt to the school environment with all possible students' differences, and further distinguish the effects that cultural differences can have on their students' education. Teachers who are aware of these effects are known to be more acceptable and open-minded towards children's different cultures in the classroom. (p. 98)

Moreover, teachers should be motivated to instill multicultural ideals in their students and encourage them to speak, exchange personal experiences, and reflect on their lives. Educators should also listen carefully, pay close attention to their students, and become more active in discussions in order to support them. Mandarani and Munir (2021) pointed out that "a teacher needs to critically analyze the reasoning behind what they do and make sure it matches the outcome they desire." Even students who had been labeled with 'low proficiency'; our conversation helped them feel more comfortable, see themselves in the curriculum, and explore their multiple identities" (p. 8). Additionally, teachers can use scaffolding techniques by asking authentic and genuine questions to encourage additional

discussion. These questioning methods are great strategies to teach how to be critical readers because they allow for the consideration of different perspectives and views. This type of inquiry allows students to understand, analyze, and critically think on their own without being guided by particular questions (Lawson, 2013).

Teachers should prepare effective instructional strategies with proper approaches as well as objectives. They should also incorporate many types of multicultural differences into their teaching across the curriculum, such as identity, race, religion, etc. Therefore, courses must be varied to include numerous sources of input. Several educators suggest that multicultural literature is necessary for proper learning to take place. It is critical to provide multicultural literature to present examples of work analysis with the tendency of multiculturalism values. Rass (2020) suggested different methods to integrate learners into the course, and teachers can choose the best method, approach, or strategy for a classroom activity. For example, some sessions could begin with a free writing activity, in which the course participants are invited to write about the key characters or events and then discuss their writing in groups. In addition, EFL teachers would improve their self-image and their pedagogical and instructional responsibilities would be expanded.

1.2.4.7. Benefits of Teaching Multiculturalism

Numerous studies have acknowledged the benefits of teaching multiculturalism which are stated as follow:

- It increases cultural awareness and cultural sensitivity.
- It increases student motivation.
- It promotes critical thinking skills and empowerment through the use of critical pedagogy.
- It promotes principles such as inclusion, diversity, democracy, skill acquisition, inquiry, critical thought, value of perspectives, and self-reflection.

- It helps people learn more about themselves and their own cultures, preconceptions, mentalities through learning about others.
- It heightens tolerance, openness and decreases prejudice.
- It breaks down Barriers and builds bridges between different cultures allowing for more open relationships and dialogue.
- It builds trust and respect between students allowing for greater co-operation and a more productive classroom environment.
- Students learn to think critically and independently about topics such as identity, race, ethnicity, nationality, multiculturalism, difference, prejudice, language, imagination, and literary style in the context of culture.
- It promotes tolerance, understanding, acceptance and respect and decreases heterism and racism.
- It develops the linguistic competence and their cross-cultural or intercultural competence of learners.

1.2.5. Multicultural Education

Multicultural education was defined by many scholars in a variety of ways such as Banks (2001) who described it as follows:

An idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic, language, and cultural groups will have an equal chance to achieve academically in school. (p. 1)

In the same context, multicultural education attempts to provide equitable educational opportunities for all students, regardless of race, ethnicity, or socioeconomic status. Another

important concept in multicultural education is that some children have a better chance of learning in schools because they are now structured differently than students from other groups or with different cultural characteristics (Banks, 2001). Multicultural education, according to Banks (2001), is also a reform movement aimed at transforming schools so that students of both genders and from diverse cultural, linguistic, and ethnic groups have an equal opportunity to achieve academic success. In the same line of thought, its major theorists and researchers agree that the movement aims to reform educational institutions so that all students gain the information, skills, and attitudes necessary to function effectively in a diverse and multicultural society.

1.2.5.1. The Concept of Multiculturalism in Education

The concept of multiculturalism is generally supported by those concerned with the direction of education. Numerous viewpoints, definitions, and comments from educators proclaim that multicultural education unifies rather than divides individuals. Banks (2001) gave a clear definition of multicultural education as a concept, a process, and an educational reform; for him, multicultural education is at least three things: an idea, a concept, and an educational reform movement. Moreover, multicultural education not only exposes students to different cultures but also instills in them a sense of respect, sensitivity, and empathy for cultures other than their own and an understanding of people perceived to have different cultural affiliations.

Over the past few years, the efforts of the ethnic groups to build their own sense of being have resulted in a number of programmatic concepts useful in education. The most general programmatic concept to emerge has been multicultural education. It takes a stand against the assumption of a single dominating culture and covers economic and social issues (Grant & Chapman, 2012). Hiraoka (1977) stated that:

Because multicultural education lends itself to ready use, it is important that it be viewed as a developmental concept, rather than an established and complete one. Once viewed in the latter sense, as established and complete, and based principally upon its opposition to monocultural education, there is no significant meaning to the concept of multicultural education. (p. 41)

The concept of multicultural education must be defined and developed in its own right if it is to be effective. It faces oblivion quickly, as have other new concepts whose meaning was always based on an older concept. Such new concepts become only a fashion, ultimately giving way to other fashions (Grant & Chapman, 2012). Furthermore, the cultural dimensions that must reflect the diverse and various cultures are very important in the development of the concept of multicultural education. Grant and Chapman (2012) pointed out that knowledge transmission and the development of perception, organization, and action instruments are all part of a cultural concept. And how one views things is influenced by the cultural framework that directs what one chooses to see, accept, and act upon. Stated differently, the availability of a cultural concept is very necessary for the development of multicultural education, as it contributes to deepening knowledge of multiple cultures and raises the level of awareness.

1.2.5.2. Approaches to Multicultural Education

There are various approaches to multicultural education. Sleeter and Grant (2008) suggested five approaches: Teaching the Exceptional and Culturally Different, Human Relations, Single Group Studies, Multicultural Education, and Education that is Multicultural and Social Reconstructionist.

1.2.5.2.1. Teaching the Exceptional and Culturally Different

This approach was described by Sleeter and Grant (1999) as a way to teach students who are different to fit in or assimilate to what mainstream students look like or act like; Gay (1994) wrote: “teaching culturally different students to fit into mainstream society” (p. 21).

Teaching the exceptional and culturally different approach concentrates on a specific group(s) of kids, sometimes separating them from the classroom or bringing in a specialized teacher for support. The curriculum focuses on the students' experiential backgrounds, language, and learning styles to help them "catch up" to their grade-level peers. The target students are students in special education, English language learners, students of color, or students from families or neighborhoods characterized by high poverty who are behind their grade level; this approach aims to help them fit into the prevailing social structure. That is, multiculturalism is aimed at reforming rather than transforming schools, communities, and society as a whole.

1.2.5.2.2. Human Relations

Gay (1994) pointed out that “a human relations approach that emphasizes diverse peoples lying together harmoniously” (p. 21). According to Sleeter and Grant (2008), this approach focuses on instilling respect among individuals of various genders, classes, beliefs, etc. It teaches students to see the beauty within people rather than focusing solely on their appearance. It teaches that differences between people and the way they live are all personal choices or coincidences, not signs of one's value or goodness. That is to say, it encourages unity, tolerance, and acceptance as well as educates students on diversity, stereotypes, bullying, differences, and similarities in order to foster an awareness and understanding of differences. In addition, the human relations approach aims to promote feelings and communication in the classroom and in the school as a whole.

Sleeter and Grant (2008, p. 67) listed the following considerations of this approach:

- Respect for oneself and for others.
- Positive student -student relationships.
- Elimination of stereotypes students often hold about each other (which are often manifested in name calling).
- Improved self-concept, especially related to individual and cultural differences.

- Positive cross group communication.
- Respect for those who live in different country.
- Respect for different religious affiliations.

1.2.5.2.3. Single Group Studies

Sleeter and Grant claimed that “the single group studies approach seeks to raise the social status of the target group by helping people examine how the group has been oppressed historically despite its capabilities and achievement” (2009, p. 65). According to Gay (1994), “the single group studies approach concentrates on developing awareness, respect, and acceptance of one group at a time” (p. 21). In contrast to previous approaches, this one sees school knowledge as a political rather than a neutral entity. It provides in-depth educational experiences, and the curriculum includes units or courses about the history and culture of a group (e.g., African Americans, persons with disabilities or disability rights). It explains how the group has been mistreated and has struggled to gain respect, as well as the group's current social issues from the perspective of that group. Sleeter and Grant (2009) described single-group studies as an approach that “works toward social change” and “challenge the knowledge normally taught in schools” (p.66). For them, this approach provides an in-depth study of the oppressed group in order to empower group members by instilling a sense of pride in them and assists members of dominant groups in understanding where others are coming from.

1.2.5.2.4. Multicultural Education

Sleeter and Grant (2009) described the multicultural education approach as “a popular term used by educators to describe education for pluralism” (p. 67). It seeks to reform and change the entire educational process for all children, to help teach ways to reduce prejudice and discrimination against oppressed groups, work toward equal opportunity and social justice, and effect equitable distribution among members of the different cultural groups (p.

67). Furthermore, Sleeter and Grant (2009) emphasized that in this approach, the school's diverse practices and processes are redesigned to make it a model of equality and pluralism. The curriculum is built around fundamental concepts in each discipline. However, the content elaborating on those concepts is derived from the experiences and perspectives of various groups, i.e., the curriculum is organized in an interdisciplinary manner that incorporates multiple perspectives and contributions from different people, allowing the teacher to teach from a variety of perspectives. They gave the example of teaching literature, in which teachers should choose literature written by people from various groups. That will broaden students' understanding of literature by allowing them to experience literature forms that are common to all genres of writing.

Moreover, this approach encourages students to tackle problems independently. When teaching, the teacher should find and build on each student's specific and unique learning styles. Additionally, the multicultural education approach engages learners to work together and treats them equally so that "the cooperative learning is fostered". According to Sleeter and Grant (2009), the multicultural education approaches "advocates total school reform to make the school reflect diversity. It also advocates giving equal attention to the variety of cultural groups regardless of whether specific groups are represented in the school's student population"(p. 67) .

1.2.5.2.5. Education that is Multicultural and Social Reconstructionist

The final approach was education that is multicultural and social reconstructivist. This approach advocates for a more radical reorganization of education and society and promotes social structural equality and cultural pluralism. It focuses on racism, injustice, and societal inequities. Hence, the multicultural and social reconstructivist approach helps students learn how to solve real-life problems and allows them to think critically while

comparing and contrasting societal challenges by teaching from various views and experiences (Bloomfield Township, n.d.).

In the same line of thought, according to this approach, students must live democracy in order to understand it. They must practice politics, debates, discussions, and social action in the classroom. Sleeter and Grant (2009) stated that “students are given the opportunity to direct a good deal of their learning and to learn how to be responsible for that direction” (p. 68). To put it another way, students are taught how to take action and tackle societal problems, and they learn how to learn and acquire the abilities necessary for making wise decisions while being guided by a teacher. In line with this, Gay (1994) claimed that education that is multicultural and social reconstructionist “teaches students to become analytical and critical thinkers and social reformers who are committed to redistribution of power and other resources among diverse groups” (p. 22). In other words, this approach encourages students to become constructivists and to think critically and analytically while assuming responsibility for societal improvement.

1.2.6. Multicultural literature

In an attempt to develop an understanding of different cultures and enhance diversity awareness among both teachers and students, many educators and researchers try to provide the most effective teaching materials. However, they emphasize the need for high-quality multicultural literature. A good work of literature, in general, can change and enhance one's perspective of the world, and multicultural literature, in particular, can provide rich and varied opportunities for reflection on various cultures (Rachel et al., 2002). The term "multicultural literature" has a variety of definitions. According to Causarano (2016), multicultural literature is “a paramount conceptual and pedagogical tool when teaching students about diversity” (p. 74). Therefore, Rachel et al. (2002) pointed out that “multicultural literature includes literature about people who are considered outside of the mainstream of society and have been

in some manner marginalized. This definition would include people from diverse cultural, linguistic, socioeconomic, and religious backgrounds” (p. 141). Similarly, Sanders (2009) claimed that multicultural literature is “a body of literature that spans all literary genres but generally focuses on primary characters who are members of underrepresented groups whose racial, ethnic, religious, sexual orientation, or culture historically has been marginalized or misrepresented by the dominant culture” (Sanders 2009, as cited in Lawson, 2013, p. 3). Multicultural literature covers a wide variety of topics, although it focuses on marginalized individuals or those perceived to be different.

The use of multicultural literature that depicts many cultures, values, and points of view may aid students in recognizing their own culture by providing them with a variety of perspectives on society (Mandarani and Munir, 2021). Causarano (2016) argued that multicultural literature “can serve as a mirror for students from culturally and linguistically diverse backgrounds, to allow them to see themselves in the text and make deeper connections with it” (p. 74). Moreover, multicultural literature allows students to read works that depict and give voice to various perspectives of people throughout history. Lawson (2013) stated that “the representation of characters within multicultural literature allows the reader to see a different side other than their own and how that character may deal with such an issue or obstacle” (p. 9). It has a significant impact on a teacher's and student's experiences in the classroom and beyond. Therefore, teachers can understand the multiplicity of multicultural issues. According to Davis (2016), “it’s essential for teachers’ cultural knowledge to consist of more than just their own, so that they can pick up on negative cultural depictions or implications” (p. 22). Thus, they will not compel students to understand and perceive cultures in a specific way or to study in a particular manner. Consequently, students can choose the perspective that best fits their concepts and understanding rather than the one that is imposed on them.

On the other hand, to emphasize the significance of multicultural literature, Davis (2016) claimed that "multicultural literature aims to provide cultural perceptions to increase awareness and share connections with readers" (p. 21). That is to say, it promotes cultural awareness among students and develops connections between people of other cultures by strengthening relationships between them. Multicultural literature is a means of recognizing, admitting, and affirming human differences and similarities in terms of gender, class, race, and other aspects. This denotes the fact that multicultural literature is very important for recognizing and understanding other people and other cultures. According to Modla (2008), multicultural literature promotes a knowledgeable understanding of different cultural customs, attitudes, and values while promoting the reader's own experiences, including their own and others' cultures. Students can see representations of many cultures, families, genders, nationalities, and values in multicultural literature that fosters acceptance and tolerance of others' cultures and differences (Modla, 2008, as cited in Lawson, 2013). In line with this, McFeaters et al. (2001) wrote, "without multicultural literature, different cultures may not be understanding of each other. We cannot truly understand each other if we do not know what everyone is all about "(p. 77). Added to this, multicultural literature broadens students' understanding of other cultures by introducing them to the differences and similarities between their own and other civilizations. Causarano (2016) pointed out that multicultural literature can be seen as "a window for other students to experience new ways to look at the world as a rich and complex place" (p. 74). Students gain a new perspective on the world, allowing them to perceive themselves and their own lives differently.

1.2.6.1. Implementation of Multicultural Literature within the Classroom

Multicultural literature is a valuable tool that should be used in the classroom. Teachers, on the other hand, must realize its significance and develop methods to include it in the curriculum. As stated by Lawson (2013), "multicultural literature is a tool that educators

must embrace to allow their students the opportunity to enrich their knowledge, tolerance, and understanding of others cultures and differences” (p. 10). Multicultural literature exposes students to aspects of life that they might not know about before, and it convinces them that other cultures, races, genders, or backgrounds are as significant and respected as their own. When they read multicultural literature, students can develop a sense of belonging or validation of who they are as humans. This type of instructional practice can benefit students not only as individuals but also as academically successful students (Lawson, 2013). Besides, McFeaters et al. (2001) stated that “the inclusion of multicultural texts will enable children to understand the cultural diversity around them. Kids gain respect for others, and learn not to subscribe to prejudiced views around them” (p. 71). This denotes the fact that multicultural literature has great importance as a teaching material; it provides realistic and authentic representations of societies and cultures. It can also mean that multicultural literature helps students develop sympathy and a deeper understanding of others.

Embedding multicultural literature in classroom practice has tremendous benefits. Students may engage in creative and reflective writing, discussions, and projects that will allow them to consider their own cultural identity as well as the cultural identities of others. Multicultural literature can expand students’ awareness and reduce negative stereotyping of individuals from other cultures. It also makes teaching and learning more equitable in the classroom by catering to the requirements of students from diverse racial and ethnic backgrounds. As seen by Barry (1990), embedding multicultural literature within the reading curriculum can result in five essential outcomes: 1) Students learn that all people are the same. 2) Students understand the significance of differences. 3) Students understand societal issues that affect their entire lives. 4) Multicultural literature enriches all learners' education. 5) Multicultural literature helps our students envision a future society in which they can know, understand, and appreciate one another, thereby preventing conflicts from destroying the

world (Barry, 1990, as cited in Lawson, 2013). Additionally, for appropriate multicultural literature applications in the classroom, Iwai (2015) offered five tips for teachers. According to him, teachers should demonstrate positive attitudes toward diversity, choose high-quality multicultural children's books, organize effective instruction, incorporate multicultural children's books throughout the curriculum, and collaborate with the community.

1.2.6.2. Criteria for Selecting Multicultural Literature

When choosing multicultural literature for a classroom, teachers must make well-informed decisions. Selecting appropriate texts is critical for fostering multicultural education. Davis (2016) believed that “effective use of multicultural literature requires a knowledge base to select literature that responds best to the students as well as a knowledge base on their cultural identity so that literary instruction can be influenced by cultural relevance” (p. 25). In order to select high-quality multicultural literature, Yokota (1993) proposed the following criteria:

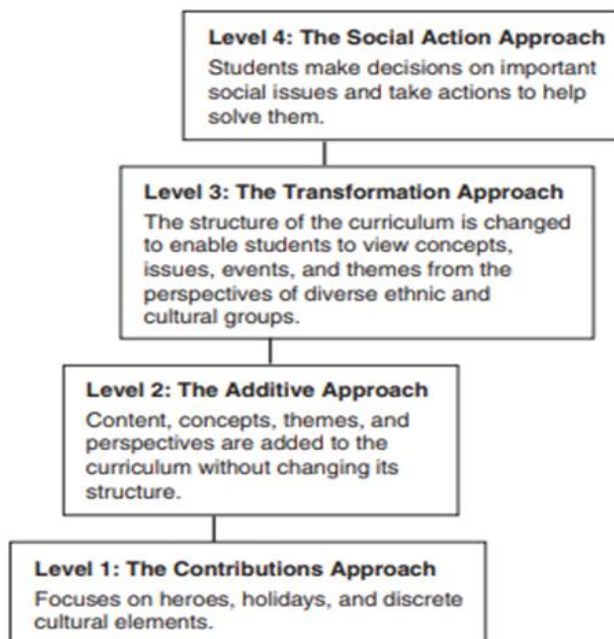
- Characters should be authentic, not stereotyped.
- Characters should be balanced with regard to physical, social, and emotional attributes.
- The setting should be consistent with either a historical or contemporary time frame.
- The themes and values should be consistent with the specific culture depicted.
- The illustrations, gender roles, and information about the culture should be accurate.
- The selection should be rich in cultural details.
- The selection should include an authentic interaction between characters with a cultural group or between two or more cultural groups.

- There should be a purpose for including members of a "minority" group, not just to fill a quota of sorts.
- The selection should invite reflection, critical analysis, and response.
- The selection should meet the generally accepted criteria of quality for the particular genre in which it is written (Yokota, 1993 as cited in Rachel et al., 2002, p.p. 143-144).

James Banks (1993) also offered four instructional methods for incorporating multicultural understanding into the curriculum, which are detailed as follows: (1) Contribution Approach, which is characterized by the incorporation of ethnic heroes and heroines, discrete cultural artifacts, as well as festivals and holidays of a particular culture ; (2) Additive Approach, the addition of content, concepts, themes, and perspectives to the curriculum without changing its core structure, objectives, and characteristics; (3) Transformative Approach, which modifies the curriculum's core assumptions and allows students to see concepts, issues, themes, and challenges from a variety of ethnic perspectives and points of view; as well as (4) Social Action Approach, which encompasses all parts of the transformation approach, but adds components that enable students to make decisions and take actions to assist in the resolution of problems (Banks, 2015).

Figure 3

Banks' s Four Levels of Integration of Ethnic Content (Banks, 2015, p. 156)



1.2.7. The short story and multiculturalism

The integration of multiculturalism into educational activities is important and can be accomplished in a variety of ways, one of which is through literary texts. However, literature, in general, serves as a window into the lives of others, allowing readers to become aware of concerns that are not directly related to their own (Landt, 2007; McGinnis, 2006 as cited in Rass, 2018). On the other hand, multicultural literature, particularly short stories, tells compelling stories and provides insights into cultures that we are unfamiliar with. Thus, there may be a significant relationship between the short story and multiculturalism. Along the same line, Sholehudin (2020) stated that "short stories are literary products with a medium of language that specifically have an important role in multiculturalism" (p. 836). On this basis, Chambers and Gregory (2006), for example, describe various benefits of short stories for students, including narrative power and literary experience, as well as the ability to look at different human types and situations and multiculturalism.

In line with this understanding, using short stories that describe positive and negative experiences of people in the past and present, as well as their beliefs, customs, traditions, food, and religion could be an effective way to promote multiculturalism since it helps learners identify with their own culture because some selections are written by authors from the learners' culture. They will also be exposed to other cultures and have the opportunity to engage in open discussions about issues of diversity. The classroom transforms into a diverse, accepting, and inclusive environment (Rass, 2018). In addition, multiculturalism enhances the enjoyment of the short story by presenting cultural diversity, which is also beneficial to arouse awareness of the target culture. Furthermore, short stories are a great technique for boosting multi-cultural learning in the classroom. As a result, students will become more sensitive to ethnic, cultural, and religious differences, and their understanding of multiculturalism and its importance will be increased. Sholehuddin et al. (2020) claimed that “short stories can be a means for increasing awareness of the importance of multiculturalism” (p. 836). To put it another way, short stories are critical in fostering awareness about the significance of multiculturalism.

Moreover, the content of short stories would increase awareness of diversity by increasing cultural intelligence, understanding of rights and responsibilities, boosting equal opportunities, and developing positive attitudes and values. According to Ellis and Brewster (2014), stories from other cultures, such as “The Kangaro from Woolloomooloo” and “The Clever Tortoise” demonstrate how cultures differ, for example, “in exotic animals and musical instruments”, while also sharing similarities, for example, “stories about animal trickery” (Ellis and Brewster 2014, p. 8). As a result, this would influence students’ perceptions of cultures and expand their understanding of diversity. However, Rass (2018) stated that “selecting stories that help in promoting multiculturalism is an important issue that should be considered seriously” (p. 593). Landt (2006) suggested the following categories:

offering an authentic image of the culture; expressing diversity within the culture; incorporating correct representation of oral traditions; expressing genuine social issues; and portraying minority characters as community leaders who solve problems (Landt, 2006 as cited in Rass, 2018). Literary texts should be selected with care in terms of developmental appropriateness, writing quality, theme relevance to learners, believable characters, story interest level, and realistic social issues. Languages must be clear, meaningful, and predictable. Furthermore, the text's content, characters, and situations must be grounded in reality (Rass, 2018).

Conclusion

Embedding multiculturalism in the EFL classroom is a first step toward promoting diversity awareness. Moreover, developing students' multicultural consciousness and awareness of the importance of respecting diversity in school is critical. However, the goal of multicultural education is to make students appreciate other people's cultural diversity as well as draw on relevant cultural and historical knowledge to analyze and interpret literary works, which can be accomplished through the use of multicultural literature, particularly short stories. In addition, teachers can extend the perspectives of their students by exposing them to diverse events, histories, individuals, and civilizations, as well as helping them obtain insights to reflect on their own culture through multicultural literature. To facilitate the process of introducing and teaching multiculturalism, educators must examine diverse perspectives and take several steps in building a balanced and culturally representative curriculum.

Chapter Two: The Field Work

Introduction

In symmetry with the previous chapter, which dealt with the literature review of the topic at issue. The current chapter is devoted to the research's practical framework. It is, however, designed to look into the validity of the fieldwork that was done to collect the data needed to answer our research question, provide support for what we saw in the theoretical chapter, and achieve the study's aim. This chapter aims to provide a detailed discussion of the most fundamental elements that are appropriate for fieldwork. The chapter consists of three sections. The former discusses the research methodology; it includes the essential aim of the study, the description of the research instruments, the population, and the sample under the study. The latter section is devoted to a full description, analysis, and discussion of both the students' and teachers' questionnaires. However, it is also concerned with the major limitations of the study, as well as the provision of some suggestions for further research.

Section One: Research Methodology

2.1.1. Aims of the Research

The current study essays investigate the role of short stories as teaching material for introducing EFL students to multiculturalism. This research sets out to investigate whether or not students are aware of the importance of short stories in learning multiculturalism and what their perspectives are toward the use of short stories in EFL classrooms to teach multiculturalism. Hence, the study seeks to determine whether teaching through short stories promotes learners' multiculturalism. In addition to capturing teachers' perspectives towards the utility of short stories in their classrooms to teach students about multiculturalism.

2.1.2. Data Analysis Method

In order to answer the questions and reach the aims of the study, a descriptive method was selected to study the different variables of the research at hand. In this context, the questionnaire was the selected tool to pursue the inquiry as it is the suitable means that allows the exploration of the perceptions of the participants. Two questionnaires were prepared to collect data at Mila University Centre. The first questionnaire was administered to first-year students at the Department of Foreign Languages at Mila University Centre, the second one was administered to teachers at the same university to figure out their views on the effectiveness of short stories in teaching multiculturalism.

2.1.3. The Population

In order to gather information about students' and teachers' perspectives toward the use of the short story to teach multiculturalism, the chosen population in our study is the first-year EFL students enrolled in the Institute of Letters and Languages, Department of Foreign Languages, and eleven English teachers at the University Center of Mila in the academic year 2021/2022.

2.1.4. The Sample:

To carry out this study, the sample consisting of 100 students was chosen from approximately 312 students of the whole population, who are distributed into 13 groups. As far as the teachers are concerned, there are eleven English language teachers, who teach various modules at the University Center of Mila.

2.1.5. Research Instruments

In the current work and for the purpose of having reliable data, two questionnaires are administered to both teachers and students. On the one hand, the teachers' questionnaire aims to figure out the teachers' perspectives toward the use of short stories to teach

multiculturalism. On the other hand, a structured questionnaire was designed to explore students' perspectives toward the use of short stories in learning multiculturalism.

2.1.6. Data Collection Process

Data in this study was collected via a students' questionnaire, which is delivered hand in hand to 100 students, making up 32% of the whole population; it is administered during their classes.

It is adopted for the pencil-paper to administer the questionnaire and receive their answers. The process of collecting data has taken about two weeks to reach the intended sample number which is 100 students. However, just like students' questionnaire, teachers' questionnaire is administered hand in hand via pencil-paper with the use of an online questionnaire form; which was answered by only three teachers out of eleven. It takes about three weeks to gather the needed number of participants.

Section Two: Data Analysis and Discussion of Results

2.2.1. The Students' Questionnaire

2.2.1.1. Description of the Students' Questionnaire

As it was previously mentioned, the data in this research is collected by means of two research questionnaires. The students' questionnaire, which has been handed to them, consists of 25 questions. It falls into three types of questions: close-ended, open-ended, and multiple-answer questions. Through the closed-ended questions, participants are asked to answer with "yes" or "no", or tick the appropriate choice among other choices that suit their point of view. With open-ended questions, informants are given the opportunity to freely express their ideas in the spaces provided, or provide some justification for their chosen answers. Moreover, this questionnaire is divided into four main sections: background information; students'

perspectives toward the short story as a pedagogical tool; students' perspectives toward multiculturalism; and finally the use of short stories to teach multiculturalism.

2.2.1.1.1. Background Information (Q1- Q3). The first section seeks to collect background knowledge on first-year students, including their choice in studying English, whether or not they are motivated to learn the English language, as well as their opinions about their own level in English.

2.2.1.1.2. Students' Perspectives toward the Short Story as a Pedagogical Tool (Q1-Q6). The current section consists of six questions. It is concerned with the perspectives of students on the use of short stories as a pedagogical tool. The first close-ended question attempts to determine whether or not students are acclimated to short stories. The second question seeks to elicit EFL students' enthusiasm for short stories. The third question is asked mainly to know more about the teachers' use of short stories in their classes. The fourth question is intended for the students who selected "Yes" as a response question, and it examines how frequently EFL teachers utilize short stories. The fifth question focuses on the students' opinions on the value of short stories. The sixth question aims to examine students' perspectives on the facts that have led them to regard short stories as an important teaching tool by selecting one choice or multiple choices. The given choices include: short stories provide insights about cultures; they are motivating; or they raise awareness about cultural diversity and add others if any.

2.2.1.1.1.3. Student's Perspectives toward Multiculturalism (Q1-Q8). The third section is set with the aim of finding out students' opinions and perspectives toward teaching multiculturalism. The present section involves eight questions. The first question seeks to determine whether students are interested in multiculturalism. The next question tends to ascertain students' familiarity with the concept of multiculturalism. The third question aims to know how many times the students have encountered the word multiculturalism and whether

teachers introduce this term to the students or not. The fourth question seeks to gauge the meaning of multiculturalism according to students. The fifth question aims to investigate the perspectives of the respondents, whether positive or negative or both, this question is followed by an open-ended question to allow the students to justify their choices freely. The sixth question seeks to discover whether or not the informants encounter any problems learning about multiculturalism. The seventh question seeks to reveal the obstacles EFL students face when studying multiculturalism. The last question in this section is asked mainly to know students' opinions on their knowledge and level in multiculturalism.

2.2.1.1.1.4. The Use of the Short Story to Teach Multiculturalism. The last section is made up of eight questions. The purpose of this section is to gain a thorough understanding of the students' perspectives on the use of short stories to teach multiculturalism. It is about the relationship between the short story and multiculturalism. In other words, it aims to determine the role of short stories in promoting multiculturalism among students. The first question attempts to find out what kind of tools EFL teachers use in their classes. The next question seeks to determine whether students consider their teachers' tools to be sufficiently beneficial. The third question seeks to determine whether students are motivated to learn about multiculturalism when the short story is used as a teaching tool. In the fourth item, EFL students are queried about their opinions on whether the short story is important enough to meet their expectations of learning multiculturalism through its utility. The fifth question is assigned to investigate EFL learners' understanding of the relationship between short stories and multiculturalism. Students in the sixth question are asked to rate their multiculturalism development with the use of short stories as a teaching material in the classroom. The following question (Q7) seeks to ascertain students' perspectives on the use of the short story to promote multiculturalism. At the end of this section, an open-ended question is designed

for students to express their opinions regarding how short stories help them boost their multiculturalism.

2.2.1.2. Analysis of the Students' Questionnaire

2.2.1.2.1. Background Information

Q1: Was it your choice to study English?

Table 2.1

Students' Choice

Options	Number	Percentage %
a-Yes	82	82%
b-No	18	18%
Total	100	100%

The vast majority of students (82%) chose English as their first choice. Only (18%) of students did not select English by choice. Perhaps this is due to their baccalaureate average, which was insufficient to allow them to pursue the education they desired. As a result, the majority of students intended to learn English before enrolling in university, and they are willing to accept any materials that will help them grow and improve their English skills.

Q2: Are you motivated to learn English?

Table 2.2*Students' Motivation to Learn English*

Options	Number	Percentage %
a-Yes	90	90%
b-No	10	10%
Total	100	100%

The majority of students (90%) are eager to learn English, as shown in table 2.2.

This is a beneficial component of their learning process; nonetheless, 10% of them feel unmotivated to learn English, which might be a stumbling block in their progress. They believe they are better at performing other things, according to them. This viewpoint is based on the fact that they did not choose English and that it was imposed on them; as a result, they will be unmotivated to learn it, displaying low excitement and lack of interest in the classroom.

Q3: How can you describe your level in English?

Table 2.3*Students' Views about their Proficiency Level in English*

Options	Number	Percentage %
a-Average	28	28%
b-Good	63	63%
c-Advanced	9	9%
Total	100	100%

As the table above shows, more than half of the students (63%) claimed to have a

good level in English. On the other hand, 28% regarded their English level as excellent. Only nine students reported having an average level.

2.2.1.2.2. Students' Perspectives toward the Short Story as a Pedagogical Tool

Q1: Are you familiar with short stories?

Table 2.4

Students' Openness to Short Stories

Options	Number	Percentage %
a-Yes	70	70%
b-No	30	30%
Total	100	100%

The results presented in table 2.4 show that 70 students, comprising the majority of our population responded that short stories are familiar to them and that they have been presented to them previously. As opposed to them, 30 participants (representing 30% of the total population) stated that they are unfamiliar with short stories and that they have not yet dealt with them in the classroom.

Q2: Are you interested in reading short stories?

Table 2.5

Students' Interest in Short Stories

Options	Number	Percentage %
a-Yes	80	80%
b-No	20	20%
Total	100	100%

The results obtained from table 2.5 show that the overwhelming majority of the subjects (80%) expressed an interest in reading and learning more about short stories. In contrast, 20 students, representing 20% of the whole population, declared that they are not interested in reading short stories. This could be related to their lack of familiarity with short stories, as well as their lack of motivation to learn English.

Q3: Does your EFL teacher use short stories in your classes?

Table 2.6

Short Stories Usage in Classroom

Options	Number	Percentage%
a-Yes	84	84%
b-No	16	16%
Total	100	100%

The question at hand sought to determine whether or not EFL teachers utilize short stories in their classrooms. This question elicited responses from all participants. As the table above shows, the vast majority of students, 84%, said that their teachers use short stories as teaching material in their classrooms. Respectively, the second category of students (making up a portion of 16% of the total population) stated that their teachers have not yet used short stories in their classrooms. Therefore, most EFL teachers incorporate short stories into their classes. Using short stories in the classroom encourages students to read more, learn more about short stories, and become familiar with them, as well as motivates the teaching and learning process.

Q4: If yes, how often does your teacher use short stories?

Table 2.7*The Frequency of Using Short Stories in Classrooms*

Options	Number	Percentage%
a-Always	42	50%
b-Sometimes	34	40%
c-Often	4	5%
d-Rarely	4	5%
Total	84	100%

In regards to the current question, it is intended for students whose teachers employ short stories as a teaching tool (84 students). As seen in table 2.7, half of the students stated that their teachers always use short stories. Whereas 34 students (representing 40% of the total sample) stated that their teachers sometimes employ short stories. On the other hand, there is a balance between EFL students whose teachers often utilize short stories in class and those who rarely use them. Both account for 5% of the total population.

Q5: How much do you think that short stories are important?

Table 2.8*Students' Perspectives toward the Importance of Short Stories*

Options	Number	Percentage%
a-Very important	31	31%
b-Important	57	57%
c-Not important	2	2%
d-I do not know	10	10%
Total	100	100%

This question was built to interpret learners' perspectives toward the importance of short stories. It is crystal clear from table 2.8 that more than half of our population (57%) stressed that short stories are important. 31% stated that short stories are very important in EFL classrooms. On the other side, two students stated that short stories are not as crucial in the learning process for them. This can be explained by the fact that a group of students had never been exposed to short stories before. Ten students (representing 10% of the entire sample) stated that they are unsure about the significance of short stories. According to the findings, the vast majority of students are well aware of the significance of short stories as a teaching tool.

Q6: If yes, why are they important?

Table 2.9*The Importance of Short Stories according to Students*

Options	Number	Percentage%
a-They provide insights into cultures	15	17%
b- They are motivating	16	18%
c-They raise awareness about cultural diversity	19	22%
d-All of them	12	14%
e-Others	2	2%
a+ b	3	3%
b+ c	5	6%
a+ e	4	5%
b+ e	2	2%
a+ c	3	3%
c+ e	7	8%
Total	88	100%

This question was designed for the students who answered “important” and “very important” in the previous question. Therefore, instead of 100 students, there are 88 students concerned with this question. Participants were allowed to select more than one option in this question. According to the analysis of students’ responses, fifteen students (17%) stated that short stories provide insights into cultures. Sixteen students (18%) believed that short stories are important because they motivate them to learn more. About 22% of participants revealed

that short stories are important since they raise awareness about cultural diversity. Due to the variety of short stories, this demonstrates that short stories are critical for introducing students to various cultures and raising their awareness of the multiculturalism that exists in the world. For all the reasons listed above, short stories are crucial to 12 subjects. Short stories are important for 3% of informants because they provide insights into cultures, and motivate them to learn. The same percentage of informants (i.e. 3%) see the value of short stories in providing insights about cultures, as well as raising awareness about cultural diversity.

Another 6% of the respondents cited two reasons for the importance of short stories; they believe that short stories stimulate them and increase their awareness of cultural diversity (b+ c). Furthermore, 5% of the participants chose options (a+ e), indicating that short stories provide them with insights into different cultures while also providing us with their perspectives on the relevance of short stories. Only two students believe that short stories are important since they are motivational, and give us additional benefits. Aside from that, 8% of the students stated that short stories raised their awareness about cultural diversity, and enlightened us with their perspectives on other benefits of short stories. Finally, for those students who gave us additional reasons why short stories are important, their opinions might be summarized as follows:

- Short stories help students to improve their English language level.
- They are simple to comprehend and engaging, which encourages students to read more.
- They inundate their minds with a wealth of information on a variety of subjects.
- Short stories, they believe, are a fantastic source of inspiration and imagination.
- They contain people's experiences, which can be beneficial to them.
- They assist them in improving their skills and learning new vocabulary.
- They assist them in expanding their knowledge of different cultures, habits, traditions, customs, and behaviors from various countries.

The third part of this question was designed to allow students who stated that short stories are unimportant to justify their position. The following are examples of their justifications:

-The students are unsure whether short stories are important or not because they have not yet been introduced to them in their classes, and their importance, according to them, is dependent on the theme of the short story.

-Short stories are complex and irrelevant to those students, and they see them solely as a means of acquiring new words.

2.2.1.2.3. Student's Perspectives toward Multiculturalism

Q1: Are you interested in knowing about your culture and other cultures?

Table 2.10

Students' Perspectives toward Knowing Multiculturalism

Options	Number	Percentage%
a-Yes	95	95%
b-No	5	5%
Total	100	100%

We sought to shed some light on EFL students' perspectives towards multiculturalism under the umbrella of this introductory question. The table above clearly shows that the overwhelming majority of students (95%) agreed that learning about and discovering different cultures is intriguing to them. However, five students (five percent of the sample) showed little interest in learning about different cultures, which could be due to the lack of interest students reported in the question 2 section1.

Q2: Have you ever been introduced to the word multiculturalism?

Table 2.11*Students' Recognition of the Word Multiculturalism*

Options	Number	Percentage%
a-Yes	80	80%
b-No	20	20%
Total	100	100%

This question was asked to see how familiar the students are with the term multiculturalism. The results obtained reveal that the vast majority of the sample (80%) are familiar with the term multiculturalism, with only 20% of students reporting that the term multiculturalism is new for them and it was the first time they heard about it when we administered the questionnaire to them. As a result, the majority of students are familiar with multiculturalism and, thus, they contribute to enlightening the research's direction.

Q3: How often do you face the word "Multiculturalism"?

Table 2.12*The Frequency of Students' Familiarity with the Word Multiculturalism*

Options	Number	Percentage%
a-Always	24	22%
b-Sometimes	46	46%
c-Rarely	20	20%
d-Never	10	12%
Total	100	100%

In some sense, this question is related to the prior one. After observing that some

students became perplexed for a brief while when the word multiculturalism was introduced in front of them. With this question, we wanted to see how frequently students encountered the term multiculturalism. According to the data, twenty-four students of the whole sample heard the word multiculturalism “always”. On the other hand, 46% of the participants said that they “sometimes” encounter the term. Whereas, twenty students reported that they rarely encounter the term. Finally, 10% of the subjects stated that they had never heard the term before. This is consistent with the responses to question 2 section 3, which revealed that 10% of the participants were unfamiliar with the term multiculturalism.

Q4: How would you define multiculturalism?

Table 2.13

Students' Definition of Multiculturalism

Options	Number	Percentage%
a-Different literature, civilization, art of given countries	26	26%
b-Various lifestyles , races, religions, food, customs, behaviors	12	12%
c-Both	61	62%
Total	100	100%

This question was posed with to know the students' perspectives on the meaning of the term multiculturalism. The results displayed in table 2.13 revealed that more than half of our participants (representing sixty-two percent of the overall sample) defined

multiculturalism as a combination of different literature, civilizations, and art of given countries, as well as various lifestyles, races, religions, food, customs, and behaviors. Therefore, twenty-six students (26%) regarded multiculturalism as “different literature, civilizations, and art of given countries”. However, a minority of them (12%) believed that multiculturalism could be defined as “various lifestyles, races, religions, food, customs, and behaviors.”.

Q5: What do you think about studying multiculturalism?

Table 2.14

Students' Perspectives toward Multiculturalism

Options	Number	Percentage%
a- Very enjoyable and interesting	90	90%
b- Boring	10	10%
Total	100	100%

The question at hand aimed to ascertain students' perspectives towards multiculturalism, specifically whether or not they enjoy learning about multiculturalism. The data in the table above shows that the overwhelming majority of the subjects (90%) “enjoy” learning multiculturalism. Only 10 informants (representing 10% of the whole population) reported that learning multiculturalism is “boring” to them. This could be due to their lack of understanding of what multiculturalism is because, as noted in earlier questions, they are unfamiliar with the term.

❖ **Please, justify your answer**

This question was designed to provide students with the opportunity to justify and

Clarify their choice. Only 65 of the 90 students who chose the option “very enjoyable and interesting” justify their choice. Three points can be used to highlight their justifications:

-They stated that diversity allows them to learn new things about different cultures and assists them in discovering new civilizations, including their lifestyles, beliefs, ways of thinking, food, behaviors, and races.

-Multiculturalism, they say, is interesting and delightful since it motivates them to study more.

-According to them, it enables them to easily communicate with people from different countries and cultures.

Concerning students who chose “boring”, 5 out of 10 students responded, and their justifications can be exemplified as follows:

-They have no idea why they chose this option.

-They are not familiar with the term multiculturalism.

Q6: Do you face any difficulties when studying different culture

Table 2.15

Students’ Opinions whether they Face Multicultural Difficulties

Options	Number	Percentage%
a-Yes	62	62%
b-No	38	38%
Total	100	100%

The purpose of this question was to determine whether or not English students face difficulties when studying multiculturalism. According to the data presented in the table, 62 informants stated that studying multiculturalism is challenging for them. While 38% of those

informants said that they do not experience any in this regard. Therefore, as a result, it is plausible to conclude that students experience certain problems while learning multiculturalism.

Q7: If yes, which of the following problems you face the most?

Table 2.16

Students' Difficulties while Dealing with Multiculturalism

Options	Number	Percentage%
a-They have different beliefs than yours, and value different things.	8	13%
b-They think and behave differently.	5	8%
c- The have different celebrations and traditions	5	8%
d-All of them	37	60%
a+ b	3	5%
b+ c	2	3%
a+ c	2	3%
Total	62	100%

Sixty-two students out of one hundred who said “yes” gave a possible explanation to what are the main difficulties they face while studying multiculturalism. As shown in the statistics above, 13% of the informants said that this is because those cultures have different beliefs than their own, and they value different things. 8% of the participants reported that

those difficulties are due to the fact that those different cultures think and behave differently. Meanwhile, 5 respondents (8%) asserted that they face issues with the different celebrations and traditions within those cultures. 5% of our population claimed that the difficulties they faced are due to different beliefs than their own, and they value different things, as well as people in those cultures, think and behave differently. Moreover, two participants (3%) argued that the challenges they faced while studying multiculturalism are due to those cultures' different ways of thinking, at the same time, the various celebrations and traditions they have. Another 3% of our population faces two different problems: those cultures have different beliefs than their own, and they value different things, and the different traditions and celebrations. Finally, it is crystal clear from the table above that more than half of our sample admitted that the challenges they encounter in learning multiculturalism are due to all the aforementioned reasons.

Q8: How would you describe your multicultural knowledge?

Table 2.17

Students' Multicultural Knowledge

Options	Number	Percentage%
a-Excellent	5	5%
b-Very good	11	11%
c-Good	64	64%
d-Poor	20	20%
Total	100	100%

In regard to question 8, the participants were asked to describe their multiculturalism

level. As the results indicated, the majority of students (64%) declared that they have a good level of multiculturalism. Meanwhile, a percentage of 5% of informants described their level as excellent. Eleven students (11%) revealed that they have a very good multicultural level. Moreover, 20% of our total population admitted that they have a poor multiculturalism level.

2.2.1.2.4. The Use of the Short Story to Teach Multiculturalism

Q1: What are the essential materials that your teacher typically uses to help you develop your multiculturalism?

Table 2.18

The Kind of Materials Used to Develop Multiculturalism

Options	Number	Percentage %
a- Books	3	3%
b- Short stories	30	30%
c- Teacher handout	2	2%
d- Internet resources	9	9%
e- All of them	8	8%
a+ b	9	9%
a+ d	6	6%
b+ c	2	2%
b+ d	15	15%
a+ b+ c	2	2%
a+ b+ d	8	8%
b+ c+ d	6	6%
Total	100	100%

The current question is a multiple-choice question in which the participants are asked to select the tools used in the classroom to foster multiculturalism. In terms of the data gathered, the table above demonstrates that short stories are the most commonly used material in classrooms, accounting for 30%. This could be because short stories are simple, short, and enjoyable. They are not, however, the only materials used. Three students (3%) stated that their teachers use books as a tool to promote multiculturalism. 2% of the subjects, on the other hand, indicated that their teachers used their handouts to develop their multicultural level. A percentage of (9%) of the informants admitted that their teachers relied heavily on internet resources.

Furthermore, eight students (8%) ensured that all the mentioned materials were used in their classrooms to enhance their multiculturalism level. Another 9% of the students said that their teachers use both books and short stories. Six subjects reported using both books and internet resources in their classrooms. Only 2 students (2%) were among those who chose the use of “short stories” and “teachers’ handouts”. 15% of the participants demonstrated those students who said that their teachers rely on short stories and internet resources to reinforce their multicultural level. Again, another percentage of 2% of the respondents reported that their teachers use three different materials to improve their multiculturalism level: “books”, “short stories” and “teachers’ handouts”. 8 subjects revealed that the materials used in their classrooms to develop their levels are “books”, “short stories”, and “internet resources”. Finally, six students stated that the materials used in their classrooms are “short stories”, “teachers’ handouts”, and “internet resources”. Thus, it is clear from the results that short stories received the highest percentage, indicating that most teachers choose to use short stories as a teaching tool to improve their students' multiculturalism without abandoning other materials. It's also obvious that some teachers employ more than one material.

Q2: What do you think about the materials used by the teacher to teach multiculturalism?

Table 2.19*Students' Perspectives about the Effectiveness of the Materials Used*

Options	Number	Percentage%
a-Useful	90	90%
b-irrelevant	10	10%
Total	100	100%

Students were questioned whether the resources used in their classes were useful or not in an attempt to determine their attitudes toward the utility of the materials used in their classrooms in order to develop their multiculturalism level. As the data plainly shows, the vast majority of respondents (90%) believe that the resources utilized by their teachers are useful. However, 10% of the participants stated that those materials are not valuable to them. Based on the number of students who said "yes," it's clear that using these materials, particularly short stories, when studying multiculturalism is quite beneficial.

Q3: With the use of short stories in the classroom, are you motivated to know more about different cultures (multiculturalism)?

Table 2.20*Students' Motivation for Multiculturalism with the Use of Short Stories*

Options	Number	Percentage%
a- Yes	95	95%
b- No	5	5
Total	100	100%

After seeing the widespread usage of short stories in EFL classrooms, this question

was asked to address the students' enthusiasm for learning multiculturalism through the use of short stories. According to the foregoing findings, 95 students, representing the vast majority of the participants, are highly motivated. However, 5% of the participants stated that they are unmotivated. These selected responses may have a favorable impact on students' perspectives toward the use of short stories to teach multiculturalism.

Q4: Do you think that the short story is an important part in teaching multiculturalism?

Table 2.21

Students' Perspectives about the Importance of Short Stories to Teach Multiculturalism

Options	Number	Percentage%
a-Very important	45	45%
b-Important	45	45%
c-Not important	3	3%
d-I do not know	7	7%
Total	100	100%

Concerning the present question, students were asked to determine how crucial the EFL learners consider the use of short stories to teach multiculturalism. As it can be noticed from the table above, the number of students who confessed that the short story is an important tool to teach multiculturalism is the same as those students who see it as very important; 45 students. This reveals the students' awareness of the importance of short stories in teaching multiculturalism. On the other hand, about three informants said that short stories are not important for them to teach multiculturalism, whereas 7% of the subjects claimed that they have no stance about the use of short stories to teach multiculturalism.

Q5: Do you agree that reading short stories by authors with various cultural backgrounds cultures entails learning multiculturalism at the same time?

Table 2.22

Students' Perspectives about Multiculturalism and Short Stories Relationship

Options	Number	Percentage%
a-Agree	55	55%
b-Strongly agree	31	31%
c-Disagree	4	4%
d- Strongly disagree	0	0%
e- I do not know	10	10%
Total	100	100%

This question is, in fact, considered one of the most important questions in our study. The results obtained make it clear that more than half of the participants (55%) agreed with the fact that multicultural short stories entail learning multiculturalism. What is more, 31% of the informants strongly agreed with the fact that reading short stories by authors from different cultures entail learning about those cultures in parallel. Whereas, a rate of students (4%) disagreed with this statement. However, a percentage of 10% of the subjects stated that "I do not know". A null rate makes up the number of students who strongly disagreed with the fact that reading short stories about different cultures entail learning about those cultures in parallel. Students' answers translate awareness, shared by the overwhelming majority, of the relationship that exists between short stories and multiculturalism.

Q6: To what extent do you consider your development in multiculturalism when your teacher uses short stories?

Table 2.23*Students' Multicultural Development Via the Use of Short Stories*

Options	Number	Percentage%
a-Good	85	85%
b-Excellent	10	10%
c-Average	5	5%
Total	100	100%

In an attempt to discover students' multicultural development via the use of short stories, they have been asked to rate the extent to which they consider their development when learning via short stories. As it is clearly displayed in table 2.23, the vast majority of students, 85 students, confessed that their level in multiculturalism is good due to the learning via short stories. Besides, ten participants, standing for 10% of the whole population, describe their multicultural level as excellent. Yet, only five informants (5%) ticked for the option "average". The students' answers showed that the vast majority of them use short stories to develop their multicultural level.

Q7: What are your perspectives towards using short stories to enhance multiculturalism?

Table 2.24*Students' Perspectives toward the Use of Short Stories to Develop Multiculturalism*

Options	Number	Percentage%
a-Positive	71	71%
b-Negative	3	3%
c-Both	26	26%
Total	100	100%

In so far this question is concerned, its main aim was to explore students' perspectives towards the use of short stories to boost their multiculturalism. A quick glimpse on the above table is enough to show that almost the vast majority of the subjects (71%) revealed that they have positive perspectives toward the use of short stories to enhance multiculturalism. 26% of the informants confessed that they have both positive and negative assumptions. Finally, only three students confirmed that they have negative perspectives on the utility of the short stories to develop multiculturalism. The results indicate that students have positive perspectives toward the use of short stories to develop multiculturalism.

Q8: How short stories made you familiar with multiculturalism?

The current question is an open-ended question designed to allow students to express their thoughts on how short stories helped them become more aware of multiculturalism. Only 70% of the one hundred participants agreed to share their thoughts with us. The remaining students refused to answer the question. The following are examples of their viewpoints:

-They motivate me to learn more about multiculturalism by introducing cultures in a lighthearted and understandable manner and assisted me in learning a great deal about the cultures of other countries.

-Short stories pique my interest in other people's and countries' cultures, and I want to learn more about them.

-“Since they can picture how people from other cultures live, they help us to know their customs, religion, values, food, and how they think.”

-“When I read short stories, I want to know how people live, their past, customs, and traditions.”

-Short stories teach me about multiculturalism, behaviors, and the way of life of people from various cultures, and I learn what is acceptable in those cultures and what is not, so that when I communicate with people from different countries, I do not offend or disappoint them.

-“Short stories made us aware of multiculturalism by providing a clear picture of those cultures' traditions, beliefs, food, and celebrations.”

-“They help us to discover how people from other cultures live, think, what they value, their food, art, traditions, and lifestyle.”

-“Short stories enlightened my cultural knowledge and made me more open-minded about other countries' cultures, their traditions, rules, social situations, and every aspect of life.”

-“Short stories made me more familiar with multiculturalism because each short story provided us with the chance to explore different sides of different countries' cultures, such as ways of clothing, eating, religions, and other things in an interesting and enjoyable way.”

-Short stories, according to the students, motivate them, develop their curiosity, and strengthen their desire to learn more about multiculturalism because they provide insights into the daily lives and thought processes of people from other cultures.

2.2.1.3. Discussion of the Main Findings of Students' Questionnaire

Much information about students' opinions and perspectives toward promoting multiculturalism through the use of short stories was discovered through the study of their questionnaires. The findings revealed that most first-year EFL students demonstrated their

English language preference, level, and desire to learn more about it. The analyses of the answers also show that the vast majority of EFL students are aware of multiculturalism. Students, on the other hand, admitted to having difficulties dealing with multiculturalism. These difficulties can be attributed to a wide range of beliefs, values, traditions, and celebrations that influence their acceptance of other cultures and limit their multicultural knowledge. Nevertheless, most students still show positive perspectives towards multiculturalism. The students' responses show that they are interested in short stories as a teaching tool, and are aware of their true substance and the main aims sought by their utility. In the same vein, most EFL students claimed that the implementation of short stories helped them to improve their multiculturalism, and develop positive perspectives towards multiculturalism. Yet, students have high expectations for short stories, particularly as a tool for fostering multiculturalism.

2.2.2. The Teachers' Questionnaire

2.2.2.1. Description of Teachers' Questionnaire

A questionnaire is developed for EFL teachers in addition to the students' questionnaire to assess the validity of the results and collect useful personal and professional information for the purpose of supporting the present study. The teachers' questionnaire aimed at exploring the teachers' perspectives toward the role of the short story in teaching multiculturalism. It is contained 27 questions of various types: close-ended questions, multiple-choice questions, and open-ended questions where teachers are given the opportunity to answer the questions using their own words, clarification questions that are followed by other questions that ask respondents to justify or clarify their closed-ended questions. The questionnaire is divided into four main sections.

2.2.2.1.1. Background Information (Q1-Q3). The first section aimed at gathering data related to teachers' personal information such as the degree they hold, the modules they teach, and their teaching experience, i.e., the years they have spent teaching English.

2.2.2.1.2. The Short Story as a Pedagogical Tool (Q1-Q8). This section consists of eight questions. It is devoted to collecting further data on how teachers approach teaching English literature in general and specifically the use of short stories in EFL classrooms. The questionnaire begins by asking EFL teachers if they believe literary genres are an effective technique to help students learn more quickly and effectively. The following question (Q2) aims to find out which literary genres EFL teachers prefer to use in their classrooms. Teachers are asked whether they have ever used short stories as a source in the third question. In the fourth question, teachers are asked about their opinions on the value of short stories in the classroom. The fifth question is an open-ended question that asks respondents to describe the criteria they use to choose appropriate short stories. Another open-ended question (Q6) seeks teachers' perspectives on what makes short stories useful teaching materials. Teachers are

asked whether they employ multicultural short stories in the seventh question. The section's final question is related to the preceding one; it's an open-ended question targeted at the teachers who answered "yes" to the latter question to explain why they utilize multicultural short stories.

2.2.2.1.3. Teachers' Perspectives toward Multiculturalism (Q1- Q8). The third section aims to explore teachers' attitudes towards multiculturalism. The first question is concerned with whether EFL students are interested in learning about multiculturalism or not. In the second question, teachers are questioned about their thoughts on their students' prior multicultural knowledge. Teachers are asked in Q3 if they discuss cultural differences with their students in order to increase their cultural awareness. The fourth question is an open-ended one that asks teachers to describe their personal views on multiculturalism. The following question (Q5) is intended to assess teachers' perspectives toward teaching multiculturalism to EFL students. The sixth question aims to learn about the primary resources and sources that teachers utilize when teaching multiculturalism. Q7 investigates teachers' perspectives on teaching multiculturalism and whether or not they confront problems. The concluding question in this section (Q8) is an open-ended question that allows teachers to outline the challenges they face when teaching multiculturalism.

2.2.2.1.4. The Use of the Short Story to Teach Multiculturalism (Q1-Q9). The final section of the teachers' questionnaire contains nine questions. The current section is primarily concerned with gathering data about teachers' perspectives in order to gain insights into the importance of short stories' utility in teaching multiculturalism. The first item is asked to investigate teachers' perceptions about whether or not students believe that reading literature in its various genres serves as a source of multiculturalism. The second question seeks to determine whether teachers consider multiculturalism as well as linguistic aspects. In the third question, teachers are asked about the importance of short stories in teaching

multiculturalism. The following open-ended question (Q4) is intended to elicit teachers' perspectives on the effectiveness of short stories in teaching multiculturalism. The fifth question seeks to learn about teachers' perspectives toward the use of short stories in EFL lessons, as well as how effective short stories are at motivating students to study multiculturalism. The next question (Q6) is a multiple-choice question designed to determine what types of short stories are commonly used to introduce learners to these cultures (American, British, African, and others). The second part of question 6 is dedicated to teachers' justifications for the latter part of the question. The seventh question is aimed at knowing EFL teachers' opinions on whether the use of multicultural short stories would help students understand and acquire those cultures as well. A space is provided for teachers to justify and clarify their answers in the first part of the question in the second half of the question. Two questions for teachers are included at the end of the questionnaire: the first is for respondents to explain their experience teaching multiculturalism using short stories, and the second is for teachers in our sample to submit suggestions and opinions on the subject.

2.2.2.2. Analysis of Teachers 'Questionnaire

2.2.2.2.1. Background Information.

Q1: What professional degree do you hold?

Table 2.25*Teachers' Degree*

Options	Number	Percentage %
Doctorate	6	55%
Magister	1	9%
Master	4	36%
Total	11	100%

The current question was asked to know the qualifications of EFL teachers at Mila University Centre. The data represented above revealed that more than half of the teachers, 55%, hold a doctorate. Four teachers, representing 36% of the whole population, hold a master's degree, while only one teacher (9%) holds a magister's degree. The results give some credibility to the study as the majority of teachers (64%) hold a high degree (MA and Ph.D.). Therefore, they have more knowledge about the language and the different teaching strategies and materials.

Q2: How long have you been teaching English at University?

Table 2.26*Teachers Teaching Experience*

Options	Number	Percentage %
0-5 years	5	46%
5-10 years	3	27%
More than 10 years	3	27%
Total	11	11%

The question sought to discover the length of teachers' teaching experience. The results range from one year to more than ten years. As shown in the table above, 46% of teachers said that they have an experience of up to five years. Three teachers (27%) claimed that they have an experience of over 5 years and up to eight years. The same proportion of teachers (27%) stated that they have more than ten years of experience. Thus, from the results, it is found that there is a diversity of teaching experience at Mila University Centre, which means that teachers have different backgrounds in teaching English as a foreign language. This would affect the study positively and provide it with a variety of perspectives and attitudes.

Q3: What subject do you teach / have you taught?

The sample contains a variety of the modules taught by the participants, including literature, civilization and culture, interculturality and multiculturalism, oral expression, linguistics, CALL, educational psychology, ESP, language and culture, written expression, methodology, grammar, and didactics. The teachers who teach modules in relation to literature and culture are the ones who can probably answer all questions, which does not mean, however, that the views of other teachers will not be valued in our study.

2.2.2.2.2. The Short Story as a Pedagogical Tool.

Q1: Do you believe that students learn better and faster when they are exposed to a variety of literary genres?

Table 2.27*Teachers' Thoughts on Students' Progress Via the Utility of Various Literary Genres*

Options	Number	Percentage %
a-Yes	10	91%
b-No	1	9%
Total	11	100%

The question is asked to identify teachers' stances about the place of literature within foreign language teaching. According to the table above, the vast majority of respondents (91%) agreed that using different literary genres helps their students learn faster and better. However, one teacher does not see literary genres as crucial materials in teaching and learning English as a foreign language. This demonstrates that respondents hold positive attitudes toward the use of various literary genres to help their students learn more quickly and effectively.

Q2: In your classroom which literary genre do you use the most?

Table 2.28*The Sources Used in Classroom*

Options	Number	Percentage %
a- Poems	1	9%
b-Novels	0	0%
c-Short stories	3	28%
d- All of them	2	18%
a+ c	2	18%
b+ c	2	18%
None of them	1	9%
Total	11	100%

This item is asked to investigate the sources teachers use in their classes. According to the findings, three teachers account for 28% of the whole population based on only short stories. However, 18% of the teachers employ two different tools in their classes: poems and short stories. Another two teachers (18%) indicated that they use both novels and short stories in their classes. The same percentage of respondents claimed that they rely on all the aforementioned materials: novels, short stories, and poems. On the other hand, there is a balance between the teacher who utilizes solely poems (9%) and the teacher who does not use any of the sources since the modules he/she teaches do not require that. This clearly shows that teachers do not always use the same material in their classes and that they sometimes combine more than one tool to enhance their teaching process. As a result, short stories are frequently used in EFL classes.

Q3: Have you ever taught short stories in your classroom?

Table 2.29*Teachers' Use of Short Stories in Classroom*

Options	Number	Percentage %
a- Yes	9	82%
b- No	2	18%
Total	11	100%

When asked whether or not the participants teach short stories in their classes, the majority of teachers (82%) said that they do. A minority of two teachers, on the other hand, admitted that they had never taught short stories in their classes before.

Q4: Do you consider using short story in EFL classes?

Table 2.30*Teachers' Perspectives toward the Use of Short Stories in the Classroom*

Options	Number	Percentage %
a- Very important	6	55%
b- Important	5	45%
c- Not important	0	0%
Total	11	100%

The collected results show that 55% of the participants considered the use of short stories in EFL classrooms very important. The remaining teachers (45%), On the other hand, thought that using short stories is important. This shows that EFL teachers are aware of the significance of the short story as a very important, excellent, and primordial tool for language proficiency.

Q5: What, in your opinion, makes short stories so important to teach in EFL classrooms?

Because all teachers have the same opinion about the significance of the short story, an open-ended question is designed to give them the space and freedom to express their ideas about what makes the short story important to them. Teachers explained their standpoints on the importance of the short story by giving the following reasons:

-“Short stories are a great, interesting source of vocabulary, correct grammar, style, and a good picture of the real language used by natives, as well as helping students connect more to the culture of the language.”

-“Being short, they are easy to be read as they will not take much time. If they are well selected, they are good for teaching many aspects of language including, written expression, oral expression, culture, and, if they are varied, multiculturalism.”

-“They hold as much deep and rich comprehensive meaning of longer literary works provide in a very concise formula.”

-“Reading short stories can be fun, in that students can be motivated to start reading more. This will eventually develop their critical thinking skills, they will start to examine the text and ask questions. Students will no longer accept things as they are and will start to learn how to read between the lines. They will also learn to give their own interpretations of literary texts.”

-“ They are easy to use, trigger learners’ curiosity, appeal to all age groups, and cater for human nature to appreciate plots, interact with, or get involved in the story.”

-“Reading in general is crucial in EFL because it helps students enhance their vocabulary. It is also fun to read while learning. Unlike novels, short stories are easier and lighter to deal with, so students will not feel pressured to read long works with complicated storylines.”

Q6: When it comes to short story selection, what criteria do you use when selecting?

After discovering that all teachers value short stories, the current open-ended question

seeks to learn more about the criteria that teachers use to select short stories. The question was answered by 91 percent of the respondents. One teacher (9 percent) refused to answer the question. When choosing short stories, the teachers agree to take the students' level into account. Other teachers indicated that they concentrate more on the language and content of short stories, while one teacher claimed that he or she cannot expose his or her students to short stories that contain taboos such as sexism. Furthermore, they select short stories that are not too long and have simple English because many students do not have the habit of reading and must gradually establish reading habits. Some teachers emphasized that they choose short stories based on their students' interests, that the short stories should fit the syllabus they are teaching, and that they should be varied. Short stories, on the other hand, are chosen based on cultural aspects and the writer's style.

Q7: Do you use short stories by authors with various cultural backgrounds?

Table 2.31

Teachers' Use of Multicultural Short Stories in Classroom

Options	Number	Percentage %
a- Yes	10	91%
b- No	1	9%
Total	11	100%

The present question is asked to explore whether or not EFL teachers use multicultural short stories in their classrooms. According to the data gathered, 10 teachers, making up the vast majority (91%) of the entire sample under study, claimed that they do use multicultural short stories. Yet, one teacher, representing 9% of the whole population, indicated that she or he does not use them in her or his classes. The findings indicate that there

is a consensus among teachers concerning the use of multicultural short stories in teaching English.

❖ **If yes, please justify why?**

The second part of the question asks teachers who answered "yes" to the previous question (91 percent) to explain why they use multicultural short stories. The teachers' justifications are as follows:

-“To raise multicultural awareness.”

-“Nowadays, it is important to learn in a multicultural way. Since the world is diverse, I think it is necessary to tackle different stories by different writers from diverse cultures.”

-“The aim is to acquaint the learners with different cultural aspects of the English language and promote multiculturalism.”

-“This is mostly because the aim behind the use of short stories is not confined to developing the linguistic competence merely. Rather, it includes fostering students’ cultural competence and how to adapt to different cultures.”

-“I always want my students to know more about others’ cultural backgrounds, the similarities and the differences between their own cultures and other cultures, to develop a sense of openness to the world and tolerance with strangers, and most importantly, to be proud of their own culture.”

-“Both the British and American communities, the subject of the study, are multicultural, with various ethnic and minority groups. Thus, it is crucial to introduce English learners to such a reality.”

2.2.2.2.3. Teachers’ Perspectives toward Multiculturalism

Q1: Do you think that your students are interested in getting some knowledge about other cultures?

Table 2.32*Students' Interests to Learn Multiculturalism*

Options	Number	Percentage %
a- Yes	10	91%
b- No	1	9%
Total	11	100%

The answers generated from this question show that the overwhelming majority of teachers (91%) responded positively to the question related to their students' interests in learning multiculturalism, while one teacher, representing 9% of the total population, responded with "no" confirming that his or her students lack interest in learning multiculturalism to some extent.

Q2: Are you satisfied with your students' cultural background?

Table 2.33*Teachers Perspectives toward Students' Cultural Background*

Options	Number	Percentage %
a- Yes	2	18%
b- No	9	82%
Total	11	100%

When asked about their feelings toward their students' prior cultural knowledge, the above table clearly shows that the vast majority of teachers (82 percent) are dissatisfied with their students' cultural backgrounds. Whereas, two teachers (18%) chose "yes," indicating that they are satisfied with their students' cultural knowledge.

Q3: Do you discuss cultural differences in order to raise cultural awareness among students?

Table 2.34

Teachers' Discussion of Cultural Differences

Options	Number	Percentage %
a- Yes	11	100%
b- No	0	0%
Total	11	100%

When asked if EFL teachers discuss cultural differences in their classrooms, all of the informants (100%) stated that they do. The results determine that teachers have a positive attitude towards informing students about the differences and similarities that occur throughout cultures, ensuring a thorough understanding of the various identities, beliefs, values, and behaviors.

Q4: How would you define multiculturalism?

The question at hand is an open-ended question that is designed to allow teachers to submit their own understanding of the term "multiculturalism" based on their EFL teaching experience. The teachers' responses are remarkably similar. On the one hand, teachers define multiculturalism as the peaceful coexistence of various cultural layers and ethnicities within the same community, accepting both differences and similarities. The remaining teachers, on the other hand, defined it as knowing about different cultures and being able to communicate easily with people from other cultures. One teacher gave the following definition of the term multiculturalism: "Multiculturalism is the act of embracing other cultures while preserving one's own". It is important to learn about different cultures as a way of coping with the

modern multicultural world.” As stated in the first chapter, there is no agreed-upon the definition of multiculturalism, which explains the diverse definitions offered by EFL teachers.

Q5: What do you think about teaching multiculturalism to EFL learners?

Table 2.35

Teachers' Perspectives on Teaching Multiculturalism

Options	Number	Percentage %
a- Yes, very important	8	73%
b- Yes, important	3	27%
c- No, not important	0	0%
Total	11	100%

The results demonstrate that all of the teachers in our sample reflect 100 percent of the total population. When asked if they thought teaching multiculturalism to EFL students is vital, their responses ranged from important to very important. Teaching multiculturalism is extremely important to 73 percent of respondents. Teaching multiculturalism is important to 27% of the remaining instructors. This could imply that EFL teachers understand the value of teaching multiculturalism to EFL students.

Q6: Which strategies do you think you will use to teach multiculturalism, based on your experience?

Table 2.36*The Suitable Strategy Used to Teach Multiculturalism*

Options	Number	Percentage %
a-Providing lectures on certain topics	0	0%
b-Watching videos/ TV shows	0	0%
c- Role plays	0	0%
d-Discussing similarities and differences between cultures	1	9%
e-Discussing authentic texts such as novels, short stories	2	18%
f- All of them	5	46%
a+ b+ d+ e	2	18%
b+ e	1	9%
Total	11	100%

This multiple-choice question identifies the multiculturalism teaching strategy that teachers would employ. As the table above illustrates, nearly half of the subjects (46%) claimed to use all the mentioned strategies (a+ b+ c+ d+ e). Furthermore, 18% of the sample mentioned discussing authentic texts such as novels and short stories. The same number of respondents (18%) said that they prefer giving lectures on certain topics, watching videos/ TV shows, discussing cultural similarities and differences, and discussing authentic texts such as novels and short stories. One teacher, representing 9% of the whole sample, reported that they

discuss similarities and differences between cultures to teach multiculturalism. Then, the remaining participants, with the same percentage of 9% preferred to use videos/ TV shows and discuss authentic texts like novels and short stories.

Q7: Do you encounter any challenges when teaching multiculturalism in your classroom?

Table 2.37

Teachers' Viewpoints about the Difficulties Faced

Options	Number	Percentage %
a- Yes	10	91%
b- No	1	9%
Total	11	100%

The present close-ended question is asked to determine whether or not EFL teachers encounter obstacles when exposing their students to multiculturalism. According to the data above, the vast majority of teachers agree that they face difficulties while teaching multiculturalism. One teacher (9%), on the other side, indicated that she or he does not encounter any. The results suggest that particularly all teachers face challenges in their classrooms when teaching multiculturalism.

Q8: What are they?

This open-ended question is designed to provide teachers with the latitude to list the hurdles they face when teaching multiculturalism because practically all teachers confront challenges. According to their views, teachers have agreed on several challenges. Almost every teacher claimed that their students lack interest. Other five teachers agreed that their students' lack of knowledge about multiculturalism and other cultures can stymie the learning process and make it a bit challenging to grasp the meaning of a text. Yet, one teacher stated that his or her students "do not bother themselves to look for possible similarities and

differences in values, beliefs, customs, traditions, clothes, and food. On the other hand, some teachers stated that the most difficult challenge they face is learners' non-acceptance of the other. As one teacher put it, "When students are countered with concepts that do not exist in their own culture, they tend to have a thin grasp of nature, reason, or even have empathy for some ideas. For instance, white men's cruelty and unnecessary violence against the blacks was beyond the reach of my class." Another teacher remarked, adding that multiculturalism's rejection leads to stereotypes, racism, and radicalism. A teacher said that his or her students may not accept some cultures and prefer others. In this sense, she or he said, "For example, they may not give value to black culture and consider it inferior, and they may reject learning Jewish culture based on religious variations." The last teacher stated that the only challenge she or he faces is learners' ignorance.

2.2.2.2.4. The Use of the Short Story to Teach Multiculturalism.

Q1: Do you believe your students are aware that literature, in its various genres, can serve as a mirror to multiculturalism?

Table 2.38

Students' Awareness about the Fact that Literature can Be a Mirror to Multiculturalism

Options	Number	Percentage %
a- Yes	7	64
b- No	4	36%
Total	11	100%

Teachers are polled on their thoughts on their students' understanding of literature's role as a mirror of multiculturalism. The table above shows that more than half of the respondents (64%) said that their students are aware that learning literature leads to learning

multiculturalism in tandem. Nonetheless, four teachers, or 36% of the whole population, claimed that their students are unaware of the critical role of literature as a mirror to multiculturalism.

Q2: Do you consider multiculturalism as well as linguistic aspects when using different short stories in your classroom?

Table 2.39

Teachers' Considerations of Multiculturalism

Options	Number	Percentage %
a- Yes	11	100%
b- No	0	0%
Total	11	100%

Teachers are asked about whether or not they consider multiculturalism as well as their consideration of linguistic aspects when dealing with a variety of short stories. From the table above, it is crystal clear that all teachers (100%) consider multiculturalism as well as linguistic aspects when teaching. That is to say, EFL teachers are aware of multiculturalism. To put it another way, teachers consider all aspects of language without overlooking multiculturalism.

Q3: Do you think that using short stories to teach multiculturalism to EFL learners would be beneficial?

Table 2.40*Teachers' Perspectives on the Effectiveness of Using Short Stories as a Source*

Options	Number	Percentage
a- Yes	11	100%
b- No	0	0%
Total	11	100%

The third question is asked to identify teachers' perceptions and thoughts about the place as well as the efficacy of using short stories as a source of teaching multiculturalism.

The table above sheds light on the fact that all respondents (100%) agreed that short stories are effective sources for teaching multiculturalism.

Q4: Based on your experience, how would you rate the effectiveness of using short stories to teach multiculturalism?

Table 2.41*The Effect of Short Stories in Teaching Multiculturalism*

Options	Number	Percentage %
a- Very poor	0	0%
b- Poor	0	0%
c- Average	1	9%
d- Good	2	18%
e- Very good	6	55%
f- Excellent	2	18%
Total	11	100%

Because all of the teachers in the previous question agreed that short stories are effective sources for teaching multiculturalism, the current question seeks to learn about teachers' perspectives on how effective short stories are. The data presented above shows that more than half of teachers (55%) reported that the use of short stories in classes is very good for teaching multiculturalism. As demonstrated, there is a balance between the teachers who regard short stories as excellent tools and those who consider their utility to be average. Yet, none of the subjects consider the sufficiency of short stories to be poor or very poor. The findings reflect that the overwhelming majority of teachers are aware of the relationship that exists between short stories and teaching multiculturalism.

Q5: To what extent do you think short stories can motivate students to learn about other cultures?

Table 2.42

Students' Motivation to Learn Multiculturalism with the Utility of Short Stories

Options	Number	Percentage %
a- To a great extent	8	73%
b- To a certain extent	3	27%
c-To a very small extent	0	0%
Total	11	100%

With this question, we wanted to know to what extent the use of short stories in classrooms motivates EFL learners to learn more about multiculturalism. As the table illustrates, the majority of teachers agree “to a great extent” on the fact that short stories are effective at motivating students to learn more about multiculturalism. In addition, 3 participants, or 27% of the overall population, assumed that short stories motivate students to a certain extent. A null rate, on the other hand, represents the teachers who chose “to a small

certain.” The findings show that short stories are extremely effective at motivating students to learn about multiculturalism.

Q6: What kind of short stories do you use when teaching multiculturalism?

Table 2.43

The Types of Short Stories Used

Option	Number	Percentage%
a-American short stories	0	0%
b-British short stories	1	9%
c-Black African short stories	0	0%
d-Black American short stories	0	0%
e-All of them	5	46%
f-Others	0	0%
g-None of them	1	9%
a+ b	3	27%
e+ d	1	9%
Total	11	100%

The multiple-choice question at hand is intended to elicit information about the types of short stories used by teachers. According to the statistics, the respondents who use all of the mentioned stories as a source (a+ b+ c+ d) have the highest percentage (46 percent). Furthermore, one teacher (9%) stated that she or he usually bases his or her lessons on British short stories. Twenty-seven percent of the subjects stated that they mix American and British short stories. According to another teacher, she or he is usually based on black African and

black American short stories. Finally, 9% of participants admitted that she or he does not utilize any since the module she or he teaches does not promote the use of short stories. As a result of the data obtained, it is clear that there is a wide range of short stories used in EFL classrooms, and teachers frequently combine two or more types.

❖ **In all cases, please justify.**

It is necessary to mention that three teachers out of eleven did not justify their answers to the previous question. One teacher explained the aim behind choosing the British and American short stories by stating that the USA and Britain are the primary sources of English around the world. Additionally, the justifications given by the teachers who use all of the mentioned short stories were broadly similar. One teacher said that “different short stories require different cultural backgrounds and knowledge.”, while another teacher stated that variety in backgrounds provides multiculturalism and allows for more rich discussions and comparisons. Importantly, a teacher, for example, said that the reason for her or his utility of various short stories is simply “multiculturalism.”. Finally, one of them stated, “We must vary the culture by using different stories of different cultures, and compare between them to make the learners aware of the variation between these cultures and their own culture, and understand the multiculturalism that exists in the world.”

Q7: Do you believe that your students will acquire and understand those cultures’ lifestyle, beliefs and differences in parallel if you use short stories from various cultural backgrounds?

Table 2.44*Teachers' Perspectives on the Relation of the Short Story and Multiculturalism*

Options	Number	Percentage
a- Yes	9	82%
b- No	2	18%
Total	11	100%

This yes/no question is designed to reveal the teachers' opinions on the value of multicultural short stories in simultaneously learning and understanding different cultures. The table above clearly shows that the vast majority of teachers (82 percent) chose "yes." In contrast, two teachers (18%) claimed that using multicultural short stories does not help students understand and acquire those cultures concurrently. The majority of participants have favorable attitudes toward the use of multicultural short stories to teach multiculturalism.

❖ **In both cases, please justify.**

The current open-ended question is linked to the one before it. Teachers are allowed to explain their answers to the prior question (Q7). The first spotlight should be shone on the teachers who said "yes," as most of them provide similar arguments. However, one teacher refused to justify. The following are some of the teachers' justifications:

-“Intensive exposure to different lifestyles, beliefs, and differences, as reflected in short stories, is likely to impact students’ ways of thinking consciously or even unconsciously.”

-“I believe that short stories are a great way to help students learn about cultures.”

-“Literature in general and short stories is a way of depicting the lifestyle and culture of the people in which they were produced. So I think it is an effective way to acquire people’s

cultures by reading their short stories, especially since short stories are supposed to reflect characters' real lives.”

-“The writers generally focus on showing their culture through writing, and it is clear in the style and the use of the dialect. In addition to reflecting the lifestyles, traditions, and customs while portraying their characters. ”

For teachers who opted “no”, only one respondent provides his or her justification, saying that the aim of using various short stories is not to make them understand and acquire cultures, but to understand that people do things differently.

Q8: How would you describe your experience using short stories to support teaching multiculturalism?

The current open-ended question is asked to give teachers the freedom to describe their own experience with teaching multiculturalism. Only eight teachers out of eleven answered the question. All teachers agreed that their experience was successful and beneficial, two teachers said that they have not much time and opportunity to teach many stories, but one teacher claimed “I can say that my students started to have better ideas about the cultures and many of them have shown the interest to learn further.” In addition, another teacher said “I believe that using short stories is, to a certain degree, an effective method of fostering the teaching of multiculturalism.”

❖ For any further comments or suggestions regarding the subject, please do not hesitate.

This space was devoted to teachers' comments and suggestions concerning the use of short stories to teach multiculturalism. The majority of teachers had nothing to add. Yet, two teachers (18%) provide some suggestions. The latter emphasized that “it is mandatory for teachers to pay enough attention in the phase of selecting their materials. What students read

is what they later believe.”. The former said, “The choice of short stories is very important, if teachers pick difficult stories, students might lose interest and never read again.”

2.2.2.3. Discussion of the Main Findings of Teachers’ Questionnaire

The analysis of questionnaires administered to teachers yields rich responses regarding their overall perspectives on the use of short stories in EFL classrooms to teach multiculturalism. According to the questionnaire findings, which provide detailed insights into the current study. When teaching English, all teachers agree on the importance of multiculturalism as well as other aspects of the language. According to EFL teachers, students' lack of interest, ignorance, lack of knowledge, non-acceptance of others, and prejudice present a variety of challenges in teaching and learning multiculturalism. Teachers, on the other hand, continue to play an important role in encouraging students to learn more about multiculturalism and overcome the challenges they face by implementing various materials, particularly short stories, which, according to them, are simple to use and do not take much time, motivate students to read more, and help students connect more with cultures. Similarly important, teachers indicated that the use of multicultural short stories in EFL classrooms aims to make learners aware of the differences between cultures, as well as help them to explore various cultural backgrounds and understand the multiculturalism that exists in the world. Additionally, the results of the questionnaire analysis revealed that all teachers were aware of the relationship between using short stories in EFL classrooms and teaching multiculturalism. Furthermore, the data gathered from teacher questionnaires allows us to investigate the significance of implementing short stories to improve students' multicultural knowledge. For all the above, it is crucial to emphasize their overall positive perspectives on the significance of the short story as a useful teaching material in terms of the average students' multicultural level, with the purpose of encouraging and teaching multiculturalism among EFL students.

Section Three: Implications, Limitations and Recommendations

2.3.1. Implications

According to the major findings derived from both students' and teachers' administered questionnaires, the current research is thought to have significant implications for both theory and practice.

The main findings of this study are linked to the theoretical part, which hypothesized a link between the use of short stories in the classroom and the teaching of multiculturalism. In other words, current research indicates that short stories play an important role in the development of multiculturalism in first-year EFL students. It is regarded as beneficial by both teachers and students in assisting students in expanding their multicultural knowledge.

Another easily drawn conclusion to be emphasized is that in order to improve students' multiculturalism, it is not sufficient to limit the scope of short stories, but rather to encourage the adoption of positive multiculturalism perceptions.

2.3.2. Limitations

Throughout the process of conducting this research, some shortcomings and obstacles are encountered. The following are some of the conceptual and methodological limitations:

1- Without a doubt, the lack of legitimate resources such as books and papers hampered the study's progress, particularly when it came to the multiculturalism section, as it prevented the research from gaining rich background knowledge about the research topic.

2-A small-scale research with only 100 students and 11 teachers from the department of English at Mila University Centre was conducted due to the teachers' lack of collaboration with both the students and their own questionnaires. In light of this fact, the findings of this study cannot be generalized to larger populations; they are limited to the department of English.

3-We attempted to increase the sample size of teachers to more than 11 by sending an online questionnaire form, but only three teachers responded.

4-Another significant limitation is that not all literature teachers taught short stories in the first semester, so the sample was limited to only five groups out of thirteen.

5- Another challenge we faced while conducting this research was a time constraint, which prevented us from using more interesting instruments and delving deeper into both students' and teachers' perceptions, such as conducting an experiment with EFL first-year students and conducting interviews with teachers to collect data for the current study.

6- Although the questionnaire for teachers was clear enough, some teachers refused to explain their choices and skipped full statement answers when required.

7- Almost all classrooms were empty, indicating that the majority of students did not attend their classes.

8- The majority of students did not respond to open-ended questions and left the justification space blank.

2.3.3. Recommendations for Pedagogy and Research

Drawing on the findings obtained from the current study, it is noteworthy to suggest a set of recommendations that play a crucial importance upon pedagogy and further research. These recommendations enable students and teachers to gain a thorough understanding of the issue of teaching multiculturalism in EFL classrooms by employing short stories. In the same vein, certain recommendations are made to assist researchers who may have similar interests to those of the current study in their future work and research.

- **Choosing interesting materials:** For effective cultural teaching and learning, teachers should use authentic materials in their classes to encourage and motivate their students to learn more about multiculturalism, such as short stories, which are short and easy to deal with because they do not require much time, rather than teaching cultures as a set of facts.

- **The integration of the short story into other modules:** the findings revealed that short stories were only used in literary classrooms. Students only have one session each week to study this topic, which is insufficient to learn about multiculturalism. To give students the opportunity to promote multiculturalism, it is highly recommended that short stories be used in various modules such as culture and civilization, linguistics, written expression, and oral expression, in order to help students gain a better understanding of the world's diversity and bridge the gap between learners and different cultures, not just the British and the American. Students will be able to read about other cultures and build their multiculturalism as a result of this.
- **Short stories selection:** Teachers should choose short stories that are appropriate for the students' needs, level, and interests. Suitable themes may motivate students to read consciously, which leads to learning new information in each time they read rather than just reading for the sake of reading. Giving students the freedom to choose interesting short stories that fit their preferences and level may motivate them to participate in classroom discussions and share their ideas.
- **The use of different research instruments:** For further research, we recommend conducting an experiment with students and an interview with teachers. This will allow for gathering more detailed information on both teachers' and students' perspectives toward the use of short stories to teach multiculturalism.
- **Focus on the positive features of cultures and avoid misjudgment:** We advise students to focus on the positive aspects of cultures rather than the negative aspects, and to respect what is different in other cultures because what is common in your culture may be uncommon in others. What is different isn't always a bad thing; it can be acceptable.

Conclusion

The current chapter addressed practical insights on the critical role of the short story in teaching multiculturalism to EFL students from both students' and teachers' perspectives. The analysis, interpretation, and discussion of data collected from both students' and teachers' questionnaires strengthen our study's background ideas. Similarly, the main findings revealed that both teachers and students have very positive perspectives of using short stories as teaching materials to develop students' multiculturalism. In this regard, the data gathered from both samples confirm the research assumption, which is that implementing the short story in EFL classrooms is one important way to teach multiculturalism.

General Conclusion

Because literature and culture are inextricably linked, foreign language teaching and learning necessitate the use of particular literary genres to teach about different cultures and introduce learners to multiculturalism. Thus, multiculturalism has become much more essential than at any other time. A considerable number of research studies have revealed that short stories, among the other literary genres, play a vital role in English language teaching and are extremely beneficial in terms of increasing students' cultural awareness and broadening their multicultural understanding. Therefore, EFL teachers should choose appropriate short stories that meet the needs, interests, and levels of their students and allow them to acknowledge different cultures. The core objective of this research is to investigate students' and teachers' perspectives toward the use of short stories to teach multiculturalism and to discuss the merits of acknowledging those short stories as one of the most effective means of broadening EFL students' multicultural knowledge.

The current research comprises two main chapters. The theoretical part of the research consists of two sections in which the two variables are thoroughly described; the first section provides detailed information about literature in general and the short story in particular, including types, elements, benefits, and implementation in EFL classrooms, while the second section focuses on a rich conceptualization of the term multiculturalism, as well as the relationship between multiculturalism and literature, and short stories in particular.

The second chapter focuses on the practical part of the study, which highlights the participants, methods, interpretation, and discussion of the findings, recommendations, and suggestions for further research, study limitations, and a general conclusion. In addition, we administered a questionnaire to one hundred (100) first-year EFL students at the Department of Foreign Languages at Mila University Center, and we conducted eleven (11) questionnaires

with eleven (11) teachers teaching different subjects at the same university to answer the study's question and achieve the objectives.

Most importantly, the analysis of the data received from both students and teachers reveals that the short story is an important tool for teaching and learning multiculturalism. Furthermore, both are aware of the importance of short stories in EFL classrooms. The findings show that the majority of first-year EFL students express their preference, level, and desire to learn more about multiculturalism. When teaching or learning about multiculturalism, EFL teachers and students face challenges. Thus, teachers continue to play an important role in developing multiculturalism among EFL students by implementing various materials, particularly short stories, which, according to them, are simple to use and do not take much time, and help students connect more with the culture, as well as learn more about the multiculturalism that exists in the world.

All in all, students and teachers hold positive perspectives toward the use of the short story as a useful teaching material to teach multiculturalism and to promote multiculturalism and knowledge of various cultures among EFL learners.

At the end, knowing the positive perspectives of EFL students toward the use of short stories in EFL classrooms can help teachers focus their attention on the implementation of this literary genre as a teaching material when teaching multiculturalism. Furthermore, it is worth noting that this study has a limited scope and its findings are likely to be open to debate and criticism; much work remains to be done in this area.

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Appendices

The Students' Questionnaire

Dear student,

You are likely invited to answer the following questionnaire that aims to identify and investigate the students' perspectives on the use of the short story to teach multiculturalism. The case of first year students at Mila University Center. In order to achieve this academic purpose, you are kindly requested to answer these questions and provide with necessary information. The results of this investigation will be kept anonymous and will be used only for the academic purpose. Your contribution is too important for the present research.

Please put a tick (✓) in the box corresponding to your answer, and note that more than one answer is possible in some questions. Make a full statement in the space provided whenever required. Thank you in advance for your collaboration.

Section One: Background Information

1-Was it your choice to study English?

a-Yes

b-No

2-Are you motivated to learn English?

a- Yes

b-No

3-How can you describe your level in English?

a- Average

b-Good

c-Advanced

Section Two: Students' Perspectives toward the Short Story as a Pedagogical Tool

1-Are you familiar with short stories?

a- Yes

b-No

2-Are you interested in reading short stories?

a- Yes

b-No

3-Does your EFL teacher use short stories in your classes?

a- Yes b-No

4-If yes, how often does he use them?

a. Always b-Sometimes c-Often d-Rarely

5- How much do you think that short stories are important?

a-Very important b-Important c-Not important e-I do not know

6-If yes, why are they important?

a-They provide insights about cultures b-They are motivating c-They raise awareness about cultural diversity d-All of them

e--Others:

.....

.....

❖ If no, please explain

.....

Section Three: Student's Perspectives toward Multiculturalism

1- Are you interested in knowing about your culture and other cultures?

a-Yes b-No

2- Have you ever been introduced to the word multiculturalism?

a-Yes

b-No

3-How often do you face the word “Multiculturalism”?

a-Always

b-Sometimes

c-Rarely

d-Never

4- How could you define multiculturalism?

a-Different literature, civilization, art of given countries

b-Various lifestyles, races, religions, food, customs, behaviors

c-Both

5-What do you think about studying multiculturalism?

a-Very enjoyable and interesting

b-Boring

❖ Please, justify your answer

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.....

6-Do you face any difficulties when studying different cultures?

a-Yes

b-No

9- If yes, which of the following problems you face the most?

a-They have different beliefs than yours, and value different things.

b-They think and behave differently.

c-They have different celebrations and traditions.

d-All of them.

8-How would you describe your multicultural knowledge?

- a-Excellent
- b-Very good
- c-Good
- d-Poor

Section Four: The Use of the Short Story to Teach Multiculturalism

1- What are the essential materials that your teacher typically uses to help you develop your multiculturalism?

- a-Books
- b-Short stories
- c-Teacher handout
- d-Internet resources
- e-All of them

2- What do you think about the materials used by the teacher to teach multiculturalism?

- a-Useful
- b-Irrelevant

3-With the use of the short story in the classroom, are you motivated to know more about other cultures (multiculturalism)?

- a-Yes
- b-No

4-Do you think that short stories is an important part in teaching multiculturalism?

- a-Very important
- b- Important
- c- Not important
- d-I do not know

5- Do you agree that reading short stories by authors with various cultural backgrounds entails learning multiculturalism at the same time?

- a-Agree
- b-Strongly agree
- c-disagree
- d- Strongly disagree
- e-I do not know

6-Do you think that you become enlightened in multiculturalism when your teacher use short stories?

- a-Yes
- b-No

7-What are your perspectives towards using short stories to enhance cultural knowledge?

- a -Positive
- b -Negative
- c -Both

8- How short stories made you more familiar with other cultures?

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The Teachers' Questionnaire

Dear teacher,

You are kindly invited to be a part from this questionnaire that is mainly designed to explore students' perceptions towards the use of short story to teach multiculturalism. We kindly request your assistance in answering the following questions so that we can conduct our research. We would like to inform you that this questionnaire is anonymous, and your answers will be kept private and used solely for study purposes.

Please put a tick (✓) in the box corresponding to your answer, and note that more than one answer is possible in some questions. Make a full statement in the space provided whenever required. Thank you in advance for your collaboration, we extremely appreciate the time devoted to answer this questionnaire.

Section One: Background Information

1- What professional degree do you hold?

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2- How long have you been teaching English at University?

.....

3- What subject do you teach / have you taught?

.....

Section Two: The Short Story as a Pedagogical Tool

4-Do you believe that students learn better and faster when they are exposed to a variety of literary genres?

a-Yes

b-No

5-In your classroom which literary genre do you use the most?

a-Poems

b-Novels

c-Short stories

d-All of them

e-None of them

6-Have you ever taught short stories in your classroom?

a-Yes

b-No

7-Do you consider using short story in EFL classes?

a-Very important

b-Important

c-Not important

8- What, in your opinion, makes short stories so important to teach in EFL classrooms?

.....

9- When it comes to short story selection, what criteria do you use when selecting?

.....

10-Do you use short stories by authors with various cultural backgrounds?

a-Yes

b-No

If yes, why?

.....

Section Three: Teachers' Perspectives towards Multiculturalism

11-Do you think that your students are interested in getting some knowledge about other cultures?

a-Yes

b-No

12-Are you satisfied with your students' cultural background?

a-Yes

b-No

13-Do you discuss cultural differences in order to raise cultural awareness among students?

a-Yes

b-No

14-How would you define multiculturalism?

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15-What do you think about teaching multiculturalism to EFL learners?

- a-Yes, very important
- b-Yes, important
- c-Not important

16- Which strategies do you think you will use to teach multiculturalism, based on your experience?

- a-Providing lectures on certain topics
- b-Watching videos/TV shows
- c-Role plays
- d-Discussing similarities and differences between cultures
- e-Discussing authentic texts such as novels, short stories
- f-All of them

17-Do you encounter any challenges when teaching multiculturalism in your classroom?

- a-Yes b-No

❖ What are they?

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Section Four: The Use of the Short Story to Teach Multiculturalism

18-Do you believe your students are aware that literature, in its various genres, can serve as a mirror to multiculturalism?

- a-Yes b-No

19-Do you consider multiculturalism as well as linguistic aspects when using different short stories in your classroom?

- a-Yes b-No

20- Do you think that using short stories to teach multiculturalism to EFL learners would be beneficial?

a-Yes

b-No

21- Based on your experience, how would you rate the effectiveness of using short stories to teach multiculturalism?

a-very poor

b-Poor

c-Average

d-Good

c-Very good

d-Excellent

22- To what extent do you think short stories can motivate students to learn about other cultures?

a-To a great extent

b-To a certain extent

c-To a very small extent

23- What kind of short stories do you use when teaching multiculturalism?

a-American short stories

b-British short stories

c-Black African short stories

d-Black American short stories

e-All of them

f-Others:

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❖ In all cases, Please justify.....

24- Do you believe that your students will acquire and understand those cultures' lifestyle, beliefs and differences in parallel if you use short stories from various cultural backgrounds?

a-Yes

b-No

❖ In both cases, please justify

25-How would you describe your experience using short stories to support teaching multiculturalism?

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❖ For any further comments or suggestions regarding the subject, please do not hesitate

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ملخص

تتمثل الأهداف الرئيسية لتدريس الأدب من خلال النصوص الأدبية في مساعدة طلاب على فهم الثقافة المستهدفة وتحسين مهاراتهم ومفرداتهم . وبالتالي، يستخدم أساتذة أدب اللغة الإنجليزية كلغة أجنبية بشكل متزايد القصص القصيرة كأداة تعليمية رئيسية تشجع القصص القصيرة الطلاب على أن يكونوا أكثر تسامحاً ثقافياً وأن يوسعوا اهتماماتهم ومعارفهم بجوانب متنوعة من مختلف الثقافات. لذلك، تهدف هذه الدراسة إلى التحقق في وجهات نظر الطلاب تجاه استخدام القصة القصيرة لتعليم التعددية الثقافية. علاوة على ذلك، ينصب تركيز هذا البحث على الاعتراف بأهمية القصص القصيرة كواحدة من أكثر الأدوات فعالية لتوسيع معرفة طلاب بالتنوع الثقافي وتعزيز وعيهم متعدد الثقافات ودراسة مواقفهم العامة ووجهات نظرهم تجاه التعرف على التعددية الثقافية من خلال استخدام القصة القصيرة. تهدف الدراسة إلى الإجابة على سؤال واحد: ما هي وجهات نظر طلاب السنة الأولى في المركز الجامعي عبد الحفيظ بوصوف تجاه استخدام القصة القصيرة لتعليم التعددية الثقافية؟ من أجل تحقيق أهداف الدراسة ومعالجة هذه المسألة، تم اختيار طريقة وصفية في هذه الدراسة. لجمع البيانات المطلوبة، تم توزيع استبيان على مائة (100) طالب من طلبة السنة الأولى للغة الإنجليزية، واستبيان آخر موجه إلى أحد عشر (11) أستاذاً على مستوى قسم اللغات الأجنبية في المركز الجامعي عبد الحفيظ بوصوف. حيث كشفت النتائج التي تم الحصول عليها أن هناك مستوى عالٍ من الفهم لأهمية إدراج الأدب لزيادة المعرفة الثقافية للطلاب وأن كلا من المعلمين والطلاب لديهم مواقف إيجابية تجاه استخدام القصص القصيرة كأحد الأدوات الفعالة في تعليم التعددية الثقافية. توصي الدراسة بشدة بدمج الأنواع الأدبية مثل القصص القصيرة لزيادة الوعي متعدد الثقافات بين المتعلمين. في الختام، أسفر البحث عن العديد من التوصيات والاقتراحات التربوية لمزيد من الدراسات المستقبلية.

الكلمات المفتاحية: القصة القصيرة، التعددية الثقافية، طلاب السنة الأولى للغة الإنجليزية كلغة أجنبية، أقسام اللغة الإنجليزية كلغة أجنبية ، المواقف ووجهات النظر

Résumé

Les principaux objectifs de l'enseignement de la littérature par des textes littéraires sont d'aider les étudiants d'Anglais langue étrangères à comprendre la culture cible et à améliorer leurs compétences et leur vocabulaire. Ainsi, les professeurs de littérature utilisent de plus en plus les nouvelles comme outil principal d'enseignement. Les nouvelles encouragent les élèves à être plus tolérants sur le plan culturel et à élargir leurs intérêts et leurs connaissances sur divers aspects des diverses cultures. Par conséquent, la présente étude vise à étudier le point de vue des élèves sur l'utilisation de la nouvelle pour enseigner le multiculturalisme. En outre, le but de cette recherche est de reconnaître l'importance des nouvelles comme l'un des outils les plus efficaces pour élargir les connaissances des étudiants d'Anglais sur la diversité culturelle et améliorer leur conscience multiculturelle et d'examiner leurs attitudes générales et les perspectives d'apprentissage sur le multiculturalisme grâce à l'utilisation de la nouvelle. L'étude vise à répondre à une question : quelles sont les perspectives des étudiants de première année du Centre universitaire Abdelhafid Boussouf quant à l'utilisation de la nouvelle pour enseigner le multiculturalisme ? Afin d'atteindre les objectifs de l'étude et de répondre à cette question, une méthode descriptive a été choisie dans la présente étude. Pour recueillir les données nécessaires, un questionnaire est administré à cent (100) étudiants de première année d'Anglais langue étrangères, et un autre est administré à onze (11) enseignants du Département des langues étrangères du Centre universitaire Abdelhafid Boussouf. Les résultats obtenus révèlent qu'il y a un niveau élevé de compréhension de l'importance d'intégrer la littérature pour accroître les connaissances culturelles des élèves et que les enseignants et les élèves ont adopté des perspectives positives à l'égard de l'utilisation des nouvelles comme l'un des remèdes efficaces. Outils d'enseignement du multiculturalisme. L'étude recommande fortement l'intégration de genres littéraires. Enfin, la recherche a donné lieu à plusieurs recommandations et suggestions pédagogiques.