

**Investigation into Teachers' Perspectives
towards the Effect of Using Digital Short Stories to Develop Algerian
Students' Communicative Competence**

Asma BOUAMRA

*Larbi Ben M' Hidi University, Oum El Bouaghi, Algeria
bouamra.asma@univ-oeb.dz*

Received date: 01/01/2023

Revised date: 13/01/2024

Publication date: 30/06/2024

Abstract:

The purpose of this paper is to investigate English teachers' teaching practices, their perspectives, and teaching materials towards the effect of using Digital short stories in teaching oral expression based on students' listening to digital short stories. In addition, it aims to highlight the importance of developing undergraduate students' communicative competence. The aim of the paper is also to investigate the effect of using short stories in oral expression sessions with Second year students to develop their communicative competence. In light of that, a questionnaire administered to instructors of oral expression (16 Instructors) at Oum El Bouaghi University. Data treated using statistical software program (SPSS 23) and the results demonstrated statistical difference with teachers' responses. Accordingly, implications indicate that teachers of oral should vary their teaching materials and add more digital resources in their teaching practices to foster students' communicative competence.

Keywords: Communicative Competence; Digital Short Stories; English Language Teaching (ELT); Oral Expression.

1. Introduction

Nowadays, the integration of digitized short story texts and with the advent of mediated- technology environments', the teaching of English as a Second/Foreign language have shifted radically to embrace 21st century requirements. The shift change of teaching foreign language digitally will make the teaching venture an interactive, synchronic, and flexible endeavor. In fact, the various digitized resources and tools that instructors implement in their instruction will bridge the gap of knowledge for Second/Foreign

language learners to become open in response to up-dated technology demands. Accordingly, Digital short story texts proved to help students' develop their cultural knowledge and improve their communicative competence if integrated properly within English language teaching (ELT). In light to that, Hymes (1972: 281) acknowledges the fact that "theory of communicative competence emphasizes what a speaker needs to know in order to be communicatively competent in speech community".

Since the new millennium, digitized short story texts became a major part in English language teaching (ELT), and with the arrival of technology-enriched tools, spaces, and applications used, the teaching trend of English metamorphosed immensely to embrace advanced technology within English language teaching (ELT). In light to that, Multisilta, (2012) points out, Technology based upon learning tools and spaces that is characterized with technology of mobile, applications of web, social media, and digital resources would supply with strong spaces for learning, in formal and informal settings of education. Short stories proved as the best and powerful springboard that ESL/EFL instructors used to resort to develop Second/Foreign language students' skills, and particularly the four language skills: Listening, Speaking, Reading, and Writing. Murdoch (2002) asserts that if teachers use short stories appropriately in their instruction, this would provide quality text, and content, which in turn would improve the teaching of English for learners even at intermediate levels of proficiency.

The integration of digital short stories during 21st century era will bridge the gap of knowledge of most EFL teachers and particularly undergraduate students. Adding that, when dealing with digital short story texts, instructors will prepare the new generation of learners for the new outcomes of the digital world. Schleicher (2012) argued, "Everyone realizes that the skills that are easiest to test are now also the skills that are easiest to automate, digitize and outsource". Additionally, literary texts are to offer students room for developing their primary skills, social skills, linguistic skills, and particularly their communicative skills. In the same line of thought, Carter and Long go to assert, "Since literature enables students to understand and appreciate other cultures, societies and ideologies different

from their own, it encourages personal growth and intellectual development” (1991: 3). Literature proved to help students’ develop their four language skills, which in turn would widened the gap to consolidate students’ communicative competence skills. Further, Sapir (1919: 15) adds that, “it is obvious that language has the power to analyze experience into theoretically dissociable elements and to create the potential intergrading with the actual which enables human beings to transcend their individual experience and to join in a larger common understanding”.

The Algerian University/Tertiary teaching context is one that challenge to fuse digital short stories properly within Oral Expression instruction of Undergraduate University students. The integration of literature genuinely in ESL/EFL classroom was quite taking long time to rehabilitate and establish the position of literature (digital short stories) appropriately within Algerian curriculum. The case of Oral Expression teachers’ at Oum El Bouaghi University is one that gave rise to some of the pitfalls that instructors face while teaching digital short stories to undergraduate (Second year students). The absence of a highly digitized environment that offers students with well-equipped audio and video devices in Oral Expression classroom is among some of the challenges that instructors face to teach digital short stories. Oral Expression teachers’ encounter difficulties regarding university poor equipment’s such as (audio and video devices, Old Fashioned Data shows), in addition to Students’ poor linguistic repertoire that hinder them to communicate effectively Vis à Vis oral expression classroom instruction. Students’ lack of practice at home is also one of the obstacles Teachers’ face when teaching short stories based upon technology devices.

The present paper aims to investigate teachers’ of Oral Expression teaching practices, their ways, and their methods, and their teaching endeavor’s on the effect to which they use short stories based on digital technology devices such as audio and video devices (students’ listening to audio scripts) method within their instruction of Oral Expression to undergraduate (Second year students’). In addition, the paper aims to investigate the effect to which teachers of Oral integrate digital short stories

to develop Algerian students' communicative competence. The paper relied mainly on a quantitative questionnaire administered to sixteen teachers who instruct Oral Expression at the English Department of Larbi Ben M'hidi University. Data were analyzed statistically using social package for social statistics (SPSS version 23). Results indicate that digital short stories are a powerful tool to develop Algerian Students' Communicative competence skills and improve their oral competences. Implications posit that teachers of oral should vary their teaching materials and add more digital resources in their teaching practices to foster students' communicative competence. Further, Algerian Instructors of Oral Expression should acknowledge the fact that literature (digital short stories) are beneficial to consolidate students' communicative skills. The present article seeks to find an answer to the following questions:

1. To what extent Oral expression teachers' use Short Stories based on technological/Digital means to foster Second Year students' Communicative Competence?
2. What role do digital Short stories play in developing Second Year Students' Communicative Competence and consolidating their cultural knowledge in Second Year's Oral Curriculum?
3. Do Short stories help Second Year Students' to increase their Oral skills and communicative competence based on technological tools?

Regarding the Hypothesis, it is hypothesized that:

If Oral Expression Teachers' use short stories appropriately using technology-based means in undergraduate Oral curriculum, it will foster Students' Communicative Competence and build their linguistic knowledge.

2. Research Aims

The present paper aims to:

1. To Investigate Teachers' of Oral Expression teaching practices regarding the implementation of Short Stories based on digital tools and means.

2. To highlight the importance of digital short stories in developing Second Year students' Communicative Competence and cultural knowledge.
3. To Explore Oral Expression Teachers' teaching means, techniques, and methods, and up-dated tools in teaching Oral Expression using digital short stories based on technological means.

3. Background Study of the Paper

Several studies put forward such as that of, Thiyagarajan (2014), Morales et al (2015), and Ompsunggu (2018) all seeking to provide with theoretical frame work and give practical results that exhibit Research gaps and offer practical results which help to strengthen the paper at hand.

Thiyagarajan (2014) aimed to emphasize that using short stories when teaching made students communicatively competent. This paper sought to overcome problems with engineering colleges and offered solutions regarding mastering short stories at classroom. Issues like students' disinterest of the subject, reluctance to share their opinions, and, lastly, not having an appropriate room for students to write creatively. The study tried to prove that if instructors of English integrate short stories in their instruction, then it is going to reduce the issues of learning short stories and made students more confident and eager to learn.

Morales et al (2015) in their study explored the connection between the reading of short stories of twenty- participants and learning centered learning. The tools of the study based on a quantitative paradigm. Results of the study revealed a progress in students' reading of short stories at Oral sessions. Further, it is revealed that students need to make steps towards attaining the cultural competences that today's multicultural and multilingual world demands.

On his part, Ompsunggu (2018) in his paper demonstrated that using short stories in English and Oral session could aid students in their speaking abilities and skills. The paper seeks to investigate if the teaching of short stories appropriately is going to develop students' oral skills. The study is experimental in perspective. Accordingly, an experiment consisted of a

(pretest-posttest) was conducted for the study of sixty students. Results elicited that short stories are useful tools that instructors managed to use in improving students' oral skills.

4. Instrument of the Paper

4.1. Background of Respondents

The given paper investigates Oral Expression instructors' perspectives, their attitudes, and their teaching practices on the effect of using digital short stories to develop students' communicative competence. In addition, it investigates the impact of using digital short stories on the improvement of Second Year students' oral communicative skills, and particularly their communicative competence. The quantitative questionnaire administered and submitted to sixteen teachers who instruct Oral Expression to under graduate level (Second Year Students). In fact, participants of the paper belong to Oum El Bouaghi University Institution.

The tool used for the paper is a questionnaire that designed as an instrument to collect data from respondents. It is comprised of fifteen (15) item questions; fourteen (14) of the questions treated statistically except for the last question that have not received statistical treatment, and, hence, was directed to receive oral teachers' implications, recommendations, and suggestions about the integration of digital short stories, and its effect on the development of students' communicative competence. The questionnaire is consisted of Yes/No questions and Multiple-choice questions. Wallace (1998) stated that Yes/NO questions yield straightforward answers from respondents.

5. Questionnaire Analysis towards Reliability:

Actually, the questionnaire administered to 16 instructors of Oral expression treated and analyzed statistically using (SPSS version 23). Internal consistency of the questionnaire item tested using Cronbach's Alpha Coefficient (up than 0, 50 is valid and reliable). The Cronbach's Alpha coefficient of the present paper is 0, 75 which is an adequate degree

which reflects that Teacher’s questionnaire was suitable for the paper. The Cronbach’s Alpha showed that the paper is reliable and validity.

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
75,0	10

6. Statistical Results

Frequency Tables’

Table 1: Gender Rate

1. Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	31,3	31,3	31,3
	Female	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

Source: Statistical Analysis of SPSS

Table one of part one shows that a large portion of participants are Female respondents with 68, 8% of participants. Whereas, Male respondents are representing 31, 3% of participants. It indicates that Female respondents are outnumbering Male ones.

Table 2: Participants’ Profile

2. Professional Career					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MB postgraduate	5	31,3	31,3	31,3
	Magister	6	37,5	37,5	68,8

	PhD/Doctorat Student	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

Source: Statistical Analysis of SPSS

Table two of part one shows that most respondents are Magister Teachers representing 37, 5 % of participants. Whereas, MB post graduate and Doctoral students are equally representing 31, 3% for each participants.

Table 3: Experienced Years of Teaching of Instructors

3. How long have you been teaching English to undergraduate (Second Year) students at Algerian EFL University institutions?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 Years	2	12,5	12,5	12,5
	2-5 Years	2	12,5	12,5	25,0
	+ 5 Years	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

Source: Statistical Analysis of SPSS

Table three of part one shows that a large portion of respondents opted for more than five years option representing 75% of participants. Whereas, other participants opted equally for One to two years option and two to five years option with 12, 5% of participants.

Table four: Teachers’ Training

4. Have you received any in-service training to teach English at Algerian University institutions?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	93,8	93,8	93,8

	Yes	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis

Table 4 elicits that a large portion of participants opted for the No option representing 93, 8% of participants. Whereas, yet one respondent opted for Yes option representing 6, 3% of respondents.

Table five of Part 2: Teachers’ Satisfaction towards their teaching practices

5. As an instructor of oral expression at Algerian University, are you satisfied about your oral expression teaching practices to second year’s students?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not satisfied	3	18,8	18,8	18,8
	Fairly satisfied	9	56,3	56,3	75,0
	Satisfied	4	25,0	25,0	100,0
	Total	16	100,0	100,0	

Source: Statistical Analysis of SPSS

Table five of part two shows that most participants opted for satisfied option representing 56, 3% of participants. Whereas, 25% of participants opted for satisfied option. While, 18, 8% of participants opted for not satisfied option.

This table has an arithmetic mean about 2, 06 and its normative deviation is about 0, 68 with severity level about 0, 00 (t-test).

Table 6: Teachers’ implementation of digital instruments while teaching short stories

6. Do the EFL curriculum you are currently using in your second year's oral expression instruction go along with digital-based short stories in your teaching?
--

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	18,8	18,8	18,8
	Yes	13	81,3	81,3	100,0
	Total	16	100,0	100,0	

Source: Statistical Analysis of SPSS

Table six of part two demonstrates that a large portion of respondents opted for Yes option representing 81, 3% of participants. While, 18, 8% of participants opted for No option.

This table has an arithmetic mean about 1, 81 and its normative deviation is about 0, 40 with severity level about 0, 00 (t-test).

Table 7: Teachers consensus towards using digital tools to foster students’ communicative competence

7. To what extent are you with using short stories based on digital tools to foster second year students' communicative competence in your oral expression instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	37,5	37,5	37,5
	Strongly agree	10	62,5	62,5	100,0
	Total	16	100,0	100,0	

Source: Statistical Analysis of SPSS

Table 7 demonstrates that a large portion of respondents opted for strongly agree option representing 62, 5%. While, other participants opted for agree option representing 37, 5% of participants.

This table has an arithmetic mean about 3, 62 and its normative deviation is about 0, 50 with severity level about 0, 00 (t-test).

Table 8: teachers’ integration of digital tools in undergraduate instruction

8. As an Algerian instructor of oral expression, to what extent do you effectively incorporate digital based-tools and means regarding short stories instruction to your second year students?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely	4	25,0	25,0	25,0
	Moderately	11	68,8	68,8	93,8
	Fairly	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Results

Table eight of part two demonstrates that a large portion of participants opted for moderately option representing 68, 8% of participants. While, other participants opted for extremely option representing 25% of participants. Yet, one participant opted for fairly option representing 6, 3% of participants.

This table has an arithmetic mean about 1, 81 and its normative deviation is about 0, 54 with severity level about 0, 00 (t-test).

Table 9: Teachers’ difficulties while selecting appropriate short stories

9. Do you encounter difficulties while selecting appropriate short stories that go with digital tools and which suit students’ level, expectation and needs in your second years' oral expression daily lectures?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	18,8	18,8	18,8
	Not sure	9	56,3	56,3	75,0

	Yes	4	25,0	25,0	100,0
	Total	16	100,0	100,0	

Source: Statistical Analysis of SPSS

Table nine of part two demonstrates that most participants opted for not sure option representing 56, 3% of participants. While, other participants opted for Yes option representing 25% of participants. Yet, other participants opted for the No option representing 18, 8% of participants.

This table has an arithmetic mean about 2, 06 and its normative deviation is about 0, 68 with severity level about 0, 00 (t-test).

Table 10: Teachers’ choice of digital short stories selection

10. Do your selection of lessons, home works, and assessment are based on Modern/Digital short stories instruction in your second year's oral instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	18,8	18,8	18,8
	Yes	13	81,3	81,3	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Results

Table ten of part two demonstrates that a large portion of respondents opted for Yes option representing 81, 3% of participants. While, some respondents opted for No option representing 18, 8% of participants.

This table has an arithmetic mean about 1, 81, and its normative deviation is about 0, 40 with severity level about 0, 00 (t-test).

Table 11: Teachers’ Satisfaction about Students’ Communicative Skills

11. Are you satisfied about your second year student's communicative skills in oral expression sessions?
--

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not satisfied	5	31,3	31,3	31,3
	Satisfied	8	50,0	50,0	81,3
	Very satisfied	3	18,8	18,8	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Results

Table 11 of part two demonstrates that most respondents opted for satisfied option 50%. While, some participants opted for not satisfied option representing 31, 3%, yet other respondents opted for very satisfied option representing 18, 8% of participants.

This table has an arithmetic mean about 2, 56 and its normative deviation is about 1, 15 with severity level about 0, 00 (t-test).

Table 12: Teachers’ selected materials of digitalized short stories

12. What are the most selected materials you use in your second years' instruction of oral expression to develop their communicative skills based on digital short story instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Students' listening to audio scripts of simplified versions of short stories	7	43,8	43,8	43,8

	Students' immersion with short stories that are culturally uploaded	2	12,5	12,5	56,3
	Students' oral communicative with the teacher and with their classmates	7	43,8	43,8	100,0
	Total	16	100,0	100,0	

Source: Statistical Analysis of SPSS

Table 12 of part two demonstrates equal responses from participants' first option and third option with 43, 8%. Yet, the second option receives 12, 5% of participants.

This table has an arithmetic mean about 2, 00 and its normative deviation is about 0, 96 with severity level about 0, 00 (t-test).

Table 13: Teachers' Inquiries to Students to develop their Communicative competence

13. In your EFL class, to what level do you ask students questions connected with developing their communication and consolidating their cultural conception?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely	3	18,8	18,8	18,8
	Moderately	9	56,3	56,3	75,0
	Fairly	4	25,0	25,0	100,0
	Total	16	100,0	100,0	

Source: Statistical Analysis of SPSS

Table 13 of part two demonstrates that most of participants opted for moderately option representing 56, 3%. While, other respondents opted for fairly option representing 25%. Yet, some participants opted for extremely option representing 18, 8% of participants.

This table has an arithmetic mean about 2, 06 and its normative deviation is about 0, 68 with severity level about 0, 00 (t-test).

Table 14: Teachers’ satisfactory about their major digital resources and teaching practices

14. In comparison with other teachers' teaching ways and methods, to what extent are you satisfied about the major resources you have used to develop your second year students' communicative skills based on digital short-story instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not satisfied	1	6,3	6,3	6,3
	Fairly satisfied	7	43,8	43,8	50,0
	Satisfied	8	50,0	50,0	100,0
	Total	16	100,0	100,0	

Source: Statistical Analysis of SPSS

Table 14 demonstrates that most participants opted for satisfied option representing 50% of participants. While, other participants opted for fairly satisfied option representing 43, 8% of participants. Yet, one participant opted for not satisfied option representing 6, 3% of participants.

This table has an arithmetic mean about 2, 44 and its normative deviation is about 0, 62 with severity level about 0, 00 (t-test).

7. Discussion of the Results

Statistical results of part one shows gender domination and that Female participants outnumbered Male ones with 68, 8% of participants and

it reveals that Female participants are more than Male ones. In teachers' teaching years, most respondents opted for more than five years option with 75% of participants. Concerning Professional career, most participants opted for Magister option with 37, 5% of participants. Regarding teachers' training, a large portion of respondents opted for No option representing 93, 8% of participants.

Part 2 results demonstrate that most participants opted for a fairly satisfied option representing 56, 3% of participants. Concerning teachers' implementation of digital instruments while teaching short stories, most respondents opted for Yes option with 81, 3% of participants. Regarding teachers' implementation of digital instruments while teaching short stories, most respondents choosed Yes option representing 81,3% of participants. In addition, to teachers' consensus towards using digital tools to foster students' communicative competence, most respondents opted for strongly agree option with 62, 5% of participants. In teachers' integration of digital tools in undergraduate instruction, most participants opted for moderately option 68, 8% of participants. Concerning teachers' difficulties while selecting appropriate short stories, most participants opted for Not sure option with 56, 3% of participants. Regarding teachers' choice of short stories selection, most participants opted for Yes option with 81, 3% of participants. In teachers' satisfaction about students' communicative skills, most participants opted for satisfied option with 50% of participants. In teachers' selected materials, equal responses regarding first and third option with 43, 8% for each option. Moreover, regarding teachers' inquiries to students to develop their communicative competence, most participants opted for moderately option with 56, 3% of participants. Overall, concerning teachers' satisfactory about their major resources and teaching practices, most participants opted for satisfied option representing 50% of participants.

8. Suggestions, Recommendations and Implications

Actually, question fifteen have not received statistical calculation, and, therefore, was oriented to generate pedagogical guidelines, some

suggestions and recommendations from oral teachers to integrate effectively digital short stories in Oral Expression instruction:

- Digital short Stories are valuable sources that aid undergraduate students to consolidate their oral communicative skills.
- Language instructors and designers should provide undergraduate students with short story materials that aims to develop students' Communicative Competence.
- Integrate digital short stories in Oral instruction is genuinely prized in order to aid students with their oral communicative skills.
- Instructors ought to use short stories to help students practice their communicative skills orally and professionally performing in the field of Second/Foreign language.
- Teachers should use digital materials and technology resources to help undergraduate students' in improving their communicative skills.
- Oral expression instructors must provide students with great opportunities to discover by themselves the realms of literature (short stories) and its effect on strengthening students' oral communicative skills.
- Oral expressions teachers should vary their teaching materials and add more digital resources in their teaching practices to foster students' communicative competence.

9. Conclusion

In light of the data gathered from Oral Expression Instructors, statistical results revealed that digital short stories had a positive effect on the development of undergraduate students' communicative competence. The teaching of digital short stories using creative methods and techniques in Oral Expression instruction proved to have positive effect on improving particularly students' oral communicative skills and competences.

Implications posit that Digital short stories are valuable sources that aid undergraduate students to consolidate their oral communicative

skills. Moreover, language instructors and designers should provide undergraduate students with short stories based on technology materials that aims to develop students' Communicative Competence. Additionally, Instructors should use short stories based on digital resources to help students practice their communicative skills orally and professionally performing in the field of Second/Foreign language. Besides that, teachers should use digital materials and technology resources to help undergraduate students improve their communicative skills. Adding that, Oral expression instructors must provide students with great opportunities to discover by themselves the realms of literature (short stories) and its positive effect on strengthening students' oral communicative skills. Overall, Oral expressions teachers should vary their teaching materials and add more digital resources in their teaching practices to foster students' communicative competence.

The present paper was undertaken statistically using Social Package for Social Statistics (SPSS version 23). Results indicate that Algerian Instructors of Oral Expression have positive perspectives and attitudes towards using digital short stories and its effect on developing undergraduate students' communicative competence. It is proved through the given hypothesis that short stories are powerful springboard that help to enrich students' oral communicative skills. The Cronbach's alpha for entire paper is 0, 75 which pinpoint that the quantitative questionnaire is adequate since it reflects statistical validity and shows reliability of the given results. The given hypothesis go positively along with the results that have treated statistically. The Cronbach's Alpha obtained from the statistical analysis of entire paper is 0, 75.

References

1. Carter, R., & Long, M., N. (1991). 'Teaching Literature'. Harlow: Longman.
2. Hymes, D. (1972). 'On Communicative Competence in Sociolinguistics' J.B. Pride and J. Holmes (Eds.,) Harmondsworth: Penguin.
3. Morales, S., H., Pérez, M., G. (2015). Towards an Understanding of the Benefits of Short Stories in Oral Communication Courses. *Revisita*

- Electronica “Actualidades Investigativas en Edducacion”. Vol 15, Numero 1, pp: 1-22.
4. Murdoch, G. (2002). Exploiting Well- Known Short Stories for Language Skills Development LATEFL LCS SIG Newsletter, Volume: 23, pp: 9-17.
 5. Multisilta, J. (2012). Designing Learning Ecosystems for Mobile Social Media. In A. D. Olofsson, & J. O. Lindberg (Eds.), Informed Design of Educational Technologies in Higher Education. PP: 270-291. Hershey, PA: IGI Global.
 6. Ompunggu, M., R. (2018). The Effectiveness of Short Story Use on Students’ Speaking Skill Development at SMPN 160 Jakarta. Journal of English Teaching. Volume 4(3), pp:195-204.
 7. Sapir, E. (1933). “Language,” Encyclopedia of the Social Sciences (New York). Vol: Nine, pp: 155-169.
 8. Schleicher, A. (2012). Preparing Teachers and School Leaders for the 21st Century –Ministers and Union Leaders Meet on How to Turn Visions into Reality.
<http://community.oecd.org/community/educationtoday/blog/2012/03/17/preparing-teachers-and-schools-leaders-for-the-21st-century-ministers-and-union-leaders-meet-on-how-to-turn-visions-into-reality>.
 9. Thiagarajan, K. (2014). Integrating Short Stories in the ESL Classroom for Developing Learners’ Communicative Competence. Language in India, pp: 671-678 Vol: 14(12).
 10. Wallace, M.J. (1998). Action Research for Language Teachers. Cambridge: Cambridge University Press.

Appendix

Teachers’ Questionnaire

Dear Teacher,

I would be gratefully glad if you spare few minutes of your time to fill in a questionnaire of a paper entitled: “Investigation into Teachers’ Perspectives towards the Effect of Using Digital Short Stories to Develop Algerian Students’ Communicative Competence”

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

Section 1: Professional Background of the Participants

Tick the right box

1. Gender:
 - Male
 - Female
2. Professional Career
 - MA postgraduate
 - MB post graduate
 - Magister
 - PHD/ Doctoral student
 - Professor
3. How long have you been teaching English to undergraduate (Second year) students at Algerian EFL University Institutions?
 - A. 1-2 Years
 - B. 2-5 Years
 - C. + 5 Years
4. Have you received any in- service training to teach English at Algerian University Institutions?
 - NO
 - YES

Section 2: The Actual Status towards Teaching Literature (Short Stories) at Algerian EFL University Institution

5. As an Instructor of Oral Expression at Algerian University, are you satisfied about your Oral Expression teaching practices to Second Year Students?
 - Very satisfied
 - satisfied
 - fairly satisfied
 - Not satisfied
6. Do the EFL curriculum you are currently using in your Second year's Oral Expression instruction go along with digital- based short stories in your teaching?
 - Yes
 - No
7. To what extent, are you with using short stories based on digital tools to foster Second Year Students' Communicative Competence in your Oral Expression instruction?

- Strongly agree
 - Agree
 - Strongly disagree
 - Disagree
8. As an Algerian instructor of Oral Expression, to what extent do you effectively incorporate digital based-tools and means regarding Short story instruction to your Second year students?
- Extremely
 - Moderately
 - Fairly
9. Do you encounter difficulties while selecting appropriate Short stories that go with digital tools and which suit students' level, expectation and needs in your Second Years' Oral Expression daily lectures?
- No
 - Yes
 - Not sure
10. Do your selection of lessons, homework's and assessment are based on Modern/Digital short story instruction in your Second Year's Oral instruction.
- Yes
 - No
11. Are you satisfied about your Second Year students' Communicative Skills in Oral Expression Sessions?
- Very satisfied
 - Satisfied
 - Fairly satisfied
 - Not satisfied
12. What are the most selected materials you use in your Second Years' Instruction of Oral Expression to develop their communicative skills based on digital short story instruction?
- Students' listening to Audio Scripts of Simplified versions of Short Stories

- Students' immersion with short stories that are culturally uploaded
 - Students' oral communication with the Teacher and with their classmates
 - Students' chat with native Speakers regarding short story pioneers
 - Inviting a Foreign native Teacher in Tele-communication room with students to discuss short story scripts
13. In your EFL class, to what level do you ask students questions connected with developing their communicative skills and consolidating their cultural conception?
- Extremely
 - Moderately
 - Fairly
14. In comparison with other Teachers' teaching ways and methods, to what extent are you satisfied about the major resources you have used to develop your Second Year Students' communicative skills based on digital short-story instruction?
- Very satisfied
 - Satisfied
 - Fairly satisfied
 - Not satisfied
15. As an Algerian instructor of Oral Expression, what are your suggestions and recommendations to integrate effectively digital modes via Short stories to build students' communicative competence skills and promote their intercultural awareness?