

Using Short Stories to Improve EFL Learners' Abilities:

A case Study at Secondary Schools *EL- Hassahiesa* Locality ,Gezira State,
Sudan

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Dedication

*To my family,
teachers and friends*

Acknowledgement

I am heartily thankful to my main supervisor, **Dr. AbdulGalil Abdalla SALih** whose encouragement guidance and support me during this research and I owe thanks to my co- supervisor **Dr. Ahmed Gasm Alseed** and all the staff in the department of foreign languages for their encouragement and assistance. Finally, I offer my regards to my family and all those who supported me during this work.

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Abstract

Using literary texts inside EFL classrooms is of high significance in providing learners with the culture of the target language. Recent trends in EFL teaching indicate the necessity of integrating short stories in the syllabus because of its rich potential in providing an authentic model of language use. Among literary genres, short stories seem to be the most suitable choice for this due to its potential in helping students enhance the four skills. The study aims to prove that using short stories improves learners' language abilities. It also aims to examine the impact on using short stories in English language learning. To achieve these objectives, the study used the descriptive analytical method. A questionnaire was used as a tool for data collection. The questionnaire consist of (14) statements. It was distributed to (40) teachers of secondary schools at *EL- Hassahiesa* locality, Wad Habooba Unity. The questionnaire was analyzed by the statistical package for social sciences (SPSS). The results which the study reached that: short stories help students develop their English language. Short stories give the learners' varied literary expressions which help learning English. Short stories offer learners adequate linguistic, intellectual, and emotional involvement and enrich their learning experience. Short stories offer the learners' deeper meaning about learning of language skills. The study recommends that: Selecting the course materials' should become according to the interests of learners. Using short stories should be used in teaching English for EFL learners. The study must consider the level, language standard, and age of learners. The teacher should have the ability to make all the learners interact with him. The teacher should choose the attractive way in presenting the story.

استخدام القصص القصيرة لتطوير قدرات متعلمي اللغة الانجليزية كلغة أجنبية:
دراسة حالة: مدارس الحصاصيما الثانوية- محلية الحصاصيما، ولاية الجزيرة، السودان
نجوى الأمين محمود الأمين

ملخص الدراسة

استخدام النصوص الأدبية داخل فصول الدراسة لطلاب اللغة الانجليزية كلغة أجنبية له أهمية كبرى في إمداد المتعلمين بثقافة اللغة المستهدفة. يشير الاتجاه الحديث لتدريس اللغة الانجليزية إلي ضرورة تضمين القصص القصيرة في المنهج لإمكاناتها العالية وقدرتها علي إعطاء نموذج حقيقي لاستخدام اللغة. تبدو القصص القصيرة من بين الأعمال الأدبية الخيار الأنسب وذلك لقدرتها علي مساعدة التلاميذ في تعزيز المهارات الأربع. هدفت الدراسة إلي برهان أن استخدام القصص القصيرة يحسن القدرات اللغوية للمتعلمين، كما هدفت أيضا إلي اختبار تأثير استخدام القصص القصيرة في تعلم اللغة الانجليزية. اتبعت الدراسة المنهج الوصفي التحليلي والاستبيان كوسيلة لجمع البيانات. يحتوي الاستبيان علي (14) عبارة وزعت هذه النسخ علي (40) معلم في المدارس الثانوية في محلية الحصاصيما، وحدة ود حبوبه. استخدم برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) للتوصل لنتائج الدراسة وكانت كما يلي: القصص القصيرة تساعد الطلاب في تطوير اللغة الانجليزية. القصص القصيرة تعطي المتعلمين التعبيرات الأدبية المختلفة التي تساعد في تعلم اللغة الانجليزية. بإمكان القصص القصيرة إمداد التلاميذ بمحتوي لغوي و فكري وعاطفي مميز كما أنها تثري خبرتهم التعليمية. تقدم القصص القصيرة للمتعلمين معني عميق لتعلم مهارات اللغة. أوصت الدراسة باختيار المادة الدراسية بناء علي رغبة المتعلمين. يجب استخدام القصص القصيرة في تدريس اللغة الانجليزية لمتعلمي اللغة الانجليزية كلغة أجنبية واضعين في الاعتبار المرحلة ومستوي اللغة وعمر المتعلمين. أن يكون للمعلم المقدرة علي استمالة المتعلمين للتفاعل معه. علي المعلم اختيار طريقة جذابة لتقديم القصة.

Table of Contents

CONTENT	Page
Dedication	iii
Acknowledgements	iv
Abstract (English)	v
Abstract (Arabic)	vi
Table of Contents	vii
CHAPTER ONE	
INTRODUCTION	
1.0 Introduction	1
1.1 Statement of the Problem	1
1.2 Objectives of the Study	1
1.3 Questions of the Study	2
1.4 Hypotheses of the Study	2
1.5 Significance of the Study	2
1.6 Methodology of the Study	3
1.7 Limitation of the Study	3
1.8 Definition of Terms	3
CHAPTER TWO:	
LITERATURE REVIEW	
2-0 Introduction	4
2-1 What is Literature?	4
2-2 Literature in Language Teaching	5
2.3 Importance of Using Literature in EFL Classroom	6
2.4 literary language	8
2.5 Genres of Literature	10
2.6 Definition of Short Story	10

2.7 Historical Background of Teaching Short Stories	11
2.8 Why Short Stories?	12
2.9 Choosing the Text	13
2.10 The Elements of the Short Story	15
2.11 Learning and Teaching Short Stories	16
2.12 The Objectives of Teaching Short Stories	16
2.13 Motivating and Enhancing the Use of short Stories	17
2.14 Activities for Teaching Short Story	17
2.15 Telling Short Story and Improving Oral Communication	18
2.16 Approaches to Teaching Short Stories	19
2.17 Short Stories and Language Skills Development	21
2.18 Use of Story in the EFL/ESL Classroom	22
2.19 Short-Stories in ELT Classroom for Developing Language Skills	23
2.20 Advantages of Using Short-stories in ELT Classroom	24
2.21 Short Stories and Language Skills Development	26
2.22 Pervious Studies	31
CHAPTER THREE	
METHODOLOGY	
3.0 Introduction	34
3.1 The Population of the Study	34
3.2 The Sample of the Study	34
3.3 The Tool of Data Collection	34
3.4 Procedures	34
3.5 Reliability and Validity of the Questionnaire	35
CHAPTER FOUR	
ANALYSIS AND DISCUSSION	
4.0 Introduction	36

4.1 Data Analysis	36
CHAPTER FIVE	
FINDING, RECOMMENDATIONS AND CONCLUSION	
5.1 Introduction	51
5.2 Findings	51
5.3 Recommendations	52
5.4 Conclusion	52
Bibliography	54
Appendix	58

CHAPTER ONE

INTRODUCTION

2.0 Introduction

English for General Purposes (EGP) is essentially the English language for education in junior and senior high schools. Learners are introduced to the sounds and symbols of English, as well as to the lexical/ grammatical / rhetorical elements that compose spoken and written discourse. Sell (2005:92) “teachers should provide an authentic model of language use. To do it, she/ he should focus not only on linguistic but also on literary and cultural elements. Since short stories offer these elements, they are highly beneficial to use in EFL teaching programs.”

However, the selection of short story should be done in reference to the course objective, the learners’ profile, and the story content in order to make the best of it. Since every teaching situation is unique, the use of one single text varies from classroom to classroom and from teacher to teacher. Prodromou, (2000) short story seem to be most suitable choice for this due to its potential to help students enhance the four skills- listening, speaking, reading and writing more effectively because of the motivational benefit embedded in the story. The purpose of this article is to familiarize EFL instructors with the effectiveness of using short story in EFL instruction. After presenting criteria for selecting a short story, discussion is focused on how to exploit a short story for enhancing students language skills.

1.2 Statement of the Problem

EFL students’ abilities to communicate in English language are weak. Listening and speaking course seems to receive very little attention at the secondary level. Many students at the secondary level can read and understand what they read but they seem to face lots difficulties in

interacting. This research investigates the ways and techniques of developing and promoting the language ability of students in secondary school. This study measures the effect of adding short story for improving learner's language abilities.

1.2 Objectives of the Study

This study aims to:

1. Encourage learners to gain more vocabulary.
2. Help learners in evoking their personal experience and emotions.
3. Prove that using short stories improves learners' language abilities.
4. Draw teachers' attention to teach short stories effectively.

1.3 Questions of the Study

This study tries to answer the following questions:

1. Can short stories enrich students' vocabulary?
2. What is the impact of using short stories in EFL classroom?
3. To what extent short stories develop learners' communicative skill?
4. How should short stories be taught?

1.4 Hypotheses of the Study

The topic tries to suggest the hypotheses that may answer the previous questions:

1. Short stories can enrich students' vocabulary.
2. Short stories can evoke personal experience and emotions.
3. Using short stories improve learners' language abilities.
4. Short stories can be taught by special techniques, methods, and approaches.

1.5 Significance of the Study

This study is considered significant and useful to the teachers who work in the field by providing them with a clear idea and detailed

information about the effectiveness of using short story for improving EFL learners language abilities. This research tries to explore the difficulties of learners' interaction so as to help them be better communicators and enable them to interact effectively in EFL classes.

1.6 Methodology of the Study

The methodology applied in this study is both descriptive and analytical method. The data for this study will be obtained by using a questionnaire for EFL teachers at secondary level. Then it will be analyzed statistically with SPSS programme.

1.7 Limitation of the Study

This study will be limited to use short stories to improve EFL learners at secondary level, Hassahiesa secondary schools of boys and girls in Gezira state/ Sudan (2014-2015).

1.8 Definition of Terms

EFL: English as foreign language.

Short Stories: there is usually one plot, a few characters; there is no detailed description of setting.

ELT: English Language Teaching.

EGP: English for General Purposes

ESL: English as Second language.

GTM: Grammar Translation Method.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In recent years, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. Among language educators, there has been a hot debate as to how, when, where and why literature should be incorporated in EFL curriculum. Vigorous discussion of how literature and EFL instruction can work together and interact for the benefit of students and teachers has led to the flourishing of interesting ideas, learning and improved instruction for all.

2.1 What is Literature?

Prior to using literature as part of ELT classrooms the teacher should pose the question: what is literature? Literature is defined as "writing that is considered to be a work of art" (Saunders, 1998:370), or as Longman dictionary of contemporary English explains literature as "books, plays, poems etc, that people think are important and good" (N.p, 2003: 944). The concise dictionary of current English defines literature as "writing whose value lies in beauty of form or emotional effect" Burma (1946:710). (Panghilito Luigi's defines literature as "literature is a slice of life that has been given direction and meaning, and artistic interpretation of the world according to the percipient's point of views" (Kamberelis & Dimitriadis; 2008:375). This seems to be the most interesting opinion since the writers express creatively their perception of reality, their feelings, dreams fantasies and experience in a highly subjective way.

Though there are various definitions and explanations of literature in works of many critics, writers and philosophers, most of them lead to the same conclusion that literature is only literature if it is considered as art.

2-2 Literature in Language Teaching

Literature and language are closely related and this is a fact none can deny .Literature is constituted by language and it represents one of the most recurrent uses of language .language and linguistic analysis can also be employed to access literature from the learner's point of view Brumfit and Carter (1986:1) already emphasized the role of literature as "an alley of language". This technique is by no means novel, since literature has been a widely used teaching tools in different language teaching methods .However, here the perspective changes giving more relevance to the literary text as a work of art .First of all, let us go over the changing role of literature in the tradition of EFL teaching to end with an account of its current situation within the communicative approach.

In the grammar translation method ,literature was the central component .Literary texts of the target language were read and translated, used as an examples of a good writing and "illustrations of the grammatical rules" Duff and Maley, (1990: 3) The focus of this

“teaching method was on form ,on learning the rules of the grammar and the lexical items as they appeared in the text . there was no literary interest , nor interest on content .After this method fell in disuse , literary texts also went forgotten for teachers .

Literature reading is no doubt, a communicative activity and literary texts are who could nowadays deny such thing, authentic examples of language use. many authors , among them Brumfit and Carter (1996) and Lazar (1993), reject the idea of the existence of a

specific literary language and claim that the language used in literary texts is common language with a high concentration of linguistic features like metaphors, similes , poetic lexis ,unusual syntactic patterns , etc (Lazar , 1993 :7).These are not literature specific since these features also appear in ordinary language use and also in nursery rhymes , proverbs or publicity slogans , just to cite a few examples , however, in literature these show a higher incidence

2.3 Importance of Using Literature in EFL Classroom

However, since the 1980s the situation changed quite radically and literature is undergoing an extensive reconsideration within the language teaching profession. The inclusion of literary works in ESL/EFL classes has attracted more interest among teachers, and more and more studies on how to use literature in EFL/ESL classes are conducted. This interest in using literature in language teaching lies in three interrelated elements: authenticity, culture and personal growth. First of all, literary texts can be more beneficial than informational materials in stimulating the acquisition process as they provide authentic contexts for processing new language. Since literary texts contain language intended for native speakers, literature stands as a model for language learners to become familiar with different forms and conventions (Collie and Slater, 1991, 4; Ur, 1996, 201). Containing real examples of grammatical structures and vocabulary items, the literary texts raise learners' awareness of the range of the target language and advance their competence in all language skills (Povey, 1967). Second, using literature in language teaching has the advantage of providing cultural information about the target language. Literary texts increase foreign language learners' insight into the country and the people whose language is being learnt (Collie and Slater, 1991), which fosters learners' ability to interpret discourse in different social and

cultural target language contexts (Savvidou, 2004). Finally, since literature enables students to understand and appreciate other cultures, societies and ideologies different from their own, it encourages personal growth and intellectual development (Carter and Long, 1991, 2-4).

In line with these ideas, Littlewood (2000: 179) emphasizes the importance of the use of literature in EFL classes by showing the fact that a major problem of language teaching in the classroom is the creation of an authentic situation for language. All language classrooms, especially those outside the community of native speakers, are isolated from the context of events and situations which produce natural language. Literature can overcome this problem because, in literary works, language creates its own context. The actual situation of the reader becomes immaterial as he or she looks on the events created by language. These events create, in turn, a context of situation for the language of the book and enable it to transcend the artificial classroom situation. In short, literary works undoubtedly enable students to understand the language better by providing the students with real world experiences, relationships between society and people where the target language is spoken, even if they are fictions.

2.4 2-3 Reasons for using literature in the EFL classes

According to Collie and Slater (1990:3)there are four main reasons which lead a language teacher to use literature in the classroom .these are valuable authentic material ,cultural enrichment , language enrichment and personal involvement.

2-3-2 Cultural Enrichment

For many language learners ,the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken – a visit or an extend stay –

is just not probable. For such learners ,literary works, such as novel , plays, short stories ,etc .Facilitate understanding how communication takes place in that country. though the world of a novel , play or short story is an imaginary one , it presents a full and colorful setting in which characters from many social / regional backgrounds can be described .A reader can discover the way the characters in such literary works see the world outside) i.e their thoughts , feelings , customs , traditions , possessions ; what they buy , believe in ,fear , enjoy ; how they speak and behave in different settings . this colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics.

2-3-3 Language Enrichment

Literature provides learners with wide range of individual lexical or syntactic items .Students become familiar with many features of the written language, reading substantial and contextualized body of texts .(Schunk, (1991)They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas which develop and enrich their own writing skills. students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves . Thus , they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts .

2.4 literary language

Although literary language is large understood as language of literature, it is sometimes very confusing and controversial. This is because such an understanding will lead people to think there is a kind of

language unique to literature for example Brumfit and Carter (1986:6) contend:

“we believe that there is no such thing as literary language when we say this , we mean that we find it impossible to isolate any single or special property of language which is exclusive to a literary work. It does not mean we deny that language in ways which can be distinguished as literary.

In spite of that , most people still hold the believe that literary language is used by writers for the purposes of creative writing of literary works such as novel , drama , lyrical and narrative poetry and prose fictions .As for the role of literary language in the process of development of language knowledge and proficiency, people think it positive. Some EFL teachers and researchers advocate the use of literary language to promote the skills of the target language.

Some other people think the application of literature a useful short –cut to intercultural understanding which is beyond doubt an integral part of EFL learning. (Widdowson: 1986). However if we take a look at the teaching materials in the EFL classrooms, we may find literary texts are very scarce, which leaves most students unfamiliar with literary works. This is because language teaching and learning has been mainly communication – oriented since 1980, particularly for the purpose of acquiring oral communicative skills.

One of the difficulties that confront the teachers who try to stimulate students, interest in literary language is that “literary language is so often so light, not to say inconsequential purchasable content” (Widdowson: 1986). For EFL learners, literary language does not have close connection to daily use of the target language. As has often been thought , the study of English literature is seldom suited to the foreign learner’s needs , and the mastery of literary texts has little bring on the

learner's needs to understand or produce more functional written or spoken forms of language in their daily interpersonal communication.

2.5 Genres of Literature

Genres of literature are important to learn about. The two main categories separating the different genres of literature are fiction and nonfiction. There are several genres of literature that fall under the nonfiction category. Nonfiction sits in direct opposition to fiction. Examples from both the fiction and nonfiction genres of literature are explained in detail below. This detailed genres of literature list is a great resource to share with any scholars. (Pardede ,2011).

Genres of Fiction:

Drama: is the genre of literature that is a subject for compositions is dramatic art in the way it is represented. This genre is stories composed in verse or prose, usually for theatrical performance, where conflicts and emotion are expressed through dialogue and action.

Poetry: is verse and rhythmic writing with imagery that evokes an emotional response from the reader. The art of poetry is rhythmical in composition, written or spoken. This genre of literature is for exciting pleasure by beautiful, imaginative, or elevated thoughts.

Short Story: is fiction of such briefness that is not able to support any subplots.

2.5 Definition of Short Story

A *short story* is fictional work of prose that is shorter in length than a novel. Pardede, (2011).said that "*a short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words.*" Because of the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can

tackle multiple plots and themes, with a variety of prominent characters. Short stories also lend themselves more to experimentation — that is, using uncommon prose styles or literary devices to tell the story. Such uncommon styles or devices might get tedious, and downright annoying, in a novel, but they may work well in a short story. Prasade (1953: 229) puts it " *the short story will continue to meet the need of authors and readers alike and find new material for its especial purpose in a constantly changing world*".

Purve et al (1997:973) define short stories as" *a short prose narrative that is carefully and usually tightly constructed. The short story form developed in 1800s*" A short story as one form of literature as Prasade (1953: 229) puts it " *the short story will continue to meet the need of authors and readers alike and find new material for its especial purpose in a constantly changing world*".

A short story can be read in one setting and has a limited set of characters, single setting and a simple plot. (Gross and Croft (1997:151) share Poe the same view in that, a short story" focuses on *a single incident moment in time, or experience.*" And differ from the novel" *in the effects that can be achieved and in the choice and management of the elements to achieve those effects.*" A short story is a piece of writing that involves imagination. Lazer(1993:18) cites some definitions made by some school teachers at university of Lancaster:

- *It is a work of fiction, so it involves the imagination.*
- *A short story tells one event in a very concentrated way.*
- *It's about people who do not really exist.*
- *It describes something of moment of crisis.*

2.7 Historical Background of Teaching Short Stories

Grammar translation method, (Prodromou, 2000) dominated EFL teaching in the nineteen century through translating literarily texts to the

students. Therefore, literary works were a notable source of material in EFL teaching. When (GTM) was replaced by structuralism approaches in 1960s to the end of 1970s- literature was no longer used. When the other methods dominated EFL teaching literature was no utilized. By the appearance of the communicative approach in 70s to 80s literature was still ignored. Bretz, (1990: 335 – 338) mention that:

“ In 1980s literature found its way back in to teaching EFL to improve communicative competence providing " a spring board for " the development of critical thinking appreciation. and to raise students awareness on the cultural and social of linguistic features.”

2.8 Why Short Stories?

Despite its benefits for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time—some problems commonly met in elementary to high public schools in almost all developing countries. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the length of novel will make it difficult for such classes to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary forms, short-story which is defined by Poe (in Abrams, 1970: 158) *“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”* seems to be the most suitable one to use in public schools. Since it is short, and aims at giving a ‘single effect’, there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work. This reason, that

short stories are the most suitable literary genre to use in English teaching due to its shortness, is supported by Collie and Slater (1991: 196)

“when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.”

The majority of English teachers training students basically found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. Short-stories have been the center of attraction for centuries for various people for various reasons but mainly due to fascinating pedagogical aspects embedded in them. For many ELT professionals and pedagogues, they have been important topics of debate and discussion in the recent years due to numerous pedagogical benefits and implications for developing language skills of EFL learners.

The advocates of the use(Collie and Slater ,1991) of the short-stories for developing language skills argue that the use of short –stories offers the material which is real, creative and rich in language selection, as well as is amusing and motivational in nature. It is also considered as a highly effective approach for teaching and learning of foreign language like English and is recommended for the same reasons by eminent intellectuals. In the background of this effectiveness of the use of short-stories for developing language skills in EFL classrooms, the present paper investigates the attitudes of the Libyan EFL learners towards the use of short-stories for developing reading comprehension skill. The present status of the use of short-stories in the Libyan EFL classrooms

and the researcher's perspective on the use of short-stories in the Libyan context also form an important part of the discussion in the paper

2.9 Choosing the Text

The use of short-story in English teaching should be aimed to encourage the students to use what they have previously learnt. Collie and Slater (1991) by doing this, the learning process will be student-centered. However, the teacher plays a great role. She/he must choose a suitable text to use in class, and should help her/his students understand the story with various activities.

In using short stories to teach English, story selection is indeed one of the most important roles of the teacher. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence. Besides the length of the text, Hill (1994: 15) points out:” *three other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material.*

The importance of considering these criteria could be perceived by realizing that the vocabulary and sentence structure of the short-story to be studied must be suitable to the level of the students. The short-stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners should be avoided if the text is intended for students below intermediate level. Similarly, very long sentences are difficult for students to understand. As students will not understand these sentences and words, they will get bored and not read the work. Therefore, before giving the short-story, the teacher should decide the readability of the

text. In order to meet that readability criterion, using graded or simplified stories is possibly the most practical way. According to Ur (1996: 150), “... the use of ‘authentic’ text with less proficient learners is often frustrating and counter-productive”. Therefore, the use of simplified text with less proficient readers is highly suggested for the sake of suiting the texts with the level of students. In addition to the previous criteria, Spack (1985) suggests the aspect of interest to be considered. According to him, “it is important for the teacher to choose stories that would interest students that he/she most likes to read and teach, and that have been made into film to provide visual interpretation”. McKay (2001: 322) and Rivers (1968: 230) point out that “students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests.”

2.10 The Elements of the Short Story

There are three main (Daniel and Safier 1980) components of each story Plot, characters and theme. Plot is a chain of actions in the story the crucial element in plot is conflict. Conflict may external or internal, intellectual, emotional or moral. "a good plot is governed by an inner logic..." An interesting and attractive story often builds its contents on characters fictional characters are often more attractive than people in reality. The characters must be consistent, they may be direct or indirect and beside they entertain the readers (Nieman and Safier 1979) a short story usually gives some ideas about life or experiences , this is called the theme of the story. The story can be told from different points of view as Nieman and Safier (1969:318) state:

"When a writer tells what all the different characters in a story see, hear, think and feel we say that story has been written from an omniscient point of view- always written in third person. In some the author decides to have one of the characters narrated the story in the first person using."

So the more you understand the narration the more you get on with the story. In addition to the above mentioned elements, a short story usually contains time and place of actions which is called setting. Stories also contain symbols, personification, and metaphorical language so they are rich in many sides. There are many kinds of short stories, and they can be categorized into as following. Abram (1978:6) defines some old forms as follows:

Fable: a short story that exemplifies amoral thesis or principle of human behaviour usually in its conclusion either the narrator or one characters states moral in the form of epigram.

Brable: a short narrative presented so as to stress the implicit.

Exemplun: a story told as to particular instance of the general text of a sermon.

Fabliau: a short comic or satiric tale in verse dealing realistically with middle-class or lower class characters and delighting in the ridald and the obsceneness.

2.11 Learning and Teaching Short Stories

Using short story is very important for learning and teaching, and the goal of learning short stories is to gain knowledge and to know about other people cultures and values develop creativity and improve oral communication. Collie and Slater(1987:9) mention that

"There are four main reasons for a language teacher to use literature in the classroom they are valuable authentic material; they offer cultural enrichment, language enrichment and personal development."

2.12 The Objectives of Teaching Short Stories

Teachers use the different components of story. A short story develop various skills a cross the curriculum. Most learners in EFL classroom Celce, Murcia et al(1995) have little or no opportunity to contact with native speakers, so literary text will give them the

opportunity to have a better interaction with foreign culture and people. In fact literary text can be used as a valid and authentic source for increasing the comprehensible input students receive. Short stories help both teachers and students, students get more involved in the story and try to put more time and effort to comprehend and think Hismanoglu (2005:66) "*class discussions about the story will help students to think crucially.*"

2.13 Motivating and Enhancing the Use of short Stories

Teaching short story is necessary for communication (Ismael, 2008) some teachers believe that teaching EFL focus on linguistic features only and the students are not able to communicate. Others integrate short stories because they add new dimensions to teaching. Short stories help students To learn because teachers use short stories to teach literary, cultural and higher order thinking aspects. Celce (1995:35) states:

Most learners in EFL context have little or no opportunity to contact with native speakers, so reading literary text will give them the opportunity to have a better interaction with foreign culture and people.

Short stories encourage students to continue reading until they know how the conflict is resolved. Elliott (1990:7) affirms that

"literature motivates advanced students and is" motivationally, effective if students can genuinely engage with its thoughts and emotions and developing students –response and competence in literature in addition.

2.14 Activities for Teaching Short Story

Lazer(1993:18) suggest some tasks and activities which are categorized into three stages pre reading , while reading and post reading. Pre - reading stage.

1. Brain storming
 2. Predicating from title, pictures used to introduce ideas.
- Use of dictionary extracts to focus on the meaning of the title.

Teaching Focus

1. Teaching vocabulary.
 2. Background knowledge.
 3. Predicating events.
- b. While reading in this stage features of spoken language are modeled and then controlled by the teacher.
- c. Post reading stage: in this stage an evaluation of appreciating the text is conducted through discussion or writing skills such as writing summary. In these stages teachers focus enhancing speaking skill as well as promoting critical thinking through different activities.

2.15 Telling Short Story and Improving Oral Communication

Story telling is useful for (fisher: 1985) motivating students it is one way of teaching students to communicate creatively in learning language. Speaking is the ability that requires the process of communicative competence, pronunciation, grammar and vocabulary. All these skills can be achieved through teaching selected short stories.

2.15.1 The Concept of Story Telling

Story telling helps students to develop their ability to make logical conclusions. The United Nations educational, scientific and cultural organization (1984) points several suggestions for making low-cost draft materials that facilitate story telling. Among them is the construction of a simple mini-cinema illustrating sequential events of a story, the stages of the story may then be presented with a flexible strip of drawings operated by pulling a string. Gross (1980:50) adds that "*It is best for teachers to*

begin by choosing a simple story with only after characters folk and fairy tales are the easiest kinds of stories for beginning."

2.16 Approaches to Teaching Short Stories

The approaches which are (Lewis and Hill, 1993) used for teaching short stories should be simple, brief, and conveyable and make the material very easy and interesting. The best approach is one that conducive to high understanding of literature, the students may expect to interact or converse with the class, in other school "the students divided into group and working independently". In this case the learners cooperate with one another and with their teachers.

2.16.1 The Language- Based Approach

Literature can be taught through different approaches: literature as content, literature for personal enrichment and literature for its linguistic features or what is called language based approach. In language based approach language is integrated with literature Integrating the language and (Drake, 1939) literature, help students to make meaningful interpretation, increase their knowledge of familiar grammatical and discourse. A devised that the reading should be interrupted of convenient intervals to set the class to do an exercise, possibly for his work. Nunan(1989:65) an organic approach to teaching the language should follow these procedure:

"Offer set of choice provides opportunities for learners to explore grammatical and discourse relationship. Make the form/ function relationships transparent. Encourage learners to become active Expressers of language. Encourage learners to explore relationship.

According to(Drake, 1939) there are three types of exercises that could be used during reading questions on the text, to make certain that the students understood the passage. Exercise idiom, it must be learn not only for its meaning but in its use. Carry out some exercises on

vocabulary to fix the new word in the memory of the students. Exercise on vocabulary their aim is to fix the new words in the memory of the learners.

A group of students (Drake, 1939) given different sections of dialogue to rewrite in reported speech using a range of verbs- and then give the reported versions to another group to compare with the original. Students are given a piece of writing from short stories from which all adverbs and adjective are removed, they rewrite the text adding those and comparing them with the original. Students are given three different summaries of short stories and to decide which one is more accurate.

2.16.2 Teacher – Centered Approach

The teacher falls. (Collie and Slater 1987) back upon a more traditional classroom role in which he or she imparting information to learners. Describes the differences (Anthony, 1963) between a philosophy of language teaching at the level of theory and principles and set of procedures for teaching a language author identified three levels of conceptualization and organization which he termed approach, method and technique. Anthony (1963: 7) defines approach

"An approach is an overall assumption dealing with the nature of language teaching and learning an approach is the axiomatic. It describes the nature of the subject matter to be taught.

And also describes the method as a plan of presenting the language materials:

"Method is an overall plan for the orderly presentation of language material no part of which contradicts. All of which is based upon, the selected approach. An approach is axiomatic, a method is procedural."

The procedure to integrate the task and activates and use for teaching. Richards and Rodgers (2003:69) Defines Procedure

"It is the level at which we describe how a method realize its approach and design in classroom behavior. At the level of procedure we are concerned with how these task and activities are integrated into lessons and used as the basis for teaching and learning."

The technique is a particular strategy in the classroom. The action that actually takes place in a classroom and use to accomplish and immediate objectives

2.17 Short Stories and Language Skills Development

Short stories are important in EFL classroom; they provide authentic contexts and convey the other people's culture and values from different countries. There are many benefits of using short stories, short stories (Burmft and Carter, 1986) are useful in EFL classroom, and they provide rich linguistic input and stimulate students to express themselves in other language. Short stories provide authentic contexts for processing new language. Short Stories cover a wide range of topics and they are not complicated to help developing EFL learners' performance. Collie and Slater (1991: 196) still argue that:

"Stories are practical for the English language teachers to use as their length is long enough to cover entirely in one or two closes sessions and they are not complicated for students to work with on their own which can be helpful for developing EFL learners' self dependency while learning foreign language."

Communication competence develop critical thinking Bretz (1990:335) says the *"short story improve communication competence of EFL learners and develop critical thinking and aesthetic appreciation."*

Short stories contribute in developing oral communication and personal creative power. Mourao,s (2009: 19) assumes that

"Stories help develop EFL learners, personal creative powers and other higher level thinking skills and can contribute in developing emotional intelligence

2.18 Using Story in the EFL/ESL Classrooms

Theoretically, using of literature in language teaching is very advantageous for it offers four benefits: authentic material, cultural enrichment, language advancement, and personal growth (Collie & Slater, 1991). Erkaya (2002:25) notes four benefits of using of short stories to teach ESL/EFL, i.e. motivational, literary, cultural and higher-order thinking benefits:

1. Literary texts can be more beneficial than informational materials in stimulating the acquisition process as they **provide authentic contexts** for processing new language: Students will benefit from using texts intended mostly for native speakers, they will learn new vocabulary.
2. Contain **real examples of grammatical structures and vocabulary items**: the literary texts helps learners' awareness of the range of the target language and improves their competence in all language skills (Povey,1967).
3. Using stories helps in the classroom helps students to learn and understand about the **target culture**. Through literature, learners can deepen their cultural understanding. Literary texts increase foreign language learners' insight into the country and the people whose language is being learnt (Collie and Slater, 1991).
4. It encourages **personal growth and intellectual development** (Carter and Long, 1991, pp. 2-4): Students learn new language which is authentic, they learn about other cultures and societies.
5. Stories can also be a **powerful and motivating** source for teaching both speaking and listening. Oral reading, dramatization, improvisation,

role-playing, and discussion are some effective learning activities that can be performed using stories in the EFL/ESL classroom. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improving pronunciation.

2.19 Short-Stories in ELT Classroom for Developing Language Skills: Advantages and Implications

Many scholars (Bretz, 1990; Kelly, and Krishnan, 1995; Gilroy, and Parkinson, 1997; Belcher, and Hirvela, 2000; and Kim, 2004) have discussed the use of literature, in general, and short stories, in particular, in ELT classrooms for developing language skills and recommended the use of short-stories in teaching and learning of English as a foreign language. Such debates and discussions, on the role and use of short-stories in ELT classroom, have often concluded on recommending storytelling as a holistic approach to language teaching and learning. Such recommendations, according to Mourão (2009) are founded on the understanding that ‘learners need to interact with rich, authentic examples of the foreign language’ (p.17). The use of short-stories in ELT classroom for developing language skills has many advantages and implications. Bretz (1990:338), while discussing

“the importance of the use of short-stories in foreign language teaching, illustrates that stories help to improve communicative competence by providing ‘a springboard for the development of critical thinking and aesthetic appreciation’

Pathan (2013) classifies various benefits of the use of short-stories in EFL classroom under different categories such as: linguistic, socio-cultural, personal and emotional and discusses them in detail focusing on their possible implications for EFL teachers and learners. Mourão (2009) also offers a list of thirty advantages of the use of short-stories in ELT

classrooms. According to Lazar (1993), the use of short-stories in ELT classroom offers the teaching and learning material which is motivating, authentic and has great educational value. Stories help students to understand another culture and work as a stimulus for language acquisition. They also develop students' interpretative abilities and help in expanding their language awareness. Stories also encourage students to express their opinions and feelings and make language learning fun by bringing a bit of excitement to a classroom which can work as a change of routine and a new recipe. This is why scholars like Garvie (1990) propose that foreign language learning be led by story.

2.20 Advantages of Using Short-stories in ELT Classroom

Short-stories are filled with many linguistic advantages such as simplicity of sentence structures and vocabulary used in context and make learning of foreign language skills easy and simple. They help to improve EFL learners' vocabulary and motivate them to learn the four language skills— listening, speaking, reading and writing more effectively. Elaborating on this linguistic aspect, Murdoch (2002:9) argues that

“stories allow instructors to teach the four language skills to all levels of language proficiency, and if selected and exploited appropriately, ‘short stories provide quality text-content which will greatly enhance ELT courses for learners at intermediate levels of proficiency’

The controlled length of short-stories with the concise writing, with carefully selected vocabulary and lexis, is another linguistic benefit that short-stories can offer in ELT classrooms. Stories contain authentic, contextualized, natural and simple dialogues which can help EFL learners not only in understanding the usage of English in a better way but also in using these dialogues and important structures in their own life. In foreign

language teaching situations, where learners often have negative attitudes towards reading in English, short-stories, quite readily, can lend themselves to capturing and holding the attention spans of learners and can help in transforming these negative attitudes into positive ones. Collie and Slater (1991) also strongly advocate the use of short-stories in ELT classroom for developing reading comprehension skill due to various practical benefits. They also offer practical techniques and strategies for incorporating short-stories in ELT classroom in an effective and interesting way. According to them, short-stories are practical in ELT classroom as their length is long enough to cover entirely in one or two class sessions. They are not complicated for students to work with on their own and can help develop their self-dependency while learning a foreign language like English. They have a variety of choice for different interests and tastes and can be used with all levels (beginner to advanced), all ages (young learners to adults), and all classes (summer courses to evening classes).

The use of short-stories has many socio-cultural benefits as well. In the culturally sensitive contexts like Libya, they can also be the best method of inculcating cultural and moral values as stories have been the best method of transmitting values, principles, and common sense for centuries. In this regard, Kirschen (1985:68) asserts that:

“storytelling is ‘one of the effective tools for inculcating morality, especially for the youth, as stories contain powerful images and symbols and operate on both conscious and unconscious levels, conveying intellectual and emotional meaning’.

Pathan (2013) also elaborates this argument for the use of shortstories and stresses that ‘in the modern, culturally barren, world of today, where cultural values are degrading everyday and many evils and tribulations are infecting our young generation with unthinkable bad

habits, immoral deeds, immodest behavior and horrific crimes in their early tender age, stories can be the best method of inculcating healing cultural and moral values' The stories from the Holy Quran and other Islamic stories, about the life of the Holy Prophet peace and blessing be upon him], and his companions as well as other religious and moral stories, can be highly effective for this purpose with the Arab EFL learners. The Libyan Arab EFL learners' familiarity, with these stories, will not only make their learning of English easy but will rejuvenate their cultural and moral values as well. Thus, stories will not only help them in developing their foreign language skills but also their moral character. The use of short-stories has emotional benefits also for EFL learners. Stories provide language learners a picture of people, through the characters, while they are struggling and suffering which can prepare young learners to cope with the conflicts in their own life. Stories also help language.

2.21 Short Stories and Language Skills Development

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch (2002: 9) indicates that "*short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency*". According to him, short stories could be very beneficial materials in ELT reinforcement by using them in learning activities such as, discussion, writing and acting out dialogues.

A. Reading

Short stories are very useful in the trials to improve students' vocabulary and reading. The results of Lao and Krashen's (2000) study which compared the reading achievement between a group of students that read literary texts and a second group that read non-literary texts at a

university in Hong Kong revealed that the group who read literary texts made better improvement in vocabulary and reading. Using “Bill” (see the appendix), three activities can be conducted to help students to acquire more vocabulary. These activities are related to form, meaning, and use respectively.

1. Complete the word form chart below. The first word has been done for you. Remember that some words do not have all forms.

Verb	Adverb	Participle	Noun	Adjective
Speak	-	Speaking	Speaker	speakeable
Think		.....	.....	.....
.....	.....	.....	.....	Bright
.....	bluntly	.....	.....	.....
understand	.....	.....	.....	.....

There can be as many words as the teacher thinks necessary. However there should not too many words included in a short story so as not to make students lose interest in the activity. This activity helps students to learn more vocabulary, and it also teaches them how to use a dictionary.

2. Write the letter of the definition/synonym in column B that most closely matches each word/phrase in column A.

A	B
a. lonely	1. a tiresome person
b. get well	2. provide an apology
c. make an excuse	3. recover, healed
d. a tired person	4. without friends or companions
e. ...	5. ...

In this activity, the words/phrases in column A come from the story students are reading. The definitions and/or synonyms provided in

column B must match the meaning of the words/phrases in the context of the story to help students to understand how a different word/phrase can be used in the same context.

3. Choose the word/phrase from column A in the previous activity that best fits each of the following sentences. You may need to add -s to a plural word or to a third person singular of a verb in the present tense, -ed to the past tense of regular verbs, -ing for present participle, etc.

- a) She (not) _____ for being late for the meeting yesterday.
- b) The doctor said that his great optimism helped him _____ soon.
- c) After his wife's death he always feels _____.
- d) Almost nobody likes Ms Brown because she is a _____.

In activity 3, students practice using the words they already understand the meanings of. Since "Bill" does not include a list of unknown words/phrases in bold and the words/phrases do not have explanation and/or synonyms on the footnote, teachers should add both. To motivate students do such activity, teacher may explain: "The list of words helps you go on reading without troubling yourself stopping for too long to look them up in a dictionary or thesaurus."

High-intermediate and advanced students also profit from literary texts. What they read gives them the opportunity to come up with their own insights and helps them speak the language in a more imaginative way. They become more creative since they are faced with their own point of view, that/those of the main character(s) of the story and those of their peers. According to Oster (1989: 85), this process leads to critical thinking. He confirms, "Focusing on point of view in literature enlarges students' vision and fosters critical thinking by dramatizing the various ways a situation can be seen". This could happen because when students read, they interact with the text. By interacting with the text, they

interpret what they read. By interpreting what they read, they can work toward speaking English more creatively.

B. Writing

Short story can be a powerful and motivating source for writing in ESL/EFL, both as a model and as subject matter. Short story as a model occurs when students' writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. In accordance with this, Oster (1989: 85) affirms that literature helps students to write more creatively.

Teachers can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency. For example, if teachers bring to class "Bill," they can assign the following writing activities:

1. Write a dialogue between Bill and Minna at the evening when he says that he must never kiss her beginning from that night.
2. Paraphrase paragraph seven of the short story.
3. Write a book report or summarize the story in five to seven sentences, including the main character, setting, conflict, climax, and resolution.
4. Write one sentence on the theme of the story.
5. Write a paragraph to explain why Bill chooses the couple instead of the wealthy lady.
6. Write a book review on the story.
7. Write an essay on what makes a great father.

Activities 1 and 2 are suitable for middle intermediate levels; activities 3, 4, for upper intermediate levels; and activities 5, 6, 7 for advanced levels.

C. Speaking and Listening

Short story can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, reenactment, and discussion are some effective learning activities which center on a short story EFL classes can use for enhancing these two skills. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improving pronunciation. The followings are some activities teachers can assign to develop students speaking skills by using short stories.

1. The students read the story aloud as a chain activity. The first student reads the first sentence. The second student takes the second sentence, the third student, third sentence, and so forth. Such activity will enhance students' pronunciation and fluency in an interesting way. It is suitable for elementary class.
2. In an upper intermediate class, the students retell the story as a chain activity in small groups. Each student will have a lot of opportunities to practice the relevant connectors or other discourse markers in a meaningful context. (They certainly should have been given a list of the connectors and discourse markers beforehand.)
3. In an advanced class, the students are grouped into two groups. Using "Bill", the first group is assigned to prepare arguments that Bill's decision to find adoptive parents for Minna is correct. Another group should prepare arguments that the decision is not correct.
4. An extending activity useful to develop students' speaking skill and to make students more involved in the story is role-play. This

can be carried out by asking students to play the role of several characters, i.e. by instructing them the followings:

5. Imagine you are the doctor who diagnoses that Bill has only six more months to live. Tell Bill what he is suffering from. Make sure you are convincing.
6. Suppose you are the editor of the newspaper in which Bill publish his advertisement. Tell Bill what you think of the content of the advertisement

To develop listening skill using a short story, teachers can do the followings:

1. Read the story out loud so students have the opportunity to listen to a native speaker of English (if at all possible); or
2. Play the story if a recording is available.

The activity can be carried out for fun or for students to find answers to questions given and explained to them before the listening activity starts. For students to understand the story when they listen to it for the first time, the questions can be based on literary structures, such as:

1. Who is the main character of “Bill”?
2. Where/when does the story take place?
3. What is the problem (conflict) in the story?
4. How is the conflict resolved?

2.22 Previous Studies

The same study has previously been investigated by some other researchers of those are:

ELamin ELsafi Abdelrhaman Mohamed(2013) “The Effective use of Short Stories to Improve EFL Students' Speech” The study intends to investigate English Language teachers' attitudes at secondary schools, El- Hasahisa locality towards using short stories to

improve oral communication. To solve the problems of understanding and practicing oral communication and enable teachers to determine the ways of promoting the oral communication by using short stories. The Study find that: most EFL learners make mistakes when they speak the language. Some of the teachers of English are not trained to teach oral communication. Short stories resolve the problems of communication. The teacher – center approach fails to draw up coherent language. It is recommended that teachers should a ware of the importance of using short stories and curriculum designers should draw more attention to this area of language. It is also recommended that students should be encouraged to enrich their language by reading short stories and teachers should be well trained to teach oral communication.

Zamzam Emhemmad Mari Al-Dersi (2011)“The Use of Short-Stories for Developing Vocabulary of EFL Learners” University of Sebha, Sebha, Libya. The study amid to investigates the role of short-stories in developing vocabulary of EFL learners. The Study find that: use of the short-stories has many pedagogical benefits and they are also enjoyable among the EFL learners. The use of short-stories in EFL classrooms for developing vocabulary of EFL learners is a naturalistic, enjoyable, low-cost and highly effective method. The study recommended that: EFL teachers need to acknowledge the incremental nature of vocabulary learning, and to understand that an effective vocabulary learning program needs to be principled. Stories are a powerful pedagogic tool in order to promote EFL learners’ vocabulary development by making the process more enjoyable and meaningful, this linguistically rich material needs to be given adequate attention in any program of vocabulary instruction.

Naeemeh Kharaghani(2013) "The effect of short stories on reading comprehension ability of Iranian EFL learners." Islamic Azad University, Quchan, Iran. This study investigates the effect of employing short stories in EFL settings on reading comprehension ability of Iranian English language learners. The study found that: Reading a literary text when it is meaningful and entertaining has a valuable effect upon the learners' linguistic and extra linguistic knowledge. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well. The study recommended: language teacher should take into account needs, motivation, interests, cultural background and language level of the students. employing short stories would increase reading comprehension ability of Iranian EFL learners since it was found that the group which received short stories as their reading text outperformed the other group.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter is intended to introduce the methods used in the study and includes the procedures adopted in conducting the study, sampling procedures and collecting data. The researcher has followed the descriptive analytical method, how data are collected and analyzed and described the tools and find their validity and reliability.

3.1 The Population of the Study

The population of this study consists of the teachers of English language in EL-Hassahiesa locality secondary school, whose age range between (28-50) their experience from (5 to 27) years in the field of teaching.

3.2 The Sample of the Study

The sample of the study consists of (40) EFL teachers from EL-Hassahies a locality secondary school, the sampling are chosen randomly.

3.3 The Tool of Data Collection

A questionnaire is used as a tool for data collecting. The (40) copies of the questionnaire were distributed to (40) teachers in secondary schools, EL-Hassahiesa locality by hand.

3.4 Procedures

Questionnaire is the main tool in data collection. It consists of (40) copies each one has (14) statements. The statements include three multiple choices as the following options (agree, to some extent and disagree).

3.5 Reliability and Validity of the Questionnaire

The study used statistical package for social to analyze the data which are collected. The researcher used person's correlation and the results:

$$r_{xy} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}$$

Where = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

Σ : Sum

$$R = \frac{2 \times r}{1 + r}$$

$$\text{Val} = \sqrt{\text{reliability}}$$

$$\text{Correlation} = \underline{0.69}$$

$$R = \frac{2 \times r}{1 + r} = \frac{2(0.69)}{1 + 0.69} = 0.82$$

$$\text{Reliability} = \underline{0.82}$$

$$\text{Val} = \sqrt{0.82}$$

$$\text{validity} = 0.90$$

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter concerns with the analysis and discussion of the data that collected by means of questionnaire, the finding of this analysis and discussion of the data serve the hypotheses and answer the questions and achieves the objectives of the study. All the results are shown below in tables and figures to reflect the point of view of the respondents in using short story to Improve EFL Learners' Language.

4.1 Data Analysis

The purpose of designing the questionnaire statements is to reflect teachers' opinions on many factors that concern the significance of short stories. The method used in sampling and analysis of the information provided by the questionnaire are statistical which is obtained by applying computer programme SPSS (statistical package for social sciences) each statement is analyzed separately and displayed in form of table and then represented in figures.

Table (4-1) Writing about characters in the story is a motivating area for learners.

	Frequency	Percent
Agree	30	75
to some extent	10	25.0
Total	40	100.0

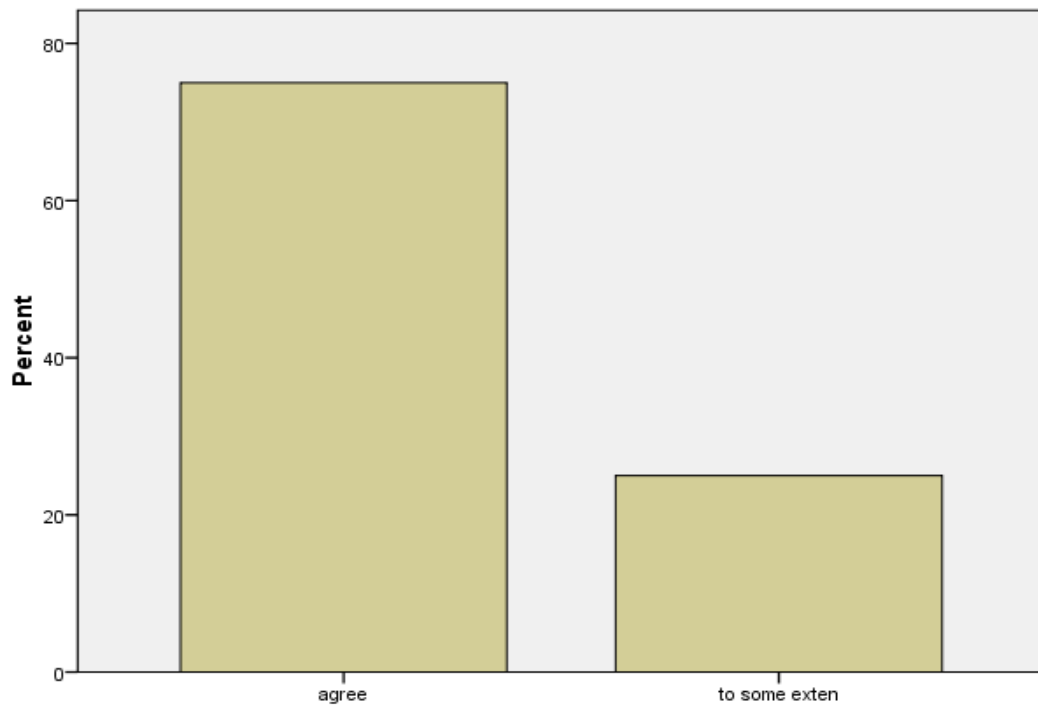
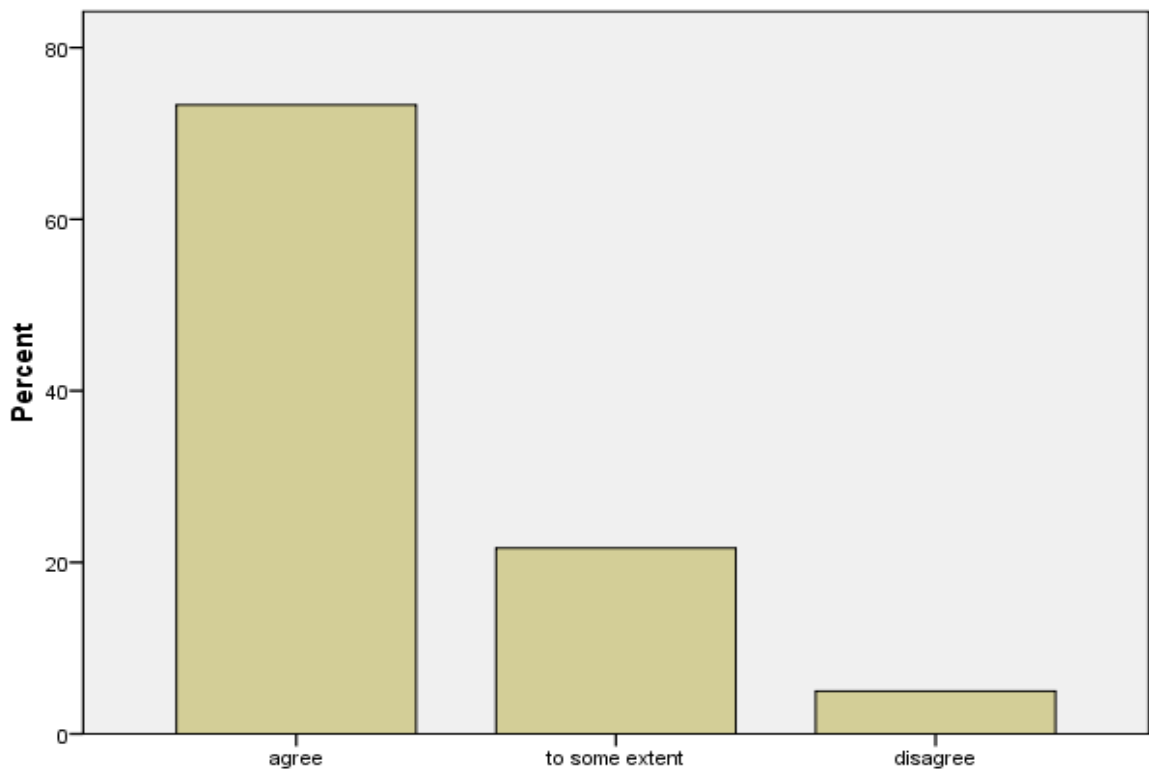


Table (4-1) shows that 75% of the respondents agree, 25% to some extent. According to the result (75%) agree with the claim.

Table (4-2) Filling gaps with words from the story is a good activity to improve learners reading and writing abilities.

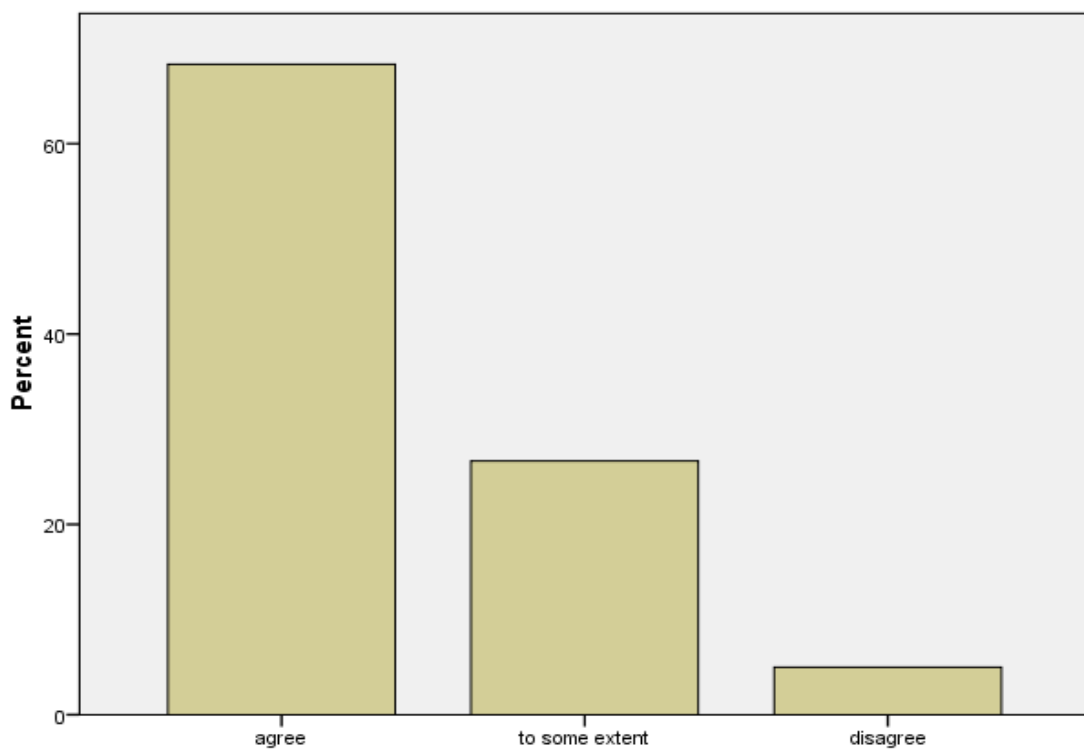
	Frequency	Percent
agree	24	73.3
to some extent	13	21.7
disagree	3	5.0
Total	40	100.0



From table (4-2) and fig (4-2) students who agree are 73.3%, 5% disagree and 21.7% %for never. So according to the results 73.3% percent of the reopens agree with the statement.

Table (4-3) Students find it easy to make discussions based on short story.

	Frequency	Percent
Agree	22	68.3
to some extent	15	26.7
Disagree	3	5.0
Total	40	100.0



From table (4-3) and fig (4-3), 68.3% of the teacher who responded with agree, 5 % of the teacher disagree and 26.7% never. According to the result, more than half of the students agree with the claim.

Table (4-4) Students can easily answer the oral questions of teachers based on short story.

	Frequency	Percent
Agree	29	60.0
to some extent	8	35.0
Disagree	3	5.0
Total	40	100.0

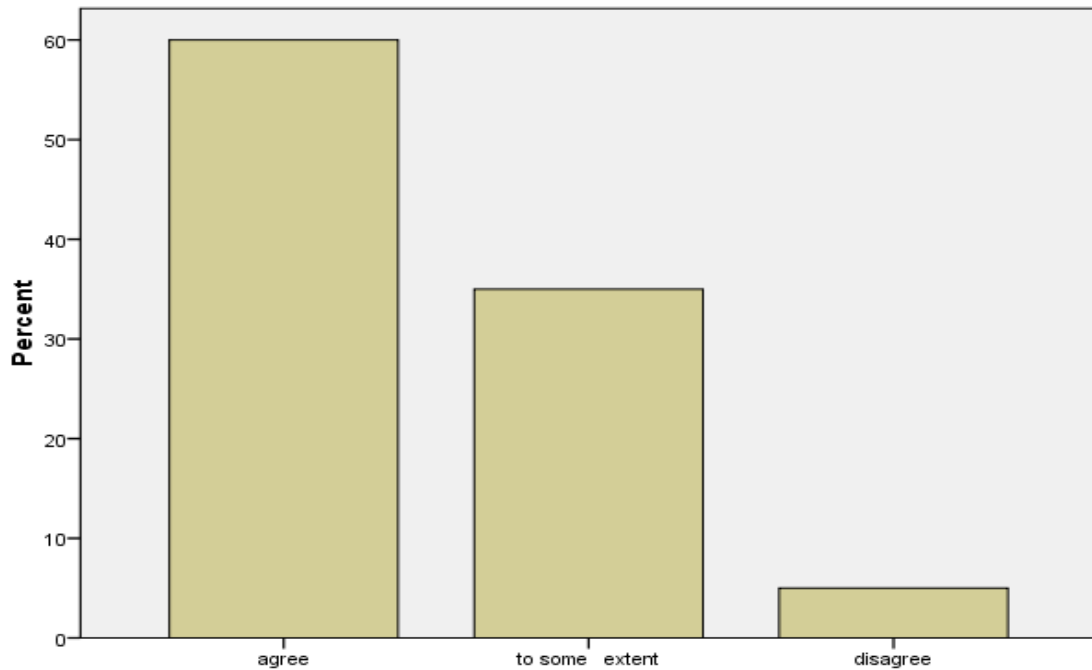
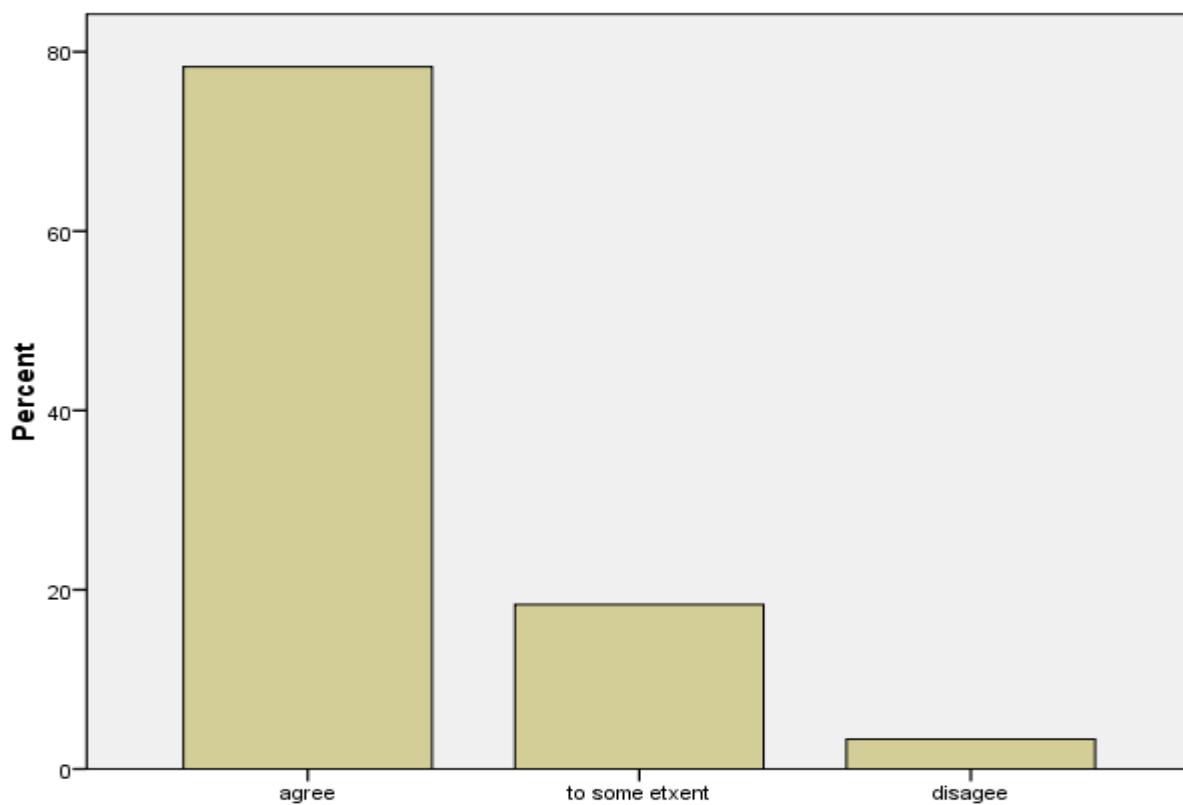


Table (4-4) and fig (4-4) teachers who agree are 60%, those who disagree 5.0% and 35.0% to some extent.

Table (4-5) it is easy to interact with students when teaching a short story

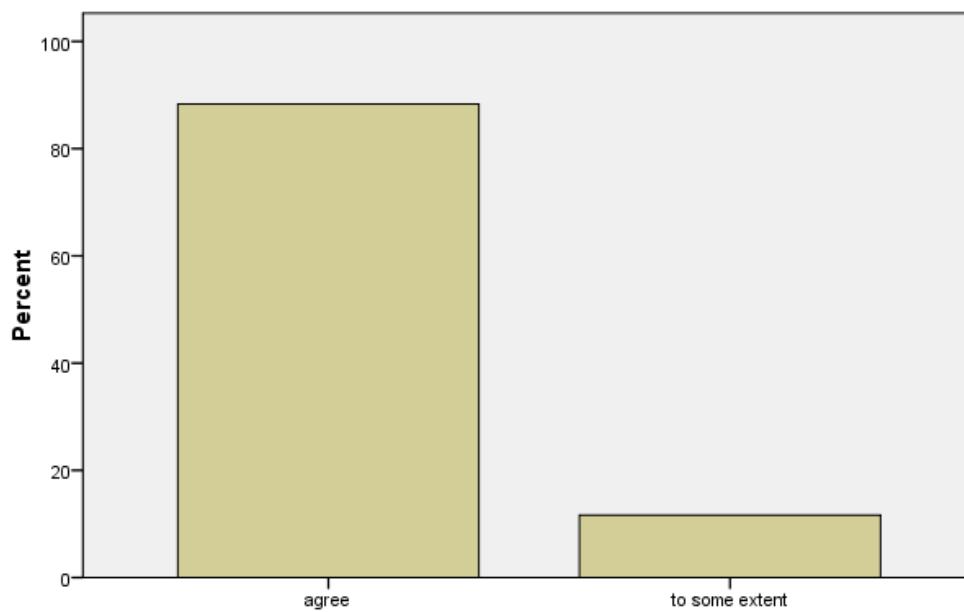
	Frequency	Percent
agree	31	78.3
to some extent	7	18.3
disagree	2	3.3
Total	40	100.0



From table(4-5) and fig (4-5) above teachers who agree are 78.3%, those who disagree are 3.3% and 18.3% to some extent . According to the majority of the teachers agrees with the claim. .

Table (4-6) Students listen carefully when they listen to a short story

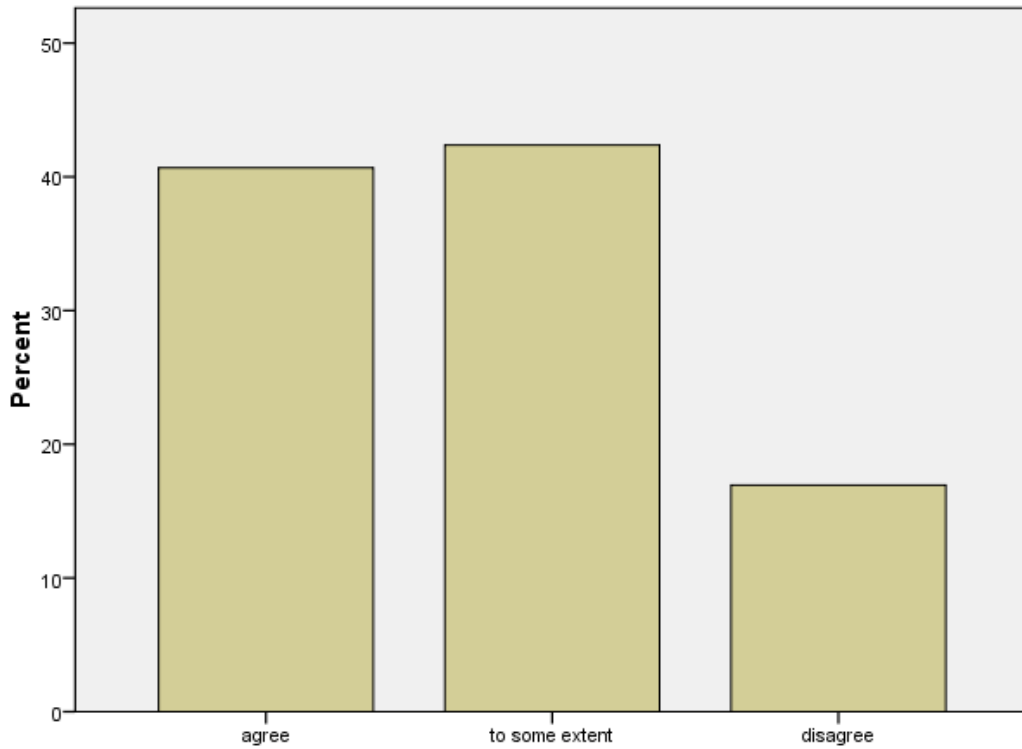
	Frequency	Percent
agree	33	88.3
to some extent	7	11.7
Total	40	100.0



From table(4-6)and fig (4-6)above teachers who agree are 88.3% and 11.7% to some extent. According to the results the majority of the teachers agree with the claim.

Table (4-7) It is easy to involve most of the students when teaching a short story

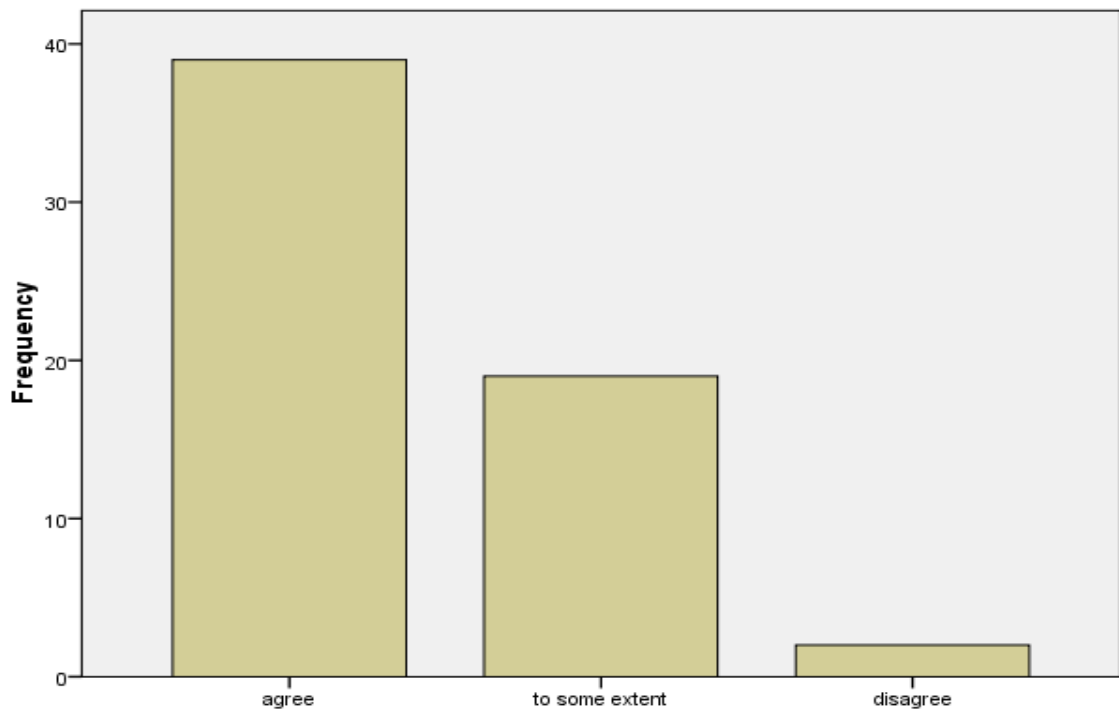
	Frequency	Percent
Agree	14	40.0
to some extent	15	41.7
Disagree	11	19
Total	40	100



From table(4-7)and fig (4-7)above teachers who agree are 40.%, those who agree are 41.7% and 19% to some extent . According to the results majority of the teacher are disagree with the claim.

Table (4-8) Teachers can base communicative activities on the plot of the story

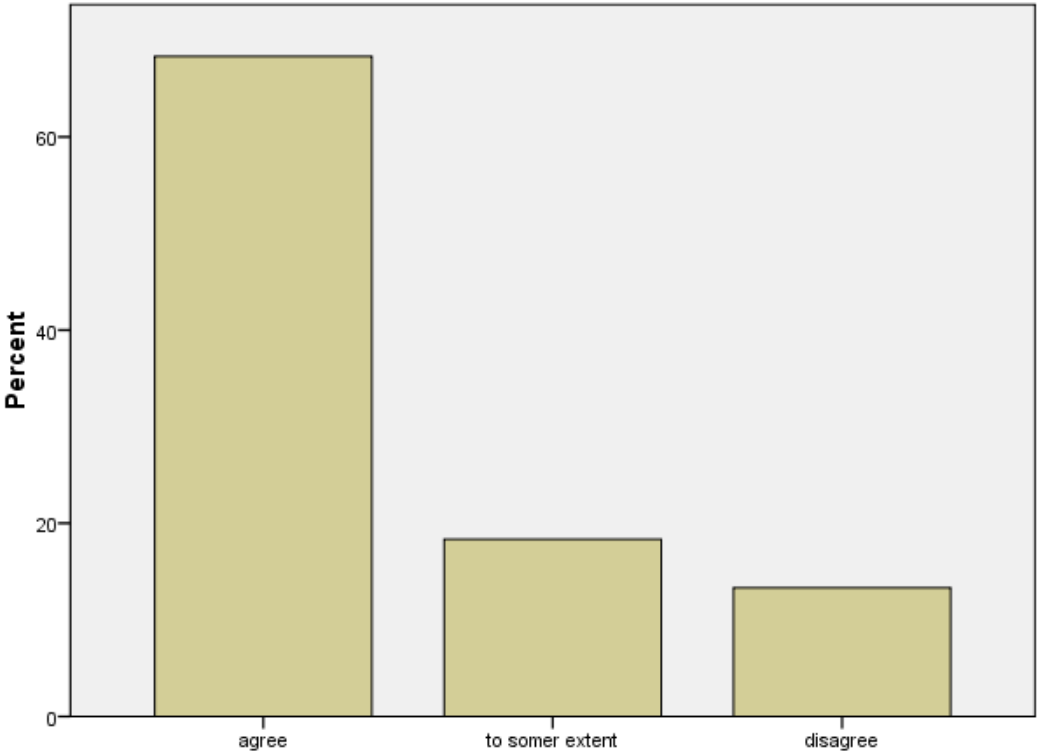
	Frequency	Percent
Agree	26	65.0
to some extent	12	31.7
Disagree	2	3.3
Total	40	100.0



From table and fig (4-8) above teacher who agree are 65%, those who disagree are 3.3% and 31.7% to some extent . According to the results more than half of the teachers agrees with the claim

Table (4-9) The selection of the short story should be based on students' interest

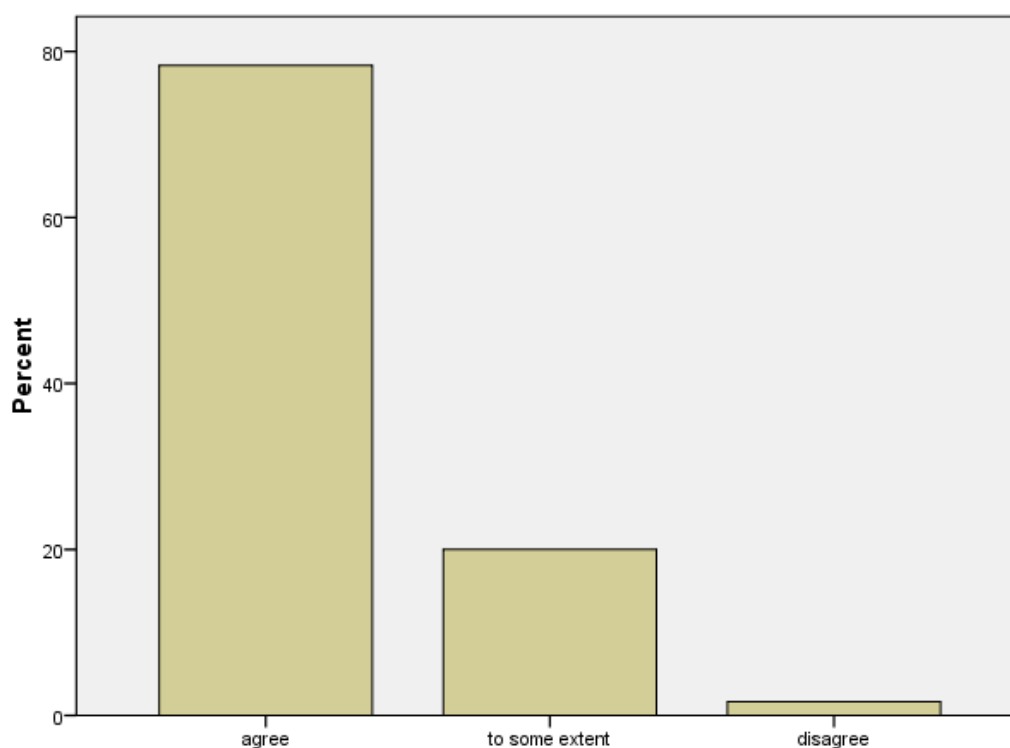
	Frequency	Percent
Agree	21	68.3
to some extent	11	18.3
Disagree	8	13.3
Total	40	100.0



From table (4-9) and fig (4-9) above teacher who agree are 68.3%, those who disagree is 13.3% and 18.3% to some extent. According to the results 68.3 % of the teachers agree with the claim.

Table (4-10) Teaching short story provides students with opportunities to read, speak, write and listen to the language.

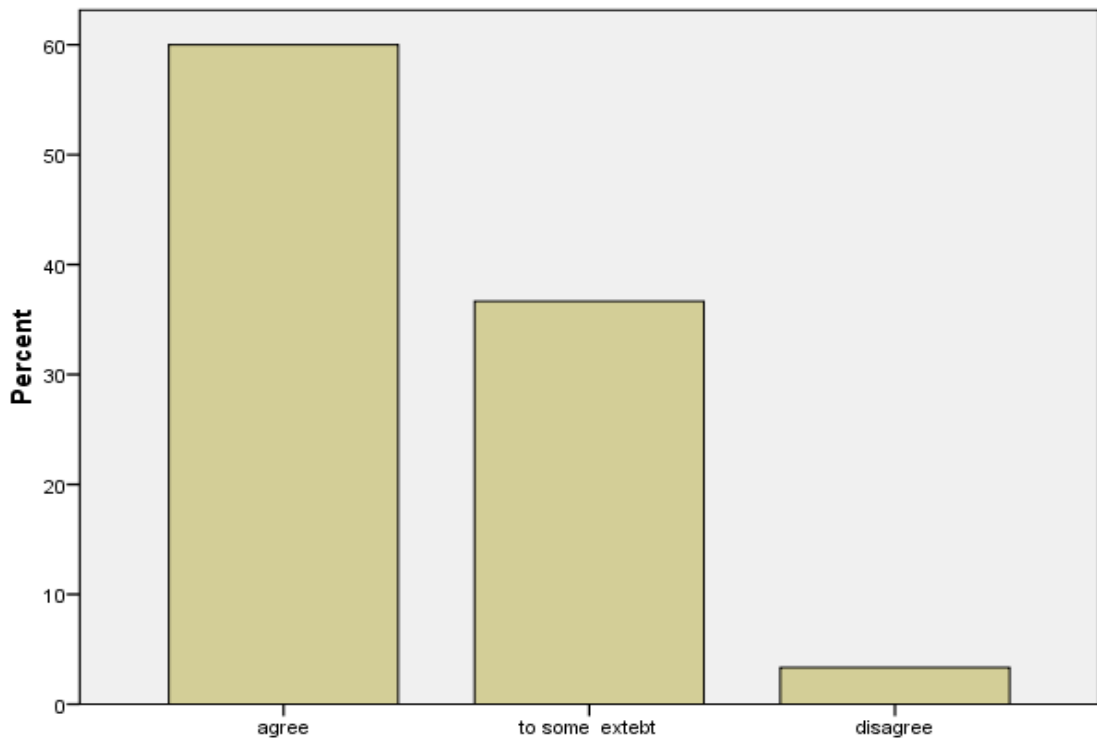
	Frequency	Percent
Agree	27	78.3
to some extent	12	20.0
Disagree	1	1.7
Total	40	100.0



From table and fig (4-10) above teachers who agree are 78.3%, those disagree is 1.1% and 20% to some extent. According to the results 78.3 % of the teachers agree with the claim.

Table (4-11) The fun that a short story provides encourages students to perform well.

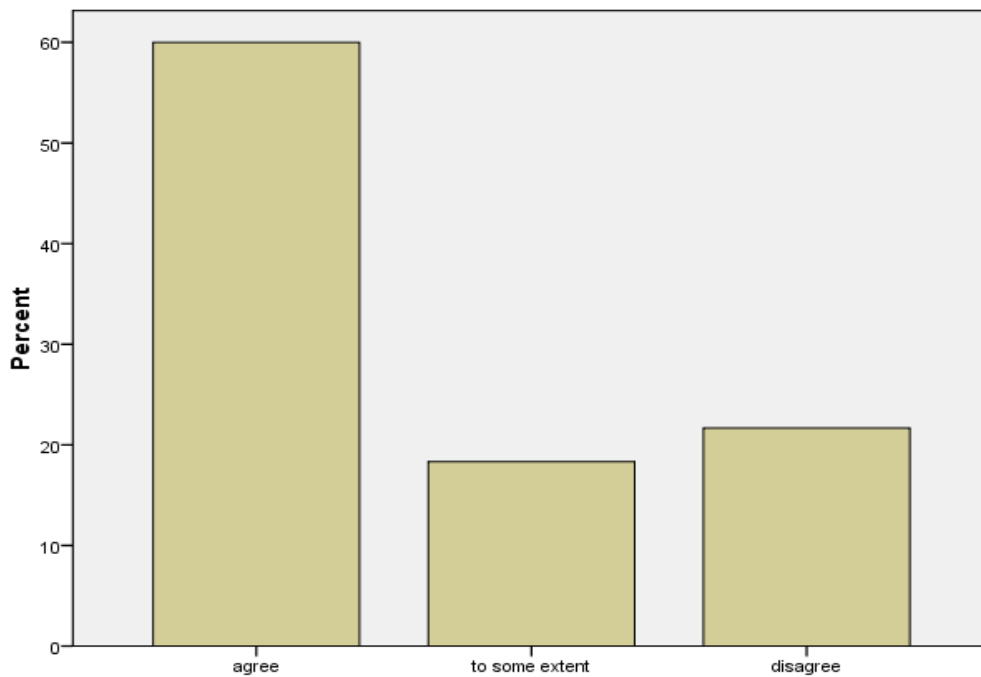
	Frequency	Percent
Agree	26	60.0
to some extent	12	36.7
Disagree	2	3.3
Total	40	100.0



From table and fig (4-11) above teachers who agree are 60%, those who disagree 3.3% and 36.7% to some extent. According to the results more than half of the teachers agree with the claim.

Table (4-12) the story should suit learners' gender.

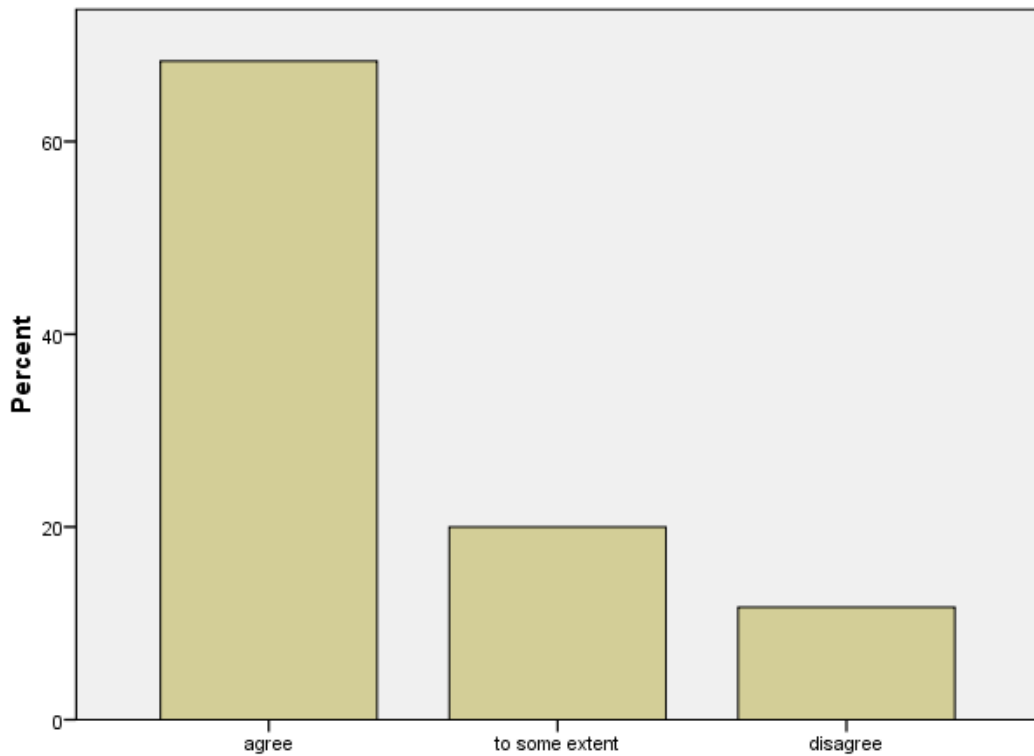
	Frequency	Percent
agree	22	60.0
to some extent	6	18.3
disagree	12	21.7
Total	40	100.0



From table and fig (4-12) above teachers who agree are 60%, 18.3%to some extent. And 21.7% disagrees. According to the results more than half of the teachers agree with the claim.

Table (4-13) The teacher talking time should be less that the learners when dealing with teaching the story

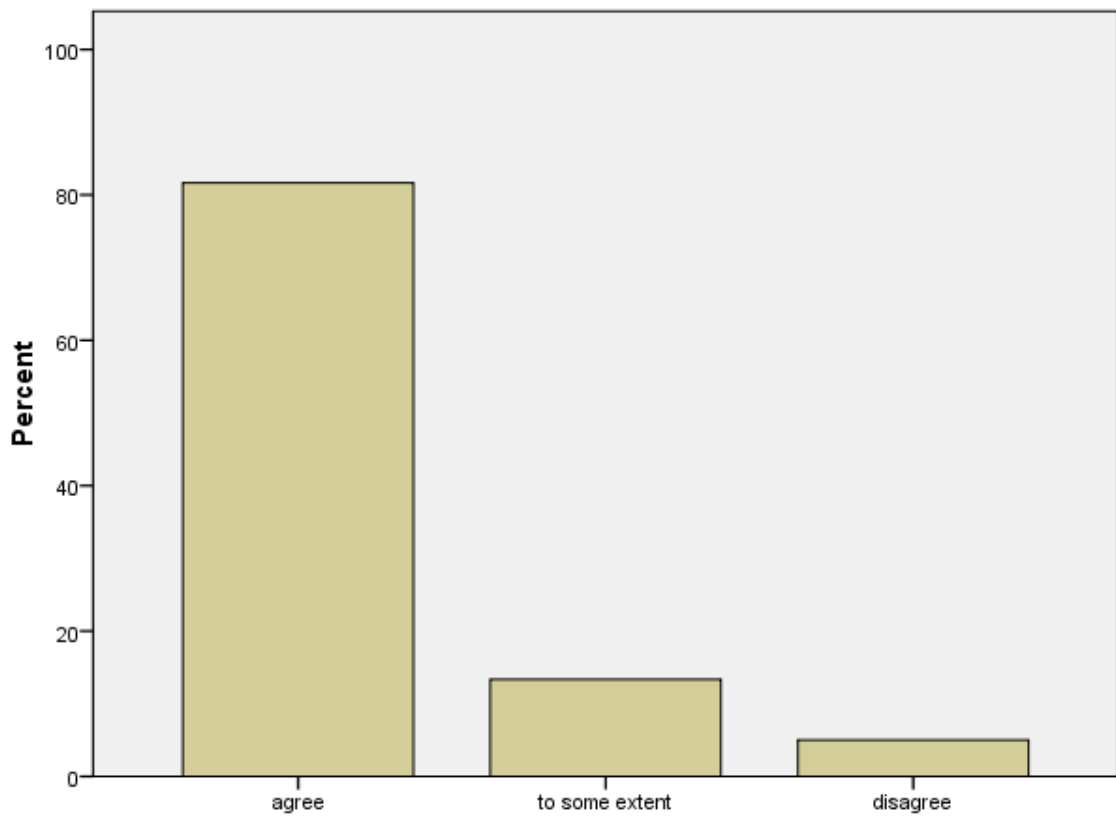
	Frequency	Percent
Agree	23	68.3
to some extent	10	20.0
Disagree	7	11.7
Total	40	100.0



From table and fig (4-13) above teacher who agree are 68.3%, those disagree are 11.7% and 20.0% are to some extent. According to the results more than half of the teachers agree with the claim.

Table (4-14) Acting some important evens of the story in classroom makes it more understandable

	Frequency	Percent
Agree	29	81.7
to some extent	8	13.3
Disagree	3	5.0
Total	40	100.0



From table and fig (4-14) above teachers who agree are 81.7%, those who disagree is 5.0% and 13.3% are to some extent. According to the results 81.7% of teachers supported the claim.

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

In this chapter the study subject findings, recommendations and conclusion to simple, expressive description. The study may summarize in a few ideas. In this area the study tries to demonstrate the final stage of the study.

5.2 Findings

The study finds that:

1. Short stories help students to develop English language.
2. Short stories give learners varied literary expressions which help learning English.
3. Teaching short stories is a motivational factor which enhances learning skills to learners.
4. Short stories have variety of choices for different interests that can be used with all levels, all ages, and all classes.
5. Short stories include some new vocabulary.
6. Short stories offer learners adequate linguistic, intellectual, and emotional involvement and enrich their learning experience.
7. Short stories offer the learners deeper meaning about learning language skills.
8. Short stories invite students to engage in a more active and informed discussion of their involvement with the story and their own personal experiences relevant to the world of the story.

5.3 Recommendations

Based on the findings the study reach to the following recommendations:

1. Short stories should be used in teaching English for EFL learners.
2. Selecting the course materials' should become according to the interests of learners.
3. Level, language standard and age of learners should be carefully considered .
4. The course materials should be varied in order to enhance learners' motivation.
5. Teachers should plan for their students by giving them homework on the same story.
6. Short stories should be selected carefully to satisfy the desire of the learners.
7. The learners should be divided into groups, in order to discuss what they have understood from the teacher during the period of teaching the short stories.
8. The teacher ought to choose the attractive way in presenting the story.
9. The teacher should have the ability to make all the learners interact with him.
10. Students should be able to carry an interaction with the short stories beyond the oral class discussion to develop their language skills effectively.

5.4 Conclusion

Short stories are effective teaching materials or alternatives to assist students in learning to develop their language abilities. In addition, by using short stories in English language teaching can make learning more fun and interesting so that learners are more interested in learning

more about the language and have the ability to speak, write, read and listen. Introduce short stories in the syllabus and increasing the teacher's awareness towards new, active and modern strategies, techniques and appropriate approaches.

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Appendix

Faculty of Education EL- Hasahisa

Department of Foreign Language

Questionnaire for Teachers

Dear teachers

I would be grateful if you response to the following statements which are intended to collect data for a study under the title: *Using short Story to Improve EFL Learners Language*".

Read the following statements carefully then tick (✓) your choice.

Statements	agree	To some extent	disagree
1. Writing about characters in the story is a motivating area for learners.			
2. Filling gaps with words from the story is a good activity to improve learners reading and writing abilities.			
3. Students find it easy to make discussions based on short story.			
4. Students can easily answer the oral questions of teachers based on short story.			
5. It is easy to interact with students when teaching a short story.			
6. Students listen carefully when they listen to a short story.			
7. It is easy to involve most of the students when teaching a short story.			
8. Teachers can base communicative activities on the plot of the story.			
9. The selection of the short story should be based on students' interest.			
10. Teaching short story provide students with opportunities to read, speak, write and listen to the language.			
11. The fun that a short story provides encourages students to perform well.			
12. The story should suit learners' gender.			
13. The teacher talking time should be less that the learners when dealing with teaching the story.			
14. Acting some important evens of the story in classroom makes it more understandable.			

15. What do you suggest for using short story to improve EFL learners' language?

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