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Introducing Short Stories in EFL Classroom to Explore Culturally Diverse Issues

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Abstract

The present paper attempts to highlight the use of short stories as an initial motivational literary genre in English as a Foreign Language (EFL) context. It also aims at providing some practical ideas and methods regarding the use of short stories by inquiring about the following questions: What significance can be accorded to the use of short stories in EFL classroom and how can short stories serve as a mediator between the learner's own culture and other cultures? To address these questions, a questionnaire was collected from 95 third year undergraduate students at Mostaganem University, 24 of the students were selected randomly for an intervention that lasted about 8 weeks. Findings from the questionnaire and experimental study indicate that the study population does not only show positive attitudes towards short stories reading but also manifests a number of signs that reflect their acquisition of cultural issues, they also support the usefulness of examining learners' cultural knowledge, feelings and experiences before, while and after bringing short stories into the literature class. Therefore, it is recommended to use short stories as a primary motivational reading material to stimulate students' cultural awareness and their reading envy.

Key words: culture, cultural diversity, identity, motivation, short stories

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Introduction

In recent times, globalization has made language and cultural diversity one of the current privileged reflections on human communication and relations. Literature can be used as a tool to explore different cultural aspects. As far as literature teaching at Mostaganem University is concerned, there are several difficulties while bringing it into practice. On one hand, the most common problem is teachers' uneasiness to cope with a wide range of genres (poetry, novels, novellas, short stories and dramatic texts); this problem is due to the absence of training in literature and the non-mastery of literary jargon and some critical tools. On the other hand, students' unfamiliarity with the cultural aspects of the target culture is an obstacle that hinders the comprehension and thus interpretation of the literary reading experience. Moreover, it is observed that short stories are given little attention by literature teachers and instructors at university.

The present paper aims at mapping out the effect of short stories as an initial literary tool to motivate students to read, develop students' cultural knowledge and activate their discussion skills. Considering the aforementioned research questions, and thanks to observation a number of hypotheses were formulated: Students' lack of motivation can be an obstacle that hinders the literary reading experience, short stories seem to serve as an effective initial tool to activate students reading envy and develop their tolerance, as it is presupposed that short stories could be one of the literary genres that reveal the foreign culture. With these ideas in mind, an attitude questionnaire followed by an experimental study would facilitate the literature course design in a way that suits the learners' preferences and accommodate the Algerian EFL context and classroom realities.

This paper will be of interest to both teachers and students. First, instructors of different Algerian universities will be invited to share the discussion of the recommendations of this research and encouraged to bring the findings into practice in their instructional context. In addition, undergraduate students whose target is to develop their communicative skills and cultural competence will be given the opportunity to attend the discussion and the recommendation.

Literature Review

1. Reflection on the Use of Short stories in EFL Context

An important aspect in literature teaching in EFL context is the literary genre selection, and an important question to be asked is what genre should be used as a primary element to teach literature. The representative sample of literary texts in the study is short stories. Collie and Slater (1987) regard short stories as a good tool in ELT classes at different levels; as they offer greater variety than longer literary texts, they consider short stories as the ideal material to introduce students to literature. Again, Collie and Slater (1990) add that there are four basic aspects that lead a language teacher to integrate literature into the classroom. These are effective material, cultural enrichment, language enrichment and personal involvement.

Short-story is defined “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate” (Poe as cited in Abrams, 1970, p. 158). In the sense that it usually contains one plot and few characters without detailed descriptions of the setting, so learners would find it easy to read and enjoy as well. From this perspective, the present paper regards short stories as a possible alternative tool in teaching about the others’ cultural features to Algerian students. This is due to the fact that the short story as a literary genre, which often has one plot structure, a limited number of characters and short enough to be read within a period of two hours lesson period. Observing the events and actions in the short stories, would make students aware of their own behavior, and the possible aspects with regards to matters pertaining different cultural issues like religion, social norms or sexuality.

2. Culture and Literary Reading

If we want to examine the role of the short story in culture and how cultures attempt to assert their values on another culture, it would be relevant at the outset of discussion to highlight the concept of culture. Culture has different meanings. If we look from an anthropological angle, Geertz (1973) is known for his anthropological and ethnographic studies to provide a “thick description” about cultures and the understanding of others or much more the interpretation of what the natives are thinking. He writes “The culture of a people is an ensemble of texts, themselves ensembles, which the anthropologist strains to read over the shoulders of those to whom they properly belong.”(p.452).

Moreover, Barker (2003) defines culture as the sum of practices, representations, languages and social customs of a community. Culture seeks to represent how the world is constructed and make sense of its construction and language is the most signifying system that vehicles this representation. Thus, language and stories are worth studying in culture studies. Barker (2003) goes further to argue: “Narratives offer us frameworks of understanding and rules of reference about the way the social order is constructed” (p.28). Stories are an opportunity to explore the norms, values and customs of a society, they lead us to grasp how any society makes sense of the world and shape meaning through language and narratives.

Therefore, the main point is to understand how and to what extent it is possible to know and speak of a culture which is different from ours, without falling in cultural clashes. In this regard, it the literary text can be considered as a material which is full of symbolic representations, and thus these representations are interpreted by readers differently according to their own social structure, cultural diversity. The latter is defined by UNESCO (2001) as a” principle for organizing sustainable cultural plurality, both within and across society” (p. 11).

3. Reflection on the Literary Text’s Selection and Teaching Models

Actually, many teachers acknowledge that they encounter real obstacles in finding effective ways of teaching FL literature. When teachers select the literary texts to be read, they are in fact seeking to provide their learners with notions to reflect and think about the other and hence develop

perceptions towards them. In this perspective, Lazar (1993) points out that there is not only one way to teach literary works. This is because every teaching situation is different, every literary text is different and every theory explaining literature itself or how to use it in the classroom is different. The job of teachers is then to draw on the range of insights available, and then to develop an approach appropriate and relevant to their students. Regarding this idea, the teacher should not limit the text study to one approach .it is the course aim and objectives which determine what approach to adapt.

According to Carter &Long (1991), models of teaching literature can be identified as “language-based model, cultural model and personal growth model that represent different tendencies in methodology and classroom practices” (p.10). To begin with the language based model, Carter & Long (1991) further claim that the aim behind teacher’s orientation towards a language model for teaching literature is to put students in touch with some of the different uses of the language. Therefore, students become equipped with linguistic skills and abilities through language based literature teaching. Second, the Cultural model focuses on the role of literature in providing values and ideas that exist within a culture. The purpose of cultural model is to guide learners in a text by presenting them “more subtle and varied creative uses of language (Carter& Long, 1991). Third, the personal growth model is an approach that stresses the need to engage the students with literature. This idea is openly expressed by them when they state that the personal growth approach enables the students to “achieve an engagement with the reading of literary text...and helping them to grow as individuals” (p.3). In other terms, the approach in question aims to maximize the students ‘personal enjoyment in reading literature. When reading a literary text, the students are actively involved with its content.

When choosing a short story, some aspects should be taken into account. Teachers ought to avoid texts which are linguistically or culturally complex to the students. Murdoch (2002) explains: “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English language teaching courses for learners at intermediate levels of proficiency”(p.9). McKay (1982) suggests that the text selection should be from literature addressed to young adults. For her, the theme of such literature addresses the issue of personal growth and development, it is relatively short, and usually contains few characters with a young adult as the central character.

Further, Thiagarajan (2014) invites EFL practitioners to select authentic materials according to the learners' interests, their proficiency, age and gender and levels. More importantly, cultural sensitivity should be considered when using a short story. To sum up, this section provided literature review related to the benefits of using short stories and the some selection criteria. The following section will discuss the methodology of the study.

Regarding the aim of this study, the research is considering the personal growth as a primary model for teaching literature to deal with the literary texts and achieve the course objectives, i.e. making learners able to discuss cultural issues, debate, adapt new ideas and construct their own identity. The personal growth model is worth using, because when learners are

given the freedom to interact within the literary text, they will possibly reflect on the cultural practices found in the text. However, it should be noted that the other models like the cultural and language based are also worth considering when dealing with the analysis of the short stories or any other literary text. So, a combination of the different models would be helpful for a good text comprehension.

Data Collection Methods

The participants involved in this study comprised a population of 75 third year undergraduate EFL learners for the questionnaire, and a sample group from the same population of 24 students to undertake the experimental study. Students stated that they had worked on novels analysis according to a chosen literary movement or theory in their previous literature classes; they regarded the study of novels and literary movements as being difficult to their level. The sample group of students had an appropriate language level, despite that they had several problems with grammar, pronunciation, and spelling owing to the fact that they were still going through the language learning process. In order to examine the learners' perceptions in reading short stories, the utility and the role of short stories on exploring culturally diverse issues and students' reactions towards the target culture at the departments of English, an attitude questionnaire for third year students was followed by an experiment with a structured observation of the learners during the literature classes then an interview with students. The stories selected were: "The White Stocking" by DH Lawrence, "Dubliners" by James Joyce. "The Nightingale and the Rose" by Oscar Wilde.

The treatment procedure was carried out to examine and assess the students' achievements and improvements in the literature classes, and to investigate their level of cultural competences and critical thinking abilities, a structured experimental design was needed. This has required a considerable attention from the researcher realizing the experimental study regarding all the elements that may interfere in the study. The selection of the short stories depended on the aims of the research questions, it was not easy to select the appropriate short story as there is a wide range of texts, some of which might be appreciable and others not. The time allocated for the reading sessions did not exceed ninety minutes.

The reading sessions with the control group were concerned with general comprehension, checking words meanings, identifying plots. Whereas, the literary reading sessions with the experimental group were carefully and purposefully planned. The tasks developed around the readings included a pre- reading stage, a while reading stage, a post reading stage and an extra reading process which is the written assignments, the written assignments at this stage, are used as a strategy for checking the students' own understanding, which might not be expressed in the oral discussions, especially those passive learners who rarely take part in the oral discussions, they can express them freely in a written form. Moreover, the aim behind experimental study was not inquiring about the literary terms or the literary analysis since the focus is rather on students' responses to the text by creating a neutral context of reflection and discussion.

A pretest was designed at the beginning of the experiment for both control and experimental groups. After the exposition to the literary readings, students have another post-test

on Oscar Wilde's short story. The question asked was as follows: Read Oscar Wilde's short story and discuss the following questions: Using How is the truth about love portrayed through the story?

The changes in both control and experimental groups are analyzed through the students' written assignments, the difference in analysis is examined and students' comprehension and interpretation are measured. Students' linguistic and cultural competences before and after the intervention were examined. The ability of the students to relate their background knowledge with the target culture could be also pictured through the students' answers and their propensity to adapt the foreign cultural elements found in the text and relate it to their owns by using their critical thinking capacities .

The Findings of the Study

This section presents the findings collected from the questionnaire first. Then, the outcomes of bringing short stories into the literature class will follow. The first two tables illustrate some selected statistics from the findings of the questionnaire.

Table 1 The Students' Preferences of the Literary Genre

Possibilities	Students' number	Percentages
Short stories	60	80%
Novellas and novels	12	16%
Poetry	15	20%
Drama	09	12%

Table 2 Students' Agreement on the Relation between Literature and Culture

Possibilities	Students' number	Percentages
Yes	70	73.68 %
No	25	26.31 %

Second, The objectives of the experimental study with third year undergraduate students was to make them able to reflect on the literary text, make cultural comparison, adapt new ideas, tolerate their interpretations and more importantly to encourage them to read extensively by requiring them to accomplish written assignments after each reading session. The observation reports of the reading Sessions are illustrated in the following tables:

Table 3 Students' Response to "The Boarding House"

The control group	The students' reactions and skills	Number	Percentage
	Comprehension, interpretation and interaction	02	16,66%
	Cultural comparison and intercultural thinking	01	8,33%

	Relevance and argumentation of the students' answers	02	16,66%
	The language form of the written assignments	00	00%
The experimental group	comprehension, interpretation and interaction	04	33,33%
	Cultural comparison and intercultural thinking	05	41,66% %
	Relevance and argumentation of the students' answers	05	41,66%
	The language form of the written assignments	05	41.66%

Table 4 Students' Response to "Eveline "

	The students' reactions and skills	Number	Percentage
The control group	Comprehension, interpretation and interaction	03	25%
	Cultural comparison and intercultural thinking	01	8,33%
	Relevance and argumentation of the students' answers	01	8.33%
	The language form of the written assignments	01	8.33%
The experimental group	Comprehension, interpretation and interaction	05	41,66%
	Cultural comparison and intercultural thinking	07	58.33%
	Relevance and argumentation of the students' answers	05	41,66%
	The language form of the written assignments	06	50%

Table 5 Students' Response to "The White Stocking"

	The students' reactions and skills	Number	Percentage
The control group	Comprehension, interpretation and interaction	03	25%
	Cultural comparison and intercultural thinking	02	16.66%
	Relevance and argumentation of the students' answers	01	8.33%
	The language form of the written assignments	02	16.66%
The experimental group	Comprehension, interpretation and interaction	07	58.33%
	Cultural comparison and intercultural thinking	07	58.33%
	Relevance and argumentation of the students' answers	05	41.66%
	The language form of the written assignments	05	41.66%

The Results of the Experimental Group after the Four Reading Sessions and after analyzing the post test can be summarized as follows:

- An improvement was observed in the students' contribution to the Pre-reading stage that initiates each reading session.
- The students' interaction with the reading comprehension and interpretation questions have shown that they become more responsive to such a task with the second short story, and reading the second text was not manifested by the same obstacles met with the first text.
- Hot discussions emerged in the post-reading stage. Different opinions were expressed against the Irish mentality depicted in James Joyce's writings, and they justified their views with examples stemming from recent actions of the target culture and people.
- Reflections on the prejudices about the target culture and they gave their views about the events and behaviors in the story.

The results of the post-test assignments of the experimental group can be resumed as follows:

- A slight improvement was noticed in experimental group written assignments at the stage of the post test.
- They contributed in discussion that was required by the researcher.
- The interpretation of the facts had slightly improved.

- Their written assignments included their own ideas and those found in the text. They started using the vocabulary learned from the previous readings.

Discussion and Analysis

To begin with the learners' attitudes, Most of the students prefer short stories as a literary genre, they usually refer this to its length and simplicity with regards to other genres. 43% of the respondents has a strong belief that learning literature is very important in language teaching. These respondents are aware of the importance of the literary input for their language learning. These findings are also in uniformity with those of Carter (1986) who acknowledges that literature and language should not be isolated from each other, and Lazar (1993) who favors the integration of literature in EFL context, and who sees that if we ask our students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English.

Fewer students, however, 20% find that literature has no importance in foreign language teaching. If we look at the students answers, we can say that 50 % of the answers were fluctuating between "less important" and not important ", this leads to think that those students hold negative position towards literature, and they might think that literary texts are meant to portray life stories and that it has nothing to do with their acquisition of foreign language, also they might be faltered to deal with a literary text. Only 04 % of the participants did not voice their opinion, this may imply that these students might have no connection or interest to the world of literature. Most of the respondents expressed a favorable attitude towards the conception of literature as a mirror to culture. Students were aware that learning literature is highly related to learning about cultures, and that is an important medium to preserve the cultural and artistic heritage (Lazar, 1999).

Further, the results of the study indicated that short stories had served as efficient resources to improve intercultural skills among learners. It is an important tool for making them express their opinions about the target culture of the short story. Furthermore, from the oral discussion and the written assignments of the students, several effects have been noticed mainly the intercultural and communicative skills that have been observed. In fact, learners have the opportunity to make discussions and express their own opinions; they can position themselves as characters of the story, the author and not only as readers. In doing so, they would appreciate the culture which they read about by exercising a kind of cultural adaptation and parallelism.

Indeed, the reading of the short stories as compared with the remaining genres could possibly enable the learners to mobilize their own realities, experiences and representations. For this, it is desirable to exercise tirelessly in the language classroom reading. It is therefore considered in this paper that the literary text is the ideal pedagogical support for the learner in order to know the language and culture of the other and to restructure its own identity, through interactions around this text. Short stories are also considered as a favorable space encounter with other cultures to make the learner aware of the differences that exist between people, stimulate and develop the intellectual side of the reader.

1. *The EFL Literature Teacher as a Cultural Mediator*

The didactics of foreign languages has always focused on the exploration of the linguistic features and the syntactic forms, however since the twentieth century, educationalists started to advocate a new notion which is the didactics of the foreign culture. Generally, the main question to be asked by literature teachers is what to read, how to read and which culture to teach. Reading the works that have examined the question, we note that the choice of the literary text is made according to several criteria. Any literary text serves as a support document like in the EFL classroom, and as such, it is part of a course which aims at the acquisition of different aspects amongst which the social and cultural ones. The selection of the literary text or genre will depend initially on the objective of the course. Thus, if the teacher wishes to develop the learner's ability to describe a society, he will choose a text in which the author portrays a particular social community.

Approaching a literary text in the EFL classroom can be a vehicle for learners to move from one reality to another and from one culture to another. Moving from the idea of uniformity to diversity permits the learner to know the others. Indeed, the cultural diversity found in the literary text can help to raise awareness of tolerating idea of otherness. Moreover, an important aspect to intercultural learning in foreign languages is the teacher as Intercultural mediator. He is supposed to use a negotiating strategy between the learner and the target culture on the other side, and then with the aim of achieving an identity balance, the primary role of a foreign language teacher is to stimulate Intercultural thinking among learners. The teacher should train his learners to explore the hidden messages and to react to them appropriately. In fact, this will help them to reflect on their own reactions and construct their own understandings about the text (Kramsch, 1998).

The essential role of the teacher is to reflect on the cultural representations found in the literary text, and to make the learner a universal citizen. The teacher as a cultural mediator appeals to the different competences of the learner to observe, recognize, speak and share opinions about the target language culture, this idea is supported by Kramsch (1993) who believes that the fact of speaking is by itself a cultural act. It is a legitimate reflection on the literary text. The teacher can foster the learner's intercultural skills by considering the cultural elements which make the originality of each nation. The teacher of literature should appear as a representative of the self and the other. His role then is to make mediation between the cultural aspects of the foreign text and that of his own context.

Usually, Algerian learners have mental representations, stereotype images about the foreign culture; they are confronted to some representations about cultural realities and the diversity vehicle in the literary text. In doing so, the teacher finds himself confronting the lack of intercultural competence in class; he is not only supposed to develop a certain savoir but also finding an attitude of tolerance, open mindedness and negotiations among learners. He can help learners better comprehend and deconstruct these stereotypes by teaching them how to associate a foreign behaviour to their own through discussions. These discussions can stimulate an attitude of questioning in them to understand and tolerate the why of things. In her book *Context and*

Culture in Language Teaching published in 1993, Kramsch focuses on the teaching of literary text in a whole chapter entitled “*Teaching the literary text*” (pp.130-176). She further claims that creating pedagogy of dialogue and conversation among learners helps to enhance diversity and awareness about the differences that exist between people. (p.131).

In this perspective, learners are required to detach themselves from their own cultural practices, and to construct a critical and objective view about their own culture. The intercultural vision for treating a literary text, leads the learners to be more conscious about their cultural identity. The learner will explore another perception of the world through what he already has in his culture.

2. *Open-mindedness to the EFL Culture through the Comprehension of Literary Texts*

In general terms, reading is not an easy task for a non native learner; it requires a concentration and more importantly the comprehension of the text. The vocabulary comprehension is the primary difficulty that learners face; they do not fully master the English language, adding to this the text structure and the complexity of the themes. The study revealed that third year students are not enough linguistically competent to understand the expressions and thoughts carried in the literary texts. The literature class should focus on the comprehensive skills of the learners not only to stimulate their understanding of their identity but also to make them aware of the flexibility and the diversity of the literary text. These two characteristics teach open-mindedness and tolerance towards the target culture. If the learner comprehends the literary text, he will be able to interpret it; he will start to question his own vision which is governed by his own cultural norms and social background. The comprehension of literary readings leads learners to express their opinions and discuss their suggestions. This is manifested through a dialogue, either among learners or within the text of the foreign culture. In doing so, the learner can enlarge his cultural perspectives, by tolerating and adapting others’ thoughts, norms and vision of culture.

Discussing the characters’ lifestyle, thoughts and principles by questioning implies the questioning about society through the facts depicted in the short story. A case in point is the short stories of James Joyce as an example of the Irish society. Here, the learners and teachers try to make connections between the target culture and their own culture. They explore new cultural aspects for example when the researcher tried to raise the students’ curiosity through asking them why the writer had used the name *Eveline* and not another. The students seemed thinking about it to find an answer. One student said that the writer might like that name, another one said that the Joyce might have a story with a girl named *Eveline*. The teacher added another question: “What does the name *Eveline* mean for you?” She explained that *Eveline* refers to “new year eve” which is the 31st of December and the last day before the New Year namely “Christmas”. In doing so, there was an attempt to play on the cultural aspects that make the originality of the text by stimulating the learners’ curiosity. Adding to this, students were trying to find themselves in man woman relationship found in the stories.

In fact, the literary reading as an activity seeks to establish the link between what is read and what is gained from reading, as pointed by Byram (2008) the reader reacts interculturally when

he makes in connection two or more cultures. This in fact is inherent to literary text readings, as it implies a kind of swing from the reader to the text. Imagination and reflection can be developed, reasoning on D.H Lawrence short story “The White Stocking” for example will be characterized by a critical analysis about cultural aspects like men –women relation, sex relations and many other issues. It reveals culture and enhances the contact between the self and the other. Through this story reading, the teacher and the learner can play on both the text and the social or cultural image provided within it. The white stocking offered to Elsie for instance, can signal many things to the mind of the reader, Ted Elsie’s relation; Elsie was portrayed as an independent woman who is not afraid of sharing her emotions and many other examples. Here, there is no search for a moral lesson but rather a literature to portray the reality of things and how to confront it. This reading clashes the social, ethical and cultural values of the learners, and here a consciousness of accepting the different behaviours should be developed through a diverse literary reading to examine the stereotype representations, the value judgment, and come up with a cultural adaptation.

Conclusion

This paper reviewed the relevance of using short stories as an initial literary material to enhance students’ motivation, cultural and discussion skills. The findings of the study have revealed that working with a short story as a literary genre, does not only imply reading as an isolated activity, but also reflecting consciously on the text content and the cultural differences that exist between the Algerian EFL reader and the target language culture. The results obtained through the experimental study suggest that the short story can be used as alternative medium for motivating undergraduate EFL students to literary readings, and learning to accept others norms without judging or constructing a stereotype. Our EFL practitioners must be equipped with intercultural training that would transform them from transmitters of knowledge into guiders to culture acquisition.

Moreover, one way of enhancing students’ understandings of the intercultural exchange is to make them aware that learning a foreign language requires dealing with people having different cultural backgrounds, histories, habits and social norms. To be more precise, the problem of how to read in a non speaking English country like Algeria, and if we are supposed to be lost in vocabulary explanation and find the equivalents on our native language, seems to appear inconvenient for exploring cultural diverse aspects. Yet, it should be noted that the linguistic difficulties that pave the way for discussion is much more related to the text comprehension than interpretation and this in turn create an obstacle for shaping interpretations.

Furthermore, the literature reading course for undergraduate students should simply consist of reading and enjoying the reading experience by making the link between the self and the other. The complicated literary texts should be reserved for students whose field of interest would be literature studies. If we take the example of English as a foreign language, there are literary texts whose language is very complicated and less used in the actual times. These texts will necessarily need a careful preparation and repertoire knowledge of both teachers and learners mainly at a cultural level. Literary texts with third year undergraduate students should be better used as a primary initiative support to their motivation towards literary reading and appreciation of learning

about cultures. Taking this into account, short stories can be used as a suitable literary material for the case of third year undergraduate students.

The research came to conclusion that the investigated population holds positive attitudes towards short stories reading, and manifested a number of signs that indicate their willingness to actively engage in literary reading sessions and learn cultural aspects if they are given the freedom to express themselves freely and if the literature course is set on a crucial objective which is the enjoyment of the literary reading experience. Yet, this conclusion might need to be extended; it needs to deepen the study of more strategies to develop students reading and interpretation skills. It is required to develop different learning tasks to establish a balance between the cultural aspects and the literary reading in the EFL context.

With these findings in mind, the literary reading experience if well planned could reach cultural, intercultural and motivational purposes, especially for the case of undergraduate students who are required to develop their language acquisition skills since language and culture are interrelated, the short story seems to be an effective vehicle to fulfill these objectives. The short story should be used as an initial literary material for tasting the pleasure of reading and motivating the learners to feed their minds with cultural diversity. The literary text in general is a tool that offers the possibility to question the world, to view it with the others' eyes. So, advocating the integration of literature to learn about culture, means tolerating differences, the more we read literary texts, the better we comprehend, the better we comprehend, the more we nourish and open our minds.

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