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# The Use of Novella to Enhance EFL Learners' Writing Skill.

Case Study: Third Year Students of CHADLI  
BENDJEDID University.

Dissertation paper submitted in partial fulfillment of the requirements for  
the degree of didactic de Anglais (*Master of Arts*)

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## **Declaration**

I declare that this dissertation as whole is a result of my own work and research, and every work used to support my investigation is referred and cited.

July, 2018

Miss Sandra GHERSALLAH

## **Dedication**

To my lovely parents who are the reason of my success,

To my precious brothers Sami and Tarik, my dear husband Alla who take care of me,

To my affectionate sisters Mina, Sara, and Nedjoua whose support is always present

To my friends Abire, Soumia, and Imen who contributed to my happiness

## **Acknowledgments**

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I would like also to present a great thank to my teacher Mrs. LAADACI Naaima for her permission and precious assistance to accomplish my questionnaire with her students despite the limitation of time.

I want to thank all my teachers who made me able to do such achievement independently.

### **Abstract**

This paper tries to explore the dimensions of applying novella as a supporting tool for promoting writing skill of EFL Third Year Students of CHADLY BENDJEDID University. More precisely, it seeks to test whether novella motivates EFL learners to write or not, and inspects the key elements of writing that are covered and mastered by means of novella. The method used to look for the validity of these suggested hypotheses is descriptive in which a sample of thirty students who are divided into two segments according to their gender were asked to fill the intended questionnaire. The analysis of the collected data was quantitative based on the responses of closed and open-ended questions. The results of the present survey reported that the impact of novella as stimulating device is based on the sex of reader. Despite this, the outcomes also showed that novella has a prominent influence on boosting the aspect of creativity. As a conclusion, novella needs to be adopted appropriately by EFL teachers as a tasks and activities to make learners benefit from its avails.

## Abstract in Arabic

### ملخص بالعربية

إن هذا البحث عبارة عن محاولة لاكتشاف أبعاد التي تحققها الرواية القصيرة كأداة داعمة للتعزيز مهارة الكتابة لطلاب اللغة الانجليزية كلغة اجنبية السنة الثالثة بجامعة الشاذلي بن جديد . ويسعى البرنامج إلى اختبار ما إذا كان رواية القصيرة تحفز متعلمي اللغة الإنجليزية كلغة أجنبية على الكتابة أم لا ، وتفحص العناصر الرئيسية للكتابة التي يتم تغطيتها وإتقانها من خلال استعمال الرواية القصيرة . إن الطريقة المستخدمة للبحث عن صحة هذه احتمالات المقترحة هي وصفية حيث طُلب من عينة من ثلاثين طالباً مقسم إلى جزأين حسب جنسهم ملء الاستبيان المقصود. إن تحليل البيانات التي تم جمعها يعتمد على الإجابات الصادرة عن الأسئلة المغلقة والمفتوحة. ذكرت نتائج المقدمة أن تأثير الرواية القصيرة كجهاز محفز قائم على جنس القارئ. على الرغم من ذلك ، أظهرت النتائج أن الرواية القصيرة لها تأثير بارز في تعزيز عنصر الابداع. كخلاصة، يجب اعتماد رواية بشكل مناسب من قبل مدرسي اللغة الإنجليزية كلغة أجنبية كتطبيقات وأنشطة لجعل المتعلمين يستفيدون من ميزاتها.

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## **List of Acronyms and Abbreviations**

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**SL:** second Language

**n.d.:** no date

**n.p.:** no place

**para:** paragraph

**i.e.:** id est (that is)

# Chapter one

## Introduction to the Study

## **Chapter One: Introduction to the Study**

### **1- Introduction**

Writing skill is very used for communicating different academic purposes, and the value of this process appears basically in the field of education where it is utilized in all specialties, most of the modules, and as the academic form of tests and exams; therefore, learners have to reach a certain level of proficiency in order to be able to convey their thoughts and needs correctly and fluently whatever the aim and type of writing is. So, the target of this research is to enhance EFL learners writing skill through the use of novella as a motivational and functional tool for driving them toward a satisfactory grade concerning that process. Since the general purpose of this paper is improving the learning process of the students, novella will be examined according to their perspective to deduce the accurate effect of this instrument on their skill.

### **2- Statement of the Problem**

Writing skill represents a great challenge for students of English, creativity and conventions are serious problem students suffer from which by tern may create a negative attitude toward English as a FL or SL; thus, this necessitates that teachers of writing module to investigate the these limitation and search for the factors that bring them to review writing process as a skill that only needs the appropriate guide and practice. Consequently, novella may be adapted with the requirements of Third Year Students on Chadli Bendjedid University who need a great concern to master that skill since they are under graduation.

### **3- Aims of the Study**

The purpose of this research is to investigate the role of novella on boosting the aspects of creativity and conventions to help EFL teachers adjust their lessons' content in order to

## **Chapter One: Introduction to the Study**

ameliorate the learning process because students are our principal target. In addition, it attempts to examine the motivational factor of novella as an attractive tool to make all students (males and females) more interested and involved in writing.

### **4- Research Questions**

The efforts spent on this paper try to provide answers to the next questions:

1. Does novella motivate both genders of students to write?
2. Does Novella inspire EFL students' writing skill in terms of creativity?
3. Does novella enhance EFL students' writing skill in terms of convention?

### **5- Hypotheses**

Based on the previous questions we predict the following hypotheses:

1. Novella motivates both genders of students to write.
2. Novella inspires EFL students' writing skill in terms of creativity.
3. Novella enhances EFL students' writing skill in terms of convention.

### **6- Methodology**

#### **• Participants**

The participants who contributed to achieve this research are Third Year Students at Chadli Bendjedid University, El-Tarf. Those contributors are selected according to their gender in which the research is designed to adopt fifteen students for each sex, but the limited number of males led us to investigate the impact of novella as a stimulating tool to involve learners with the writing process on ten males only in addition to twenty females.

## **Chapter One: Introduction to the Study**

- **Research Instrument**

The basic tool utilized to conduct this study is the questionnaire which is programmed to explore the level and the assumption of Third Year Students of English regarding writing and toward novella.

### **7- Structure of the Study**

This research involves four chapters. The first chapter is a introduction to the study which aims to present for the reader the research thesis, aims, and structure. The reviewed literature about the two main variables which are writing skill and novella formulates the second chapter including the definition and characteristics of both followed by other basic elements as the major difficulties learners face with writing along with the sequent assumption it shapes and the influence of novella on writing and gander. The description of the research instruments and the interpretation of the questionnaire outcomes are included in the third chapter. Finally, the fourth chapter deals with the discussion of the aim finding along with concluding some valuable points to be recommended and other ones suggested to further research.

# Chapter two

## Writing and novella

## **Chapter Two: Writing and novella**

### **1. Introduction:**

This chapter introduces the concepts of writing and novellas along with their different characteristics. Moreover, we will discuss the assumption of students toward writing and the major difficulties they face with writing. Also, the distinction between novellas, short stories, and novels which are commonly misused by many students will be included for more clarification of novellas. The last two elements deal with the reviewed theories about the effect of novellas on enhancing EFL learners writing skill, and the importance of gender for determining novellas as a motivational tool.

### **2. Definition of writing:**

Different definitions of the writing skill have been stated according to the views of several scholars.

Oxford University Press (2018) defines writing as: “A sequence of letters, words, or symbols marked on paper or some other surface.”, so writing is considered as a collection of signs and terms ranged on grammatical order. Others such Dringer defines writing as the representative graphics of the articulate sounds: “The graphic counterpart of speech.” (As cited in Rosalind, 1992, p. 56).

There is another distinctive vision for the nature of writing as Harper (2012) believes: “Writing is a form of communication, as well as an art.” (p. 29). The previous definition leads us to confess that writing requires creativity since art and creativity are inseparable, so writing as creative skill involves the process of thinking, manipulating ideas, and necessitates the writer to be productive (Neira, Marwah, & Pal, 2009).

### **3. Purpose of writing:**

Writing being one of the communicative types (Social Mettle, 2018) allows us to conclude its general purpose which is to be in contact with the others and extending one’s various desires.

## Chapter Two: Writing and novella

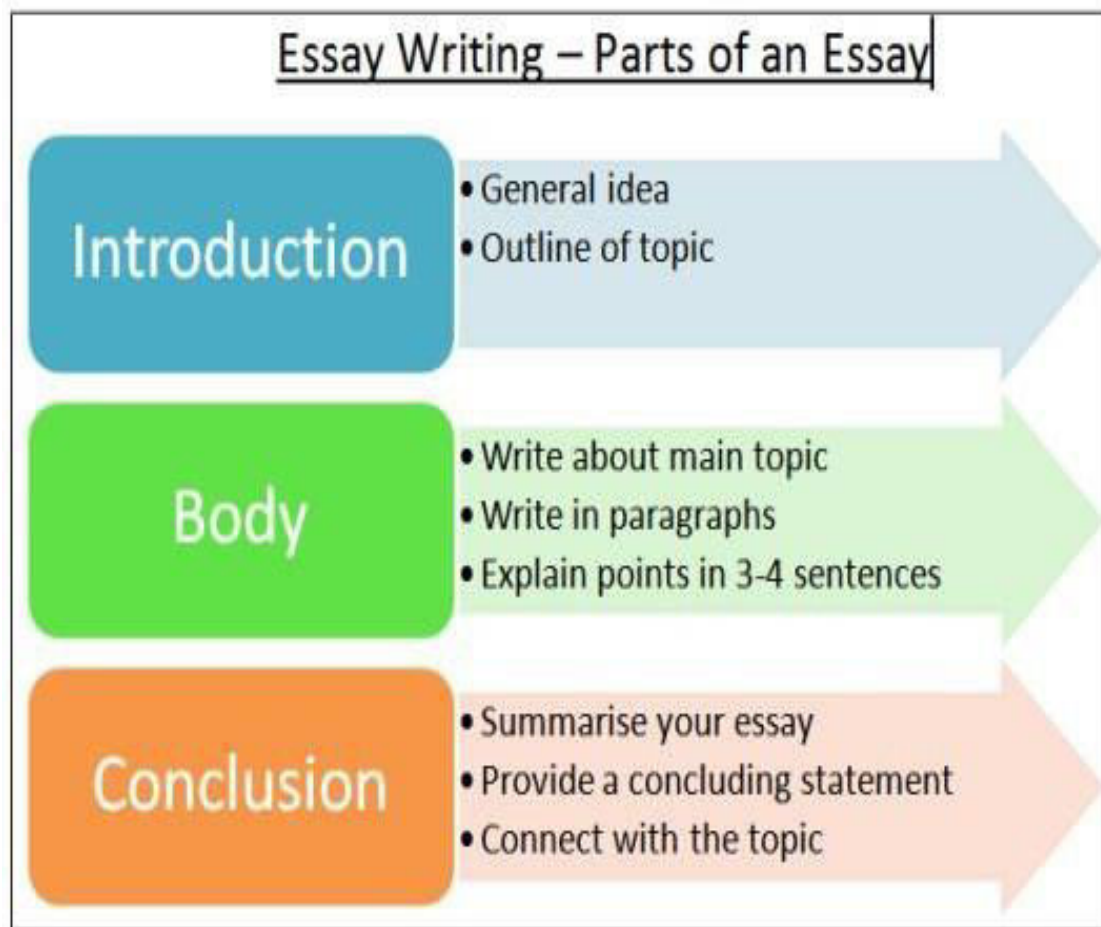
Specifically, the purpose of writing is divided on three main categories. According to Finn (2001), the most frequent aims writers tend when they write are informing, persuading, and entertaining. The following passage introduces briefly each one:

First, informing the reader about how to deal with a specific issue or presenting a guideline to achieve an objective to promote a certain skill. Second, to make someone believes on a specific matter you have to persuade him/her using strong arguments. Third, entertaining the reader with fun events or entertaining the writer himself/herself by creative writing (Richmond, 2016).

### 4. Parts of writing:

“Essays the world over are expected to follow the introduction-body-conclusion format” (Roberts, 2017, p. 79). Each kind of essay whatever its academic genre is consists of those three elements, and every part has a specific function and purpose as it is stated below:

Figure 1.1 represents the role of each part of the essay. As it is clear, the introduction presents the main idea of the essay, the body develops it in few sentences each in form of paragraphs, and the conclusion review in brief the most important points and states the concluding sentence.



**Figure 1.1: Parts of essay by Huckle (2017)**

**The introduction:**

Researches states that the introduction plays the role of presenting the topic in general and brings the interest of the reader through mentioning the value of the topic and a hint about the major ideas of the writing piece (Morley, 2007; Beverly Zimmerman & Scott Zimmerman, 2008).

**4.1. The body:**

The body is the area where the main ideas are developed and boosted as Pak-tao Ng (2003) declares: “The body elaborates your thesis and brings in various kinds of related or relevant supporting points to help your reader to understand the overall central or controlling ideas of the paper” (p. 79)

## **Chapter Two: Writing and novella**

### **4.2.The conclusion:**

The conclusion is a general review of the important elements and events of the body, and it could provide an intimation for what may be later (Altmann & Hallesky, 2012).

## **5. Types of writing:**

Basically, there are four types of writing in English language as Davidson (2009) informs: “The writing genre fall into four categories: narrative, expository, persuasive, and descriptive” (p. 127).

### **5.1.Narrative writing:**

Narrative genre simply is telling a story about some adventure or funny situation to enjoy the reader. This story involves main character, main event, and plot (Empowering writers, 2018).

### **5.2.Expository writing:**

The expository mode states general realities in order to make the reader aware about a specific matter and tries to demonstrate and illustrate it for more clarification such as textbooks (Eriksson & Kovalainen, 2010)

### **5.3. Persuasive writing:**

The persuasive form is used to convince somebody to follow a given ideology or to make him/her wants something as the case of media and business (Butler, n.d.).

### **5.4. Descriptive writing:**

## **Chapter Two: Writing and novella**

Descriptive writing refers to and promotes the ability of illustrating human, nature and so on through the use of vivid words and realistic expressions to make the audience live the satiation (Donovan, 2015).

### **6. Learners' assumption and difficulties toward writing:**

“The fear of writing is one of the top-most determiners in the selection of majors in students' minds (Heise, 2010). Although there are learners who are motivated to write, there are many who dislike writing due to the fear factor which is by tern a result of other reasons:

An outcome of a questioner done by Deng, Chen & Zheng (2014) reported that the prime difficulty students suffer with writing is vocabulary. Another research with EFL learners showed that spelling is their major struggle regarding writing. In addition, they needed to ameliorate their level within tenses and lexicon (Al-mahrooqi, Thakur & Roscoe, 2015).

The inevitable end for such situation is as Mascolo, Alfonso & Flanagan (2014) conclude:“Anecdotal reports personal experiences have led to the general assumption that students who experience writing difficulties have negative attitudes toward writing” (p. 215). Logically, the assumption of learners who faced limitations with writing may be described as demotivation (Mather, Wendling & Roberts, 2009).

### **7. Definition of novella:**

Neil King and Sara King (2002) had made a simple definition of novella by referring it to: “short novel another term for novella” (p. 155). Specifically, novella is fiction stories belongs to the narrative mode and originated from the Italian literature which is characterized by using single or couple of figures and one accident on individual place (Literary Device, 2018).

Away from being an art of fiction, novella is considered as a progressing factor for the other types of the European literature “Novella, short and well-structured narrative, often

## Chapter Two: Writing and novella

realistic and satiric in tone, that influenced the development of the short story and novel throughout Europe” (Encyclopedia Britannica, 2018, para. 1).

According to Kercheval (1997, p.168) novella is familiarized by size and numbers of pages:

It is any work of fiction too long to be conveniently published in a periodical as a short story, but not long to be published alone as a book. In the current publishing climate, that means a novella is roughly anything over 50 manuscript pages and under 150.

Consequently, the length of novellas creates a little challenge of how it could be published, thus series format is the way novellas get published on whether it belongs to the same author or different authors (Writers’ Relief Staff, 2010).

### **8. The distinction between short stories, novellas, and novels:**

The amount of words is the first focused feature to differentiate between short stories, novellas, and novels. Writer’s Digest (2018) informed that: “Short stories range anywhere from 1,500 to 30,000 words; novellas run from 30,000 to 50,000; novels range from 55,000 to 300,000 words” (para. 1).

Bush viewed that novella and short story are varied in terms of how are structured the elements of the fiction story: “The short story will be briefer than a novella and will have fewer characters, a less complex plot structure, and a more limited time frame (as cited in Alfrido, 2013, p. 88).

A comparison between novella and novel concludes that figures, settings, and plots are numerous concerning novels where as novella usually contain one focused conflict and location and the existence of maximum two figures (Mantex, 2018).

## Chapter Two: Writing and novella

Table 1.1 is a collection of many sources (Bunting, n.d.; Quimado, n.d, Writer’s Digest, 2018) used to present in summary some other distinction between those literary terms to the reader:

**Table 1.1 : the major differences between short stories, novellas, and novels.**

Short stories	Novellas	Novels
<ul style="list-style-type: none"> <li>• One character.</li> <li>• A literary, fantasy piece of writing.</li> <li>• No complex events and struggles.</li> </ul>	<ul style="list-style-type: none"> <li>• One or two main characters.</li> <li>• Longer than short story, but not writing into sections.</li> <li>• Several sub-plots and figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple characters.</li> <li>• Work of narration divided into sections.</li> <li>• More complicated conflicts and figures.</li> </ul>

As it is presented bellow, short stories and novellas has very limited number of characters unlike novels. Novel in general is published into books, so it consists of many chapters while short story is published in periodicals regarding its length, and the extent of novella is immediate between both. Further, novella’s body concentrates on one basic issue followed by sub-plots; however, novel generates various events for the story unequal to the simple framework of the short story.

### **9. Novella and writing:**

Novellas being a narrative prose has a great effect on improving learners’ writing skill and increasing their motivational factor toward writing “Narrative writing not only motivates students to write; it is the key to their progress in learning other types of writing. . . . Narrative writing also helps students develop vocabulary, morphology, and sentence structure, leading

## **Chapter Two: Writing and novella**

to improved sentence variety” (Olson, Scarcella , & Matuchniak, 2015, p. 65-66). The majority aspects of writing are assigned and stressed throughout the fiction prose as novellas.

Robert Patrick and Miriam Patrick (n.d.) reported that novella plays the role of assistant in fostering learners’ self-trust about their ability on writing and other skills, and they add that novella helps them to be fluent on expressing ideas with the second language. In the same context, al Alami (2015) believes that novellas, short stories, and novels as a course for EFL students promotes the different four skills of language including writing in terms of grammar, linguistic competence and other elements of the communicative and literary competence. But novellas in particular have a specific feature to be adopted more than novels as Keltner (2016) declares: “The structure of novella is simpler than a novel . . . The novella allows you to really focus on one thing and get a good look at it (para. 3). In other words, the framework of novella considering its character, main conflict and setting are restricted and not complex as the case of novel which leads writers to be motivated to write novella.

### **10. Novella and gender:**

The effect of novella as a motivational factor differs according to the sex of the reader due to factual causes.

Since the previous generations ladies represent the high percentage of reading novellas, and they were the reason that made the authors of England at nearly the eighteenth century orient their writing to women issues and set females the characters of their stories in order to get more readers as they (women) were at that time (Ginio, 2015).

Generally, any type of fiction is highly preferred and read by females unlike males who prioritize usually reading nonfiction according to their interest, Browne (1998) reported that: “Women read more fiction than men and that adult male readers tend to read information texts, even linked to their work or their hobbies” (p. 120).

## Chapter Two: Writing and novella

Men do not read fiction as novels and novellas like women do because of their nature in which they are likely strict, rational, and interested in facts, McManus (2014) states: “Boys and men are, in general, more convergent and linear in their thinking; this would naturally draw them towards non-fiction. The most frequent male criticism of fiction is that it’s “not real”, “made-up” (para. 12).

Tipper (1998) believes that girls read more fiction than boys because of three main reasons: “women read more fiction because they are encouraged to read as children by parents and teachers (separate spheres and socialization), or because they are better readers (cognition). . . Perhaps women read more fiction because they have more time to read” (p. 24). That is to say, the ordinary state of girls in society is usually at home or school where they are supported to be educated more than boys who are engaged to other businesses outside. In addition, females are considered good readers by nature, and they own free time because they are fewer workers compared to males.

### 11. Conclusion:

During this chapter, the definition, purposes, types, and parts of the writing skill are examined as well as the definition and characteristics of novella. Furthermore, the review of EFL learners’ weaknesses regarding writing includes vocabulary, spelling, and tenses showed that it has a negative effect on their assumption and motivation toward writing. Moreover, the keys criteria that familiarize short stories, novellas, and novels are length (word account), number of characters, and the complexity of plots. Besides that, the assessment of the effectiveness of novella on improving and motivating students to write concludes that novella is a successful tool for enhancing learners’ use of vocabulary, grammar, and linguistic competence concerning writing process, but its effect on motivating learners depends on their gender in which females are more interested in fiction more than men.

# Chapter three

## Method and data analysis

## **Chapter Three: Method and Data Analysis**

### **1. Introduction:**

The present chapter is a representation and an analysis of the results which are collected by means of a questionnaire from EFL learners to assess the role-played by novellas for improving the writing performance and involving students to practice the mentioned skill according to their perspective and attitude. In addition, we will present the general description of the research methodology, procedures and the sample of the study.

### **2. The description of the questionnaire:**

The intended questionnaire is divided into three major sections in addition to a general information about the gender and age of the participants; each section contains closed ended questions whether in form of dichotomous questions (to answer with yes or no) or multiple choices (to select one from several choices), and only the two first sections contains open-ended questions to provide the learners with the opportunity to express their assumption. The first part is an evaluation of learners' level and difficulties of writing. The second part deals with assessing the motivational factor of novella for stimulating students to write. The last section tries to address the effect of novella on writing and identifying which aspects of writing it could develop.

### **3. Research procedures:**

The investigation of the research hypotheses was made through questioning Third Year Students, Department of English in which the researcher involved each participant with an independent copy of the questionnaire; they were divided into two groups: female group and male group. Each group was asked in different time because male learners were not

### Chapter Three: Method and Data Analysis

available at the first time and the researcher was present for any clarification students needed.

#### 4. Sample of the study:

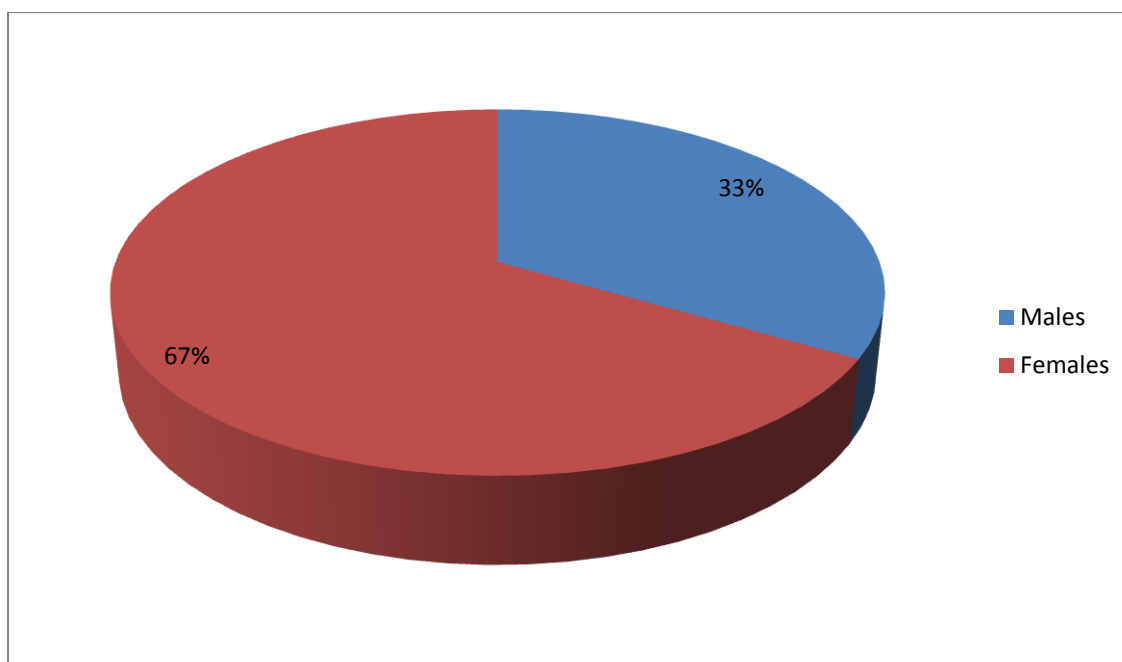
The sample population of this research was Third Year Learners of English at Chadli Bendjedid University, El-Tarf. The selection of the participants who contributed to accomplish this research was based on the gender where it was constructed to deal with fifteen males and females, but the number of the males was only ten which made the investigator to select twenty females to reach thirty students. The age of the samples started from 20 and more than 21 years.

#### 5. The analysis of the research findings:

##### General information:

1- Gender:

**Figure 3.1: Students' gender**



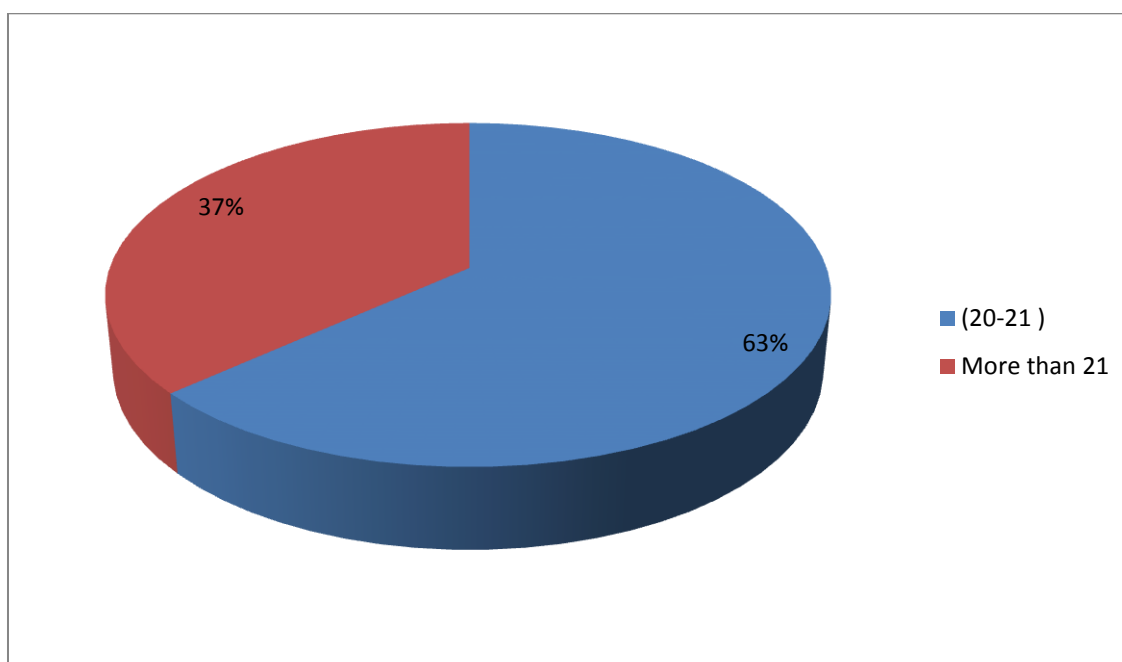
### Chapter Three: Method and Data Analysis

The present figure represents that the percentage of females (57%) is over males (43%) which indicates that females are more tended to learn English because it is a prestigious language, universal and avails jobs according to their conditions and situations as an Algerian women unlike males who have a variety of other fields as military, sports, and engineers.

#### 2- Age:

The age of learners is classified into two parts the first one is between twenty and twenty-one and the second part is more than twenty-one as it is clarified below:

**Figure 3.2: Students' age**



The results show that the majority of learners (63%) are aged between twenty and twenty-one years old. This indicates that young people are motivated to learn English which by turn indicates that learning English Language is a target and an important field of

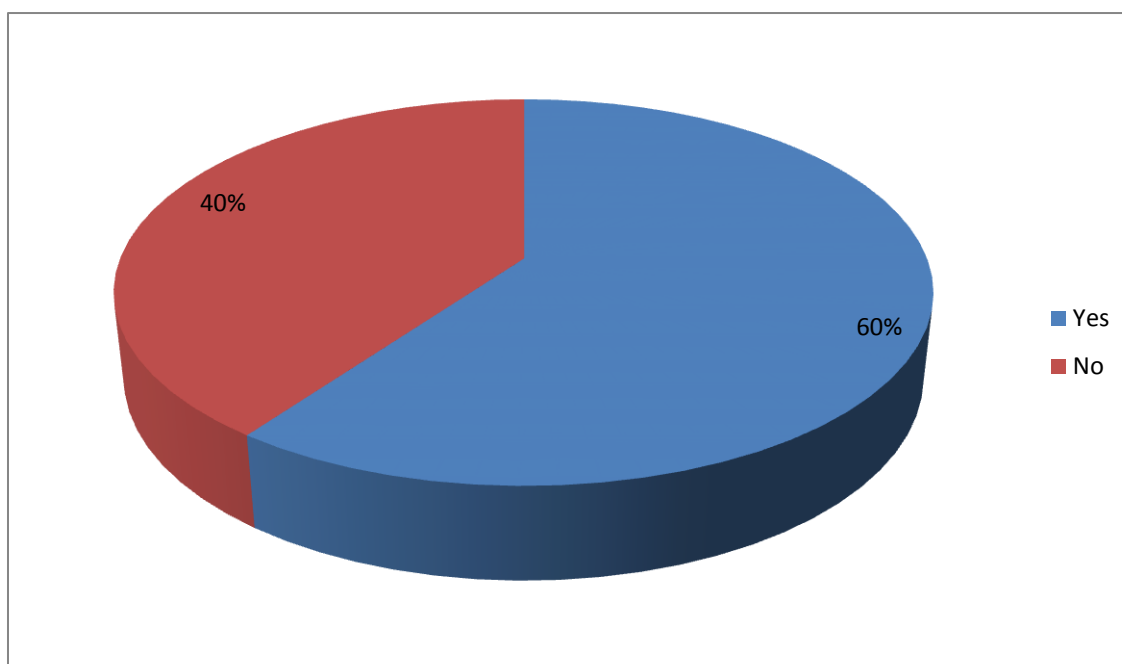
### Chapter Three: Method and Data Analysis

interest of many. (37%) of students are more than twenty-one years this may be justified as those learners are failed in first or second year of university level or any level of the other previous stages (Primary, secondary, or high school). Another reason could be that some students of other specialties such as Medicine and Computer Science and Technology need to learn English Language to reach a certain level of success.

#### Section one: students' level

##### Q1/ Do you enjoy writing?

**Figure 3.3: Students' attitude toward English**



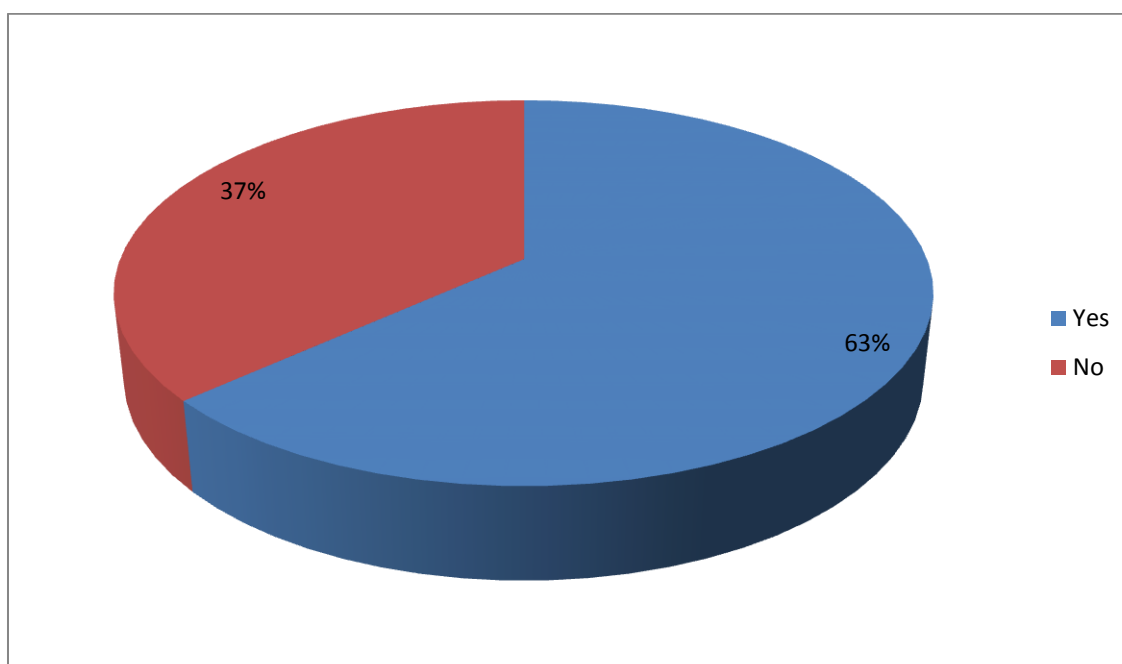
60% of students do enjoy writing due to the notion of writing is a productive skill in which EFL learners like to use English because this makes them feel that they are unique, successful in their field, and really able to reach what the others cannot. Also, unlike speaking writing is done away from public and this make students feel more comfortable

### Chapter Three: Method and Data Analysis

because they are not under their judge during the writing process. 40% of learners do not enjoy writing. This is a result of a bad experience learner did face with writing as a harsh comment teacher gave or a frequent fail made him/her believe that s/he is not able to successes on writing.

#### Q2/ Do you think that writing is a hard process?

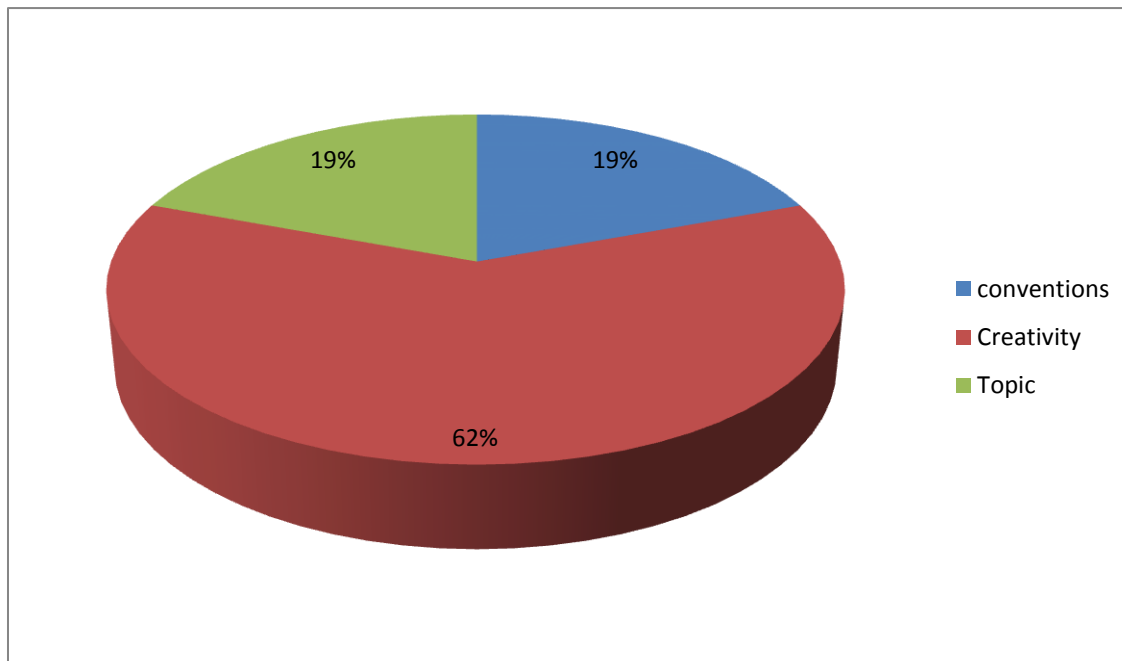
**Figure 3.4: Students' believe about weather writing is hard or not**



Eleven (37%) students believe on writing as an easy task because they master a lot of writing' components and nineteen (63%) students agreed that writing is a hard process because they have difficulties with writing.

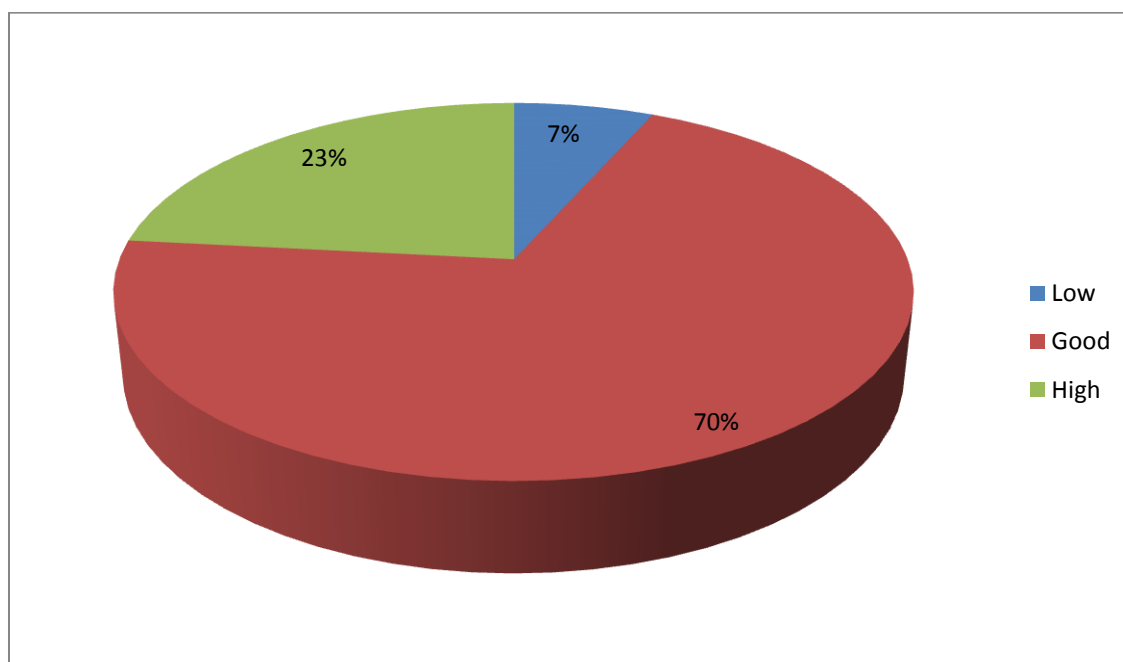
The following figure shows the aspects of writing suggested by the researcher which formulate difficulties students could suffer from and how much each one effect and hinder the progress of writing:

**Figure 3.5: The effect of conventions, creativity, and topic on learners' writing performance**



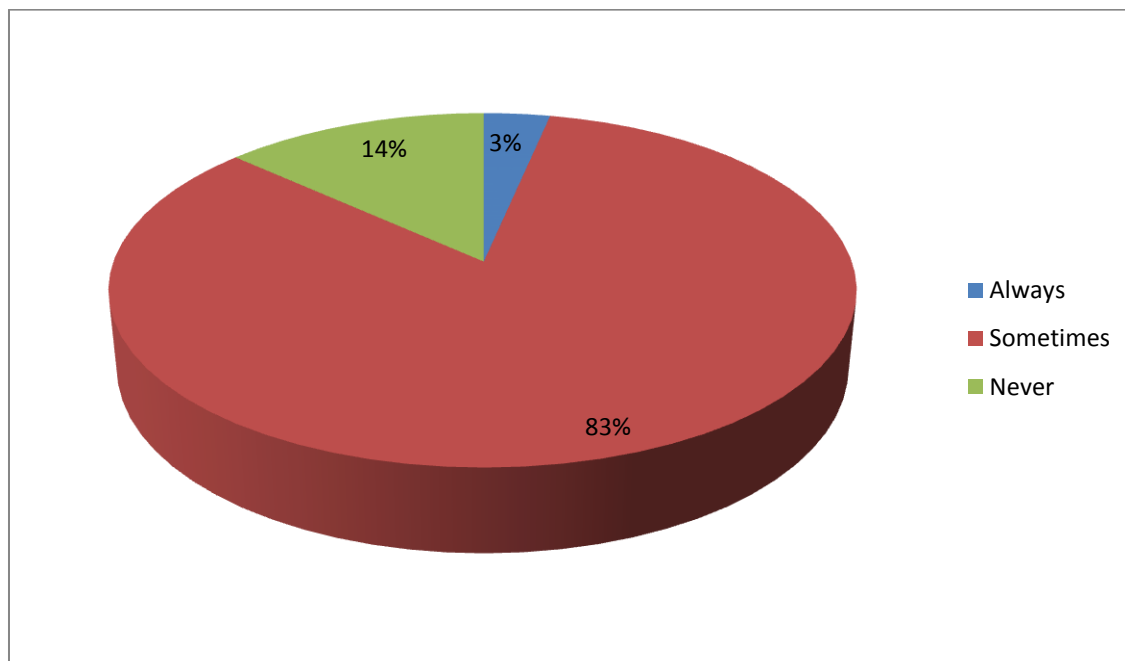
From the above figure we notice that creativity is a great challenge for learners to reach. Some students said that person has to be smart to be creative; other said he is not creative and even they mentioned that both students and teachers lack creativity. Conventions and topic gathered equal selection, but they are not equal in importance because the selection of topic fosters the previous result about creativity. In other words, learners are not able to be creative on any topic because they have idea about it as many students commented: “If I have no idea about the topic I could not write”, “It depends on the topic if you have enough background about it or not”, “Sometimes the selection of the topic is so ambiguous”.

**Q3/ What is your level regarding conventions:**

**Figure 3.6: Students' level concerning conventions**

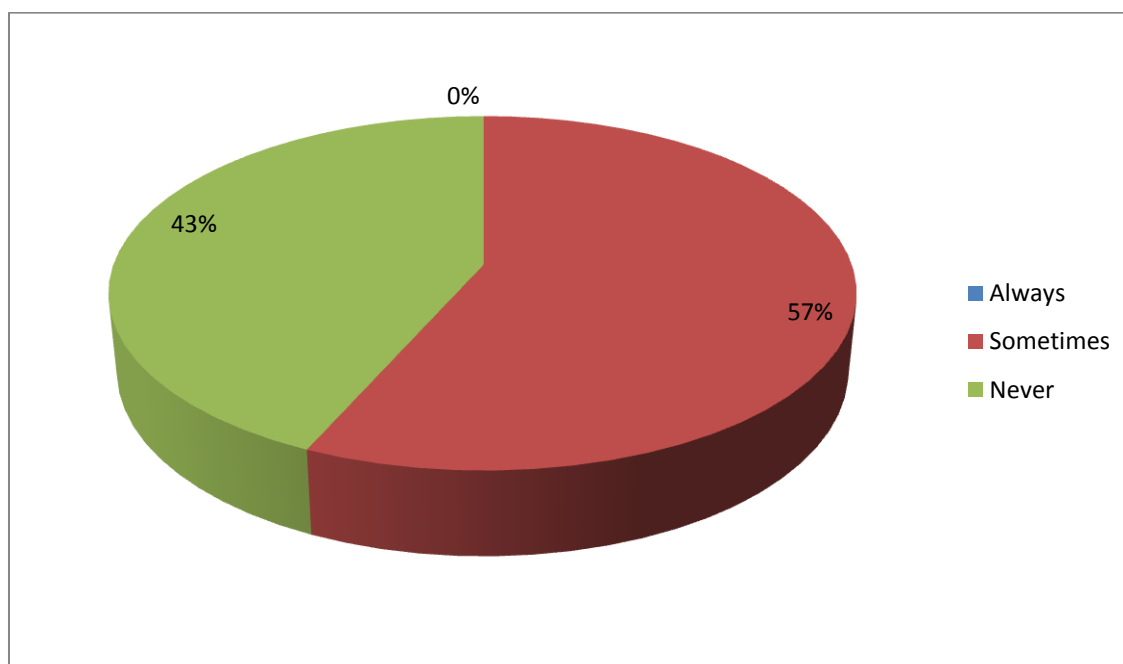
In general, students' level regarding conventions is good as the present figure represents, and 23% of students reached the high level. These results are due the intensive practice recommended by the teachers of writing which is focused on teaching grammar and punctuation. Only 7% of learners are weak concerning conventions this is a result of the insufficient formation of the previous years during secondary and high school.

**Q4/Do you face some difficulties in reflecting some ideas when you write?**

**Figure 3.7: Difficulties with the ability of reflecting ideas while writing**

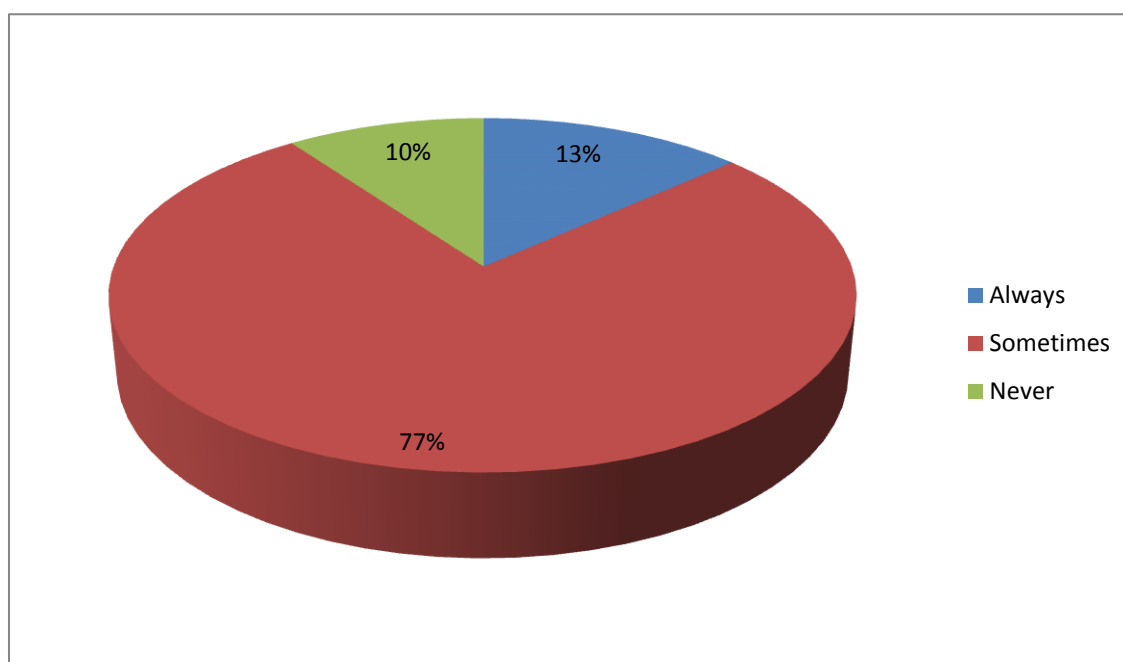
Only four students are able to reflect their ideas in appropriate sentences and phrases and one student is always struggled the matter of expressing his ideas due to the factor of personal capacity and sense of creativity of each individual. 83% of learners stated that they are not able to represent what they think on paper all the time because of the previous reasons in addition to the quality of the topic which is inspiring for some students whereas not for others.

**Q5/Within a topic of your choice, do you find yourself stuck (no ideas) while writing?**

**Figure 3.8: The effect of learners' choice of topic on writing**

As the above figure represents, there is no student sticks in term of ideas all the time because the topic is learner's choice. 57% of students are stuck sometimes may be due to the stress caused by the notion of "limitation of time" according to their capacity to finish writing or even because learners are not good decision makers. 43% of learners never get stuck when they write using their topic because they are motivated to write it and most of the times have enough information about it.

**Q6/Within a topic of teacher choice, do you find yourself stuck (no ideas) while writing?**

**Figure 3.9: The effect of teacher choice of topic on writing**

13% of students always stuck when the topic is set by the teacher may be because they feel restricted and not motivated to write about what is not of their interests. 77% of learners sometimes get stuck because they have not enough input about each topic being selected by the teacher. 10% of them never stuck because of because they are more cultivated, well formatted in terms of how to develop ideas, and reach a high level of creativity.

### **Section two: Motivation to write**

During this section we are going to analyze data in base of gender to assess the effect of novella on stimulating male and female learners excepting question9 which is about the role of teachers.

**Q7/Do you like novellas (fiction stories)?**

## Chapter Three: Method and Data Analysis

**Table 3.1: The view of novella according to learners**

Option	Number	Percentage	
Females (20)	Yes	19	64%
	No	1	3%
Males (10)	Yes	8	27%
	No	2	6%
Total	30	100%	

Table 3.10 shows that 19 from 20 female learners do like novellas while 8 from 10 male learners like novellas. This assumes that both of learners like novellas with a difference estimated by 4 females opposite 1 male which concludes that females like novella more than males.

**Q8/Do you read novella?**

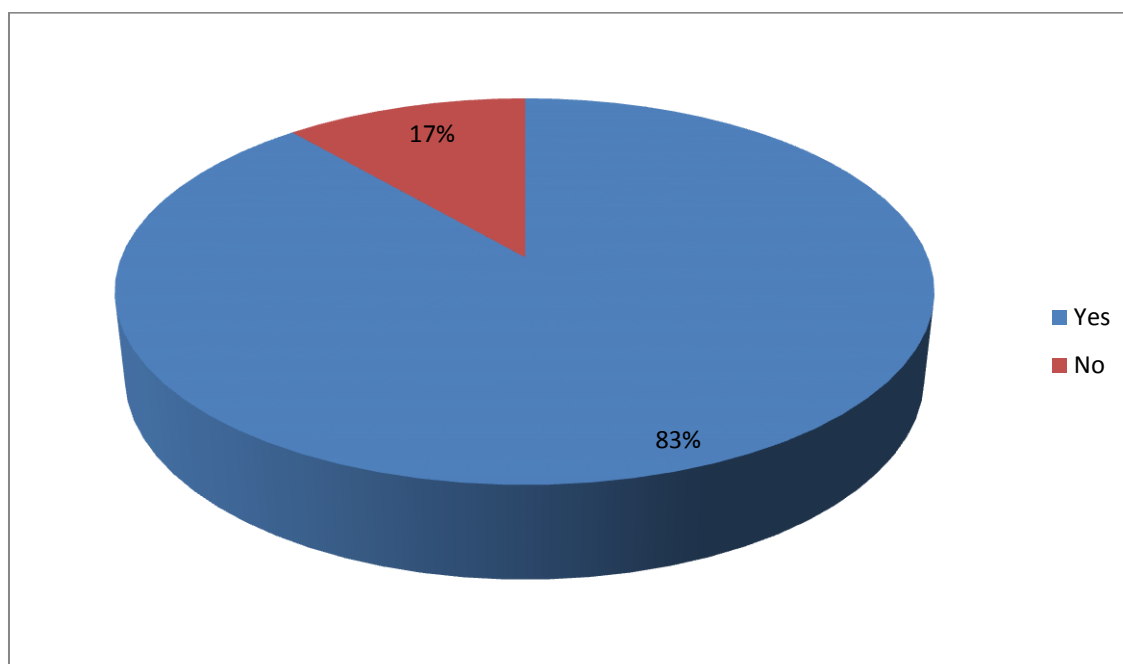
## Chapter Three: Method and Data Analysis

**Table 3.11: The estimation of reading novellas by students**

Option	Number	Percentage
Females (20)	Always	5 17%
	Sometimes	14 47%
	Never	1 3%
Males (10)	Always	2 6%
	Sometimes	8 27%
	Never	0 0%
Total	30	100%

From the table below we recognize that five females always read novellas against two males and fourteen females sometimes read novellas against eight males with only one female never reads it. In other words, using the fourth proportional, 5 females opposite 1 male always read novellas which lead us to believe that females permanently read novellas more than males while 14 females opposite 16 males read it sometimes means that males read novellas time to time more than females because females have enough time to keep reading unlike males who have a lot of their business that make them partly reading it.

**Q9/Does your teachers present for you or ask you to read novellas?**

**Figure 3.10: teachers' recommendation about novella**

83% of learners stated that teachers present and ask them to read novellas, this indicates that the majority of teachers recommend and use novella while teaching in general.

#### **Q10/Do you want to write novellas in future?**

**Table 3.2: Students' assumption toward writing novella**

Option	Number	Percentage
Females (20)	Yes	11
	No	9
Males (10)	Yes	2
	No	8

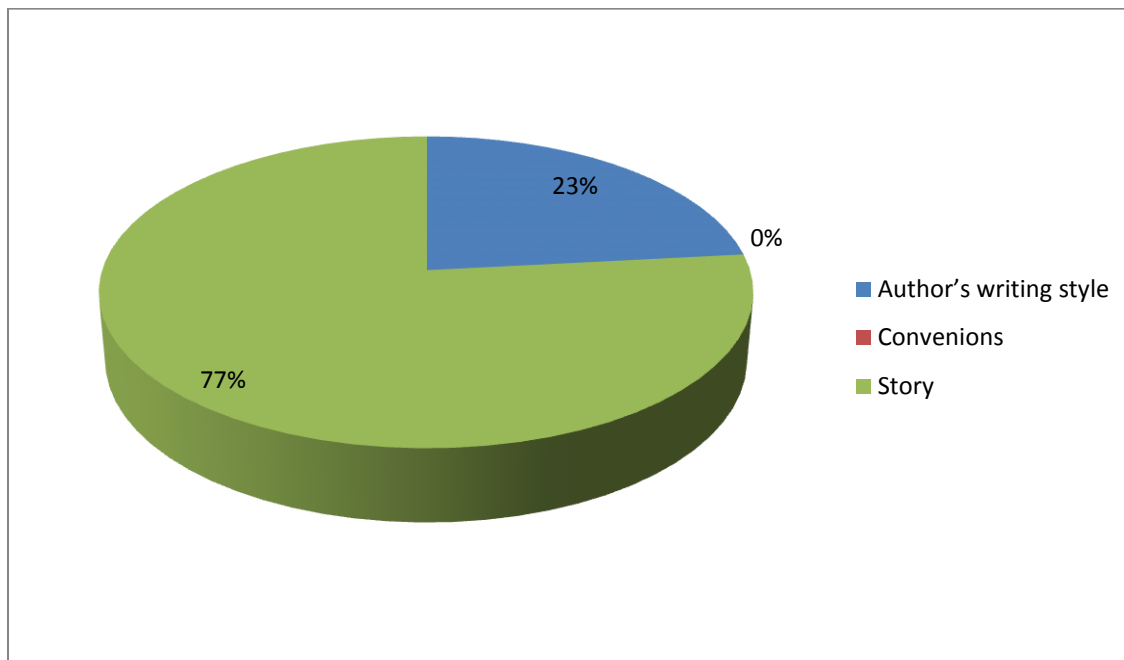
**Chapter Three: Method and Data Analysis**

Total	30	100%
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It is clear from the present table that the majority of females are desired to write novella and even the minority who said that they do not want to write it, some of them, said it is because they do not like to write and prefer better to speak, and they are not creative and have no imagination ,i.e., the problem is about their motivation to write and disability to be creative even though they do like novella because they are scared to fail or believe they will which necessitates teachers to play the role of motivator to increase self-trust. In contrast, the minority of males wants to write novella to share their creativity and the majority do not because they are no interested to write novellas; besides, they declare that they hate writing and not creative.

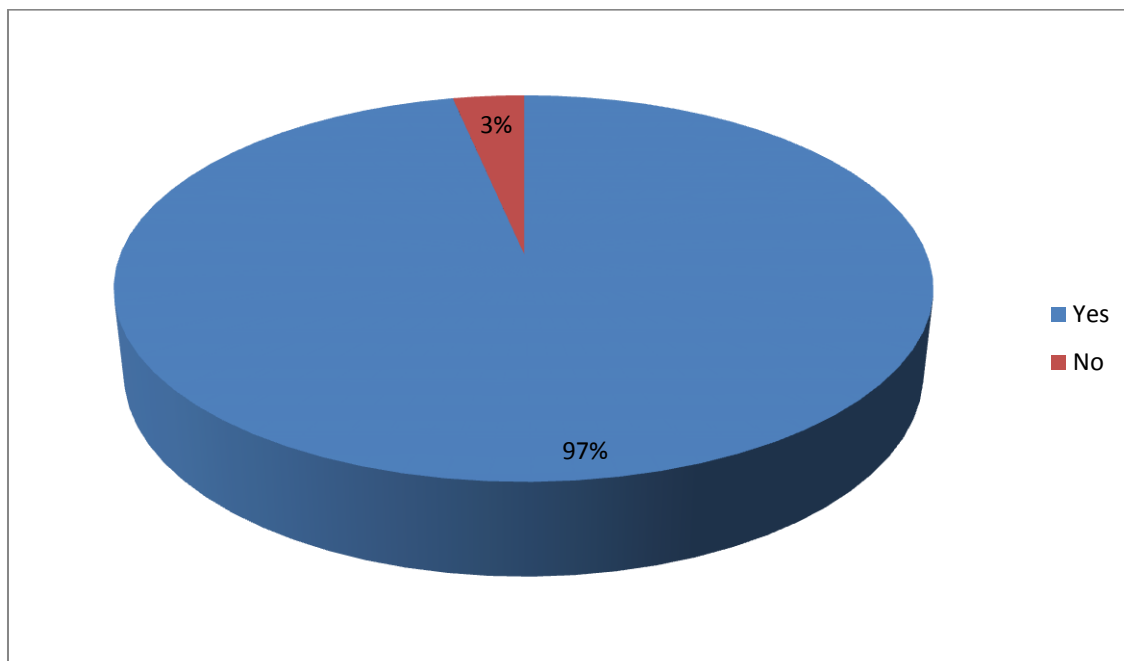
**Section three: The effect of novellas**

**Q11/When you read novellas, what you mostly focus on?**

**Figure 3.11: Learners' focus on novella**

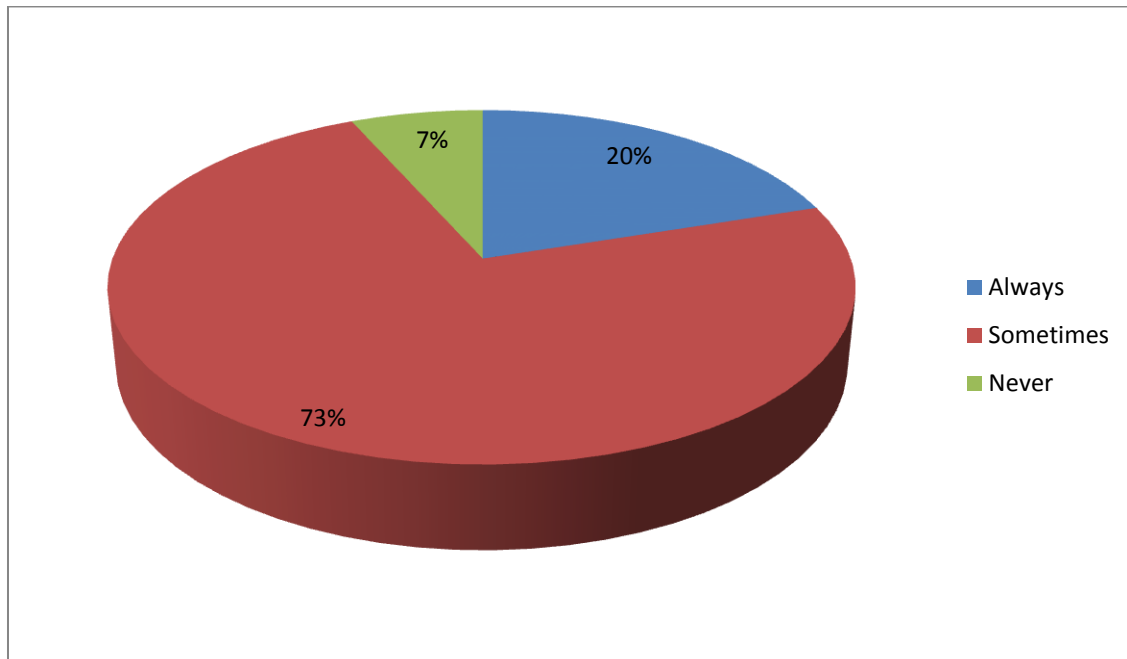
77% of learners focus mostly on the story because stories have sense of suspense which is attractive. 23% of them concentrate on author's writing style which happens subconsciously and helps them to ameliorate their writing production. No student declares that s/he focuses on conventions because conventions are what educators mostly teach, so learners did focus on it in advance.

**Q12/Does reading novellas inspire you in terms of ideas?**

**Figure 3.12: The effect of novella on inspiring learners**

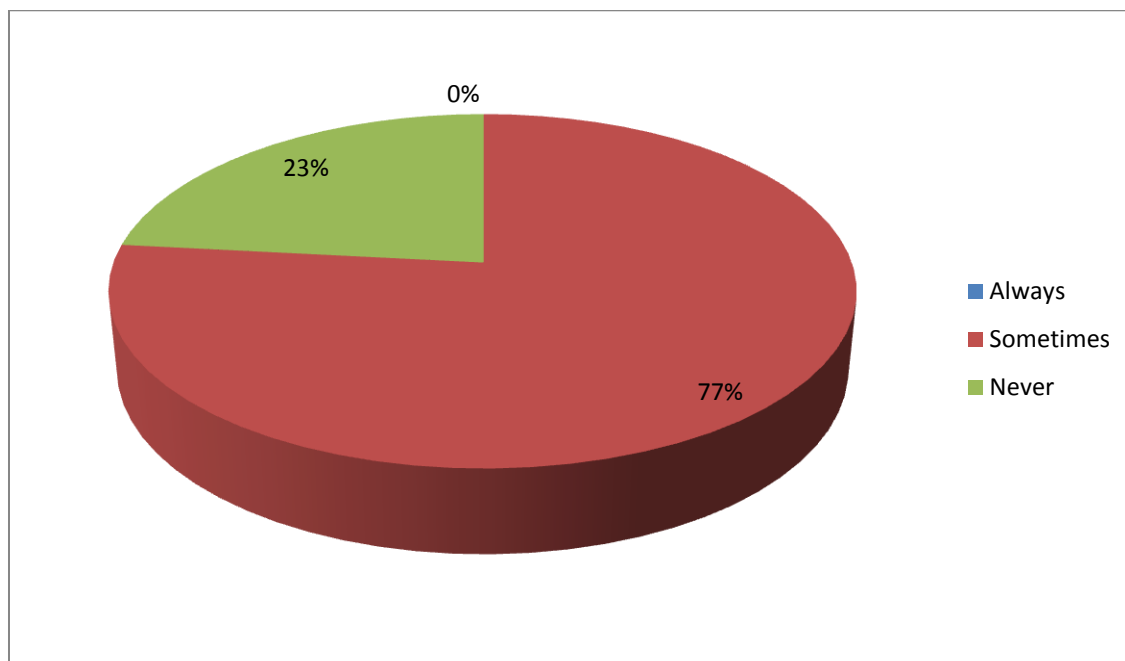
97% of learners informed that novella inspire their ideas which indicates that novella assists learners to be fluent writers in terms of ideas and solves the stuck issue that most of them suffer from. Only one learner did not inspire by the effect of novella may be because not like novella and do not read it a lot.

**Q13/Do you find yourself following some authors' writing style when you write?**

**Figure 3.13: The effect of novella on ameliorating learners' writing style**

20% of learners always follow authors' writing style and 73% of them sometimes do which proves that learners are interested on ameliorating their writing production as novella does. 7% of students do not follow authors' writing style may be because they are interested on other aspects as the story, vocabulary, and punctuation.

**Q14/Do you subconsciously imitate punctuation from novellas during writing?**

**Figure 3.14: The effect of novella on supporting the correct use of punctuation**

77% of learners sometimes acquire punctuation from novella or reading in general since some points of punctuation are not covered or well understood, so learners get it from reading books as novella because they believe on the notion of following the More Knowledgeable Other to get the correct use of punctuation since writers are more advanced level than students . 23% of them never imitate punctuation from novella may be because they do not need to look for it since they master it, or they look for it from other sources such as internet or textbooks.

## 6. Conclusion:

The intended questionnaire allowed us to conclude four main results. First, EFL learners do not have self-trust about their ability to achieve a good written production. Second, the majority of learners face difficulty of creativity especially when the topic is selected by the teacher. Third, novella motivates female learners to write more than males who are

**Chapter Three: Method and Data Analysis**

interested to read it rather than write it. Fourth, novella inspires students 'fluency of ideas and helps them to be creative, but it is not an effective tool for EFL students to learn conventions. In general, EFL learners lack sense of creativity more than conventions in which learners and teachers need to cover it as novella does.

# Chapter four

Discussion and recommendation

## Chapter Four: Discussion and recommendations

### 1. Introduction:

This chapter discusses the results were conducted from the questionnaire and states whether the hypotheses are confirmed or rejected. Moreover, the discussion allowed us to put a list of recommendations to prove the writing process and suggest some important points to be investigated.

### 2. Discussion of the outcomes:

On the base of the finding, we notice the majority of learners perceive writing as a hard process even though they enjoy it because they have difficulties with conventions, grammar, and basically with creativity because teachers do not pay a great care for this element; learners are not able to write efficiently with any topic. These difficulties have a negative impression on learners because later they will be demotivated to write. Teachers have to put into consideration students' lack of culture and limits of creativity while teaching them writing and try to solve this matter.

As it was suggested from the very beginning, novella motivates learners to write especially females because they like to write about fiction and share their imagination with others while males are not because they tend to read it only for entertainment, but the choice of topics (politics, crime ...) may attract them to write it. So, novella may be used as a tool to stimulate them to write and involve them again with this process. In addition, novella failed to foster learners' use of conventions, but it succeeded on inspiring their ideas and gets them creative according to their perception. In other words, teachers may adopt novella as a strategy to make learners creative because creativity is not easy to teach since it is not concrete and depends on the style of each individual, so it is acquired more than it is learned. So, hypotheses one and two are confirmed and hypothesis three is rejected.

## Chapter Four: Discussion and recommendations

### 3. Recommendations:

The discussion of the results led us to recommend some points for both teachers and students to a just the teaching and learning process:

- . Students have to be aware about the importance of the writing skill especially for the academic purposes.
- . Building self-trust on students is a duty of teachers to make them believe that they are able to reach a certain degree and move forward.
- . Teachers have to make diagnostic assessment to discover the tools that motivates students and involve them on the writing process.
- . Educators of writing have to divide the focus and objective of their teaching because grammar is not only what students' lack.
- . Professors also must know that creativity is a necessary element on boosting writing be aware that it is a big challenge for students.
- . Teachers are required to advise students to read more novellas, short stories, and even present it during sessions to get learners inspired.
- . students have to make some personal efforts as reading novellas, writing short stories and share it with colleagues and teachers to ameliorate their writing and decrease the issue of stuck of ideas.

### 4. Suggestions for further research:

The aim of this research is to did cover weather novella motivates learners to write and enhances their sense of creativity and ability to use conventions correctly or not. Since the results was positive in terms of motivation and creativity, research about how to design tasks and activities asking novella is needed. In addition, investigating which topics of novella are in the interest of learners is valuable to make them more motivated especially makes.

## **Chapter Four: Discussion and recommendations**

Moreover, as creativity is a big challenge for learners, necessary to search for other tools to promote this skill and increasing teachers' awareness about the importance of creativity on proving EFL learners' written production. There is another point shapes a serious problem in education in which many learners tend to prefer speaking skill more than writing, so researchers have to suggest solutions for this issue before writing becomes neglected.

### **5. Conclusion:**

The present chapter involved the deliberation of the outcomes, recommendation for both teachers and learners together to achieve better results. Furthermore, it ended by setting suggestions for further research about the use of novella to accomplish the goal of this paper which is enhancing EFL learners' writing skill.

# General conclusion

## General Conclusion

Writing is very important skill because many of the academic deals and relationships are connected through it. As it shapes the success and future of students, it is necessary to improve EFL learners' writing skill which needs a lot of only correct grammar, but also requires a good writing style and organization of ideas to reach proficiency. For this aim the researcher suggested novella as a tool to sweet the need of EFL students for supporting writing process. Moreover, this paper is divided into four chapters. The first one is a general introduction to the study. The second chapter is a general overview about the two variables writing and novella. Third chapter deals with research instruments and analyses of the main finding. Finally, the fourth one includes the discussion of the results, recommendations, and suggestions for further research.

As a starting points, the investigator hypothesized that novella motivates learners to write and enhance their creativity and use of conventions. Then, the questionnaire is designed to identify learners' difficulties with writing, and whether novella has a specific effect according to gender as it is concluded from the literature review.

In conclusion, the research finding showed that novella motivates females more than males to write and improves EFL learners ability of manipulating ideas and creativity unlike the belief of it foster the correct use of conventions which was rejected. Further, the questionnaire also represented the negative impression of learners toward writing skill because they have difficulty with creativity especially with a topic of teacher's choice which decreased the self-trust about their ability to be effective writers. So, educators are recommended to identify learners' lacks with writing and take into consideration creativity as a serious element to be involved into the teaching process. In addition, EFL teachers and other researchers are asked to apply novella as tasks to get better results for enhancing EFL students writing production.

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# Appendices



الجمهورية الجزائرية الديمقراطية الشعبية  
People's Democratic Republic of Algeria  
وزارة التعليم العالي و البحث العلمي  
Ministry of Higher Education and Scientific Research  
جامعة الشاذلي بن جديد ، الطاريف  
University of Chadli BENDJEDID-El-Tari  
كلية الآداب و اللغات  
Faculty of Letters and Languages  
قسم اللغة الإنجليزية  
Department of English



### Dear students

This questionnaire tries to collect the required information in order to be able to achieve the purpose of this research **which is enhancing EFL learners' writing skill**.

The power of this dissertation depends on the responses you will reply to the following questions.

As students of English, you are most gently asked to tick the right answer.

### Section one:

#### General information

**Gender** :1-male

2-female

**Age** : 1- 20 years

2-21 years

3-more than 21 years

#### **Level** :

1- Do you enjoy writing?

- Yes  - No

2- Do you think that writing is a hard process?

- Yes  - No

If yes, it is because of:

a – the conventions

b –the creativity

c –the topic

Explain.....

.....

3- What is your level regarding conventions?

Low  good  high

4- Do you face some difficulties in reflecting some ideas when you write?

Always  sometimes  never

5- Within a topic of your choice, do you find yourself stuck (no ideas) while writing?

Always  sometimes  never

6- Within a topic of teacher choice, do you find yourself stuck (no ideas) while writing?

Always  sometimes  never

### **MOTIVATION TO WRITE:**

7- Do you like novellas (fiction stories)?

- Yes  - No

8- Do you read novella?

Always  sometimes  never

9- Does your teachers present for you or ask you to read novellas?

- Yes  - No

10- Do you want to write novellas in future?

- Yes  - No

-

Why.....

.....

### **THE EFFECT OF NOVELLAS:**

11- When you read novella, what you mostly focus on?

- Author' wring style  conventions  the story

12- Does reading novellas inspire you in terms of ideas?

- Yes  - No

13- Do you find yourself following some authors' writing style when you write?

Always  sometimes  never

14- Do you subconsciously imitate punctuation from novellas when writing?

Always  sometimes  never

THANK YOU.