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# Sudan University of Science and Technology
# College of Graduate Studies

# Impact of Short Story Reading
# on Enhancing EFL Students' Writing Skills.
## ( A case Study of Second Year Secondary School Students at Jabel Awlia Locality - Khartoum State)

أثر قراءة القصة القصيرة علي تطوير مهارة الكتابة لطلاب اللغة الإنجليزية لغة أجنبية ( دراسة حالة طلاب الصف الثاني بالمرحله الثانويه بولاية الخرطوم محلية جبل أولياء )

## A thesis Submitted to the College of Graduate studies for Ph.D. Degree in ELT

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# Dedication

To My mother, a strong and gentle soul who taught me to trust Allah and believe in hard work and that so much could be done with little. My Father, for earning an honest living for us and for supporting and encouraging me to believe in myself. To my beloved wife, and sons for giving me all inspiration and support I need. I would like to pay a particular, gratitude to my dear brother Babiker Ahmed Abbass Fadail for his continuous financial support, through the periods of my study. To my parents for their encouragement, to everyone who offer any kind of help to achieve this study.

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# Abstract

This study aims to investigate the impact of short story reading on enhancing EFL students' writing skills. A case study of second year secondary school students in the Sudan; Khartoum state. In recent years, it has been noticed that secondary school students' writing performance is declining. Evidence for this poor writing for the second class students at secondary schools who exhibit inabilities to produce short sentences, paragraphs, and even to perform well in their writing assignments. The study uses a descriptive analytic method design. The researcher uses pre and post/tests for second year secondary school students and the questionnaire for English language teachers as tools of data collection. SPSS program is used to analyze the data collected to arrive to the expected results. The findings indicate that teaching short story reading enhances the students' writing skills. The findings also reveal that exposing students to short stories reading can be considered essential and useful method to develop writing skills at secondary school level. The study recommends that training programs should be offered to train teachers on using short stories techniques and strategies in EFL classes.

# مستخلص الدراسة :

هدفت هذه الدراسة إلى التحقق في تأثير قراءة القصه القصيرة على تعزيز مهارات الكتابة لدى طلاب اللغة الإنجليزية لغة أجنبية. وهي دراسة حالة لطلاب السنة الثانية الثانوية في السودان ، ولاية الخرطوم. في السنوات الأخيرة ، لوحظ أن أداء الكتابة لطلاب المدارس الثانوية آخذ في الانخفاض. والدليل على هذه الكتابة السيئة هو أن طلاب الصف الثاني في المدارس الثانوية يظهرون عدم القدرة على إنتاج جمل قصيرة وفقرات وحتى أداء مهامهم الكتابية. ولتحقيق هذه الأهداف استخدمت الدراسة تصميم المنهج الوصفي التحليلي. أستخدم الاختبار القبلي والبعدي / لطلاب الصف الثاني بالمرحله الثانوية. أستخدم الباحث برنامج SPSS لتحليل البيانات. تشير النتائج إلى أن تدريس قراءة القصه القصيرة يعزز مهارات الكتابة لدى الطلاب. كشفت النتائج أيضًا أن تعريض الطلاب لقراءة القصه القصيرة يمكن اعتباره طريقة أساسية ومفيدة لتطوير مهارات الكتابة على مستوى المدارس الثانوية. توصي الدراسة بضرورة تقديم برامج تدريبية لتدريب المعلمين على استخدام تقنيات واستراتيجيات القصص القصيرة في فصول اللغة الإنجليزية لغة أجنبية.

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# Introduction

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## Introduction

## 1.0 Overview

It has commonly been assumed that using literature in foreign language instruction originated about two hundred years ago when the grammar translation method was the dominant method of foreign language teaching. when other methods became successful in EFL teaching, and language study began to be perceived as a pure science, the aspect of pleasure and interest was forgotten, and literature was completely ignored and put aside from foreign language teaching. Since the 1980s, literary materials have come back into the second language instruction curriculum. Recently more and more teachers are interested in using literature in language teaching. They have found that literature can be used to attract students and motivate them in acquiring a second language. Therefore, it may generally be used as a complementary component in language teaching to improve student' skills. (Widdowson,1985), for example, points out that foreign language learning is a very complex process. To reduce this complexity, applied linguists and methodologists seek different methods. Furthermore, he believes that using literary texts would bring enjoyment to language classes enabling students to be exposed to real language and the way of life of a population. (Widdowson,1985).

Therefore, one of the most significant reasons for this interest of teachers is the authenticity of literary texts. Most teachers now believe that literary texts have the potential to be more useful than other materials for they suggest real occasions for assessing novel language. Proving this belief (Littlewood ,2000) reveals the fact that the most important problem of EFL teaching is the making of an authentic situation in the classroom, and since most of the language classrooms are outside the native speakers' community, they are isolated from

the happenings and contexts that create real language. Based on his ideas , literature has the capability to overcome this problem. This is because in literary texts language creates its own context and goes above the artificial situation of the classroom and presents real world experiences, relationships between people and the place where the target language is spoken to the students.

Although literature has some advantages for language teaching, there are some opposing ideas against its use. Metaphorical facets of poetry, the length of long stories, and the complication of practicing drama in populated rooms are instances of such problem areas. (Lazar, 1993) remarks that literature exposes students to complex themes and fresh, unexpected uses of language. A good short story may be particularly fascinating in that it involves students in the suspense of unraveling the plot. The application of literary materials in second language instruction has been considered as one of the old methods of instructing for years. Nevertheless, the research regarding the application of literary materials is very restricted regarding the fame of its application. Most of the EFL classrooms are isolated from the context and situations of target languages since they are outside the community of native speakers, which produce natural language. On the other hand, informational material can be boring for the learners. Literary materials are able to overcome this issue, for literary materials, particularly stories, produce real situations that are similar to the students' living condition assets, thus instigating students to keep on reading.

Many researchers have worked on the effect of literary text on EFL learning. (Mckay,1982) states that, in fact, literary materials have an influence in second language pedagogical planning as it is believed that such materials are able to provide a cause to instigate many students to read the materials in English. She argues that literature is a perfect medium for introducing cultural assumptions and for all students. However, the success in using literature significantly

depends on the text selection. This is especially true in that the selected texts should not be extremely complicated in their linguistic or abstract characteristics. It has been reported that The use of literary texts in English language teaching is a fast-growing area within English language education, EFL/ESL and stylistics, and is likely to continue to grow, along with courses where language and literature teaching are combined into a single subject. Saito & Wales, (2015). In the case of proper choice, literary materials can be regarded as not only proper for upper stages of adult instruction but also proper for non-adult students and learners with less ability.

Spack , (1985) believes in the importance of story selection and states that she chooses stories that would interest students that she most likes to read and teach, and that have been made into film to provide visual interpretation. The great amount of research that measured the relations between novels, short stories, drama, etc. and language instruction have indicated four advantages of literary materials.

Short stories reading is very important and necessary inside the classroom where pupils need to improve their reading skill. It is an opportunity for pupils to be creative and at the same time to raise interest in the target language. Woodhouse (2008) views numerous advantages which can be gained through Short stories reading. For example, students can benefit from storytelling as a positive model, and develop the sense of the language as a social tool. Short stories reading enhances imagination and emphasizes concentration and creates eagerness for frequent reading. In addition to that, it can be used through different tools which are considered the main channels of pedagogical processes.

Rokhayani, (2010) explains that Short stories reading increases pupils' motivation to grasp the meaning of new English words when they start English lessons. Furthermore, it can enrich pupils 'learning experiences, raise motivation, considered as fun, creates positive attitudes towards foreign language learners. Using Short stories reading enriches cultural knowledge for pupils and equips them with linguistic competence since it works as a motivating material that opens their mind to an interpretation. Short stories reading requires more attention, it offers a fictional sense and links them to an interesting world experiences. It helps students to have critical thinking skills, reduces pupils' anxiety and helps them feel more relaxed. It is good for multicultural contexts because it exposes them through the channel of English language which is considered as a universal language.

From the previous studies all research focus on developing reading with obvious neglecting to enhance writing skills among the students of English as foreign language. Therefore, in this study the research concentrate on enhancing EFL students writing skills through using short stories reading method. EFL learners face real problems in writing when they express their views and ideas. It has been observed that many students lack vocabulary, ideas and organizations and even the simple grammatical structures in their writing. So this study aims at identifying EFL students' difficulties in writing, promoting students' writing level through the short story medium and setting methods and techniques that may help teachers in teaching writing through short stories. Almost all teachers complain that the students at secondary schools have a very poor performance in writing proficiency. It has been observed that this underachievement in writing is caused by the difficulties the learners face in grammar, vocabulary and spelling. (Kharfan, 2013)

## 1.1 Statement of the Problem

In recent years, it has been noticed that secondary school students' writing performance is declining. Evidence for this poor writing is the second class students at secondary schools who exhibit inabilities to produce short sentences, paragraphs, and even to perform their writing assignments. These learners have lack of word order, grammatical structures, vocabulary and organization. It is also observed that these students are unable to perform even the basic writing task so as to communicate in effective way. Using of the short story in writing classroom has been tried to improve the students' writing skills.

This study aims at investigating how to reinforce writing skills for EFL students through short stories reading. Therefore, the assumption of short stories reading seem to be the suitable method to develop the students writing skills. Related to that almost of the teachers use the traditional methods without planning, assume it as a matter of reading only. The using of modern method in planning for short story lessons helps in promoting the students writing paragraph.

## 1.2 Objectives of the Research

The purpose of this research is to find out the effect of teaching short stories reading on improving writing skills, mainly paragraph. So, the objectives of this study are:

1- To investigate the contribution of short stories reading on improving EFL students writing skills, mainly paragraph writing.

2- To find out the effect of short stories Reading on enhancing EFL students' vocabulary acquisition.

3- Promoting students' writing skills through the short story reading (from Teacher's point of view)

## 1.3 Questions of the Research

This study is conducted to investigate the above stated problem by finding answers to the following questions:

1. Does teaching paragraph writing through using Short stories reading improve students' writing skills?
2. To what extent does the use of Short stories reading provide students to an insight to the target language vocabulary
3.  What are the attitudes of the teachers towards using Short stories reading to enhance EFL student's writing proficiency?

## 1.4 Hypotheses of the Research

The researcher assumes the following assumptions:

1. Using Short stories reading improves EFL students' writing skills.

2. The use of Short stories reading provides EFL students with an insight to the target language vocabulary.

3. The attitudes of the teachers towards using Short stories reading to enhance EFL students' writing skills are positive.

## 1.5 Methodology of the Research

The researcher will use the analytic descriptive method. The population and sample size of the research is the students at secondary school's education in Khartoum state. Jabel Awlia Locality. Hamdan Bin Rashid Secondary School for Boys. The total number of the sample in this research is (89) second class. The students divided into Control and Experimental group. Pre-test is designed for control and experimental group before the application the method of teaching short story reading. Post-test achieved by the students after the application of the method of teaching short story reading to enhance writing skills. The questionnaire is designed for English language teachers. They will be taken randomly from a selected number of teachers who have been teaching English language in Khartoum state. The pre / post-test and questionnaire are

tools for data collection in this research . The Reponses will be analyzed by using numbers and percentages in SPSS program. The researcher uses qualitative and quantitative approaches to analyze collected data.

## 1.6 Significance of the Research

It is well known that short story reading is considered to be the foundation of written and spoken language. The outcome of this research will be for the benefit of teachers, learners and syllabus designers. It is hoped that this study will be useful to both teachers and learners of English as a Foreign Language in utilizing short stories to develop writing skills. It is also hoped to provide EFL teachers with significant methods and techniques to improve their students' writing skills. Moreover, the study is significant in that it highlights the importance of integrating the short story to English language classroom in general and to writing classroom in particular.

## 1.7 Limits of the Research

The research is limited to the investigation of the impact of short story reading on enhancing second year secondary school students' writing skills. Khartoum State. Jabel Awlia Locality.  This study would be conducted to the Sudanese governmental schools second class in the academic year 2019-2020.

# CHAPTER TWO:

# Literature Review and Previous Studies

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## Literature Review and Previous Studies

### 2.0 Introduction

This chapter is concerned with reviewing the literature in the area of enhancing writing skill, models of teaching literature to as well as means and forms of a short story. It also reviews the criteria of selection of the short story, besides previous studies that are related to the present investigated study.

This study aims to formulate hypotheses to reach logical conclusion, which will lead to findings that answer the research questions about the impact of short stories reading on enhancing writing skills. This study based on the assumption that there is a strong correlation between short stories reading on enhancing students' writing skills. There is no doubt that, literature as means of short stories constitutes one of the main integral components of English language learning. Developing any language learning could not be achieved and realized only by just learning more vocabulary items, the rule of grammar it need to go beyond the wall dealing with its culture and values of the English society.

Literature whether in English or in any other language is written stories, prose, poetry, essays or even short stories. Authors who belong to various nationalities and nations write those works. Those authors write about different ideas, nations using their own style in writing and give ideas about things around their societies. When the author writes a story in details, it may contain wisdom to reflect something about the ancient life and compare it with their own live. Literary texts contain various information for the readers and the most useful ones are that the reader and will not put them a side before covering all the pages and coming through them accurately and carefully (Mackay, 1979).

## 2.1 Branches of literature

Literature falls into two major type's written and oral literature. Oral literature includes ballads, Jokes, folktales and fables; whereas written source has Drama, Novel, Poetry, and fictional literature have a look at different types of literature.

## 2.1.1 Fictional literature

**Drama**: is the theoretical dialogue performed on the stage. Tragedy, Comedy and Melos drama are sub types of drama.

**Short stories:** the small commercial fiction, true or imaginary, smaller than a novel is known as short story. Short stories are well grouped into easy beginning, concrete theme, some dialogues and ends with resolution.

**Novel**: novel can be based on comics, crime, detective, adventures, romantic or political story which divided into many parts.

**Poetry**: poetry is spontaneous over flow or powerful feelings recollected into tranquility. Greek poetry is founded in the free vase and we have rhymes in the personal poem. The different types of poetry are sonnet, ballad, and elegy, allegory, epic and lyric.

## 2.1.2 Nonfiction literature

It is opposite to the fiction as informative and comprises the interesting facts with analysis and illustration. There are different kinds of nonfiction literature such as Easy, literary criticism; travel literature, diary, journal, newspaper and magazine also frame narrative

## 2.2 The Importance of Literature for children

Giving children access to all varieties of literature is extremely important for their success. Educators, parents, and community members should help students develop a love and passion for reading. Not only is reading literature

important in developing cognitive skills to be able to succeed in a school or work setting, but it is valuable for other reasons as well.

Although there are countless values in exposing children to literature, Norton, (2010) identifies the value of literature for young people. He told that Children's literature is important because it provides students with opportunities to respond to literature. It gives students appreciation about their own cultural heritage as well as those of others. It helps students develop emotional intelligence and creativity; it nurtures growth and development of the student's personality and social skills; and it transmits important literature and themes from one generation to the next.

The first value to note is that children's literature provides students with the opportunity to respond to literature and develop their own opinions about the topic. This strengthens the cognitive developmental domain as it encourages deeper thought about literature. The Yellow Umbrella (Liu, 1987), or The Red Book (Lehmann, 2004) able to analyze the illustrations and develop their own dialogue for the story. This strengthens students' cognitive functions in being able to form opinions on their own and to express themselves through language in summarizing the plot of a wordless book.

Second, children's literature provides an avenue for students to learn about their own cultural heritage and the cultures of other people. It is crucial for children to learn these values because, developing positive attitudes toward our own culture and the cultures of others is necessary for both social and personal development. In saying this, however, when teaching students about the cultural heritage of others, one should be very careful in selecting which books to recommend to young readers.

However, there are some children's books that are more accurate in teaching the cultural differences of others. A story called "Eric" from Tales from Outer Suburbia (Tan, 2009) is a touching story about a family who takes in a foreign exchange student and must learn about their guest and accept the

differences between their cultures. It has a positive message about encouraging acceptance of the cultural differences between people, which is something that we want to help build in our students. Another book that helps discuss culture is Going Home (Bunting,1996) which is the story of a Mexican immigrant family with the children who were born in the U.S. There is a difference in what "home" is for the parents and the children, and when they take a trip to Mexico, the children realize how important their parent's culture and homeland is for them.

Desnoettes, (2006) states that imaginative and original books encourage students to learn about music and art, and they are engaging in their design and interactivity. Children's literature promotes the development of students' internal imaginations. It is of value because it fosters personality and social development. Children are very impressionable during the formative years, and children's literature can help them develop into caring, intelligent, and friendly people. Children are only young for a short time, and so we must give them access to a basic literary heritage of timeless books. Quality children's literature has the great power to captivate audiences for many generations.

Children's literature is extremely valuable in both the school setting and at home. Teachers and parents should both be able to differentiate between quality and mediocre literature, in order to give students access to the best books to encourage these important values of literature and considering developmental domains. Children's literature is valuable in providing an opportunity to respond to literature, as well as cultural knowledge, emotional intelligence and creativity, social and personality development, and literature history to students across generations. Exposing children to quality literature can contribute to the creation of responsible, successful, and caring individuals.

## 2.3 Literature stimulate EFL Students Imagination

Literature gives awareness and insight to the students by encouraging them to read text written by different writers. As they show their love for literature; they are rewarded themselves in deep satisfaction and lasting pleasure. According to the Carter and long, (1991) agreed up on that stimulating students to learn literature is helping then to grow as individual as well as their relationship with the people and students around them. The reasons for using literature in the classroom cannot be restricted to these points. However, there are major issues about this topic. As stated by Kramsch, (1992) states that teaching literature helps students understand and appreciate cultures and believes different from their own believes and thought by learning literature. They are given access to the world of attitude, collective imaginings and historical framework of reference that constitutes the memory of people speech community; therefore, literature and culture are inseparable. Literature is the genuine or authentic material. Works of literature do not usually written for specific purposes of teaching a language and intended for native speakers. The linguistic benefits of using literature with the language learner have been mentioned. However, literature may also have a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English. They will feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society.

## 2.4 Literature Enhance Language Acquisition

In many countries around the world, students have fairly limited access to spoken English, and written English often takes on primary importance for stimulating language acquisition. Literature may provide a particularly

appropriate way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language. Obviously, at lower levels, students may be unable to cope on their own with an authentic novel or short story in English. Extensive effort needs to be exerted, we encourage students to cover the story outside the classroom would probably necessary to be of graded learning material, such as graded readers. However, at higher levels, students may be so absorbed in the plot and characters of an authentic novel or short story, that they acquire a great deal of new language almost in passing. The reading of literature then becomes an important way of supplementing the inevitably restricted input of the classroom.

In addition, if recorded literary material is available, then students can acquire a great deal of new language by listening to it. Within the classroom itself, the use of literary texts is often a particularly successful way of promoting activities where students need to share their feelings and opinions, such as discussions and group work. This is because literature is very rich in multiple levels of meaning. Focusing on a task, which demands that students express their own personal responses to these multiple levels of meaning, can only serve to accelerate the students' acquisition of language.

Acquisition may also be accelerated because the overall context for processing the new language is so striking. Take, for example, a dramatized play reading with a group of intermediate learners. While reading an extract from the play on their own, they may find themselves unfamiliar with some of the vocabulary in the extract. But by listening to the extract read aloud by the teacher, or better still acted out on cassette, they may be able to hazard a useful guess as to the meaning of a new word; a guess facilitated by their understanding of the relationship between the speakers and the intonation they use to express this. Alternatively, take a group of children who have only an elementary grasp of English. Asking them to read a simple poem aloud, possibly accompanied by gestures or mime, may be an effective way of helping them to internalize vocabulary, grammar patterns or even intonation.

## 2.5 The Worth of Literature in the Classroom

There is a wide educational value of literature teaching and learning. Studying of literature helps students in an understanding of English language and its structure, vocabulary and syntax. There is no other way of acquiring the sophisticated command of language except through studying of its literature. Presupposing that literature can be useful tool for language teaching.

Littlewood, (2000) 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.

Chambers and Gregory, (2006) mentioned that for both of the students', as different as their circumstances may be, the invitation from a literature teacher. who perhaps kindly, but sometimes causelessly thinks her or his own enthusiasm for the technicalities of literature should generate similar enthusiasm in the student, winds up convincing both the 18-year-old and the 35-year-old of literature's irrelevance to the reality of their everyday lives. Such treachery enthusiasm is often a bit myopic. what the teacher finds interesting may be a very small blip on any student's radar screen. Teachers need more than their own interests and enthusiasms in order to make a case to students for the value of literary study. The following are some of the reasons why literature should be incorporated as part of curriculum in language teaching program.

## 2.6 Literature and Culture

Literature is considered as a core to understand the culture of a foreign language and enables the learner to achieve a high level of learning the target language. It also encourages appreciation of English language and enhances the learners understanding speaking people, which is a part of gaining true fluency in English language. One of the major aims and objectives of literary works is to heighten the learners' cultural awareness.

Chambers and Gregory, (2006) mentioned that Different emphases can be given to knowledge of literature has very different approaches to the English curriculum ranging from the teaching of established canons of literature to an emphasis on exploring the relationship of texts and contemporary social issues. The variety encountered extends to related subjects such as film, drama, creative writing the literatures of other English-speaking countries and cultural studies. All well and good no doubt. This diverse body of teachers, to ensure that their graduates demonstrate sufficient awareness, appreciation and experience.

Ward, (1978) points out that the most effective way of a foreign culture is to observe people in the contexts, in situations where they act and react to each other in terms of cultures. Literature is a useful tool for developing language skills and transmitting culture. It offers learners a broader picture of cultural and socio-historical background of the country whose language they are learning.

Collie and Slater, (1984) agree that Literature serves the larger purpose of fostering in the students a comprehensive outlook on life. In this case, literature is to a large extent what (Hornby,1988) mentions out that an act of communication across cultural barriers to achieve this end, the learner certainly needs to cultivate in him/herself a high level of cultural literary that can be effectively developed through the study of literature. It can be argued that

reading literature encourages students to become broadly aware of social, political and historical events, which form the background of a particular play, story or novel. In addition, literature enriches and feeds learners' minds with new vocabulary items to use in daily life.

Chambers and Gregory, (2006) states that the study and teaching of English is also shaped by our students' purposes and the conditions in which they live and work, and by academics' shifting ideas about the nature of the discipline and its relationship to other, adjacent, fields. In the modern world, can we still talk about English Literature or should we substitute Literatures in English, What is Literature's wider relationship to Media and Film Studies, and Cultural Studies. At the start of the book, we take it as axiomatic that there is an identifiable discipline of English literature, that it has certain central characteristics and outer limits. However, as the book progresses and we examine the curriculum and our teaching and assessment methods in more detail, boundaries become less distinct. Perhaps limits come to seem more like limitations. On the other hand, maybe they just matter less.

Literature often reflects a particular cultural perspective: thus, on a conceptual level, it might be quiet difficult for students. Actually one of the advantages of literature in English language classroom, it exposes learner to the culture of the language which is an original component of the language include the language conventions that works as a guarantee for the appropriate and acceptable production of the language. Literature can foster both knowledge and the use of the language better than structural syllabuses because of the previously stated kinds of language awareness the focal and peripheral awareness.

## 2.7 Literature as a content course

In some of the courses or classes where literature is taught as a separate subject and literature itself is the content of the course, the focus of the teaching

and learning is on the literary features. This kind of approach examines the history and characteristic of literary movements; the social, political and historical background to a text. In this purely the area of literature and not language teaching (Lazer ,1991).

Carter and Long, (1991) mention in this connection that literature involves considerable baggage of critical concepts, literary conventions and meta language and requirement is often that student should show an ability to use such terms and concepts in talking and writing about literature. When the literature discussed for teaching we need to draw distinction between whether literature for study or used as a resource. Literature courses have traditionally attracted large number of student and they continue to do so. In spite of the difficulties involved when resources for teaching are far from commensurate, what this means is that many people actually 'want' to study Literature. If they did not, the disciplines 'crisis' would more likely to be the discipline's demise. In addition, these students in the classroom could hardly be more heterogeneous: of all ages, and social and ethnic backgrounds; with a range of previous experience of education and of qualifications from virtually nil to standard higher education entry requirements and beyond.

Excellency was identified across a variety of programmes, institutions, approaches to subject delivery and assessments of the curriculum. Positive features included: vigour in the curriculum; success in attracting capable, enthusiastic students; widening of access particularly to mature, returning students without any diminution in quality; high retention rates; student achievement that in general reflects considerable intellectual challenge . . .; positive views held by past and present students about the quality of their learning experience; and excellent Staff student relations. It remains to be seen why students might want to study Literature and just what kind of education it is that they want or expect. First, we step back a bit, to consider where we are coming from (Chambers and Gregory, 2006).

## 2.8 Literature Expand Language awareness

On literature teaching in the language classroom, whether literary language is different from other forms of discourse it breaks the more usual rules of syntax, collocation and even cohesion. This seems to be particularly true of poetry. Teachers often express concern that in using literature with our students, we are exposing them to 'wrong' uses of language. The question for teachers is whether such original, but rather unconventional, uses of language are seriously going to confuse the learner. It has been argued that by asking students to explore such sophisticated uses of language, we are also encouraging them to think about the norms of language use (Widdowson,1975).

In order to understand the stylistic effect of any example students will need to be aware of how they differ from usage that is more common. Students might be asked to think of what usually grows; even perhaps to look up common collocations for it in the dictionary. The next stage is to consider what effect is conveyed by suggesting that the ashes are 'growing'. In addition, in the context of a novel or short story this may even help students to interpret its underlying themes more easily. By focusing on the 'deviant' use of the verb here we are helping students not only to become aware of specific stylistic effects in this literary work, but also to consider how this effect is achieved by departing from a norm. At the same time, we are involving them in the process of discovering more generalizable feature of language like collocation. In other words, using literature with students can help them to become more sensitive to some of the overall features of English.

## 2.9 Integrating Literature into EFL/ESL Curriculum

Concerning the issue of using literature in teaching ESL experts agree that it's a useful mean to improve the learning of the students. (Mckay,1982) in her examination of the argument against using literature states some of the common ones as follow since one of our main goals in ESL teachers is to teach the

grammar of the language, literature due to structural complexity and its unique use of language does to contribute to this goal. It is apparent that this reason for excluding literature is vulnerable that there are always literary materials that suit all ages and levels.

As it related the difficulty of the structure of literary work. This point can actually be taken as advantage rather than disadvantage, because at the different levels learners need to be challenged by new and strange use of language which is the sense of criticism mentioned against the use of literature in teaching English as a second or foreign language.

Lier, (1990) in literary texts the learners are exposed to the language to the way that resembles real life contexts and as such, learners focus on the content and other aspects of activities relating to the text. Consequently, the focal awareness is reduced and the peripheral awareness is increased. This will result in better internalization of the grammar rule and vocabulary capturing. Teachers and expert in the Arab world have also attached the benefits of literature as a convenient input in the English language curriculum. Many of them have a critically questioned the use of literature as an effective tool that contribute to the improvement of the learners' level of proficiency in the foreign language.

Language is the principle means used by human beings to communicate their ideas, feelings, and identities with one another, (Gasm Elsied, 2010:1). Therefore, one of the main objectives of teaching and learning a foreign language is to use it in different situations in order to communicate thoughts and information. Learning a language is a long process through which learners attempt to master its basic four skills, namely, listening, speaking, reading and writing. So during this process of mastering the language, the EFL learners face many problems.

## 2.10 Literature Develop EFL Students' Productive Skills

The ultimate objective of teaching literature is to ensure that the rate of the development of the learner reading skills overtakes the rate of developing writing skills. In fact, student needs productive skills (reading, writing) to be able to read English and then write it. In other words, reading must be a factor that enhances writing skills. Reading literature is one of the means of vocabulary expansion, which helps students to be capable of associating words, phrases, sentences and paragraphs in a written context. Thus, writing is the skill of arranging and arranging information in logical order and coherent sequence. It reflects the learners' extents mastery over the passive skills in English, its syntax, sentences structure and the meaning of vocabulary items. Therefore, it cannot be separated from the other aspects of English language particularly, reading skills. The skills of reading comprehension would contribute to the developing the writing skills that reinforce the language the learner had encountered in the process of reading skills.

Echolz,(1980 ) mentions that certainly few people will take exception to general rule that one good way to team to write is to follow the example of those who can write well ,professional writers have long acknowledge the value of reading ; they know what they read is important to know how they eventually write. The developing of writing skill in English should go with the process of reading literature texts as they provide the learners with sufficient vocabulary items, which they are in a great need of practice writing. There is strong relation between writing and reading skills and the relationship between them is mutual. The aim of teaching literature in English is to make the learners capable of expressing themselves in a comprehensible, coherent and logical written sequence. The skills of reading and writing are corner stone for the learners' progress in English language learning .

According to R. K Johnson, (1982) states out that the students must learn how to write coherently producing passages in which sentences are linked on the level of the sense of grammar. In other words, through reading literature the students skill in writing will improve not only in the spelling of English, but also will enhance their abilities to deal with various skills of language as a whole writing reinforces the grammar of the language and its vocabulary and helps students to write sensibly and coherently. In examinations students are required to write composition in which they can use the vocabulary items and expression that they found in reading literature books.(Forum Number 2, April 1987) the more the students practice reading literature texts (literary words), the more they get better in their writing skills. This is helpful point in their writing skills. This helpful point is to make notes and explain what they had read. It is necessary for the students to master the skill of reading and comprehend written language through reading literature and then to learn the techniques of writing. Thus reading skills play an important role on enhancing and fostering the intellectual and conceptual ability of the students as it moves their curiously, entertains them and supplements their linguistic knowledge and awareness.

The most fundamental and important issues in the field of reading education are those of how children learn to read and write and how best to help them. Moreover, these issues are nowhere more important than in the initial stages of literacy instruction. Every child enters school expecting to learn to read. Those who make reasonable progress are well on their way to a successful school career. Those who do not, experience disappointment in school and for themselves as students, even in their introduction to the system. Understandably, children who have struggled in vain with reading soon decide that they neither like nor want to read (Juel, 1988).

J. Sumara, (2002) states that in schools, studying literature continues to mean reading a lot of it rather quickly and being able to identify literary devices and write critical essays. While in recent years, there has been increased

attention to the teaching of writing, in many cases writing is not being taught by writers. This is one reason that, if asked, most young people would say that neither reading nor writing literature matters. In order for literature to matter, it needs to be considered an integral feature of human experience. In addition to creating funding for persons to develop their interests in literary work, we need to reconsider what it means to include this work in schools. Of course, there are also problems with how literature is read outside of school contexts. Too often, literary engagement is considered some sort of pleasurable activity that requires nothing other than a willingness to let oneself be absorbed by an aesthetic experience.

## 2.11 The criteria of selecting literary texts in EFL classes.

Collie and Slater, (1990) defines some of the criteria for selecting the literary text , when selecting literary text to be used in the language classes, the language teacher should take into account needs, motivation, interest, cultural background and language level of the students. These are basic issues have to be considered into the choice of the material. The material has not to be left by chances it must be carefully graded. They added, however, one major fact to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learner's interest and eliciting strong positive reactions for them. This point focuses the attention on the impact of the text on the reader, and how it leads to active use of the language.

They proceeded that, reading a literary text is more likely to have a long term and valuable effect upon the learner's linguistic and extra knowledge when it is meaningful and amusing. Choosing books relevant to the real life experience, emotions or dreams of the learner is of great importance. Language difficulty have to be considered as well. If the language of the literary work is, simple this may facilitate the comprehensibility of the literary text but itself is the most crucial criterion. Interest appeal and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the heart of people

concern ; the pleasure of accounting one's own thought or situation presented by a completely new perspective: all these are motive helping learners to cope with obstacles that might be considered too great in less involving materials (Collie and slater,1990).

## 2.12 Literature as a subject matter for writing

Finding appropriate materials for writing classes is sometimes difficult, for writing has no subject matter of its own. Consequently, literature is used as a subject matter for its numerous benefits to language learning. (Spack,1985) states that there are benefits of using literature in the writing process. One benefit of having literature, as the reading content of a writing course is that reading becomes the subject matter for the composition course whose reading content is literature. The students make inferences, formulate their own ideas and look closely at a text for evidence to support generalizations. Thus, they learn how to think creatively, freely and critically. Such training helps the students in other courses, which may require logical reasoning, independent thinking and careful analysis of the text. There are two main types of writing that based on literature as a subject matter: writing on about literature, and writing out of literature.

Regarding the former Stern, (1987) argues that writing about literature comprises the traditional assignments, written responses to questions, class paragraph writing, or home compositions. Such activities involve the students in analyzing the work by guessing literary devices and styles. He thinks that writing about literature can occur before students begin to read a work. Usually, instructors discuss its theme or an issue it misses, and the students write about it with reference to their own experience. This helps motivate the students' interest in the work and prepares them for reading, however, are based on class discussion.

Levine, (2001) argues that the Teaching literature is a subject, and a difficult one. Doing it well requires scholarly and critical sophistication, but it also requires a clear idea of what literature is, of what is entailed in reading and criticizing it. It requires, in fact, some very self-conscious theorizing. But beyond the questions that ought to fee any serious critic's sense of what doing literature might mean, there are questions about the relation between such sophistication and the necessities of the classroom: what, how, and when are students most likely to learn. The time and energy of public education is largely devoted to literature subject that already known as old one, yet not to invent new ways of teaching literature. This is why literature does not matter much to those who associate literature with what happens in schools. In order for literature to matter in school, one must abandon theories of learning that insist on excavating Truth or representing commonsense. This means creating conditions for people to learn to be surprised by what might happen if they dedicated themselves to literary practices that require a sustained engagement with someone else's structure of thinking. As has been argued previously, literary engagement ought to be considered an interesting way for students to develop insight that matters to themselves, and that might matter to other students. Some writers will create these insights by writing literature. Others will create insights through interpretive reading practices. The rest will benefit because this work has been done.

## 2.13 Literature as the method of Writing Development

Literature provides good opportunities for the Students' to discuss how authors write creative good works of literature. By choosing good literary texts and making their responses and expressing their critical views about what they read, the students will manipulate their learning efforts to the maximum through such class help. They can freely participate in reflective discussions about literature in a suitable and encouraging environment. That may consist of small groups of students who are reading, responding to and discussing the same

book. Through such circles, the students will have the opportunity to have good control over what they learn by choosing their own materials. After making individual responses, they are asked to start open conversation about the text they have read.

Spiegel, (1998) advocates that literature circles are one form of literature based instruction, where small groups of students come together to discuss a piece of literature in depth, guided by their own personal responses. The students were asked to prepare for the discussion by assigning specific texts to be read by themselves independently, and completing a role sheet that summarizes one aspect of the reading process. He believes that his method will also involve the students in responding to literary journals after their group discussion. Both activities are believed to be essential to the learning process; for the students need to respond independently in order to prepare for literature circles. They will share these responses effectively in their individual reflections on the experiences of participating in a literature circle.

## 2.14 Literature as a Model to enhance EFL students' writing skills

Literary works can be used a model for the students writing. There are three main types of writing that can be based on literature as a model, as proposed by Stern controlled writing, guided writing and reproducing the model writing.

Stern, (1983) points out the controlled writing, which is used mostly at the beginning writing levels, typically requires rewriting passages in arbitrary ways to practice specific grammatical structures and rules as a rewriting a third person passage into first person from the characters' point of view. Activity in guided writing, on the other hand, may be more suitable to intermediate levels ESL/EFL. In this type of writing or write complete sentences which, when put together, retell or sum up the model. Engaging students in the guided writing drills will help the learners at the literal level, to comprehend the work of literature.

Finally, reproduction of the model writing as pointed out by stern comprises techniques like paraphrasing, summary and adaptation. In paraphrasing student are required to use their own words to rephrase the things that they see in print. Since paraphrasing is meant to help the students understand a text, it is an important means. Another means is writing summaries of literary works whether short stories or plays, and arranging the events in chronological order, while paying attention to plot, setting and character. This will help guide the students writing. Adaptation, on the other hand, requires rewriting prose fiction into dialogue or, reversely, rewriting a player a scene into a narrative. This activity raises the students' awareness of the variations between written and spoken English (Stern, 1983).

## 2.15 The Role of Literature in language learning

Literature is widely described as the writing or the study of books, etc. valued as works of arts, drama, fiction, essays, poetry, biography contrasted with technical books and journalism (Oxford advanced English Dictionary ,1995). Literature is widely defined, and below are possible ways of defining literature. It is a term used to describe written and oral material. Broadly literature as a term is used to refer to creative work, includes, Drama, fiction and non-fiction. Literature is feeling and thought of black and white. It is the use of language to evoke personal response to the reader or listener.

Lombardi, (2010) have defined it as anything from creative writing to more technical scientific work, but the term is most commonly used to refer to works of creative imagination, including works of poetry, drama, fiction and nonfiction. This is because of the effective role that literature can play in teaching and learning of English. Literature as a subject encourages and justifies its necessity as an effective curriculum component with its classroom techniques that increase language awareness and decrease the psychological barriers resulting from the stress of expressing a foreign language. Moreover, it leads to mastery of reading and writing skills.

Literature can be defined as written and published works; weather fiction or nonfiction. In the context of English literature and language, the term literature would be reserved for particularly noteworthy books or publications that claim for their entertainment and clever written style. Literature would refer to the works of different cultures and times, and their writing styles. Particular artists or authors are given literary praise for their works. Literature expands language awareness. Asking learners to examine sophisticated examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Lazar, 1993).

Literature educates the whole person, by examining values in literary texts. Teachers encourage learners to develop attitudes towards them. Literature is an authentic material and it is an encouraging integration and it is motivating too. Literature refers to classical texts of the English literature such as those of Shakespeare, Dickens and Bronte, sometimes used to refer to popular fictions essays and song lyrics. The given problem that can arise from difference of cultural information in a text should be put into account. It is essential to ask whether the syllabus designers should select texts with specific cultural basic that do not vary from their own culture or not.

Kennedy, (2000) mentions that literature is writing whose value lies in the beauty of formal or emotional effect, a transcript not mere fact, but of fact in it is infinitely fact varied form. He also adds that literature is first and most humankind entire body of writing belonging to a given language or people. It is also mean as individual pieces of writing. Literature is not writing only but the art of organization of words to give pleasure and through these varieties of function in society as continuing a steady symbolic criticism of human values. The art of literature is not readable to the words in the page; these are because of the crafts of writing. The formal learning of all the above is called literary studies (Lazer, 1993).

## 2.16 Literary Experience and Learning

Many teachers have the desire to help students discover the sense of literary enlargement. It is not based on its entertainment value for them or its ego gratification for their students. Some teachers are such purists that they think any entertaining class is sordid or cheap, nor are they so selfless that ego never plays a role in the desire to be a good teacher.

Spack, (1985) believes that students read such texts nonliterary but do not become humanly engage in them; they do not view them as a meaningful use of language. ESL students deserve to discover that English can be a beautiful language, not just a practical and utilitarian one. However, most teachers do not want merely to entertain or receive on their course evaluation forms such dubious compliments, as 'You made tragedy seem very enjoyable'. Most teachers can easily tolerate failure to make the death of Hamlet enjoyable, but what they cannot tolerate is for their students to miss the contribution that literary study makes to their liberal education, to the growth of mind, enlargement of self and the complication of feelings and judgment that constitute intellectual growth and personal maturation. As much as teachers tend to value literary experience for its own sake, they do not value it for themselves or for their students if its own sake means supposing that it exists, or could exist as a part from the everyday lives in which human beings laugh, suffer, fear, love and die.

In addition, according to Wood, (1976) stated out that literary texts, in contrast to informational texts have a unique relationship to external reality. They depend upon it for their own material and interpretability, and after selecting elements from it, aim to combine. Literature seemed to be all aesthetic strategies of unity, as it is textual indeterminacy, just the automatic recycling of hegemonic master scripts, the inevitable excrescence of cultural and economic forces, or if it's merely a set of cues that prompt readers to rewrite each text in

the reader's own image, as some of the reader-response critics insist, then there is not much learning to be acquired from literary study. However, it has never been the case that the kind of human learning that lies at the heart of literary experience exists in an either/or relationship with postmodern views that in effect depreciate it. Literature is both aesthetic strategies and human learning, both textually slippery and textually determinate, both master scripted and a critique of master scripts. However, most of all it is learning.

## 2.17 Literary Texts and writing paragraphs

In previous years, the instruction of paragraph was considered as the chief area of significant interest in both native and non-native language situations. It seems possible that these results are due to the tools by which the examination and evaluation of instruction commonly took place as tools of writing, attracting and reshaping sentences in language, and of boosting practice via individuals' specific opinions. Different emphases have been given in language teaching to aspects of the production of written text. Ali, (2017) states that Literary materials, as unique reading substance for writing, may not be proper or even suggested in the whole acquisition context.

Nevertheless, according to Spack, (1985) agrees that the study of literature can be beneficial to ESL students, even those in technical fields, and writing about literature can be an appropriate assignment for the EFL students. Writing instructors might criticize that a literary text does not give a pattern or input for the type of academic language learners require to compose, but they are able to compare a literary text in school to other kinds of language.

As Spack, (1985) points out, if students read literary works and are then asked to consider nonfiction essays, and vice versa, they can become aware of the different ways writers create texts to engage readers. An awareness of difference between these two forms, particularly in the reader/writer relationship, is crucial to an understanding of why and how texts are put together.

## 2.18 Literary texts Enhance Motivation for Writing

No doubt, that writing has great value in both general and specific sides and it will remain the key of knowledge. (Heldreth,1988) said that of all the valuable skills the average person learns in life time is the ability to read easily heads the lists , `because it is the most universal and the most generally useful for everyone today.

At the end of the topic, Heldreth, (1988) also asks why do the world leaders attach so much importance to teaching every child to read and write. He answers because as it has been said. The leading nations, are reading nations as Thomas Jefferson in one of his letters, people who read can be free because reading banishes ignorance and superstations. According to the fact mentioned above it appears that reading has great importance in the nation's life. The observation that reading is communication implies that a reader is going to communicate with a specific text writing. It is here that the motivational factors involved in writing become critical. (McKay, 1982). As Gaies (1979) points out, since the reading process is the interaction of a reader and a text, we stand in equal need of more research on the affective, attitudinal and experiential factors which will motivate them to write. As such, literary texts can aid in the development of writing proficiency and in this way contribute to a student's academic and occupational objectives.

There are intensive and extensive literature reading programs; the extensive program which draws on novels and short stories has two versions: 1. Interventionist, in which the teacher assigns the students with a predetermined list of books which they will read and be tested on through writing 2. Non-interventionist, in which the students themselves choose the books and then write a standard reading questionnaire on them.

According to (Lazar,1993) he assumes that the reading of literature is an important way of supplementing the inevitably restricted input of the classroom. There is acceptance of the prevailing creed that pleasure reading gives the type of language input which permits learners to learn a great range of language without direct investigation in structure, diction, or language form.

## 2.19 Academic literacies (writing and reading)

Chambers and Gregory, (2006) states that the concept of academic literacies as a framework for understanding writing (and reading) practices is based on the assumption that, broadly, students will not learn to write well in the academic context unless they understand the nature and purposes of such writing. More specifically, students learn to write in particular contexts, of discipline or field (teachers and institution), and both the nature of knowledge and writing conventions differ between the various disciplines. Further, within a discipline, writing does not only reflect or mediate knowledge but more fundamentally, constructs it writing involves making meaning.

Bleich ,(2001), mentions that among others the language is meaningful only within the interpersonal and collective contexts of its use that is, its use among people who are 'alive, functioning, changing and interacting'. Through writing, then, Students learn not only about the discipline, they also learn to become members of, or legitimate participants in the disciplinary community (Lave and Wenger, 1991, 1999). Therefore, in the academic literacies view, students will need some understanding of the nature of the discipline as a community of speakers and writers in order to write meaningfully and in accordance with the discipline's particular requirements and conventions. However, Lea and Street argue, the community's writing practices are far from transparent, more often understood tacitly by teachers than made explicit to students. On this point, the researchers note that although many teachers identified the concepts of 'structure' and 'argument' as key elements in a successful piece of student writing, they were not always able to explain just 'how a particular piece of writing ''lacked'' structure' . In addition, this endeavor has implications for a student's personal and social identity identities that are also influenced of course by his or her educational background, ethnicity, and cultural expectations and gender.

Ivanic, (1998) and (Lillis, 2001) the authors conclude that underlying, often disciplinary, assumptions about the nature of knowledge affect the meaning given to the terms ''structure'' and argument and so, incidentally, even these concepts are not generic and simply transferable between disciplines. They continue we suggest that, in practice, what makes a piece of student writing appropriate has more to do with issues of epistemology than with the surface features of form to which staff often have recourse when describing their students writing and, indeed, when commenting on it to the students.

Thus, while a student's difficulty may actually be lack of familiarity with the subject matter, in her or his comments the teacher may be directing the student's attention to surface writing problems: a prime case of miscommunication between teacher and taught. As a result, the student may mistakenly think that these problems are remediable through 'generic' study skills work. Furthermore, even within the single discipline academic writing practices are far from homogeneous. Rather, they contested just as conceptions of Literature as a discipline is contested. Thus, the succession of teachers that students encounter as they progress from course to course may have rather different conceptions of successful writing in the discipline, and their expectations may differ. Yet each of these teachers is in a position of 'authority' with respect to disciplinary practices. This no doubt gives rise to even greater confusion among students. Teachers themselves are also constrained by institutional or departmental policies, often designed to meet the requirements of external quality assurance and other agencies.

Lea and Street, (1998) provides a telling example of this, arguing that the effects of multidisciplinary and modularization on students only compound the difficulties they face as they attempt to 'switch' between the demands of one disciplinary setting and set of teachers to another. Let us say that one of our main pedagogic aims early on in the students' higher education in Literature is to teach them to write a 'good' essay. There are of course a number of ways in

which we might go about this, including discussion about the purposes of essay writing based on the students' existing experience; direct instruction about structuring essay setting practice exercises on various aspects of writing; critiquing sample essays, and so on. That is, as we saw earlier, our aim of teaching students to write well does not itself determine the precise content of our teaching, the methods of teaching we will use or when we might use them. In this case, such matters will depend on our conception of writing, which, in turn, rests on our understanding of the context of its use the discipline.

However, the academic literacies model does not stand apart from or in opposition to the study skills or academic socialization models. Rather, we would like to think that each model successively encapsulates the other, so that the academic socialization perspective takes account of study skills but includes them in the broader context of the acculturation processes and likewise the academic literacies approach encapsulates the academic socialization model, building on the insights developed there as well as the study skills view. The academic literacies model, then, incorporates both of the other models into a more encompassing understanding of the nature of student writing within institutional practices, power relations and identities (Lea and Street, 1998).

If our conception of writing is of a socio-cultural, broadly academic literacies kind, then a main concern will be the students' understanding of the particular context of the academic discipline Literature, located as it is within the academy, which is likely to privilege some teaching methods and content over others. Starting out with direct instruction about 'correct' surface features of language or the academic voice that should be adopted is unlikely to meet the case, for example, while certain more heuristic methods may well be preferred.

## 2.20 Writing Type (Biography and Auto Biography)

These two types of writing are genres of creative non-fiction. Writing them is one of the ways that engage the students with practicing creative non-fiction writing. Baldick, (2008) in Oxford dictionary of literary terms, defines autobiography as a narrative account of an extended period of some person's life written or presented as have been written by that person. Autobiographies differ from biography not in its evidently more subjective narrative point of view, but in its inconclusiveness. For an autobiographer cannot recount his or her own death, whereas a biographer will almost always offer and account of the subjects' life to the very end. Memoir and autobiography both reflect a person's own life story. Memoir reflects a part of the history of that person while autobiography is whole story, the author whole history. It is generally covers everything from one's birth and childhood to the present time and its written towards the end of ones; life.

Whitelery, (2008) assert that memoir focus on a selected time of particular meaning and impact. Memoirs can be written by authors looking for into their past; but many memoirists are young and tend to recount significant recent events. A memoir can be a fertile field for writers of every age and background. As well, it can be used as a powerful means to write about important memories without taking on the sometimes. Overwhelming task of writing an autobiography. Biography, on the other hand, can be simply defined as the story of life. There are different types of biographies, which may be short or long. A short biography tells only the basic facts about someone. Alternatively, biographies' can be longer, telling the basic information in details. Blaldick,(2008) defines biography as a narrative history of the life of some person. Most biographies provide an account of the life of a notable individual from birth to death, or in the case of living persons, from birth to the time of writing.

## 2.21 Writing logically (planning and thinking)

The need of mastering these elements support the fact writing is really a difficult and complex skills and teaching it needs more effort that other skills do. Although writing skills is a very important in EFL classes it received very little attention at secondary schools , many teachers of English Language say that they can teach reading or other skills , but they face many difficulties when they teach writing this is due to many reasons such as syllabus , times , techniques and the pupils themselves .

Byrme , (1997) says that writing any language is expected to involve some problems , difficulties and shortages , structure , vocabulary , grammar and spelling. This appear clearly in when students start to write whatever. White (1983) shows that "making mistakes in writing is natural phenomena, unavoidable and natural part of the teaching and learning process so, and teacher need no bother about accuracy. In secondary schools making many mistakes is not only considered a natural phenomenon, but also a real over growing problem attributed to many factors of which can be most clear one (Rivers ,1981).

## 2.22 Benefits of Using Short Stories to ELT

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminate human lives Sage, (1987). The inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits: Ariogul, (2001)

1. Enlarges the advanced level readers' worldviews about different cultures and different groups of people.

2. Provides more creative, encrypt, challenging texts that require exploration supported with prior knowledge for advanced level readers.

3. Motivates learners to read due to being an authentic material.

4. Offers a world of wonders and a world of mystery.

5. Gives students the chance to use their creativity.

6. Promotes critical thinking skills.

7. Facilitates teaching a foreign culture (i.e. serves as valuable instrument in attaining cultural knowledge of the selected community.

8. Makes students feel themselves comfortable and free.

9. Helps students coming from various backgrounds communicate with each other because of its universal language.

10. Helps students to go beyond the surface meaning and dive into underlying meanings.

11. Acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring this gained knowledge to their own world.

In brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment Sage H, (1987).

## 2.23 Short Stories enhance Writing Skills

It is a rich soil for writing in EFL classroom both as a model and as a subject matter. A piece of literature works as a model that students can follow in writing, especially in putting ideas together in a paragraph or an essay. As a subject matter literature serves as a model of thinking and interpretation or analysis (Stern , 1987).

Ibsen, (1990) views literature writing as a source of pleasure which lies in expressing ourselves. He also states the writing is a process involved in learning and thinking. Stern , (1987) points out those literatures present different models of writing activities, ranging from paragraph writing to complete composition and stories and from controlled to independent kind of assignment. For example, writing a paragraph involve the student rephrasing in his own words what he read and hears. As for narrative summary, it works well with realistic short stories and work controlled to independent kind of assignments. For example writing a paragraph involve the student rephrasing in his own words what he read and hears. As for narrative summary, it words well with realistic short stories and plays since they generally follow a chronological sequence of events and contain concrete elements, as plot setting. Character and theme, which guide students in their writing, as for adaptation, involve rewriting prose fiction into dialogue or a play into a narrative. This activity helps students because aware of the difference between written and spoken English.

The view point by Peterson, (2008) who believes that writing helps students to make a kind of ideas go through students to minds, which in turns gives them shape and form. This process allows new understandings to come through discovery and deep thinking. The spark of creativity and focused thought which could be recorded on paper creatively". Previous researches has revealed that the initiation of the writers' workshop has positively helped instructors in teaching writing and underlined the fact that students need to be given the opportunity to live the "whitely" life in order to help them to see the life through the writes eyes.

The sustained human interest in stories over the centuries is clear from the rich evidence of the epics, myths, legends and folk tales which have inspired, thrilled and entertained all people since time immemorial. Informally literature can be regarded as writing that "pre-eminently reflects in depth and quality some aspect of the human experience, illuminating it from the perspective of a

sensitive and intelligent observer (L and C, 2005). Within the last few decades' literature has been broadly regarded in many disciplines as a major way of knowing; a focus on interpreting meanings to construct understanding of human action and a complementary.

Sharples, (1991) defines writing as primary mental activity and a resource from pens and papers to words process that relies on physical tool. Writing involves deliberate planning, discovery system, problems solving and evaluation requirement.

Bryne, (1989) describes writing as the act of forming a graphic symbols, letters, or combination of letters that pertain the sound that people produce in their speech.

Strovall, (2002) defines writing as a means of communication in order to reflect ideas, express thoughts and to convey information and messages. It's the process by which thoughts and ideas are translated into thoughts and ideas are translated into words that compose sentences which forum a paragraphs. Writing considered as the most difficult productive skills. This fact is related by (Allen and Vallette,1972).

Writing may be considered the most difficult of language skills. People were flattered when a foreign try to speak their language, and they tend to tolerate a light accent and occasional awkward expressions with good grace but a letter is judged more severely on its pure linguistics merits. Errors in spelling, grammar are not easy excused even if meaning is clear and handwriting is attractive and legible. So, writing out to be taught to learners gradually in steps according to their levels and situation for both English as first language or foreign language as a mean of communication.

Amtia, (1991) states that writing is an instrument of both communication and self-expression most people, however specially when writing a foreign language or second language use it primarily with of other member of their own community or the wider work. The teacher's main task is to teach effective

functional writing rather than creative self-expression. Before the invention of writing as a mean of communication, people face many problems in conveying their messages, believes ideas and thoughts clearly. They use primitive ways of communication such as verbal messages and symbols to draw other people attention. Fromik and Rodman, (1998) defines writing as a mean of communication.

## 2.24 Short Stories Characteristics and Reasons

Short story is part of the narrative prose genre, which is related to the genre of the novel; however, its shortness is one of its characteristics compared to the novel. It is believed that Transformations in different spheres throughout the nineteenth century (mass-production of printed matter, technological innovation, removal of taxation and extension of copyright, the end of circulating libraries, growth of readership to reach mass proportions, etc.) did away with the near monopoly of the serialized novel in periodical fiction, turning There are some objections against the use of different forms of literature.

According to Pardede, (2007) suggests that using literature in EFL classrooms is beneficial, there have been some controversies and objections against its use in public schools because of overcrowded classes and limited time. Criticism has been made that the hypothetical and fictional language of poetry needs to be investigated with more effort which subsequently takes more time. Another objection states that novels cannot be finished in classes due to their length. Ultimately, dramatic substance can be applied in courses, but acting out a play within limited course hours and in crowded classes will be difficult, too. Regarding these controversies and criticism, it is clear that in literary genres, short stories appear to be the best of forms of literary works to use magazines into profitable outlets for short story writers. (Sacido, 2012).

## 2.25 Selecting Short Stories for EFL students'

According to Mckay, (1982) suggests that the key to success in using literature in the English as second Language class seems to rest in the literary works that are selected. He reflected that there is great necessity in selecting literary text for the learners. A text which is extremely difficult on either a linguistic or cultural level will have few benefits. Three suggestions have been presented to avoid the problem of linguistic and cultural complexity. They are as follow: -

1. Using simplified texts.

2. Using easy texts.

3. Using young adult's texts.

One common method of solving the potential problem of linguistic difficulty is the simplification of the text. There are, however, some disadvantages to simplification.

As Honeyfield, (1977) argues, the simplification tends to produce a homogenized product, and it involves expansion in which the information becomes reduced, or less densely packed. Moreover, cohesion and readability may be reduced by simplification of syntax.

Povey, (1967) believes that we have exaggerated the significance of elements of linguistic difficulty in ESL reading. Scholars are realizing that linguistic complication cannot be a minus point to understanding that language instructors had essentially considered it to be. For example, students do not necessarily understand better materials with a lower readability score. In her study, she compared the comprehensibility of reading materials in which the vocabulary and content were held constant while sentence complexity varied from simple sentences to complex sentences with the usual amount of clues and redundancy.

Students scored highest in comprehension after reading materials written in complex sentences containing normal meaning clues. The stories should be short enough to read in a short time, between five and ten pages according the proficiency level of the student. This skill level also determines the style and complexity of the story given to the students. The more basic the learner, the more basic the story should be, without considering the student's age. The language should be challenging but not overwhelming. In choosing a literary text for use with students.

Lazar, (1993) believes that instructors should think about three main areas. These are the type of course you are teaching, the type of students who are doing the course and certain factors connected with the text itself. He continues that the criteria for selecting texts include the age of students, their emotional and intellectual maturity, and their interests and hobbies.

As the lengths of short stories are different, teachers should 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 this will give the students a feeling of achievement and self-confidence. 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 old-fashioned, slang, and foreign words and allusions, having sentences imitating the speech of a particular locality or impolite people or foreigners should be avoided if the text is intended for students below intermediate level.

The use of short-story in English teaching should be aimed to encourage the students to use what they have previously learnt. 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, 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 (Hill,1994).

## 2.26 Short Stories enhance EFL Students' Writing skills

Short stories represent appropriate grammar and sentence structure and give students suggestions for their own writing. Literary texts, especially short stories, are as important as essays, articles, and other material for ESL learning. In reading a story, subject matter is more engaging and it brings an element of fun into the class, as opposed to expository essays. Short stories are important and a necessary mean of knowledge in classes where students need to improve their skills in the language they are learning.

Erkaya, (2005) points out that short stories allow the students to learn writing skills more effectively because of the motivational benefits embedded in stories and also they help instructors to teach this skill to all levels of language proficiency. Moreover, (Oster, 1989) states that literature helps students to write more creatively and EFL teachers can help students in developing their writing skill by creating different kinds of writing activities.

Teachers can create a variety of writing activities to help students 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 *A Long Walk Home*, they can assign the following writing activities:

1.Write a dialogue between Jackson and his father that morning (paragraph one).
2. Paraphrase the last two paragraphs 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 what you think Jackson has learned from that experience.

6. Write a review on the story.

7. Write an essay on what you like or dislike in the story

Scholars who support the application of short stories to instruct second language courses list many advantages of such stories. They involve motivational, literary, social, and greater reasoning advantages. However, before instructors look at these benefits in a more detailed way, they need to be reminded of one benefit that all instructors should take advantage of, reinforcement of skills (Erkaya, 2005).

Therefore, and as related to many experts and scholars in the same field affirm that literature helps students to develop their writing skills. However, a universal formula of how to deal with literature does not exist. Eventually the teacher has to find the method that he favors as well and which he considers having the greatest learning effect to his student.

Murdoch, (2002) shows the importance of the selection and exploitation of the short story in providing a source of ELT courses for learners at intermediate levels by stating 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. Thus, the major benefit of using short story in a writing class is that it provides invaluable sources to develop students' writing qualities. Finally, the efficient integration of short stories in writing classroom will result in proficient acquisition of highly valued writing ability. Thus, what students read, listen to or speak about is expected to be reflected in their writing. It is the job of syllabus designers utilizing the short stories in the writing class to secure the learner's writing skills.

Spack, (1985) points out that the aspect of interest should be regarded and states that the teacher should choose stories that would interest students which they most like to read. This ensure that it is very essential for the teacher to choose the suitable material for his students because this motivate his students and encourage him to read even if he is struggling from certain things.

## 2.27 Short Stories Enhance Students' Vocabulary

Fundamentally, Short Stories seek to develop student's ability to formulate and organize ideas and to discover meaning for themselves with language when they come across through reading. It is also allowing them for intended to be read, reflected on and responded to.

Spack, (1985) notes that students accurately using language they have come into contact with through reading and writing what they had read. He continued in the same issue and told that Proficiency in writing obviously an important attribute of the learner in a manner that is natural to the target language reader. Furthermore, then, reading is the gate for the students to promote writing skills.

Slater and Collie note that Short Stories can familiarize students with many features of written language, variety of possible structure, and different ways of correcting ideas, which develop their writing skills. There is no doubt that literature helps increase student's linguistics knowledge. (Povey,1979).

More importantly, however, then that short stories offer students the opportunity of putting such knowledge to use in written and spoken forms Mackay, (1982). Thus, the students are required to write about what they have read to present it in a critical essay that they know and understand about a literary text.

The students then can negotiate the meaning of a literary work. Then comment by themselves to a task of analyzing the text, select from its details and quotations as evidence to support their judgment. By having discussion

together each one of them can write a meaningful writing by they own (Spack,1985). The students often undergo the process of discovering, writing, rewriting and editing to arrive at a coherent meaning. Literature reinforces language points, exhibits a wide range of vocabulary and develops all the four skills. Therefore, reading literary work is helpful for the language use. (Povey,1980). Literature is a means for recognizing ambiguity paraphrase and meaning of words and expressions a long with features of speech (Moody, 1971).

Doff, (1988) states that literature provides learners with vocabulary items, which are important parts of language learning. It helps in practicing useful skills in both receptive and productive skills. Vocabulary expansion occurs when the students read literary texts or short stories which is full of language items. The teachers' role is to survey their own stock of vocabulary to give their students one idea about other words related in meaning and structure. Most of the expert advise the students in order to be good at English you have to enrich your language stock of vocabulary this can be achieved by reading short stories.

According to the instruction to Mackay, (1979) short stories is understood in terms of matching flexibility of the educated native speakers as they perform all items related tasks presented in their environment. The structures and vocabulary will subconsciously be registered and the concepts have been known will be reinforce, one of the most important requirements when the students are encouraged to take part in a conversation in clearly that they should have something to say, they need information speech in addition to what they have learnt from their texts books. Literature, which is going to be suitable for students in vocabulary items especially in the early stages of a language course, should be very carefully, chosen before the students start reading it (Hil ,1994).

Aicheson, (1994) states that moreover, literature and vocabulary studies have almost exclusively faced on word meaning in determining vocabulary acquisition. However, it has been acknowledging by a large number of lexical mined researchers that knowing award involves, much more than just understanding its meaning.

## 2.28 The Role of Short Stories in TEFL

In the era of Grammar Translation Method, literature was originally the main source of input for teaching in language classes, although with the advent of structuralism and audio-lingual method, it was trivialized and discarded to the periphery Collie and Slater, (1987).

In addition, literature was neglected and more attention was given to dialogues and conversations, which were more practical and visible in the real world situation, in the age of Communicative language teaching. This approach toward literature was owing to a lack of experimental research ascertaining the value of literary texts in language classes ( Maley, (2001).

Despite of all these disapprovals, literature has found its way back into the education of EFL since when some practitioners and language scholars resurrected literature as a language learning material in the middle of the 1980s. Moreover, the return of literature for language teaching was strengthened.

Belcher and Hirvela, (2000) argues that among the literary styles, the short story is an appealing one indeed and can therefore be employed for the purposes of language learning. Scholars in the field have proposed various merits and some arguable demerits for the use of short stories in EFL/ESL classes. Seven major advantages and then possible drawbacks short stories may have been as follows.

First, literature, in light of its authentic input for language learning, has the potential to generate high quality linguistic skills of reading, writing, speaking and listening, quite in line with the principles of CLT (Belcher and Hirvela, 2000),( Crain,1993) agree with respect to reading, the short story allows pupils to efficiently practice speed-reading techniques such as skimming, scanning, and finding the main ideas. A successful blend of reading for pleasure and for information, reading in short stories compensates for shortages in non-literary texts.

In fact, not merely do short stories are assisting for language learning aims in general, they also hasten language-learning process, particularly in content-based education (Shang, 2006). Moreover, and reading short stories can be an input to drill other language skills, take oral skills for instance. After finishing reading, students can be allowed to think about and critically comment on the incidents and required to narrate the story in their own words with summarizing the story, which enrich their speaking proficiency. Meanwhile, having the pupils write the end of a story or paraphrase it by themselves is beneficial for writing purposes.

Second, artistic writings deal with a literary collection of diverse language forms from slang to formal and a variety of topics (Maley,1989). In addition, since entailing a broad spectrum of prose, vocabulary and dialogues, short stories enhance syntactic knowledge and the lexicon enrichment (Arthur ,1968) (Van, 2009).

Third, the short stories can open up opportunities for extensive and intensive reading. Goodman, (2007) shows that reading assignment asking students to work on a story over a short time without making extensively use of dictionary will significantly go up their reading speed and also inspire meaning guessing in reading. Furthermore, with "prediction" a key element of reading comprehension, teachers may request that students anticipate what is going to occur by reading the title, the first paragraph and so reach a conclusion on the story. The method of "Reading Puzzles" with the short stories can be exploited by instructor in order to cause the reading task to be more challenging. Having students support their assumptions with evidence from the reading text make a guess at meaning of vocabulary and discern the cohesion and coherence device at sentence or paragraph levels should also be considered.

Fourth, the authenticity of literary texts and their expressive context make them highly motivating (Ghosn, 2002)(Van, 2009).Motivation is defined as one of the factors being able to encourage students to proceed. Experience indicates

that students are distinctly driven when experiencing literary texts for language education purposes. The most delightful of the literary genres for young learners could be the short story. The literature such as novels, poetry and drama could be very mentally demanding and challenging for middle school students compared to the short story, they find much easier to realize, considering that it offer the same intellectual arousal as the other genres. It has a beginning and an end, the satisfying familiarity of narrative and is a complete experience in itself. Its brevity and story line hold the interest of young readers without taxing their patience. If truth be told, because of its brevity and plot, the short story suits students' needs for learning reading skills.

Fifth, cultural and intercultural awareness can be enriched by taking advantage of literature (Van, 2009). In the era of globalization, worldwide apportioned needs, dispositions and methods are far preferable to individual ones, even in ELT as an example of language-related fields. Therefore, dealing with universal concepts such as love, aversion, death and nature, the short stories are widely regarded as an input source for developing language learners' competence and knowledge. Having knowledge of the resemblances and even disparities between cultures and languages can lead us to better understanding of the entire world. Hence, if teachers develop empathy through cognitive-affective courses in which literary readings are used as the basis of second language learning, learners will be able to obtain cultural understanding, which is the fifth skill besides speaking, listening, reading and writing (National Standards, 1996).

Sixth, literature-based reading has a significant impact on developing critical thinking skills. Langer (1997) claims that literature can provide "horizons of possibility, allowing students to question, interpret, connect, and explore". In this regard, short stories full of concepts to critically look at, among other text types, enable pupils to reflect on their lives, learning, and language-giving rise to reforms in their attitudes (Langer, 1997). (Ghosn,2002) Finally yet importantly, approaching fondness, sensation and emotion, short literary readings nurture emotional intelligence. Therefore, short stories reading is essential since it benefits for the EFL.

## 2.29 Using Stories in Teaching English to Young Learners

Ytreberg, (1990) views some characteristics of short stories for language development to young learners as follow: young learners can tell the difference between fact and fiction, their basic concepts are formed. They can have to decide the views of the world. They can ask questions all the time, they rely on the spoken world as well as the physical world to convey and understand meaning. They develop the sense of fairness about what happens in the classroom. They are able to work with others and learn from each other's.

Many scholars hold the view that literature can be regarded as fundamentally an investigation of language in use and it is not possible for it to be ignored in language education. According to (Sidhu and Fook, 2010) argued that literature-enriched curriculum not only helps learners improve their reading and writing skills but more importantly helps them internalize grammar and vocabulary. Students mostly read a piece of fiction for the sake of its fun. Fine materials and the willingness to keep on reading, unlike linguistic complications, encourages them to explore, such investigation aids students in unconsciously acquiring the language.

Savvidou, (2004) states that the study of literature unconsciously enhances students'overall linguistic competency which includes their knowledge of syntax, morphology, semantics and phonetics. This is supported by Mahmud, (1989) who found that literature helped his students acquire native-like competence in English. Therefore, it is very important for young learners to read short stories.

## 2.30 Conceiving Tasks and activities with a short story

In the previous section we looked at the benefits for exploiting a short story for students. In this section we look at some other tasks and activities of with great importance must be used in each lesson. They are classified into three groups: pre-reading, while-reading and post-reading activities. Before reading

through the activities listed below, you are invited to recall your own experience of activities for exploiting a text by completing Task. Before you read the list of suggested activities, write down your own ideas for tasks and activities to use with a short story. The following headings will help you to organize your ideas**.**

**Pre-reading activities**

1. Helping students with cultural background

2. Stimulating student interest in the story

3. Pre-teaching vocabulary

**While-reading activities**

1. Helping students to understand the plot

2. Helping students to understand the characters

3. Helping students with difficult vocabulary

4. Helping students with style and language

**Post-reading activities**

1. Helping students to make interpretations of the text

2. Understanding narrative point of view

3. Follow-up writing activities

4. Follow-up fluency practice

## 2.31 Suggested Tasks and Activities to Short Story

The following tasks and activates for the teacher to adopt in the classroom to make his / her student interest in short story reading.

**1.Pre-reading activities**

1. Helping students with cultural background

a) Reading or listening comprehension about the author's life or the
   historical and cultural background to the story.

b) If library facilities are available, students do a mini-project on the
   social or historical background to the story (e.g. life in Ireland at the
turn of the century for Eveline). Projects presented as a talk, essay or
poster.

c) Predictions about the genre of the short story (e.g. What would students expect of a story entitled Murder in a Country House?).

d) Discussion about events in students' own country during the period of the story. How do they compare and contrast with the historical or cultural background in the story?

2. Creating student interest in the story

a) Students make very general predictions about the story, using pictures or the dustjacket on the cover of the book from which it is taken.

b) Group discussion about what the title of the story suggests.

c) Prediction about the story based on reading the first paragraph only.

d) Prediction about the story based on three or four words or on phrases which the teacher selects from the story.

e) General discussion questions about some of the themes which occur in the story.

3. Pre-teaching vocabulary

a) Students brainstorm a lexical set which is important in the story, for example legal vocabulary in a story about crime.

b) Matching important words in the story with their dictionary definitions.

**2.While-reading activities**

1. Helping students to understand the plot

a) Providing students with two or three overall questions to check they have understood the gist of the story.

b) Students write a brief summary of the plot in 50 words. They then write another summary in 100 words and see what they have added.

c) Students provide 'titles' for each paragraph.

d) Students are given a series of 'jumbled' sentences which summarize the plot. They have to re-order them.

e) Sentence completion activities (i.e. students are given the beginning of a sentence about the story which they then complete). This is a way of

helping them to understand cause-effect' relationships within the story.

f) Students are given three slightly different summaries. They have to decide which is the best one.

2. Helping students to understand the characters

a) Students choose from a list of adjectives which ones are most appropriate for describing a particular character.

b) Students rank the characters in the story according to certain traits; for example which character is the most or least active, passive, aggressive, gentle, decisive, etc.

c) Students write 'references' for different characters as if they were applying for a particular job.

3. Helping students with difficult vocabulary

a) Give the text to one student or group of students in advance. Let them look up any difficult words in a dictionary and prepare a glossary for the others.

b) Provide multiple choice questions to encourage the guessing of meaning from context.

c) Provide definitions for certain words in the text – students match word to definition.

4. Helping students with language and style

a) Close textual analysis of a section of the text.

b) Using a section of the text to focus on a particular grammatical problem that students may have; for example, blanking out all {86} verb forms in a section of the text and asking students to supply the correct tenses. The 'student version' is then compared with the original, and their stylistic differences discussed.

**3.Post-reading activities**

1. Interpretation of the main themes of the story

a) Providing students with different critical interpretations of the story which they then discuss.

b) Providing general questions to 'debate', focusing on any contentious points in the story.

c) Asking students to note down any lexical areas which might take on a symbolic meaning in the story (e.g. darkness might be a kind of metaphor for death in a particular story). Students then speculate about possible symbolic associations for these sets.

2. Helping students to understand narrative point of view

a) Students write diary entries or a letter describing the events of the story, as if they were one of the characters in the story.

b) If the story is told by a first person narrator, then students write a brief character description of the narrator based on the evidence in the text.

3. Writing activities

a) Writing a few paragraphs using certain stylistic features of the story.

b) Writing a review of the story.

4. Discussion

a) Reading and discussion of critical literary writings about the author of the story or his or her works in general.

b) Role play or acting out of a scene from the story.

c) Critical discussion or debate about the world-view of values which seem to be depicted in the text (Lazar,1993 ).

## 2.32 Methods of Teaching Literature

Widely different views were discussed on the teaching of literature, for example, while some advocate the "structural" approach focusing on close analysis of literary texts, other argue in favor the "reader response" which when

gathered together form a wealth of information about the study of literature. Different approaches are used by teachers to achieve the set goals for teaching literature as a subject matter and literature as a resource of content. There are three methods of teaching literature according to Carter and Long, (1991) the cultural model, the language model, and the personal growth model.

## 2.32.1 Cultural Model

The cultural model is believed to represent the traditional methods of teaching literature. It requires the learners to explore and interpret the social, political, literature and historical contexts of specific text. By using this model literature teacher can be familiar with different cultures and ideologies in relation to their own. Carter and Long, (1991) they agreed up on that Teaching literature within a cultural model enables students to understand and appreciate ideologies different from their own in time and space and to come to perceive tradition of thought, feelings and artistic from within the heritage the literature of such culture endows. Cultural model is a particular human sense that gives literature a central place in the study and teaching of humanities in many parts of the world. This model enables the learners to understand and appreciate different cultures and ideologies that are portrayed in literary text. It is also contributed positively for EFL student life system. Through this model, teaching literature fosters the understanding of literature as a body of a text that belong to a background of specific historical, social and ideological contexts.

## 2.32.2 Language Model

The importance of using this model lies in helping the learners to understand the text in a methodological way, all by themselves. Since literature is based on language model. It will provide a suitable approach to literature teaching, for it focuses on the ways that language is used. This can help learners interpret the relation between the linguistic forms and literary meanings. In the language model, the focus is on language as a literary medium.

Lazar, (1991) states out that the language based model include techniques and procedures which are concerned mainly with the study of the literary text itself. Thus, students are equipped with the tools they need for the interpretation of the text, so that they could be competent to criticize and judge it. Lazar point out that in the language based approach the literary texts are seen as a sources that provide for language practice through a series of language activities, rather than studying literature for the goal of acquiring facts and information.

## 2.32.3 Personal Growth Model

The appreciation and evaluation of the complex cultural artifacts also contribute to the personal growth of the learners. It is a kind of student-centered model in the texts are selected in such a way as to stimulate the learners to imaginatively respond and participate. The theme and topics that are used to portray personal experience are believed to motive the learners to read, write, and help them to evaluate and distinguish great literature from less successful examples.

Cartor and Long, (1991) They argue that one of the main goals for teachers who are primarily committed to a personal growth model of literature teaching is to try to help them by this model of literature teaching. So, teachers could help the students to achieve an engagement with the reading literary text. This engagement cannot really be measured in terms of passing examinations in literature is the extent to which students carry with them beyond the classroom, an enjoyment and love for literature which is reward as they continue to engage with literature throughout their live. As has been mentioned above these three models are interrelated. The language and personal growth models are often closely linked and the cultural model can contain elements from the two of them. It would be true to say that over lapping occurs, even more because of the actual selection of the particular class activities. Each of these three models has its advantages and shortcoming and they can be used to develop language teaching in order to enhance language development.

## 2.33 Literature as a Source for Language Teaching

Literature is legitimate and valuable source for language teaching. Carter and long , (1991) mention that there should be language focus of the literary texts. Literary texts are treated as if they were also written for language teaching. The advantages of using literature for language activities are numerous. To achieve these advantages, different text of the literature should be planned well and effectively. In the language classroom one has to teach the understanding of literature which come before its appreciation. Therefore, question should be made and accumulated one after another so that responses from students lead them to understand the content of the texts. The second approach is much useful in teaching language activities are design so that responses from the students lead them to understand the content of the text. The reading of short stories as part of literature works involve reading short stories within an academic, institutionalized setting for purposes of obtaining qualifications in literary studies. It involves a considerable baggage of critical concepts, literary conventions and Meta language and the requirement is often that students should show an ability to use such terms and concepts in talking about literature Canter and Long, (1991).

Zener and Madel, (2004) state that writing about literature or about anything else is an idiosyncratic process during which many activities occur at once as you write, you think of ideas; as you think of ideas , you clarify the focus of your essay ; and as you clarify focus, you reshape your paragraphs and sentences and refine your word choice. Even though this process sounds chaotic, it has three stages, planning, drafting, revising, and editing. The study of literature also, and regularly does, involve acquiring a compendious store of information about the history of target literature, its traditions and conversations. It's particular heritage the nature of influences and the relationship between the authors, texts and contexts, which make up that literary culture.

Carter and Long, (1991) agree that using literature as a resource suggest a less academic though no less serious approach to reading literature. As we have stated, literature can be a special resource for personal development and growth, an aim being to encourage greater sensitivity and self-awareness and greater understanding of the world around us. It can also supply mainly linguistic opportunities to the language teacher and allow many of the most valuable exercises of language learning to be based on material capable of stimulating greater interest and involvement than can be the case with many languages teaching texts, literature is a legitimate and valuable resource for language teaching.

Chambers and Gregory, (2006) state out that deploying our resources for reading literature well and teaching it effectively must be among the most important resources. We can deploy in general, not just for disciplinary purposes, but for the more broadly educational purposes of preparing our students for their overall lives, for their careers, for parenthood, for civic responsibility and for moral and ethical thoughtfulness. The outcome for students is that they come to rely on authorities outside themselves; whether in the form of the teacher or in the form of histories of literature or books of literary criticism students with good memories do well under such a system. They would more develop in any case probably those who would develop in the necessary literary competence whether they had a teacher or not.

Knowledge of literature is perhaps better expressed in terms of pleasure and enjoyment rather than in terms of the accumulation of facts, however valuable those facts may sometimes be (Carter and Long ,1991).

## 2.34 Psychological Reasons for Teaching Literature

The Psychological Reasons for Teaching Literature as follows:

1. Portray universal human values which contribute to our understanding of ourselves and on relations with our fellow beings (Marchwardt, 1978).

Through literary studies, students learn to become more mature, liberate and responsible individuals. Its encouragement for sympathy and tolerance is surely an admirable educational aim that the learners readily embrace. Teaching literature is of the most essential processes in the school tasks. It is said that the study of literature begins in delight and ends in wisdom. Widdowson(1982)States that including literature books into English language syllabus have so many values for the students when read it. It has a considerable importance on the students' linguistic knowledge as well as it builds their social, intellectual and moral develop. In addition, it appeals to the emotions.

Teachers of Literature have many specific disciplinary and cognitive goals, but their most general, foundational, goals are developmental. Through education, we want our students to grow intellectually, to mature personally, to develop socially and to become more sophisticated emotionally. We are not talking here about an educational perspective suitable only (or even mainly) for young students. All of us whether adults out in the world, young people just beginning higher education or people returning to school after years away from the classroom all of us have room in our lives to grow in these ways. There are various good psychological linguistics reasons for teaching literature, this is because reading could provide        the        students with the following :

2. The possibility of internalizing the language and reinforcing points previously learned. When students learn their first/native language, they are not taught the rules and meanings of words they hear. They apparently learn the meaning of words from the context and not from dictionary. When they confront with unknown words, they are more likely to make an informed guess to its meanings based on its linguistic context or what is going on around them than to look it up.

3. A genuine language context and a focal point for the students in their own efforts to communicate. A story is easier than a collection of unrelated items. The system of teaching language, which consists of setting isolated sentences

to illustrate particular language points, prevents the learners to make any analysis based on the context.

4. Motivation: The most important justification for including literature in English language syllabus is motivation. Literature provides not only a genuine content for communication, but also gives pleasure by engaging emotions. Sometimes students need the added stimulus of an exciting story finding out just what had happened to the hero or heroine may encourage them to read the whole story.

5. Arrange of a text is an introduction to many different varieties of English. There are many reasons for, including literature in English language syllabus as it has an impact role in enriching the students' linguistic knowledge which really enable the students to learn the language in order to communicate and write. To write accurately in a foreign language, students should learn to read literature books, which will definitely help in this case.

## 2.35 Challenges with Teaching Literature

Hassan, (2008) There are distinct problems with the teaching of literature. It is common for classical work to be included in a syllabus long before students are being able to cope with it, and the over reaction against teaching literature referred to earlier was undoubtedly due in part to this. Eliot's essay claimed, grading material allows learners to progress in regular steps and does not expose students too much new materials to cope with at any time. Literature is difficult to grade for the following reasons:

1. The uncommon vocabulary

   There will be many words that the students are reading for the first time that create a great problem with literature if they do not find immediate support to read them.

2. Complex syntax and structures especially poetry where abnormal word order occurs.

3. Lack of homogeneity (with different degree of difficulty even within one text). Students are likely to be motivated to read good modern prose and poetry fluently. Thus, the ability to read proficiency, to understand literary texts, students need to be able to read at a reasonable speed and for extended period without fatigue.

The ability to read at a high speed is crucial to the students' understanding of the text overall. The ability to respond appropriately as well as the ability to read fluently, there are skills which contribute to the students' comprehension in a different' way:

1. Visualize mental with what is described in words.

2. Respond emotionally to the text and feel sympathy for hero and heroine. Literature undoubtedly encompasses not only the most comprehensive survey of the massive range of human types and situations to be found on the other side of the looking glass, but embodies this survey in concrete representations that actually invite its readers to assume, through the vicarious imagination, modes of living, feeling and judging that they may otherwise never learn about at all.

This is exactly the process that defines a liberal arts education: a process that invites students to perform two significant acts of self-development First, it invites students to work explicitly on the development of basic human capacities such as language, reason, imagination, introspection, moral and ethical deliberation, sociability, aesthetic responsiveness, physical embodiment and so on: capacities that are fundamental to self-understanding in relation to others. Second, a liberal education invites students to avail themselves of the resources of their culture, as embodied in such traditions of a research and knowledge as the arts and sciences, in order to gain that perspective on their own lives without which one finds it nearly impossible ever to leave the home base of ego. Never leaving the home base of ego presents a great obstacle to ever gaining any rich sense that one's own biography, one's own circumstances, one's own communities and one's own views are not the center of the universe.

## 2.36 Anticipating students' Problems in using a short story

Anticipating students' problems when using a short story. We examine three problems students might have when reading or studying a short story. understanding the plot; understanding the language in which the story is written; and understanding how the type of narrator who reads the story can shape or influence the way the story is. Obviously, students may also have other kinds of problems when reading or studying a short story (Lazer,1993).
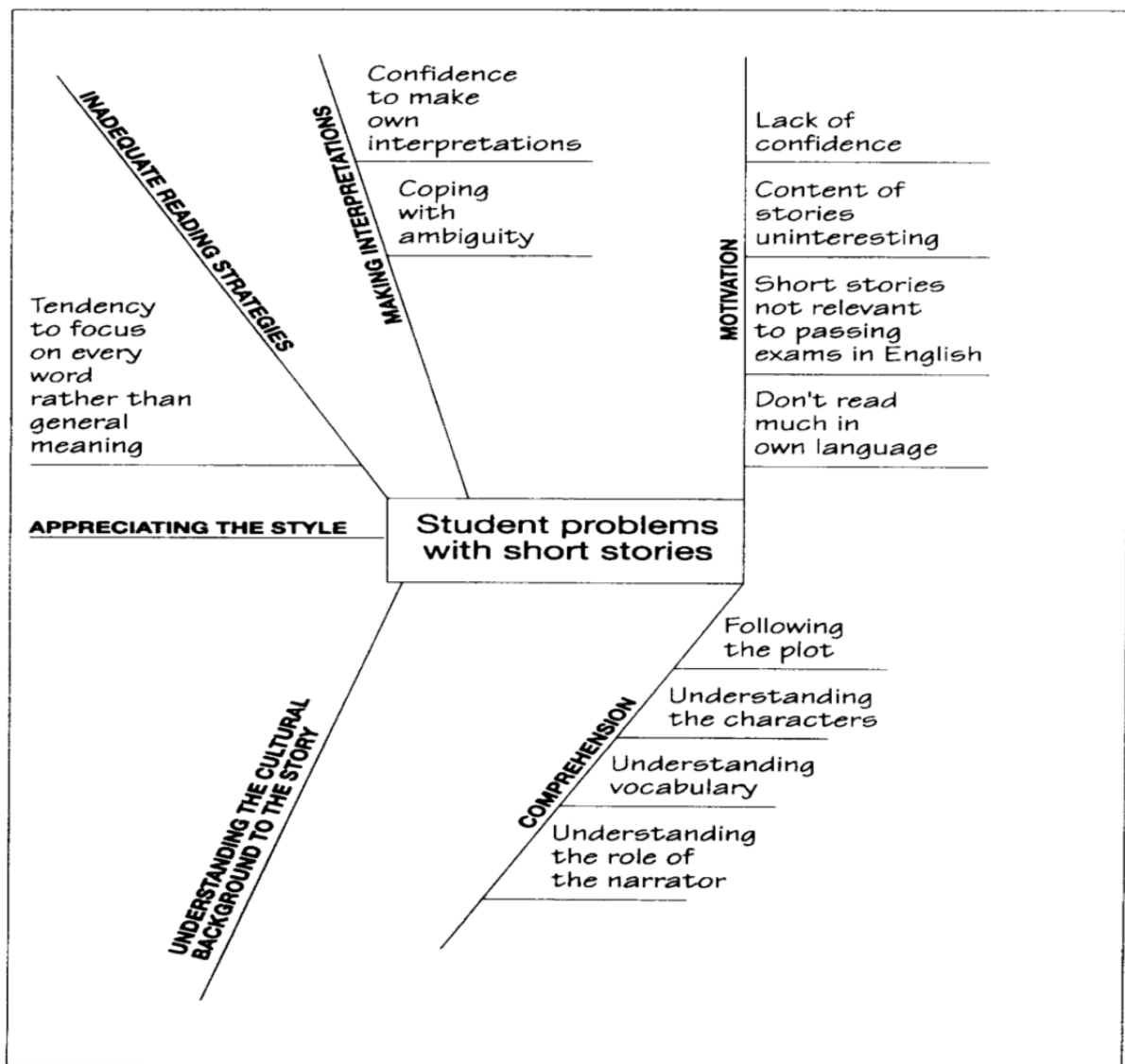


**Figure (2.1)** Anticipating student problems with short stories.

## 2.37 Lesson Plan for Short stories to Enhance Writing skills.

The short stories that the researcher adapted in this study is Jane Eyre. The simplified version designed for the ministry of education in Sudan. The story divided to fifteen lessons. The main focus in to enhance the students writing skills. The language is as simple as it could, to motive the students keep in touch with the story during the lesson and outside the atmosphere of the class. The researcher applies lesson plan that is used by British Council TOT training program.

### Lesson (1)

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| One | 4 th | Second | 40 minutes | 21/1/2020 |
| Title | Writer Charlote Bronte | | | |

**Objectives of the lesson:**

By the end of this lessons students should be able to:

- Write correct sentence about the writer.
- Participate the information about the writer with each other
- Answer the following questions about the writer in written exercises

**Warm up:**

Ask them to give some information about the writer, so as to enable them predict a bit about nationality for example or gender

What do you know about Charlotte Bronte ?

……………………………………………………

How many brothers and sisters does he / she have ?

……………………………………………………

**Lead in :**

Today we are going to know more about the write Charlote Brontee.

Tell them she is an English writer

All her family members were writers

**New language:**

write on the board the new items (make sure the meaning and punctuation are correct)

clergyman

pretty

character

Ask them to read the note about the writer

**While reading:**

while the students reading write these question on the board:

1-How did people travel last times?......................................................................

2-where did most of the people live?....................................................................

3- who wrote the story Jane Eyre?.......................................................................

4- where he was born?.........................................................................................

Activity: unscramble the following:

- has / sisters / Charlote / three…………………………………………………

-  English / writer / Charlote / is / an……………………………………………..

- has / one / Charlote / brother…………………………………………………

-family / were / All / the /writers / members………………………………………..

Exercise : write two sentences about the writers.

- …………………………………………………………………………………..

- …………………………………………………………………………………..

**Lesson (2)**

| Lesson | Period | | Class | Time | Date |
|--------|--------|--|-------|------|------|
| Two | 5 th | | Second | 40 minutes | 26/1/2020 |
| Title | Note about the Story | | | | |

**Objectives of the lesson:**

By the end of this lessons students should be able to:

- Use the new language in written form.

- Write well form English sentences

- Use capital letter in their writing

**Pre reading:**

Ask them to give some information about the writer to revise the previous lesson.

When did the story happen?

How did people travel last times?

**New items:**

write on the board the new items (make sure the meaning is clear and pronunciation is correct)

intelligent

governess

Tells them that they are going to read carefully and write about they have read

**While reading:** write questions on the board

Where did most of the people live?

…………………………………………………

Where did children learn their lessons ?

…………………………………………………

**Post reading questions**

Where the governess live?.............................................................................

Where did the children learn their lessons?.........................................................

**Exercise:**

**A: Match A with B**

| A | B |
|---|---|
| difficult | push |
| pulled | easy |
| rich | bad |
| good | poor |

**B Give short answer:**

Where were the story took place?.......................................................................

Where were the governess live?......................................................................

What were the buildings?................................................................................

**C: write sentence about:**

1.rich people

2.childern

3.Jane Eyre

<div align="center">

**Lesson** (**3**)

</div>

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| Three | 5 th | Second | 40 minutes | 27/1/2020 |
| Title | My  Story begin | | | |

**<u>Objectives of the lesson:</u>**

By the end of this lessons students should be able to:

- Use the new language in written form.

- Write well form English sentences

- Correct use of the full stop and capital letter

**<u>Pre questions:</u>**

Who is telling her the story ?

Who said "why are you reading a book"?

**New items:**

write on the board the new items check the meaning and
pronunciation

dead

screamed

hit

kick

**Ask them to read**

Tells them that they are going to read carefully and write about they have read

While reading write questions on the board

How old was Jane Eyre?

…………………………………………………

Why was she un happy?

…………………………………………………

Was her uncles' wife kind with her?

…………………………………………………

**Post reading questions**

Why Jane wanted to be alone?

…………………………………………………

Who shouted "Jane"?...............................................................

What did she do?....................................................................

Why did he shout?......................................................................

Where will Mis Reed send Jane to?...............................................................

Who is the owner of the school?...............................................................

**Exercise:** write sentence about each of the following:

1.Jane Eyre

2.Mis.Reed

3.Mr Broklehurt

**Lesson (4)**

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| Four | 4 th | Second | 40 minutes | 28/Jan/2020 |
| Title | Lowood school | | | |

**<u>Objectives of the lesson:</u>**

By the end of this lessons students should be able to:

- Use the new items in written form.

- Write well form English sentences

- Write sentences using "a" and "the"

**<u>Pre questions:</u>**

When did Jane arrive in the school of Lowood?

Who took Jane to an empty room?

**<u>New items:</u>**

write on the board the new items check the meaning and

pronunciation:

servant

early

plain brown dress

liar

drop cry

**<u>Ask them to read</u>**

Tells them that they are going to read carefully and write about what they have

read.

While reading write questions on the board

Where did Jane Eyre sleep?

………………………………………………

What did she her when she gets up?

…………………………………………………

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**Post reading questions**

What did Jane do quickly?

…………………………………………………………

How many girls were there in the school?..............................................................

Why did Mr. Brocklehurt stop

walking?...............................................................

.............................................................................................................................

**Activity:** write the answer to the following questions:

Where did the servant took Jane to?...................................................................

Were the lessons interesting?.............................................................................

Who is the owner of the school?.........................................................................

- Re - order to form sentence

1.become / Jane / teacher / a …………………………………………………..

2.never / Reeds / writes / to / Jane…………………………………………………..

3.school / bad / place / The / place……………………………………………….

All the previous questions have to be answered in written form in the students note book. Ask questions rather than give spoon food information.

**Lesson (5)**

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| Five | 5 th | Second | 40 minutes | 2 /Feb /2020 |
| Title | **Thornfield Hall** | | | |

**Objectives of the lesson:**

By the end of this lessons students should be able to:

- Write well form English sentences in the past
- Use the new items in written form.

**Pre questions:**

How old is Jane now ?.............................................................

What did she put in a newspaper? Why?................................................

**New items:**

 write on the board the new items check the meaning and

pronunciation:

governess

advertisement

housekeeper

immediately

**Ask them to read**

Tells them that they are going to read carefully and write about what they have

read.

While reading write questions on the board

What Jane wanted to do?

………………………………………………………

What did she do ?

…………………………………………………………

**Post reading questions**

Who replayed the advertisement?

……………………………………………………………

How far is Millcote?............................................................

What did Jane say to her self?........................................................................

**Activity:**   choose the suitable word to add in its correct form .

words / names are : Housekeeper / Mr Brocklehurt / Adel / away

………………………….is the owner of the house. Jane Eyres' pupil name is

………………Varens. Adels' mother was French women. Mr Fairfax is

the………………………. Mr Rochester is often ……………….from the

home.

**Exercise:** write two sentences about Mr Rochester

1. ………………………………………………………………………………..

2. ………………………………………………………………………………..

All the previous activities have to be answered in written form in the students note book.

## Lesson (6)

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| Six | 3 th | Second | 40 minutes | 3 /Feb /2020 |
| Title | Mr. Rochester | | | |

## <u>Objectives of the lesson:</u>

By the end of this lessons students should be able to:

- Write unscrambled sentences correctly
- Use 'because' and 'to' answer questions with why.

### <u>Pre questions:</u>

Why Jane going to the village?...............................................................

What did she hear?................................................

## <u>New items:</u>

write on the board the new items check the meaning and

pronunciation:

handsome

shoulder

hurt

## Ask them to read

Tells them that they are going to read carefully and write about what they have read.

While reading write questions on the board

Why the man fell down?

…………………………………………………

How is Jane wear?

……………………………………………………

## Post reading questions

What happened to the man?

…………………………………………………………

What color is the dog?.................................................................................

Who said "where have you come from?...............................................................

How old is Jane Eyre?........................................................................

**Activity**: match A with B

| A | B |
|---|---|
| Black Dog | Mr. Fairfax |
| Jane Eyre | Mr. Rochester dog |
| House keeper | mother is french |
| Adels | governess |

**Unscramble**

1.wallked / Jane Eyre / and / together / times / many / Rochester

………………………………………………..………………………………………………

2.was / Rochester / interesting / man / an / Mr.

………………………………………………………………………………………………….

**Ex** write a sentence about Mr. Rochester

…………………………………………………….………………………………………….

   All the previous activities have to be answered in written form in the students note book. The participation in the lessons is increased gradually.

**Lesson (7)**

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| Seven | 5 th | Second | 40 minutes | 4 /Feb /2020 |
| Title | Fire ! | | | |

**Objectives of the lesson:**

By the end of this lessons students should be able to:

- Use 'did' followed by infinitive verb

- Focus on "must" followed by infinitive verb .

**Pre questions:**

What cause the fire?................................................................

When was that?......................................................................

Who do you think?.................................................................

**New items:**

write on the board the new items check the meaning and

pronunciation:

corridor

burning

thick

**Ask them to read**

Tells them that they are going to read carefully and write about what they have

read.

While reading write questions on the board

**Post reading questions**

What did Jane Eyre hear?..................................……………………………

Where was Jane at this time?.................................................................................

Who did Jane awake?...............................................................................

Did Jane feel hear?...........................................................................

**Activity**: (A) write the questions the answers are provided

1.

There was a fire.

2.

I sat in a chair.

(B)

1. Mr. Fairfax / tell / must / she / said / Jane

…………………………………………………………….

2.see / Jane / Mr. Rochester / didn't / next day.

…………………………………………………………….

All the previous activities have to be answered in written form in the students note book. The participation in writing enhanced.

### Lesson (8)

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| Eight | 4 th | Second | 40 minutes | 5 /Feb /2020 |
| Title | Guests at Thornfield Hall ! | | | |

**Objectives of the lesson:**

By the end of this lessons students should be able to:

- Write correct sentence

- Do the activity use 'was' and 'were'?

**Pre questions:**

When the guests will arrive in Thornfield Hall?...................................................

Who said 'the guests are arriving' ?......................................................................

**New items:**

write on the board the new items check the meaning and
pronunciation:
guests
carriage
tears

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**Ask them to read**

Tells them that they are going to read carefully and write about what they have read.

While reading write questions on the board

**Post reading questions**

After how long did the letter arrive?.......................………………………

What was the beautiful lady ride?...........................................................................

What was her name?..........................................................................................

**Activity**:

   (A) Tick true (T) or (F) false

1. Mr. Instgram is a beautiful lady (    )

2. Mr. Instgram didn't speak to Jane Eyre (   )

3. Jane Eyre is not pretty and poor (    )

   (B) Use 'was' or 'were'

Adel's and Jane………...in the room.

Mr. Rochester …………Adel's father

Jane Eyre……………...asleep

The guests ……………at home

Ex write two sentences about the guests:

1. ………………………………………………………………………………..

2. ………………………………………………………………………………..

   All these activities have to be answered in written form in the students note book. The participation in writing certainly.

**Lesson (9)**

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| **Nine** | **3 th** | **Second** | **40 minutes** | **10 /Feb /2020** |
| **Title** | **A terrible Night** | | | |

**Objectives of the lesson:**

   By the end of this lessons students should be able to:

- Concentrate on capital use for names

- Write correct sentence about each character

**Pre questions:**

What had woken Jane Eyre?...............................................................

Where was Mr. Mason ?....................................................................

What was his shirt covered with?..........................................................

**New items:**

 write on the board the new items check the meaning and

pronunciation:

terrible

mad

**Ask them to read**

Tells them that they are going to read carefully and write about what they have

read.

While reading write questions on the board

**Post reading questions**

Who laugh strangely?.........................................………………………

Who was injuried?.........................................................................

'I am going to bring a doctor' who said this?

………………….....................................................................................

**Activity**:

Write the name in the suitable form.

Jane – Mr. Mason – Mr. Rochester –Grace Poole

……………….the owner of the house.

………………..was an injured man.

………………..was a mad women.

(B) Unscramble

1. Jane / I / am / uncle…………………………………………..
2. very / I / am / rich / man……………………………………..
3. was  / a / mad  / women / There………………………………. ..
4. one / day / will / money / have / all / my / Jane

……………………………………………………………………

All these activities have to be answered in written form in the students note book. The participation in writing certainly.

**Lesson (10)**

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| **Ten** | **4 th** | **Second** | **40 minutes** | **11 /Feb /2020** |
| **Title** | **In the Garden** | | | |

**Objectives of the lesson:**

By the end of this lessons students should be able to:

- Use the new items in written form
- Sum up the story with the teacher

**Pre questions:**

Where did Jane walk?........................................................................................

Whose Garden is this  ?........................................................................................

When was that ?........................................................................................

## New items:

write on the board the new items check the meaning and pronunciation:

leave

forget

remember

marry

pretty

## Ask them to read

Tells them that they are going to read carefully and write about what they have read.

While reading write questions on the board

## Post reading questions

Whose Jane Eyre talking to?.....................................……………..……………

Where will Adel go?........................................................................................

What is Mr. Rochester going to do? …………….............................................

## Activity:

Read the last paragraph to choose the suitable word.

Mr. Rochester said . This happened in your ………………,Jane. It didn't ………….in my dream, Edward. This morning my ……………veil was on the floor of my room.

- Write sum up together on the board not less than three sentences.
- Ask them to write two sentences about Grace pool

**Lesson (11)**

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| Eleven | 5 th | Second | 40 minutes | 16 /Feb /2020 |
| Title | Mr. Rochester's wife | | | |

**Objectives of the lesson:**

By the end of this lessons students should be able to:

- Write correct question to the answer

- Form correct sentence

**Pre questions:**

Where is Jane going to get married ?....................................................................

When was Mr. Rochester waiting Jane?…………….………………………….

**New items:**

write on the board the new items check the meaning and

pronunciation:

put on

wait

corner

**Ask them to read**

Tells them that they are going to read carefully and write about what they have

read.

While reading write questions on the board

**Post reading questions**

What did Jane put on ?...........................…….………………..……………

When was that ?...................................................................................................

Who replayed to the clergyman ? …………….....................................................

What was the problem ?........................................................................................

Were Jane happy about that?................................................................................

**Activity:**

**(A) Tick true ( T )or false (F)**

1. Jane married Mr. Rochester            (    )

2. Gracepool is Mr. Rochester wife       (    )

3. Jane left Thornfieldhald un happy     (    )

4. Jane and Mr. Rochester get married   (    )

**(B) Choose the suitable word to fit in the space**

( loved – get – married – left )

Jane Eyre ………………Mr. Rochester. They didn't

……………,……...Jane Eyre left Thornfieldhall  un happy.

## Lesson (12)

| Lesson | Period | Class | Time | Date |
|--------|--------|-------|------|------|
| Twelve | 4 th | Second | 40 minutes | 17 /Feb /2020 |
| Title | My Story End | | | |

**Objectives of the lesson:**

By the end of this lessons students should be able to:

- Write correct sentence with correct use of capital letter

- Write question to the provided answer

**Pre questions:**

What did Jane see ?...........................................................

Where did she arrive ?…………………………………….

Who told her about Mr. Rochester?....................................

**Ask them to read**

Tells them that they are going to read carefully and write about what they have read.

While reading write questions on the board

**Post reading questions**

Who burn Mr. Rochester house?........................……….………..………….

 Was Mr. Rochester alive?.................................................................................

How about his house now? ……………...............................................................

Did Mr. Rochester' dog know Jane ?................................................................

Were Jane happy about that?.............................................................................

**<u>Activity</u>**:

Write complete correct answer / question

1.  What happened to Mr. Rochester?...........................................................

2.  ……………………………………………………………………………………

    They lived happy life.

Discussion question questions:

Do you think Mr. Rochester is happy now?

Why do you think Jane return to Thornfieldhall?

What sort of life did they leave?

Short stories represent appropriate grammar, vocabulary and sentence structure and give students suggestions for their own writing. Literary texts, especially short stories, are as important as essays, articles, and other material for ESL learning. In reading a story, subject matter is more engaging and it brings an element of fun into the class.

## 2.38 Previous studies

**1. Ismail (2002)** investigated the effects of an integrated process-product approach to writing instruction on developing the creative writing skills of first-year EFL majors at Sohag faculty of Education. The sample of the study involved seventy-four students from Sohag Faculty of Education. They were randomly chosen from the population of first-year EFL majors and randomly assigned to a control group and an experimental

group. The experimental group students were taught writing using the integrated process-product approach while the control students did not receive such instructional treatment. Findings of the study indicated that the process-product approach to writing instruction had significant effects on improving the experimental group EFL majors' knowledge of the writing processes, their creative writing skills and products as well as their attitudes towards writing in English as a foreign language. The study recommended that EFL teachers at

various educational levels be trained in the implementation of the integrated process-product approach to writing instruction. pre-service as well as in service EFL teachers be systematically trained in fostering and evaluating creativity in the language arts especially writing.

**1.Banat (2007)** investigated the effectiveness of a program based on the process approach and learning style in developing EFL writing skills among Jordanian secondary stage students. The sample of the study consisted of 90 male first secondary class, scientific stream students enrolled in the academic year 2006-2007 in public schools in the city of Jarash, Jordan. The students were allocated in three intact classes. The classes were chosen randomly. Two classes served as experimental groups and the third as a control group. The students in the first experimental group received instruction through a program based on both the process approach to writing and learning style preference for developing their writing skills. The students in the second experimental group received instruction through a program based on the process approach to writing only.

In the control group the students received instruction through the traditional method of teaching writing (the product approach). A pre-posttest was given to the three groups before and after the treatment. Findings of the study showed that the three groups achieved tangible progress in their writing skills on the posttest as compared to the pretest. Moreover, the two experimental groups outperformed the control group on the posttest in overall writing performance. Nevertheless, the process approach and learning styles group (the first experimental group) was better than the process approach group (the second experimental group) on the posttest. This means that the program proved to be effective in developing EFL secondary stage students' writing skills.

**1 El Sayed (2007)** investigated the effectiveness of using the problem solving strategy in developing creative writing skills of secondary schools' students in Arabic language in two aspects: short story and descriptive writing. The sample of the study consisted of 69 students from El Sharkia Governorate. Subjects

were randomly assigned to two groups: one control and the other experimental. Over two months, the experimental group was taught using the problem solving strategy whereas the control group was taught using the traditional method. Results revealed that the problem solving strategy was effective in developing the creative writing skills of first secondary students.

1. **Elgilani (2008)** conducted a study entitled (The Role of Literature in Enhancing Writing Skills in Secondary Level). It investigates the benefits of teaching literature to secondary schools' students to master writing skills. The researcher carried out the research with the aim of providing teachers with ways and methods of teaching literature to help them in teaching writing. The researcher follows descriptive analytical method in his research. The findings of the study revealed that students like, enjoy and prefer literary text. The study recommended that introducing more literature in secondary schools is necessity as its contribute to enhance students writing skills. There as we observe correlation between the previous study and the current one.

3. **Ahmed(2010)** conducted a study entitled (The Role of Literature in Teaching A Foreign Language in Sudanese Secondary Schools). It investigates how literature represent one of the most important tools in Language Teaching and the absence of literature from English syllabus affect negatively. The teachers who teach literature are likely to provide a fruitful and valuable means to their learners. The researcher collect data by using a questionnaire. The researcher come out with the findings that literature is an effective and vital tool in English language teaching and teaching English through literary text exposes teachers to the target language culture; hence it help in teaching a foreign language. The researcher recommended that literature should be introduced in curriculum and syllabus and literary texts, which have a relation to the target language culture or reflect that culture, should be

selected, literature should be introduced from preschool face up to advance level.

6. **Arif (2010)** carried out an action research to improve teaching skills of creative writing using short stories. The study was conducted in an English Language class of grade VII in a private secondary school in Karachi. The research had qualitative paradigm of action research. For this study, students were taught to write creatively using short stories as prompts for their writing. The data of the study was collected through classroom teaching sessions, observations, field notes, document analysis and semi-structured focused group interviews. The findings of this research revealed that stories have very powerful effect on students and can be used for numerous teaching strategies.

7. **Kirkgoz (2012)** investigated how short stories can be integrated into an English language curriculum in order to consolidate students' knowledge of the English language - grammar and vocabulary - and to promote their creative writing skills. The study was conducted with 21 Turkish university students receiving an English language preparatory program. In order to obtain students' opinion concerning the use of story, each student was asked to keep a diary in which to reflect their views following the study of each literary text, and a portfolio where they could keep their writings. The data collected through the diaries and student writings were complemented by administering an end-of-the year story perception questionnaire in order to have an overall evaluation of the course. The findings of the study indicated that the use of short stories contributed to students' reinforcing effectively and meaningfully their knowledge of grammar and vocabulary while it helped students to be more creative and imaginative in their writing in a way to free the students from the routine procedures occurring in the classroom.

**8.Ahmed (2014)** conducted a study entitled (The Effect of Teaching Literature on Developing Writing Skills). It investigated the effect of teaching literature on developing writing skills among secondary school's students. There were 20 male and female teachers included in the questionnaire. It included items related to teaching literature and its effect on developing writing skills for the students in secondary schools. The researcher finds out in his finding the objective of teaching literature is to a large extend develop the students writing skills. The researcher recommended that The Ministry of Education should provide schools with literature books and train teachers to be qualified and capable enough to teach literature efficiency and then they will definitely help their students' to develop writing skills. Thus, to achieve effective writing skills, students should be encouraged to read more books whether simplified or even volumes ones in order to practice correct and accurate writing. Therefore, the researcher benefited from this study as it is relevant to the current research.

9. **Hassan (2017)** conducted a study entitled (Defining The Impact of Teaching Literature on Productive Skills). The study attempt to investigate is the obvious weakness in the English language skills, particularly productive one among Sudanese secondary school students and whether teaching English literature enhance these skills. The researcher used descriptive analytical method and data collected by using pre and posttest for students observation in the classroom while teaching. The researcher found out in his findings teaching literature improve learners writing skills. The researcher recommended that reviewing the school libraries, activities the role of school societies in of great importance in developing the student writing skills, and more time should be allotted for teaching literature in the classroom. There have to be effective training for teachers of English language which would be reflected for the students writing. So the researcher did well in his research which is vital one related to this research.

# CHAPTER THREE:

# Research Methodology

# CHAPTER THRE

## Research Methodology

### 3.0 Introduction

This chapter focuses the methodology used in the research targeting the achievement of the main objectives that are set. It contains subjects, tools and procedure for collecting data. The sample of the study is selected to represent the whole participants in Khartoum south. The researcher adopted two tools: a test for EFL students in only one governmental school at secondary education level and a questionnaire for English language teachers . Furthermore, the researcher utilized validity and reliability to see how to achieve the objectives of the research.

### 3.1 The Study Design and Methodology

To achieve the objectives of the study, the descriptive and analytic methods have been adopted. Sounders et al (2003) define the descriptive survey method as one which looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. Therefore, descriptive research design is concerned with describing the characteristics of a specific problem. The study is descriptive of the sense that it describes the importance of short stories reading, since it is an application on developing students writing skills. This research is mainly done through a pre and post tests for EFL students experimental and controlled group. Questionnaire is supporting tool, it supports the main tool (test) delivered to the sample of the teachers of English language who teach in secondary level in order to have their points of view, advice, comments and suggestions. The total number of the sample is eighty (males and females) teachers. The research has chosen experienced teachers since they have got enough teaching experience. The test design to test EFL students to test the standard of the students before and after the method of short story reading in order to develop the students' skills in writing skills asked the students to write about their school where they were

studying in as the main tool to collect data. The questionnaire was designed to get the teachers point of view towards short stories reading to enhance EFL students writing skills by ticking the statements which represents their own point of view of the statements towards pupils' interaction during class lessons according to the their observations in the classrooms while their teaching that fit their own point of view.

## 3.2 The population and Sample Size of the Study

The population of the study is based on secondary governmental schools at Khartoum state Jabel Awlia Locality. The researcher chooses Hamdan Bin Rashid Secondary School for Boys. Alnaser province in Mayo. The number of pupils is (89) males. Girls are not included in the study. So, gender is not an important factor in this study.

**Table (3.0**) Names of schools and pupils' number:

| Name of the school | Number of pupils |
|---|---|
| 1. Alkalakla Secondary Model schools for boys. | 10 |
| 2.2 The Second class | 89 |

The sample was selected second class as population of the study. The researcher choses second class as sample of the study (89 students). There has been pre-test for both groups. The Researcher uses short stories reading in order to enhance the students writing skills. In the experimental group the researcher adapted modern methods in planning and teaching short stories reading to enhance the students writing skills. In the control group the other traditional method in teaching English is used with control group whereas short stories reading was used with experimental group. There was post-test for the experimental and control group. The results show that the experimental group get higher marks rather than control group when using short stories reading.

## 3.3 The Tools of Data Collection

The researcher adapted pre and post- test for students and questionnaire for teachers as tools for data collections.

## 3.3.1 pre - post Test

The researcher designs a test for students of grade two, a pre-test for the control group and a post-test for the experimental group too. The test instruction asks the students to write a paragraph. The test printed on one page. The instruction guided the students to do the test with certain manner which refers to in the appendixes the original design.

## 3.3.2 The Questionnaire

In this study the researcher used the questionnaire as a tool for collecting data. A questionnaire was especially designed for English language teachers at secondary schools level who teach English language. As a tool of data collection the questionnaire of this study covered some variables items which were determined by the researcher. It has one part consisted of 15 statements printed in two pages. They statements of the questionnaire were designed to test the research questions ; five subquestions for each main question in research all of them represent short stories reading to enhance writing skills. see appendixes there is sample of the test and questionnaire format.

## 3.4 Validity and Reliability of the tools

Validity of the tools (test and questionnaire) was used to measure and to identify the validity degree among respondents according to the answers on the tests and on the statements of the questionnaire which analyzed by the SPSS program. In the validity of the test and questionnaire were the tools should measure the exact aims, which they had been designed for.

### 3.4.1 Validity and Reliability of the test

In statistics reliability is the consistency of the set of measurements often used to describe the test, for the reliability of the test, the test is applied to students of secondary schools. They are randomly selected, their answers manipulated by using the features of statistical Package for Social Studies (SPSS), through Pearson Coefficient Factor Test (for the validity of the test, and Alpha Cranach (for the reliability of the test).The following table illustrates the results of this procedure.

## Cranach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}}$$

Cranach alpha coefficient = ($\cdot$.75), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is ($\cdot$.87), and this shows that there is a high sincerity of the scale and that the benefit of the study.

**Table (3.1**) shows Cranach Alpha coefficient for test

| No | Value | reliability | Validity |
|---|---|---|---|
| 1 | Experimental (post) | 0.71 | 0.84 |
| 2 | Experimental (pre) | 0.68 | 0.82 |
| 3 | Control (post) | 0.69 | 0.83 |
| 4 | Control (pre) | 0.70 | 0.84 |
| **Total** | | 0.75 | 0.87 |

### 3.4.2 Validity and Reliability of the Questionnaire

To test the reliability and validity of the questionnaire that applied to teachers' reactions during class lessons, (15) statements of the questionnaire were designed and checked on the sheet, then manipulated using the features of statistical Packages for Social Sciences (SPSS), through Pearson Coefficient Factor Test (for the validity of the questionnaire) and Alpha Cranach's (for the reliability of the questionnaire ). The following tables illustrate the results of this procedure.

**Table (3.3)** shows Cranach Alpha coefficient for the questionnaire

### Cranach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}}$$

Cranach alpha coefficient = ($\cdot$.80), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is ($\cdot$.89), and this shows that there is a high sincerity of the scale and that the benefit of the study.

**Table (3.2)** showed the scientific degree for who verified the test and questionnaire:

| Degree | Place of work |
|--------|---------------|
| 1.Dr. | College of languages SUST |
| 2.Dr. | SUST College of Education |
| 3.Dr. | SUST College of Education |
| 4.Dr. | College of languages SUST |

On the other hand, validity of the test and questionnaire was used to measure and to identify the validity degree among respondents according to their answers on the tests and their observations on the statements which checked by the researcher. In the validity of the test and questionnaire were the tools should measure the exact aims, which they had been designed for. In this study the validity was calculated by using the following equation.

$$* \text{ Reliability coefficient} = \frac{1 - \text{Total variations questions}}{\text{variation college grades}} \frac{n}{N-1}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}}$$

Cranach alpha coefficient = (0.80), a reliability coefficient was high and it indicated the stability of the scale and the validity of the study

Validity coefficient was the square root of the reliability coefficient was (0.89), and this showed that there was a high sincerity of the scale and that the benefit of the study.

## Pilot Study

The piloting of the test took place in Alkalakla model school for Boys. The students who did the piloting from the second class. The students does the test in the school outside the classroom. They were 10 students, it took them 40 minutes to complete the test. The researcher asks them to do the test by their own. The response was that it could be done. They were chosen randomly from the second class only. The pilot of the study was conducted to give more validity to the test of the study. The instruction then was clear to the participants and access whether the test and statements were on line with the purpose of the study or not. The piloting of the questionnaire did by 10 teachers eight of them were English supervisors. They agree with the statements of the researcher to use short stories reading to develop writing skills. The researcher tells them that it's to evaluate the questionnaire itself and they could tick their point of view in the questionnaire later on not to give their point of view at this time.

## 3.5 Procedure and Challenges

The researcher adopted modern teaching method as a tool in one governmental school. The targeted samples were students from Alfarabi class. Students were from different geographical locations. In Hamdan Bin Rashid School there are available books for each student. There was a projector. The researcher didn't use them in his study but the laboratory for computer helped much in the process of the research. As a result, students were highly motivated because of availability of technology in the school. The researcher taught the story (Jane Eyre. Written by Charlotte Bronte. Simplified short story). The story was divided into twelve lessons planned by using British Council format. The goal is applying the method of short stories reading in order to develop writing skills. The ultimate goal of teaching short stories reading was to reinforce students' writing  and to enrich their vocabulary based and to bring culture in the classroom. The teacher usually teaches the structure of the writing to the students for the sake of concentration on writing skills. The other teacher adopted the traditional method in the same governmental school the other second class Alrazi. The teacher used chalks, blackboard, duster and hard copy of the two books.

The researcher distributed the questionnaire to the population in hand. It was distributed to them in their place of work (schools). They were given a chance to keep the questionnaire for a period of time. They were asked to look over the items again and again, and to put a tick in the boxes which represent their opinions. The researcher sometimes interfered to explain some difficult idea of some statements. The questionnaire of this study was distribute and collected back in a period of two weeks.

**The researcher encountered some challenges:**

The researcher has face a number of challenges some which:

1. Government schools were not well equipped with books.

2. The researcher face some challenges in an application the lesson plans in the classroom.

3. Students were not taking writing seriously most of them express that it's the first time to focus in writing during their studying time.

4. Some of the teachers don't know how to deal with short stories to the students in the classroom. They consider it as valueless only use it as reading material to fill the class time.

5. Classrooms have big number than the expected in some schools.

## 3.6 Summary

This chapter has drawn the road map for the study. It describes the different aspects of the research (population, tools, samples of the study, validity and the reliability. It also describes tools, the test, questionnaire and procedures for data analysis.

# CHAPTER FOUR:

# Data Analysis, and Discussion of the Results

# CHAPTER FOUR

## Data Analysis, Results and Discussion

## 4.0 Introduction

In this chapter the researcher presented the quantitative and qualitative analysis of the collected data. First analysis of the test was introduced for both the pre test and the posttest. The analysis was displayed tables and figures. The analysis of the questionnaire was presented and displayed in the form of tables and figures. Third, the results of using the questions of the study were discussed and interpreted by the researcher.

## 4.1 Data analysis

The following analysis for the tools of the study the test as main tooland questionnaire as supporting tool.

## 4.2 Data analysis pre / post test

The researcher analyzed the data using SPSS for pupils answers to the test. The researcher also analyzed the pre-test for the control group and the post-test for the experimental group.

This course deals with the field study procedures under the following sections

**Table (4.1) Frequency** and percentage for the Control group (pre - test)

| Test | Frequencies | Percentage |
|---------|-------------|------------|
| Pass | 16 | 36.4% |
| Failure | 28 | 63.6% |
| Total | 44 | 100.0% |

**Figure (4.1)** views of the distribution of the pre sample

Table (4.1) and Figure (4.1) illustrate the views of the distribution of the pre sample by Pass by (%36.4) and Failure by (%63.6).

**Table (4.2)** Frequency and percentage for the Control group (post - test)

| Test | Frequencies | Percentage |
|---|---|---|
| Pass | 14 | 31.8% |
| Failure | 30 | 68.2% |
| Total | 44 | 100.0 |



**Figures (4.2)** views of the distribution of the post sample

Table (4.2) and Figure (4.2) illustrates the views of the distribution of the post sample by Pass by (%31.8) and Failure by (%68.2).

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**Table (4.3)** Frequency and percentage for the experimental group (pre - test)

| Test | Frequencies | Percentage |
|------|-------------|------------|
| Pass | 23 | 52.3% |
| Failure | 21 | 47.7% |
| Total | 44 | 100.0% |



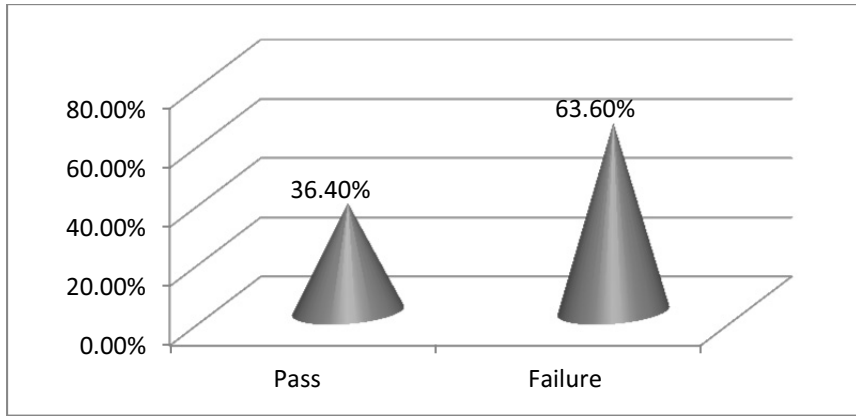**Figures (4.3)** illustrates the views of the distribution of the pre sample

Table (4.2) and Figure (4.2) illustrates the views of the distribution of the pre sample by Pass by (%52.3) and Failure by (%47.7).

**Table (4.4)** Frequency and percentage for the experimental group (post-test)

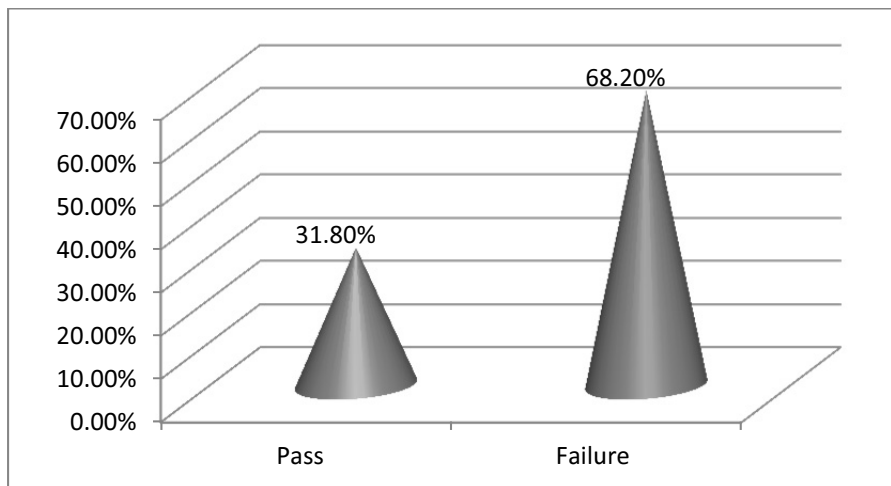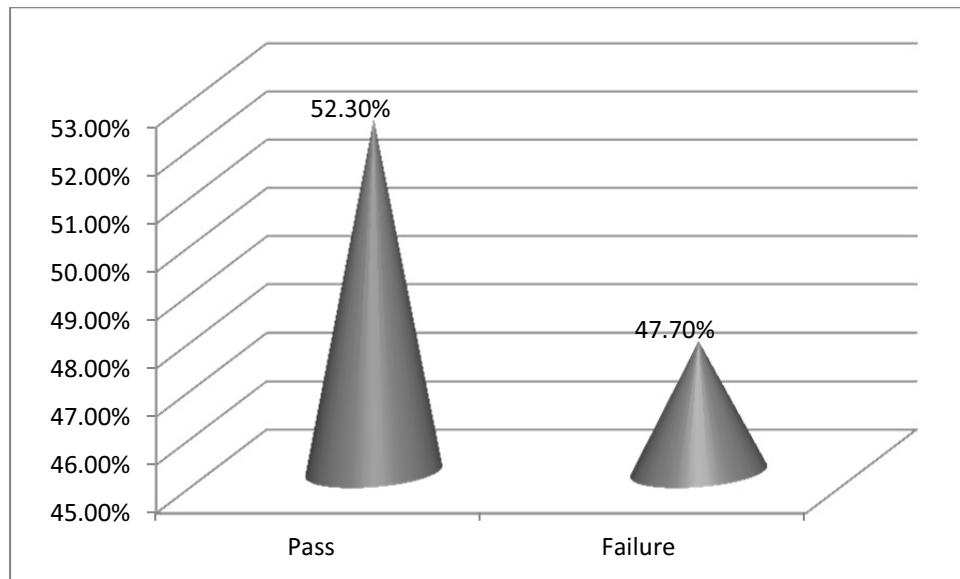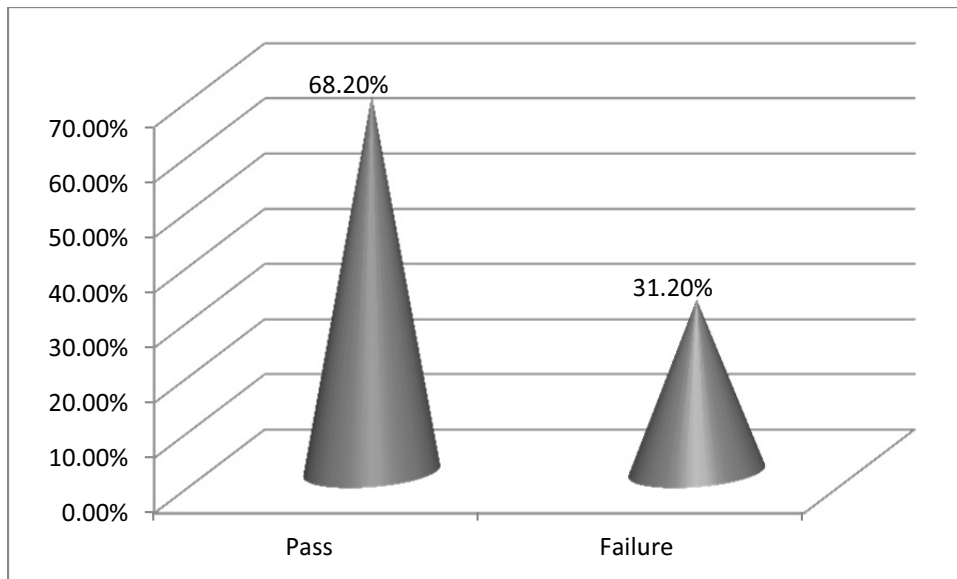| Test | Frequencies | Percentage |
|------|-------------|------------|
| Pass | 30 | 68.2% |
| Failure | 14 | 31.2% |
| Total | 44 | 100.0% |

**Figures (4.4)** illustrates the views of the distribution of the post sample

Table (4.4) and Figure (4.4) illustrates the views of the distribution of the post sample by Pass by (%68.2) and Failure by (%31.2).

**Table (4.5) t-test result showing group means of the experiment group**

| Test | Mean | Std. Deviation | t | df | Sig. (2-tailed) | Scale |
|------|------|----------------|---|----|-----------------|-------|
| Pre-test | 8.20 | 2.833 | -5.478 | 43 | 0.00 | Significant |
| Post-test | 10.36 | 4.254 | | | | |

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-5.478) with signify value (0.000) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the Post-test.

**Table (4.6) t-test result showing group means of the control group**

| Test | Mean | Std. Deviation | t | df | Sig. (2-tailed) | Scale |
|------|------|----------------|---|----|-----------------|-------|
| Pre-test | 7.66 | 3.177 | 1.159 | 43 | 0.253 | insignificant |
| Post-test | 7.23 | 3.490 | | | | |

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (1.159) with signify value (0.253) which is more than the level of significant value (0.05) there are no statistically significant differences.

**Table (4.7) t-test result showing group means of the pre-test**

| Test | Mean | Std. Deviation | T | df | Sig. (2-tailed) | Scale |
|------|------|----------------|---|----|-----------------|-------|
| Control | 7.66 | 3.177 | -0.899 | 43 | 0.374 | insignificant |
| Experiment | 8.20 | 2.833 | | | | |

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (-0.899) with signify value (0.374) which is more than the level of significant value (0.05) there are no statistically significant differences.

**Table (4.8) t-test result showing group means of the post-test**

| Test | Mean | Std. Deviation | T | df | Sig. (2-tailed) | Scale |
|------|------|----------------|---|----|-----------------|-------|
| Control | 7.23 | 3.490 | -3.779 | 43 | 0.00 | significant |
| Experiment | 10.36 | 4.254 | | | | |

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-3.779) with signify value (0.000) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the experiment group.

## 4.3 Control group Frequency and Percentage

**Table (4.9) illustrates the frequency and percentage for spelling**

| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 0 | 0.0% | 2 | 4.5% |
| Failure | 44 | 100.0% | 42 | 95.4% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.5)** illustrates the views of the distribution of the control group

Table (4.9) and Figure (4.5) illustrate the views of the distribution of the control group sample by the statement as follows Pre-test pass by (0.0%) and failure by (%100.0) , post-test pass by (%4.5) and failure by (%95.4).

**Table (4.10) the Frequency and percentage for grammar**

| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 2 | 4.5% | 1 | 2.3% |
| Failure | 42 | 95.4% | 43 | 97.7% |
| Total | 44 | 100.0% | 44 | 100.0% |

**Figure (4.6)** illustrates the views of the distribution of the control group

Table (4.10) and Figure (4.6) illustrates the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%4.5) and failure by (%95.4) , post-test pass by (%2.3) and failure by (%97.7).

**Table (4.11) illustrates the frequency and percentage for neat work**

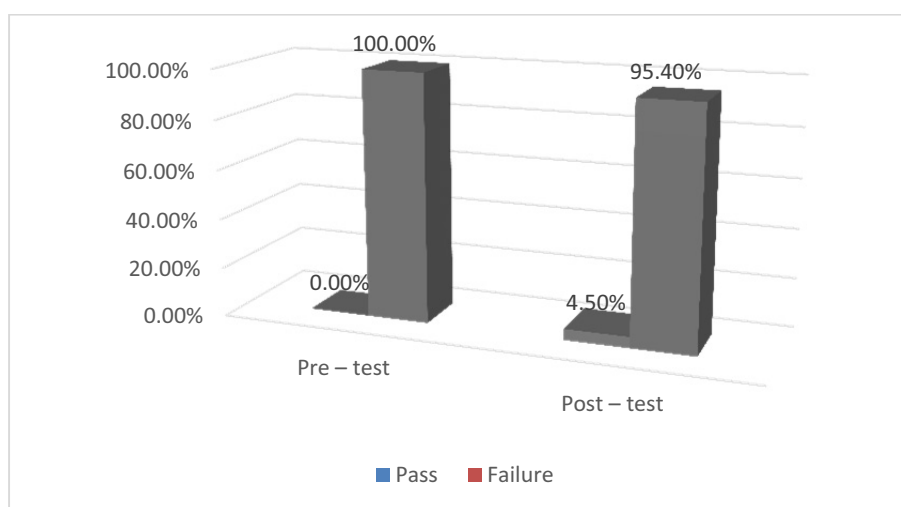| Test | Pre – test | | Post – test | |
|------|-----------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent |
| Pass | 3 | 6.8% | 4 | 9.1% |
| Failure | 41 | 93.2% | 40 | 90.9% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.7)** illustrates the views of the distribution of the control group

Table (4.11) and Figure (4.7) illustrates the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%6.8) and failure by (93.2%) , post-test pass by (%9.1) and failure by (%90.9).

**Table (4.12) Frequency and percentage for paragraphing**

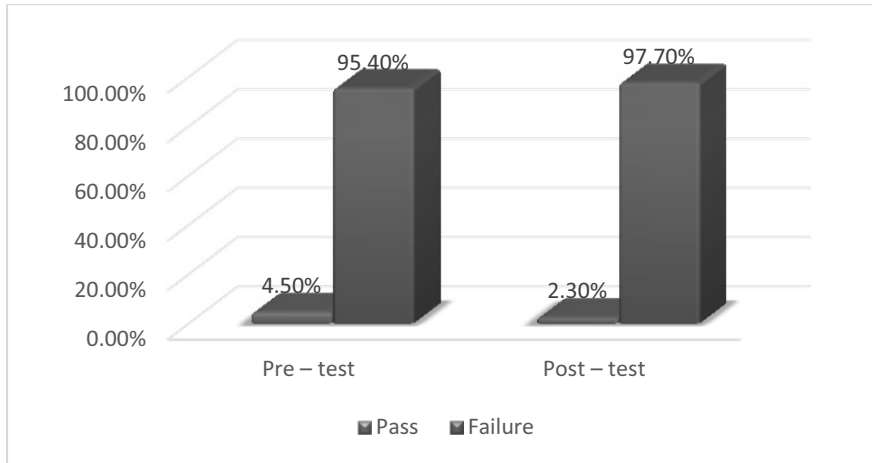| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Pass | 2 | 4.5% | 4 | 9.1% |
| Failure | 42 | 95.4% | 40 | 90.9% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.8)** illustrates the views of the distribution of the control

Table (4.12) and Figure (4.8) illustrates the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%4.5) and failure by (%95.4) , post-test pass by (%9.1) and failure by (%90.9).

**Table (4.13) Frequency and percentage for punctuation**

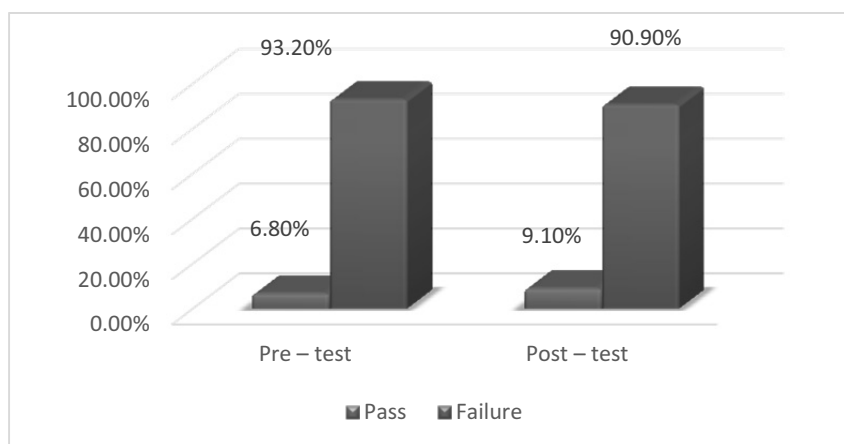| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 0 | 0.0% | 1 | 2.3% |
| Failure | 44 | 100.0% | 43 | 97.7% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.9)** illustrates the views of the distribution of the control group

Table (4.13) and Figure (4.9) illustrates the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%0.0) and failure by (%100.0) , post-test pass by (%2.3) and failure by (%97.7).

**Table (4.14) the Frequency and percentage for capitalization**

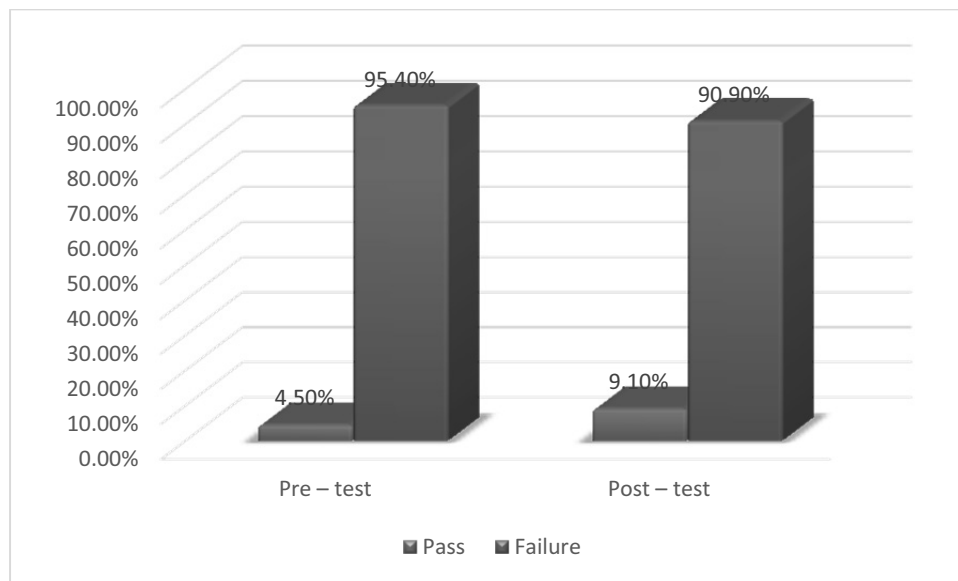| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 2 | 4.5% | 2 | 4.5% |
| Failure | 42 | 95.5% | 42 | 95.5% |
| Total | 44 | 100.0% | 44 | 100.0% |

**Figure (4.10)** illustrates the views of the distribution of the control

Table (4.13) and Figure (4.10) illustrates the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%4.5) and failure by (%95.5) , post-test pass by (%4.5) and failure by (%95.5).

**Table (4.15) the Frequency and percentage for topic sentences**

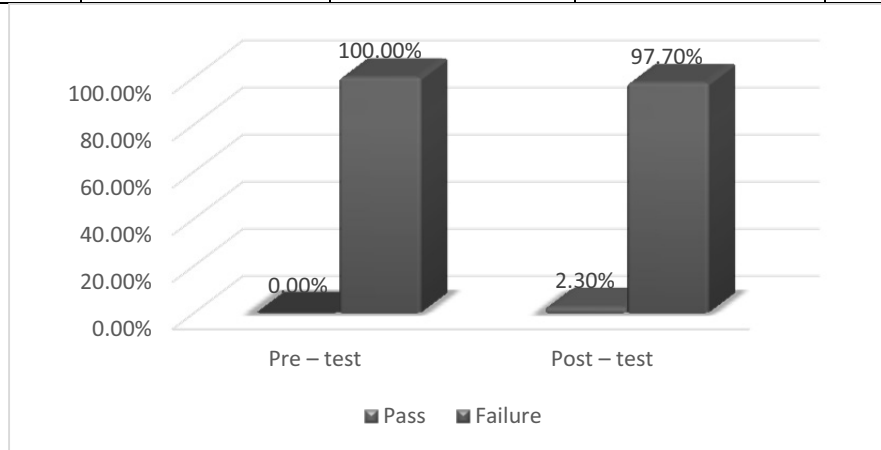| Test | Pre – test | | Post – test | |
|------|-----------|---------|------------|---------|
| | Frequency | Percent | Frequency | Percent |
| Pass | 2 | 4.5% | 2 | 4.5% |
| Failure | 42 | 95.5% | 42 | 95.5% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.11)** illustrates the views of the distribution of the control

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Table (4.15) and Figure (4.11) illustrates the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%4.5) and failure by (%95.5) , post-test pass by (%4.5) and failure by (%95.5).

**Table (4.16) Frequency and percentage for supporting sentences**

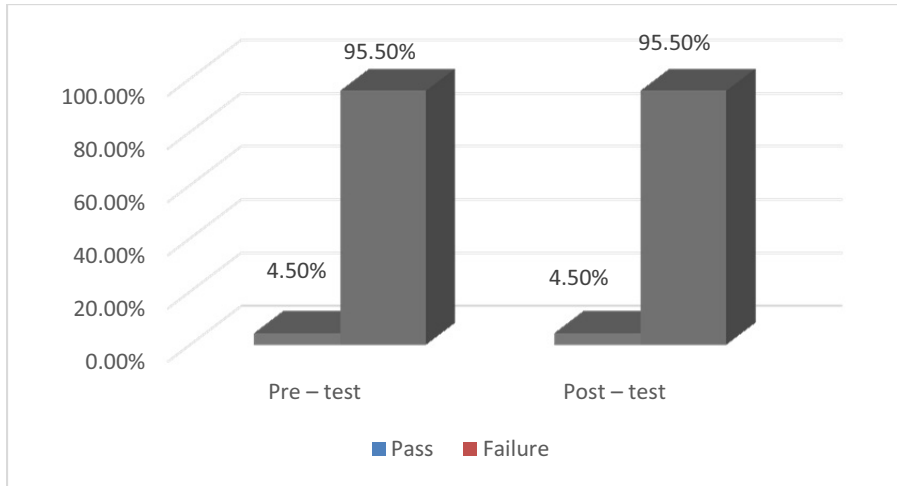| Test | Pre – test | | Post – test | |
|------|------------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent |
| Pass | 4 | 10.0% | 4 | 10.0% |
| Failure | 40 | 90.0% | 40 | 90.0% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.12)** illustrates the views of the distribution of the control

Table (4.16) and Figure (4.12) illustrates the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%10.0) and failure by (%90.0) , post-test pass by (%10.0) and failure by (%90.0).

**Table(4.17) Frequency and percentage for past and present relation**

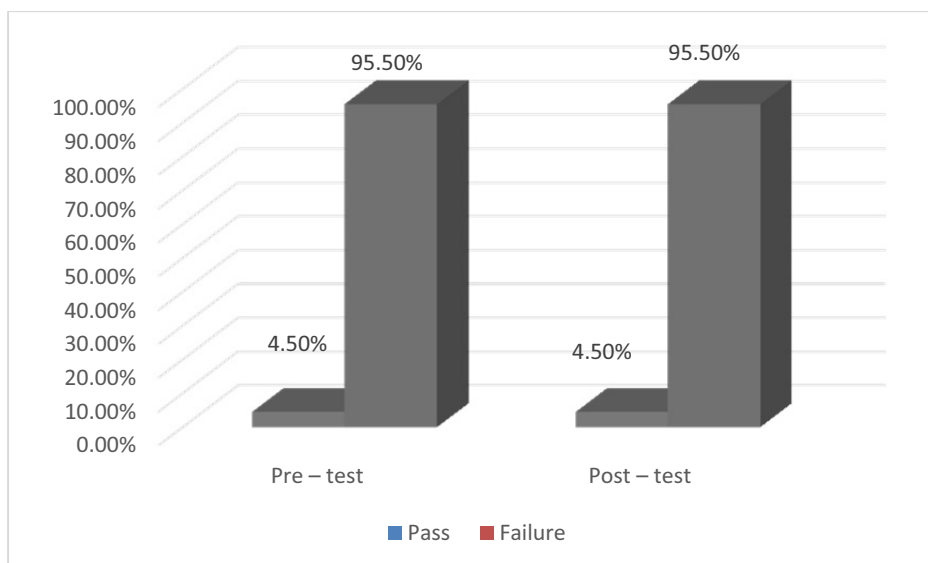| Test | Pre – test | | Post – test | |
|------|------------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent |
| Pass | 3 | 6.8% | 3 | 6.8% |
| Failure | 41 | 93.2% | 41 | 93.2% |
| Total | 44 | 100.0% | 44 | 100.0% |

**Figure (4.13)** illustrates the views of the distribution of the control

Table (4.17) and Figure (4.13) illustrates the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%6.8) and failure by (%93.2) , post-test pass by (6.8%) and failure by (%93.2).

**Table (4.18) illustrates the frequency and percentage for coherent**

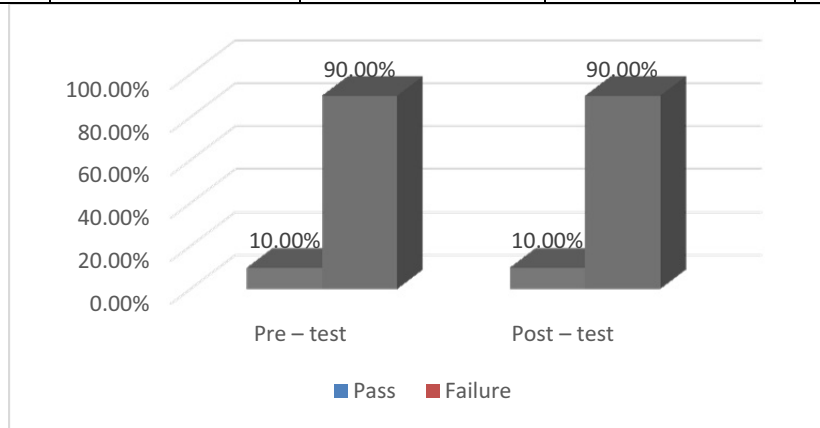| Test | Pre – test | | Post – test | |
|------|------------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent |
| Pass | 0 | 0.0% | 1 | 2.3% |
| Failure | 44 | 100.0% | 43 | 97.7% |
| Total | 44 | 100.0% | 44 | 100.0% |

**Figure (4.14)** illustrates the views of the distribution of the control

Table (4.18) and Figure (4.14) illustrates the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%0.0) and failure by (%100.0) , post-test pass by (%2.3) and failure by (%97.7).

**Table (4.19)** Frequency and percentage for number of succeeded student

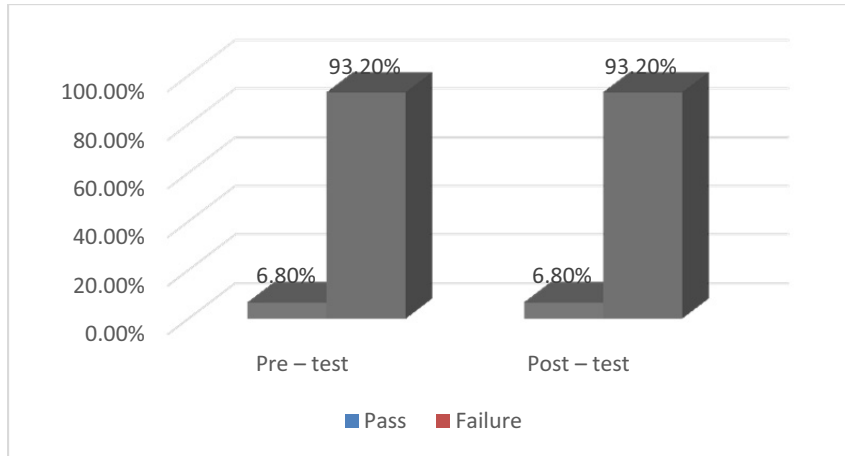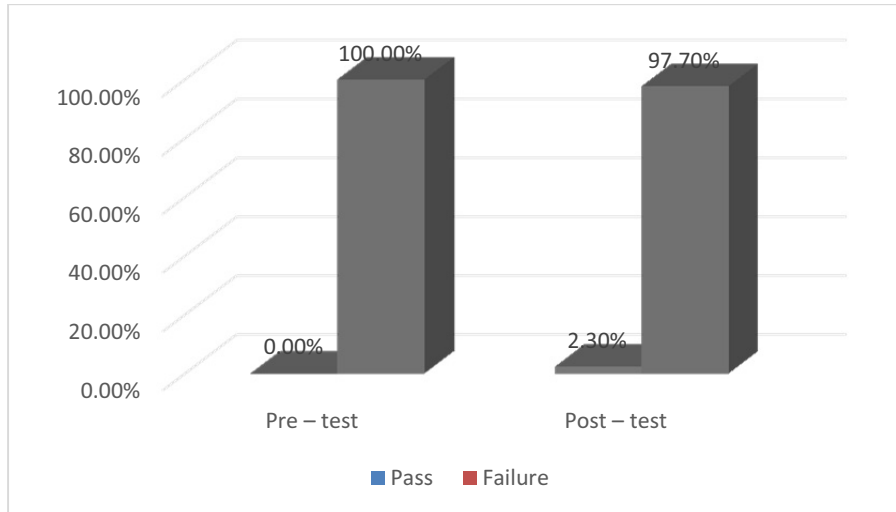| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Pass | 18 | 40.9% | 24 | 54.5% |
| Failure | 26 | 59.1% | 20 | 45.5% |
| Total | 44 | 100.0% | 44 | 100.0% |

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Chart Title

**Figure (4.15)** illustrates the views of the distribution of the control

Table (4.19) and Figure (4.15) illustrates the views of the distribution of the control group sample by the statement as follows Pre-test pass by (%40.9) and failure by (%59.1) , post-test pass by (%54.5) and failure by (%45.5).

## 4. 4 Experimental group Frequency and Percentage

**Table (4.20) illustrates the frequency and percentage for grammar**

| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 20 | 45.4% | 28 | 63.6% |
| Failure | 24 | 54.6% | 16 | 36.4% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.16)** illustrates the views of the distribution of the experimental

Table (4.20) and Figure (4.16) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by and failure by (%36.4). , post-test pass by (63.6%)and failure by (54.6% .)(45.4

**Table (4.21) illustrates the frequency and percentage for neat work**

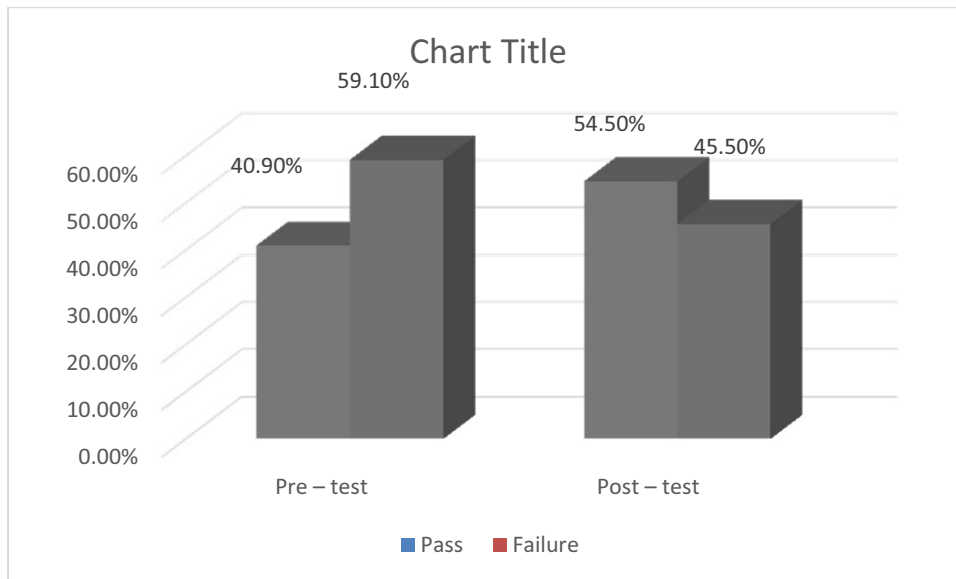| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 22 | 50.0% | 31 | 70.5% |
| Failure | 22 | 50.0% | 13 | 29.5% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.17)** illustrates the views of the distribution of the experimental

Table (4.21) and Figure (4.17) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by and failure by , post-test pass by (70.5%)) and failure by (29.50%).) (50.0% (29.5%).

**Table (4.22) The frequency and percentage for paragraphing**

| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 16 | 36.4% | 25 | 56.8% |
| Failure | 28 | 63.6% | 19 | 43.2% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.18)** illustrates the views of the distribution of the experimental

Table (4.22) and Figure (4.18) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by and failure by , post-test pass by (56.8%))and failure by (63.6%).) (36.4% (43.2%).

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**Table (4.23) The frequency and percentage for punctuation**

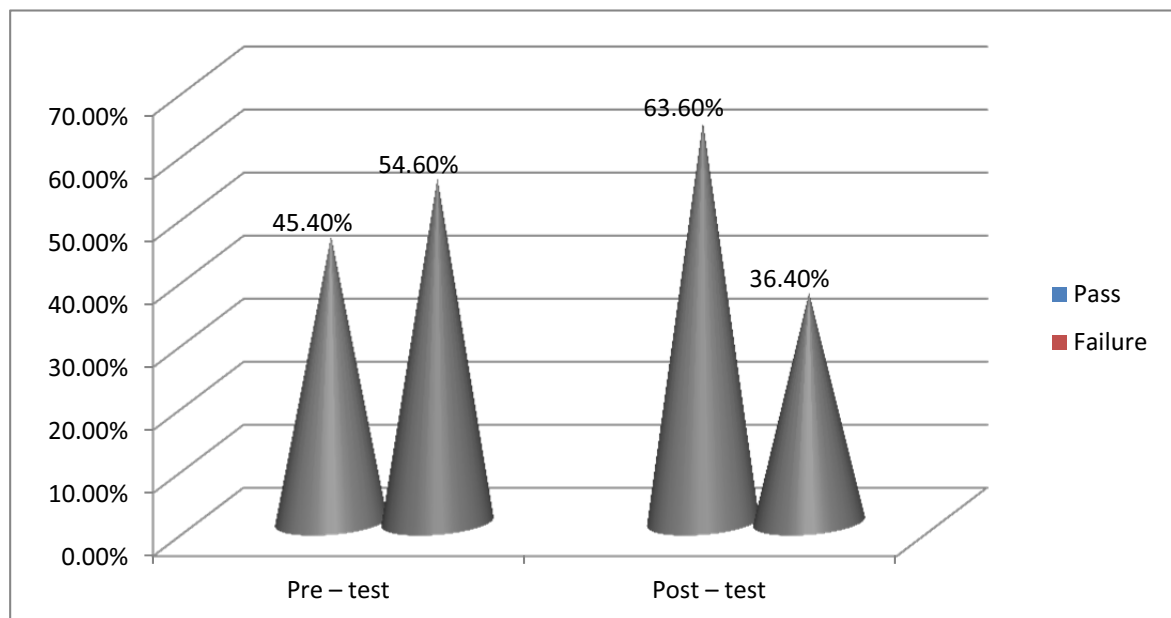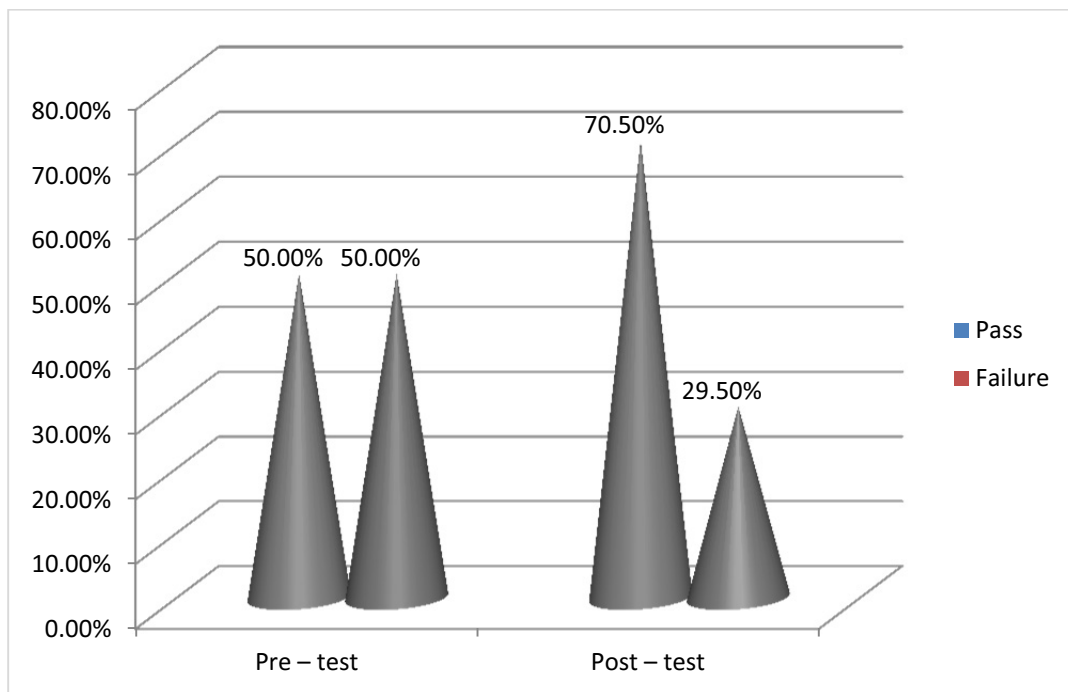| Test | Pre – test | | Post – test | |
|------|-----------|---------|-----------|---------|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 25 | 56.8% | 32 | 72.7% |
| Failure | 19 | 43.2% | 12 | 27.3% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.19)** illustrates the views of the distribution of the experimental

Table (4.23) and Figure (4.19) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by (56.8% )and failure by (43.2%).), post-test pass by (72.7%) and failure by (27.3%).

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**Table (4.24) The frequency and percentage for capitalization**

| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 27 | 61.4% | 35 | 79.5% |
| Failure | 17 | 38.6% | 9 | 20.6% |
| Total | 44 | 100.0% | 44 | 100.0% |



Figure (4.20) illustrates the views of the distribution experimental group

Table (4.24) and Figure (4.20) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by and failure by , post-test pass by (79.5%))and failure by (38.6%).) (61.4% (20.6%).

**Table (4.25) The frequency and percentage for topic sentences**

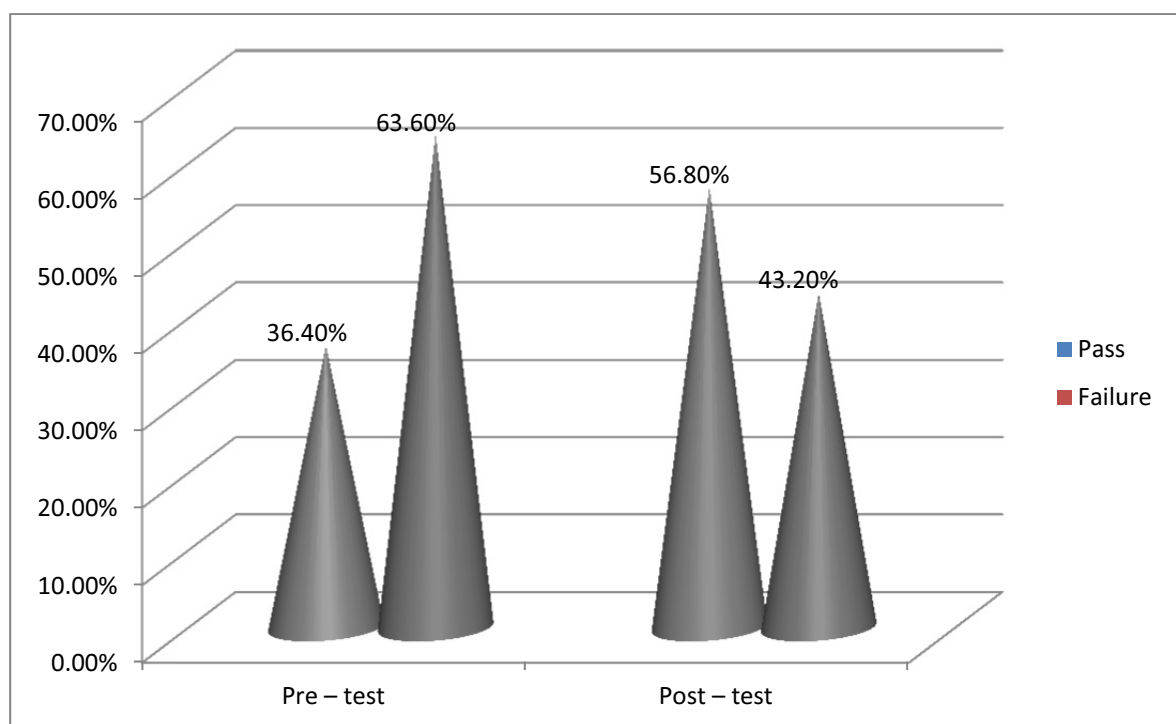| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 21 | 47.8% | 35 | 79.5% |
| Failure | 23 | 52.3% | 9 | 20.5% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.21)** illustrates the views of the distribution of the experimental

Table (4.25) and Figure (4.21) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by and failure by , post-test pass by (79.5%))and failure by (52.3%).) (47.8% (20.5%).

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**Table (4.26) The frequency and percentage for supporting sentences**

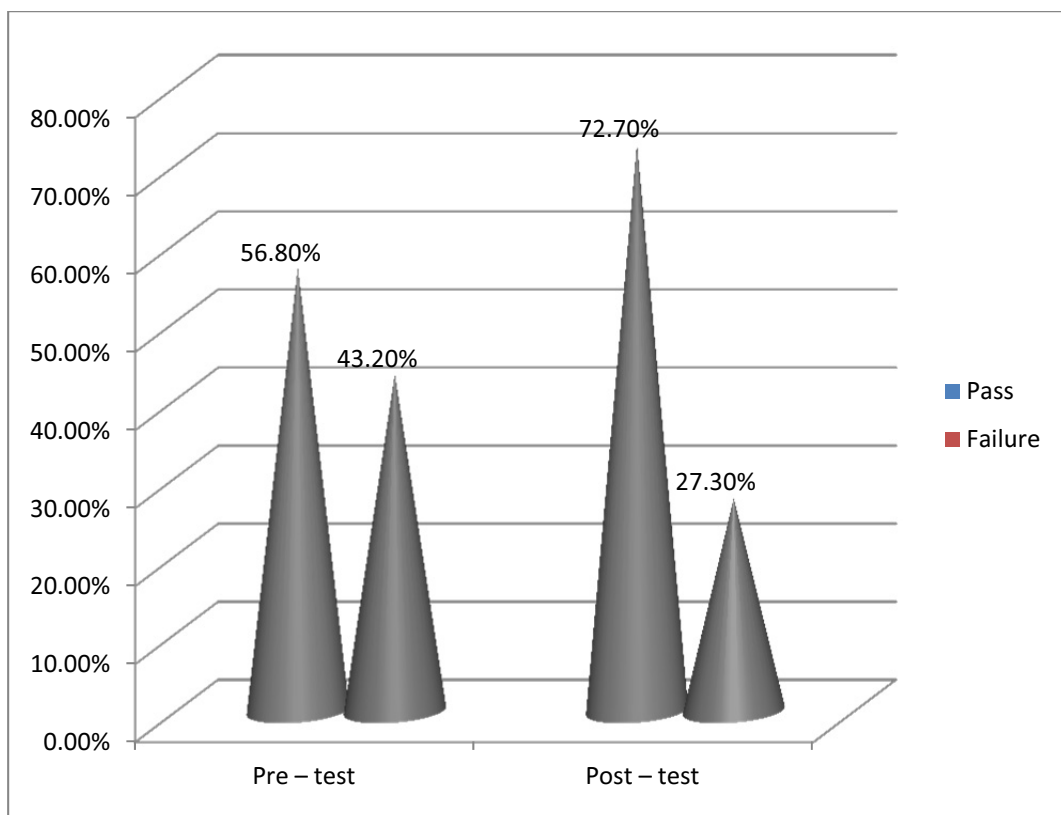| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Pass | 24 | 54.5% | 39 | 88.6% |
| Failure | 20 | 45.5% | 5 | 11.4% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.22)** illustrates the views of the distribution of the experimental

Table (4.26) and Figure (4.22) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by (54.5%) and failure by (45.5%).), post-test pass by (88.6%) and failure by (11.4%).

**Table (4.27) Frequency and percentage for past and present relation**

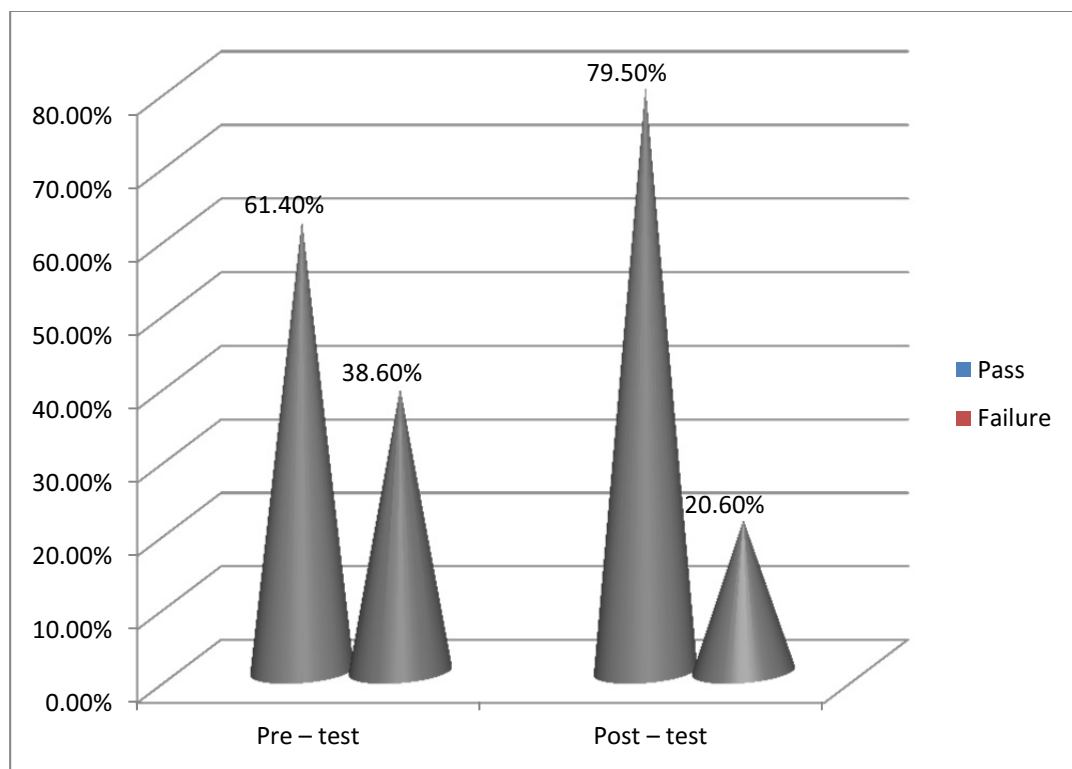| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 23 | 52.3% | 33 | 75.0% |
| Failure | 21 | 47.7% | 11 | 25.0% |
| Total | 44 | 100.0% | 44 | 100.0% |



**Figure (4.23)** illustrates the views of the distribution of the experimental

Table (4.27) and Figure (4.23) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by (52.3%) and failure by (47.7%).) , post-test pass by (75.0%) and failure by (25.0%).

**Table (4.28) illustrates the frequency and percentage for coherent**

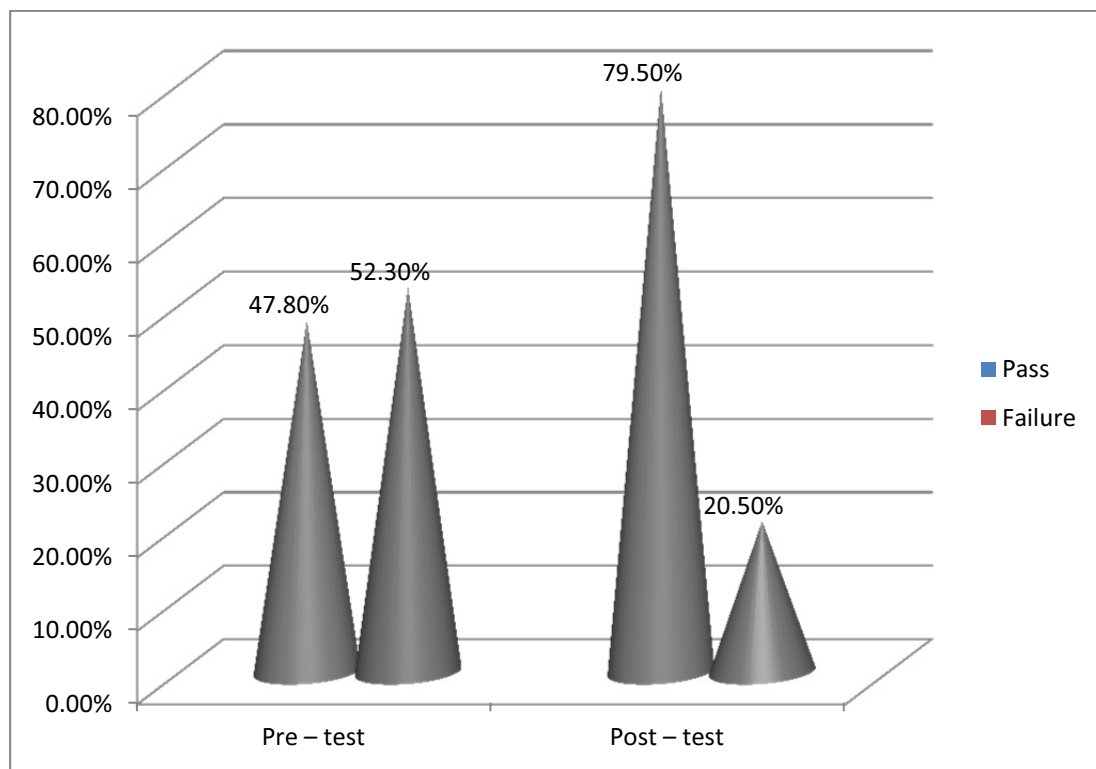| Test | Pre – test | | Post – test | |
|------|------------|---------|-------------|---------|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 18 | 40.9% | 25 | 56.8% |
| Failure | 26 | 59.1% | 19 | 43.2% |
| Total | 44 | 100.0% | 44 | 100.0% |
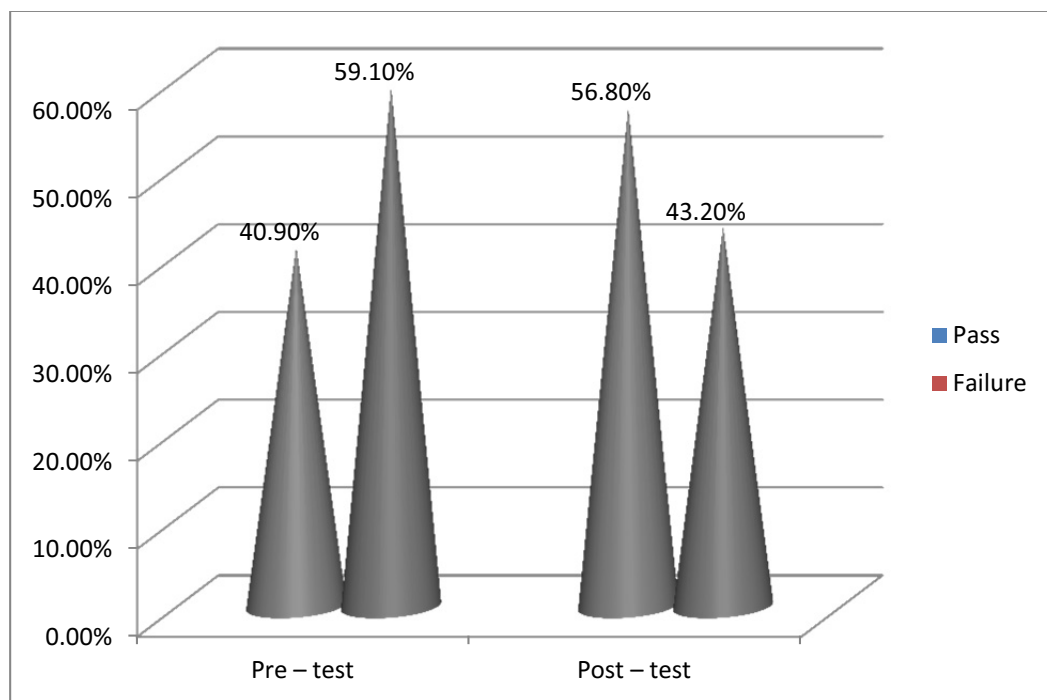


**Figure (4.24)** illustrates the views of the distribution of the experimental

Table (4.28) and Figure (4.24) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by (40.9% )and failure by (59.1%), post-test pass by (56.8%) and failure by (43.2%).

**Table (4.29) illustrates the frequency and percentage for Spelling**

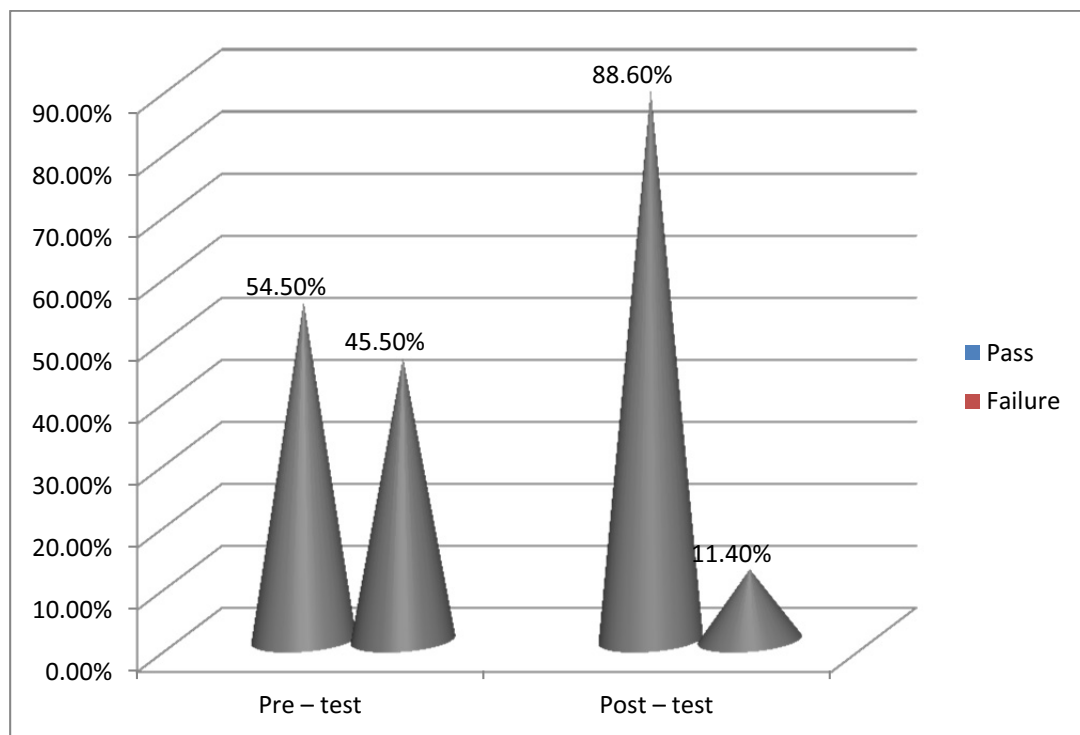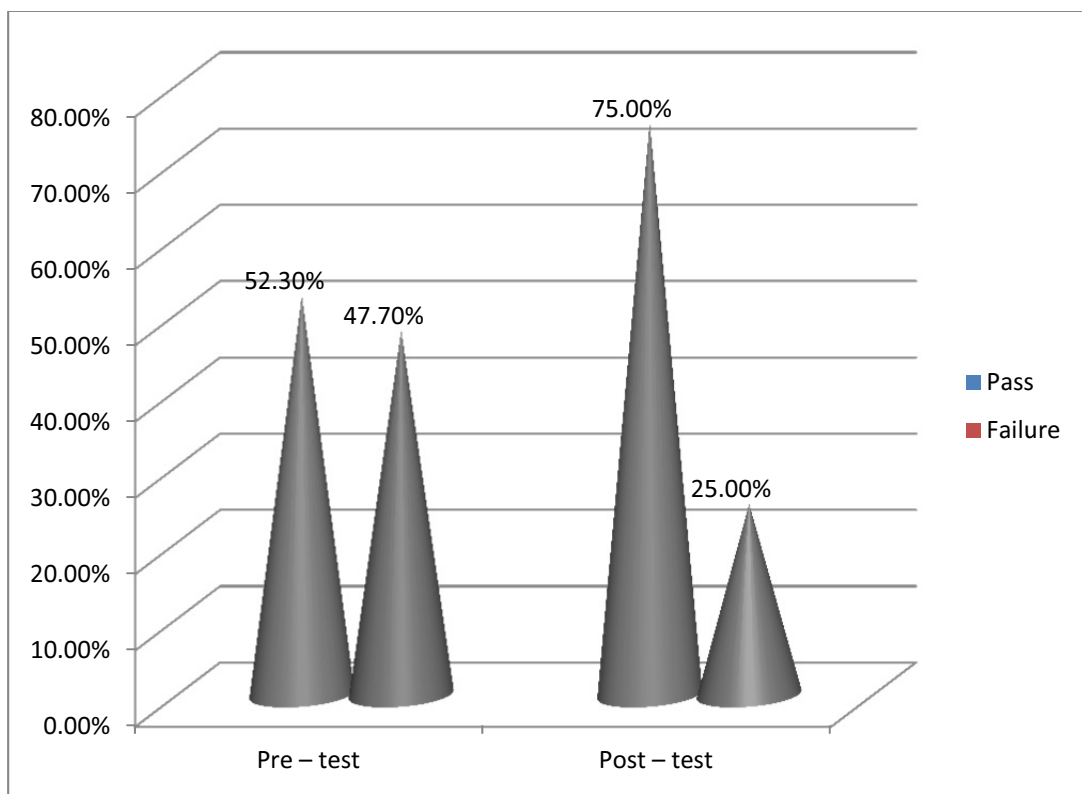| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 28 | 63.6% | 39 | 88.6% |
| Failure | 16 | 36.4% | 5 | 11.4% |
| Total | 44 | 100.0% | 44 | 100.0% |
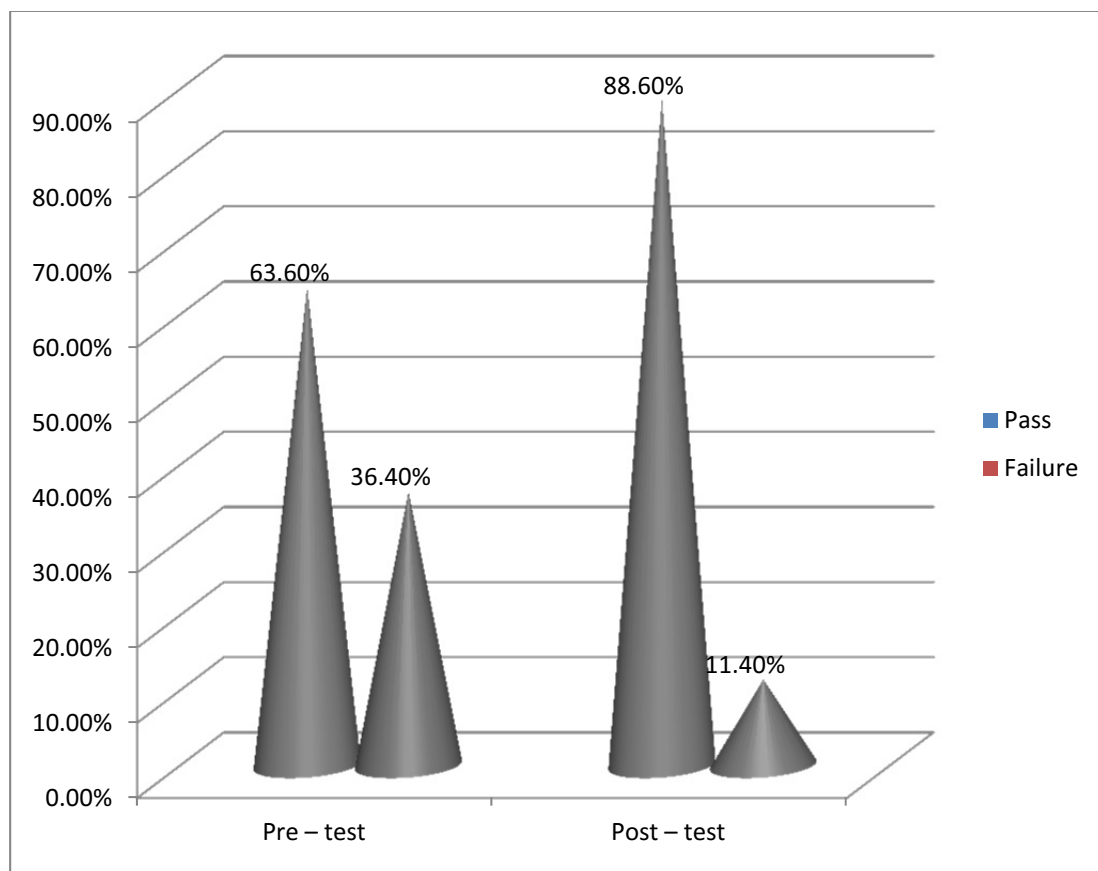


**Figure (4.25)** illustrates the views of the distribution of the experimental

Table (4.29) and Figure (4.25) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by (63.6% )and failure by (36.4%).), post-test pass by (88.6%) and failure by (11.4%).

**Table (4.30) Frequency and percentage for numb succeed Students**

| Test | Pre – test | | Post – test | |
|---|---|---|---|---|
| | **Frequency** | **Percent** | **Frequency** | **Percent** |
| Pass | 2 | 4.5% | 20 | 45.5% |
| Failure | 42 | 95.5% | 24 | 54.5% |
| Total | 44 | 100.0% | 44 | 100.0% |
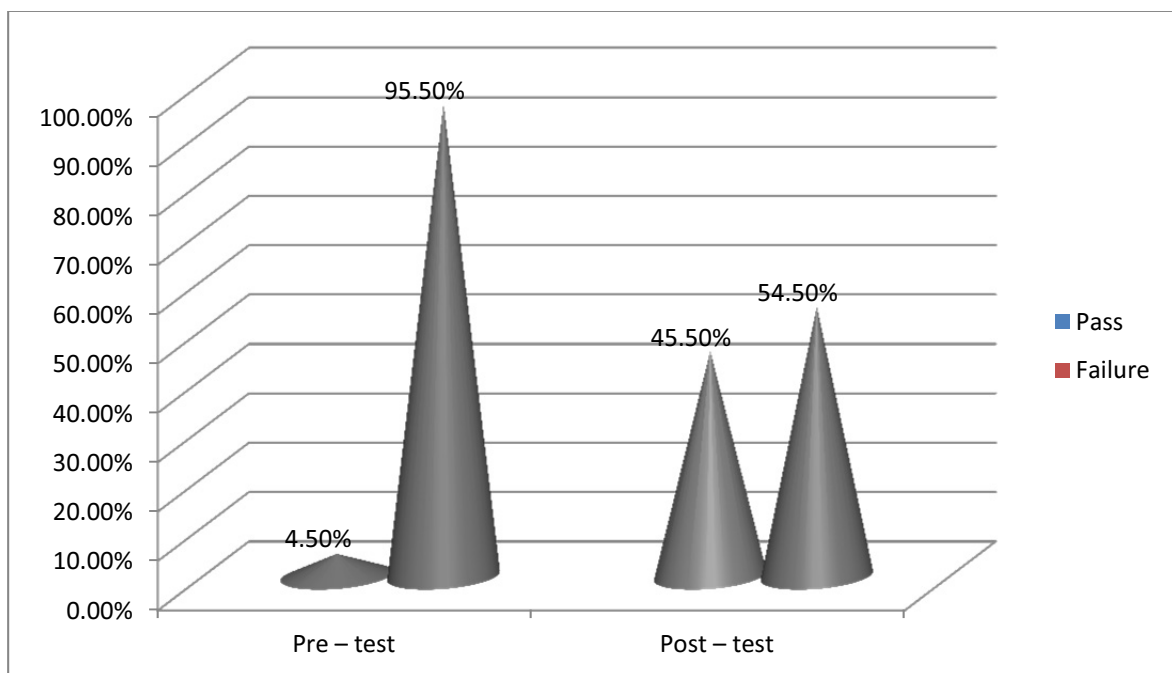


**Figure (4.26)** illustrates the views of the distribution of the control

Table (4.30) and Figure (4.26) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by (4.5% )and failure by (95.5%), post-test pass by (45.5%) and failure by (54.5%).

## 4.3 Questionnaire Analysis

The following analysis for questionnaire.

**Table (4.31)** Short Stories reading helps students understand sentence structure

| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 59 | 73.75% |
| Agree | 20 | 25.0% |
| Undecided | 0 | 0.0% |
| Disagree | 1 | 1.25% |
| Strongly disagree | 0 | 0.0% |
| Total | 80 | 100.0% |



**Figure (4.27)** ) illustrates the views of the distribution of the sample

Table (4.31) and Figure (4.27) illustrates the views of the distribution of the sample by strongly agree by (%73.75) and agree by (%25.0) and undecided by (%0.0) and disagree by (%1.25) and strongly disagree by (%0.0)

**Table (4.32)** Short Stories reading enables students write well-form sentences

| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 57 | 71.25% |
| Agree | 21 | 26.25% |
| Undecided | 1 | 1.25% |
| Disagree | 1 | 1.25% |
| Strongly disagree | 0 | 0.0% |
| Total | 80 | 100.0% |



**Figure (4.28)** illustrates the views of the distribution of the sample

Table (4.32) and Figure (4.28) illustrates the views of the distribution of the sample by strongly agree by (%71.25) and agree by (%26.25) and undecided by (%1.25) and disagree by (%1.25) and strongly disagree by (%0.0).

**Table (4.33)** EFL Students can use punctuation marks in Short Stories reading

| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 31 | 38.75% |
| Agree | 37 | 46.25% |
| Undecided | 6 | 7.5% |
| Disagree | 5 | 6.25% |
| Strongly disagree | 1 | 1.25% |
| Total | 80 | 100.0% |



**Figure (4.29)** illustrates the views of the distribution of the sample

Table (4.33) and Figure (4.29) illustrates the views of the distribution of the sample by strongly agree by (%38.75) and agree by (%46.25) and undecided by (%7.5) and disagree by (%6.25) and strongly disagree by (%1.25).

**Table (4.34)** Stories reading enhances EFL students' in paragraph writing

| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 35 | 43.75% |
| Agree | 32 | 40.0% |
| Undecided | 6 | 7.5% |
| Disagree | 7 | 8.75% |
| Strongly disagree | 0 | 0.0% |
| Total | 80 | 100.0% |



**Figure (4.30)** illustrates the views of the distribution of the sample

Table (4.34) and Figure (4.30) illustrates the views of the distribution of the sample by strongly agree by (%43.75) and agree by (%40.0) and undecided by (%7.5) and disagree by (%8.75) and strongly disagree by (%0.0).

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**Table (4.35)** EFL students learn to join English sentences through short stories

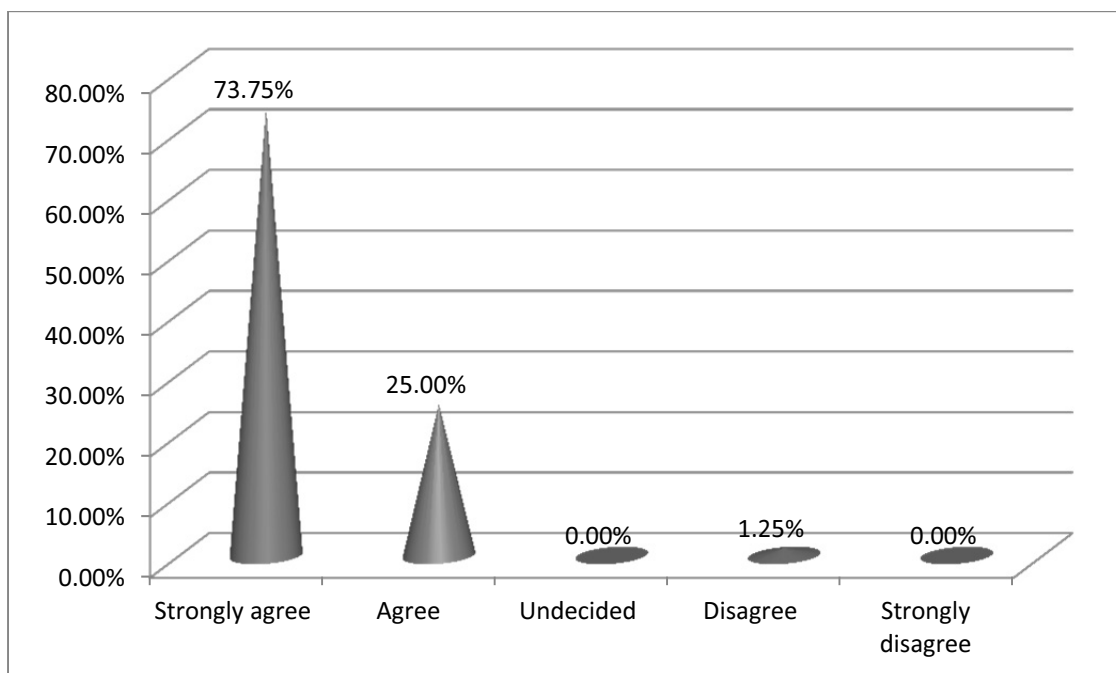| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 41 | 51.25% |
| Agree | 33 | 41.25% |
| Undecided | 3 | 3.75% |
| Disagree | 1 | 1.25% |
| Strongly disagree | 2 | 2.5% |
| Total | 80 | 100.0% |



**Figure (4.31)** illustrates the views of the distribution of the sample

Table (4.35) and Figure (4.31) illustrates the views of the distribution of the sample by strongly agree by (%51.25) and agree by (%41.75) and undecided by (%3.75) and disagree by (%1.25) and strongly disagree by (%2.5).

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**Table (4.36)** Using Short stories reading enriches students' vocabulary

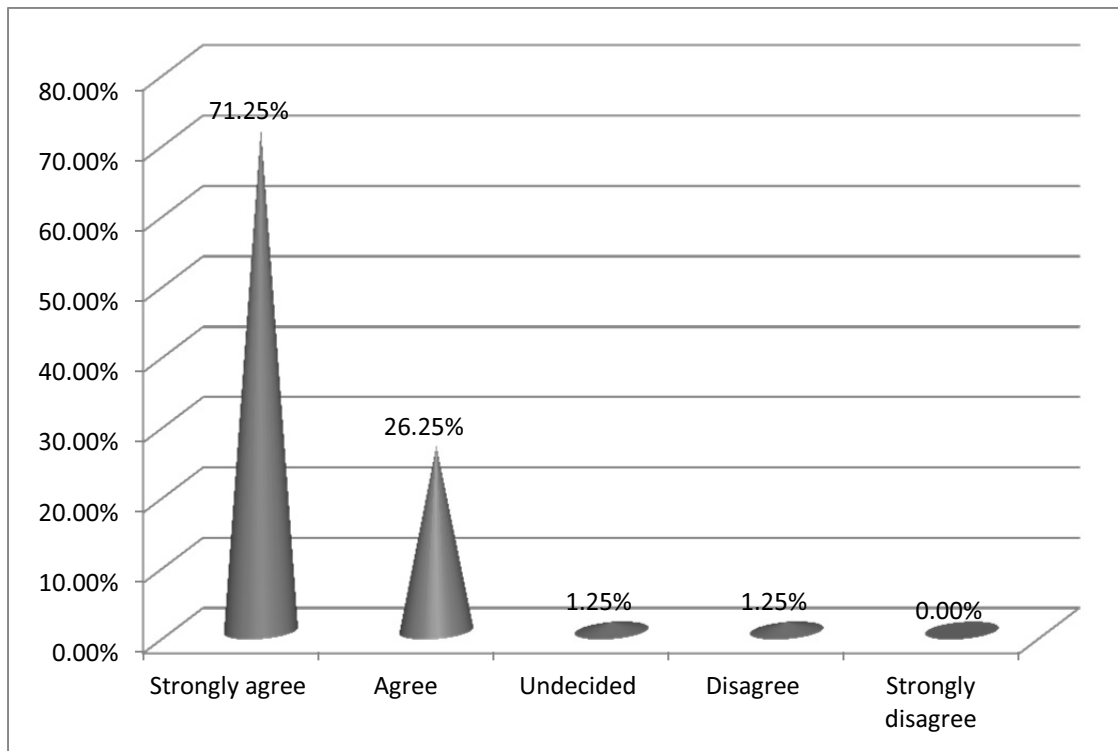| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 52 | 65.0% |
| Agree | 25 | 31.25% |
| Undecided | 1 | 1.25% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 2 | 2.5% |
| Total | 80 | 100.0% |



**Figure (4.32)** illustrates the views of the distribution of the sample

Table (4.36) and Figure (4.32) illustrates the views of the distribution of the sample by strongly agree by (%65.0) and agree by (%31.25) and undecided by (%1.25) and disagree by (%0.0) and strongly disagree by (%2.5).

**Table (4.37)** Using Short stories reading improves students' lexical meaning

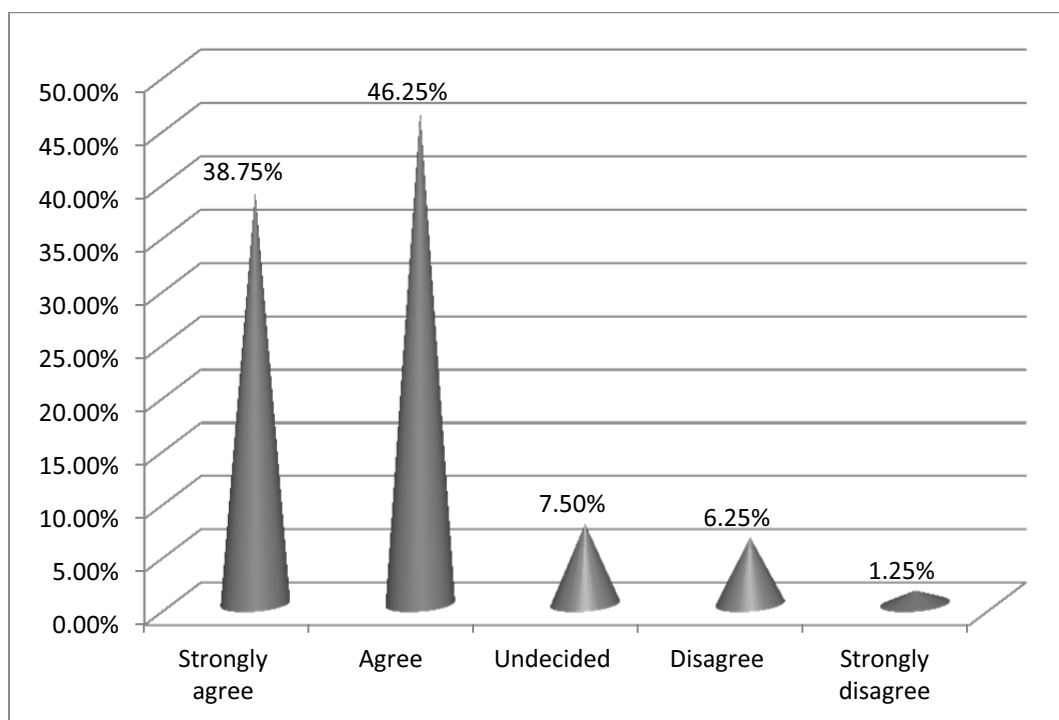| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 51 | 63.75% |
| Agree | 23 | 28.75% |
| Undecided | 4 | 5.0% |
| Disagree | 1 | 1.25% |
| Strongly disagree | 1 | 1.25% |
| Total | 80 | 100.0% |



**Figure (4.33)** illustrates the views of the distribution of the sample

Table (4.37) and Figure (4.33) illustrates the views of the distribution of the sample by strongly agree by (%63.75) and agree by (%28.75) and undecided by (%5.0) and disagree by (%1.25) and strongly disagree by (%1.25).

**Table (4.38)** Using Short stories reading enhances students' spelling skills

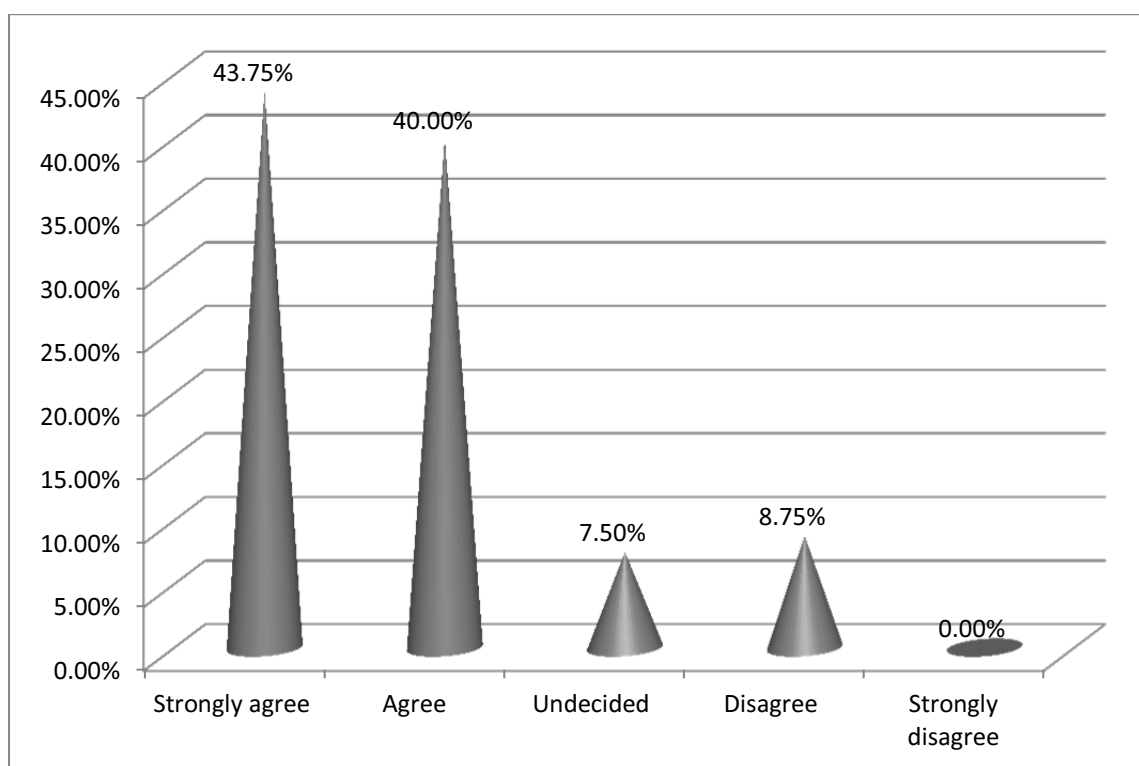| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 35 | 43.75% |
| Agree | 34 | 42.5% |
| Undecided | 8 | 10.0% |
| Disagree | 3 | 3.75% |
| Strongly disagree | 0 | 0.0% |
| Total | 80 | 100.0% |



**Figure (4.34)** illustrates the views of the distribution of the sample

Table (4.38) and Figure (4.34) illustrates the views of the distribution of the sample by strongly agree by (%43.75) and agree by (%42.5) and undecided by (%10.0) and disagree by (%3.75) and strongly disagree by (%0.0).

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**Table (4.39)** Short Stories reading helps students to understand parts of speech

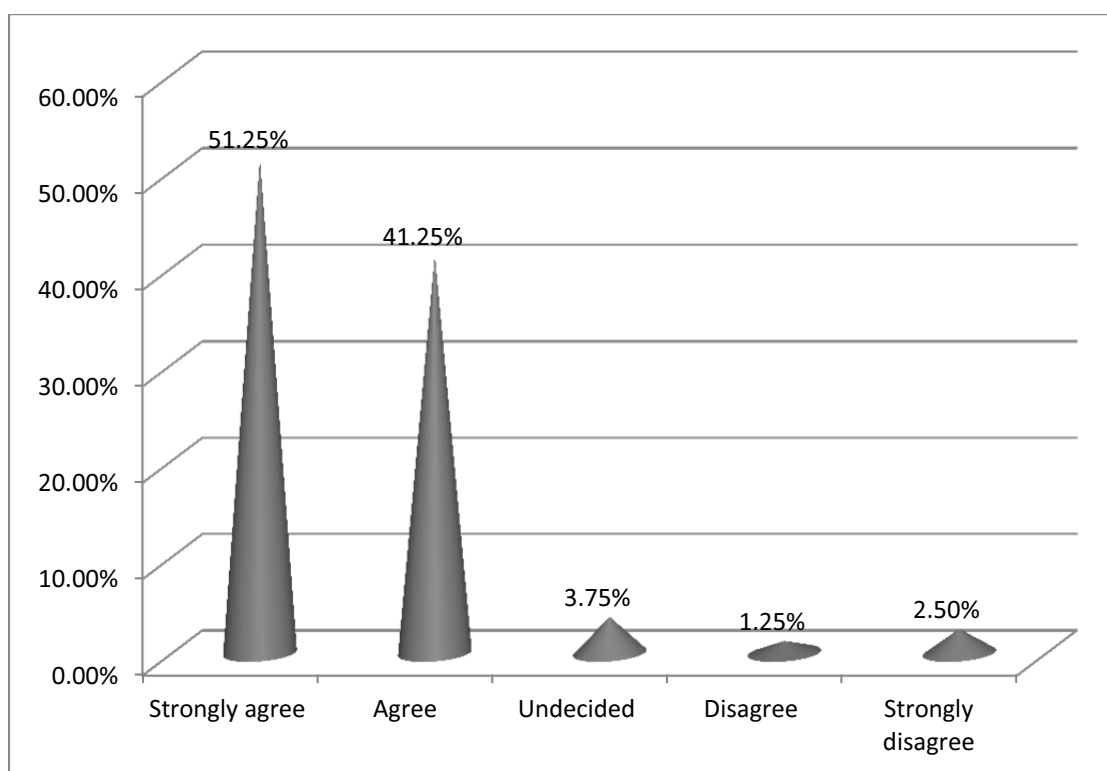| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 40 | 50.0% |
| Agree | 33 | 41.25% |
| Undecided | 3 | 3.75% |
| Disagree | 4 | 5.0% |
| Strongly disagree | 0 | 0.0% |
| Total | 80 | 100.0% |



**Figure (4.35)** illustrates the views of the distribution of the sample

Table (4.39) and Figure (4.35) illustrates the views of the distribution of the sample by strongly agree by (%50.0) and agree by (%41.25) and undecided by (%3.75) and disagree by (%5.0) and strongly disagree by (%0.0).

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**Table (4.40)** Using Short Stories reading makes students familiar with affixes

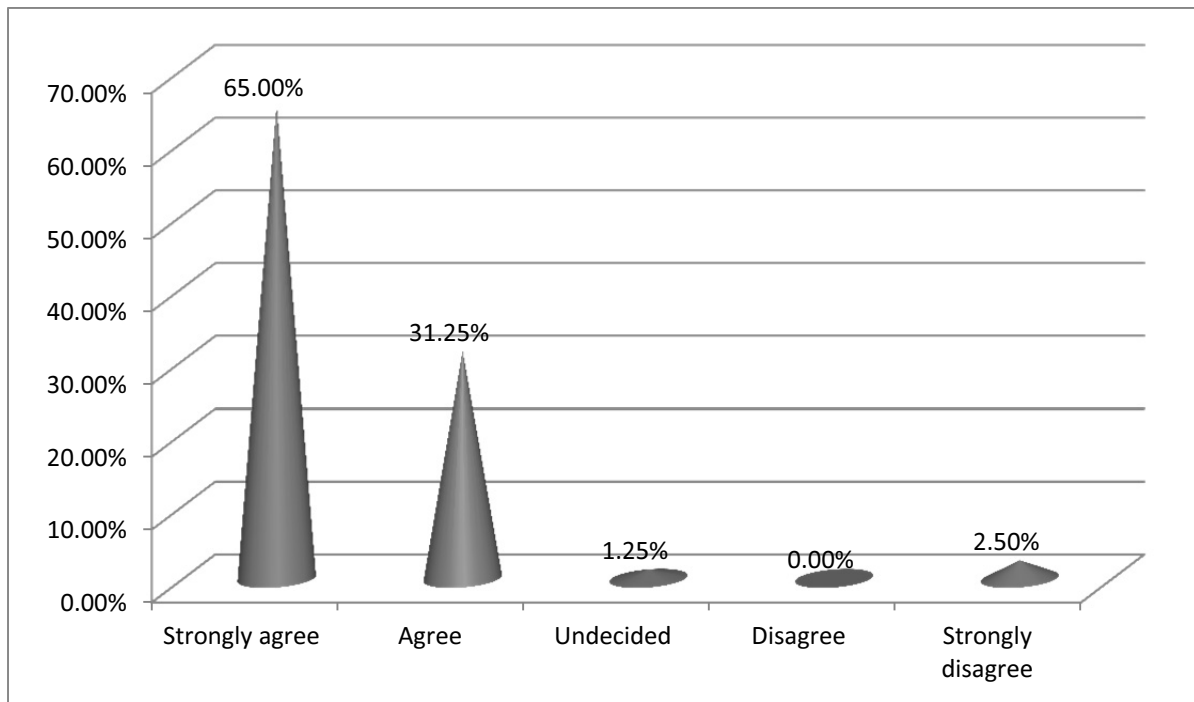| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 35 | 43.75% |
| Agree | 31 | 38.75% |
| Undecided | 9 | 11.25% |
| Disagree | 3 | 3.75% |
| Strongly disagree | 2 | 2.5% |
| Total | 80 | 100.0% |



**Figure (4.36)** illustrates the views of the distribution of the sample

Table (4.40) and Figure (4.36) illustrates the views of the distribution of the sample by strongly agree by (%43.75) and agree by (%38.75) and undecided by (%11.25) and disagree by (%3.75) and strongly disagree by (%2.5).

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**Table (4.41)** Short Stories reading motivates students to learn better

| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 47 | 58.75 |
| Agree | 32 | 40.0% |
| Undecided | 1 | 1.25% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 0 | 0.0% |
| Total | 80 | 100.0% |



**Figure (4.37)** illustrates the views of the distribution of the sample

Table (4.41) and Figure (4.37) illustrates the views of the distribution of the sample by strongly agree by (%58.75) and agree by (%40.0) and undecided by (%1.25) and disagree by (%0.0) and strongly disagree by (%0.0).

**Table (4.42)** Short Stories reading change method of teaching language skills

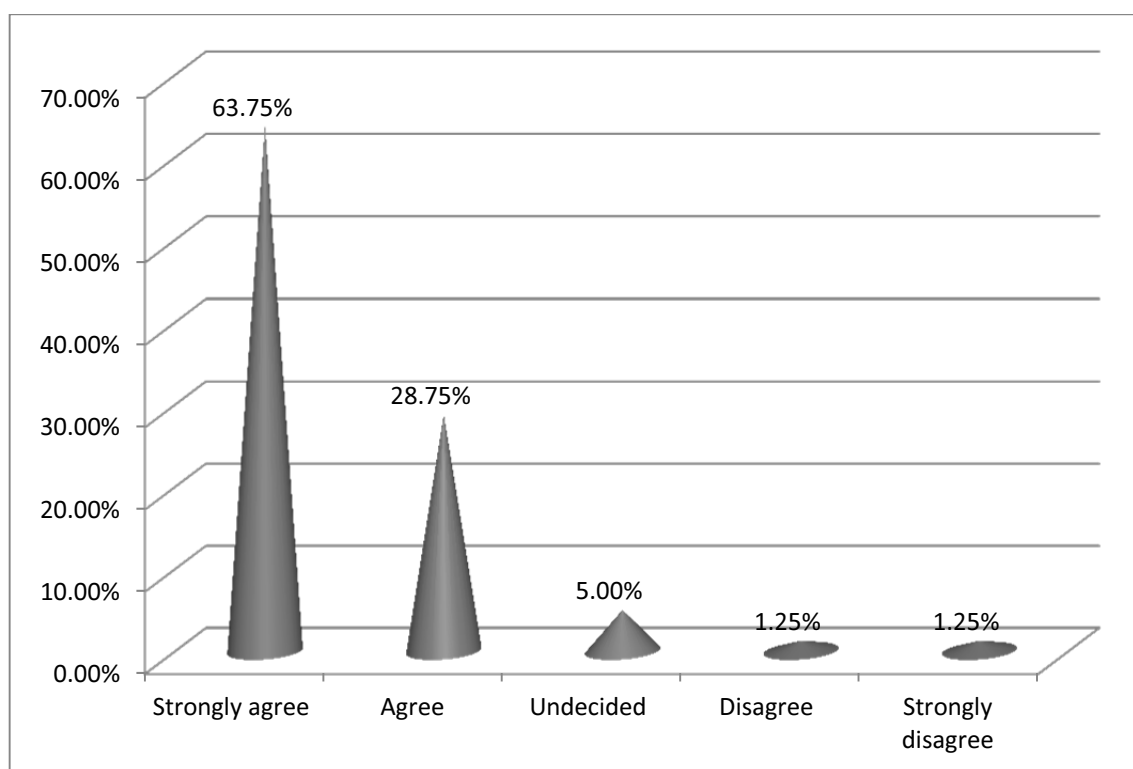| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 31 | 38.75% |
| Agree | 36 | 45.0% |
| Undecided | 8 | 10.0% |
| Disagree | 4 | 5.0% |
| Strongly disagree | 1 | 1.25% |
| Total | 80 | 100.0% |



**Figure (4.38)** illustrates the views of the distribution of the sample

Table (4.42) and Figure (4.38) illustrates the views of the distribution of the sample by strongly agree by (%38.75) and agree by (%45.0) and undecided by (%10.0) and disagree by (%5.0) and strongly disagree by (%1.25).

**Table (4.43)** Short Stories reading improves classroom environment

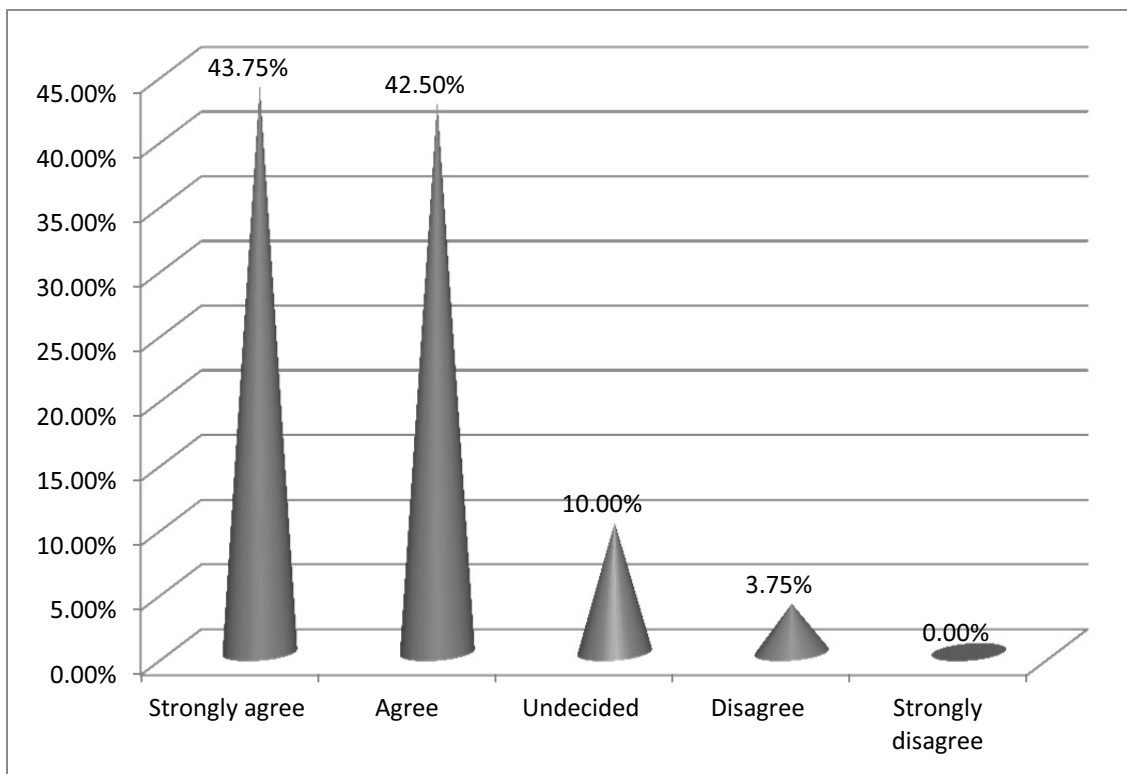| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 35 | 43.75% |
| Agree | 34 | 42.5% |
| Undecided | 7 | 8.75% |
| Disagree | 2 | 2.5% |
| Strongly disagree | 2 | 2.5% |
| Total | 80 | 100.0% |
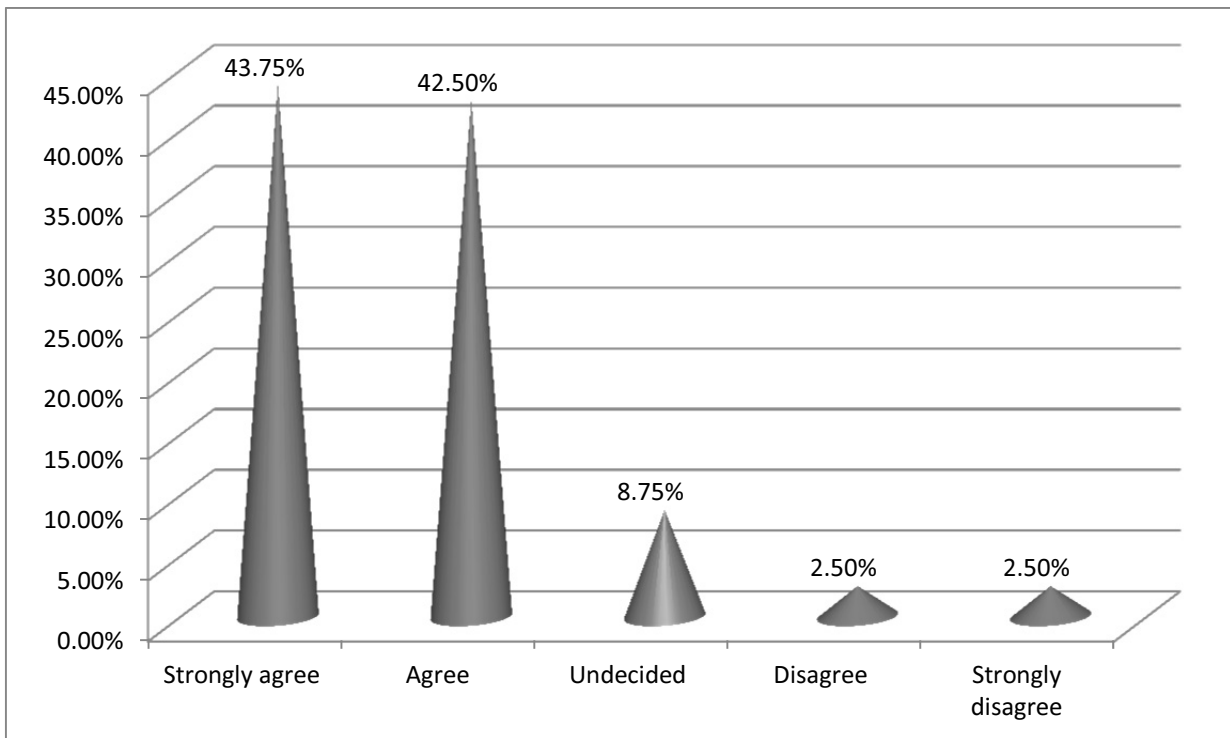


**Figure (4.39)** illustrates the views of the distribution of the sample

Table (4.43) and Figure (4.39) illustrates the views of the distribution of the sample by strongly agree by (%43.75) and agree by (%42.5) and undecided by (%8.75) and disagree by (%2.5) and strongly disagree by (%2.5)

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**Table (4.44)** students interact with short stories as supplementary materials

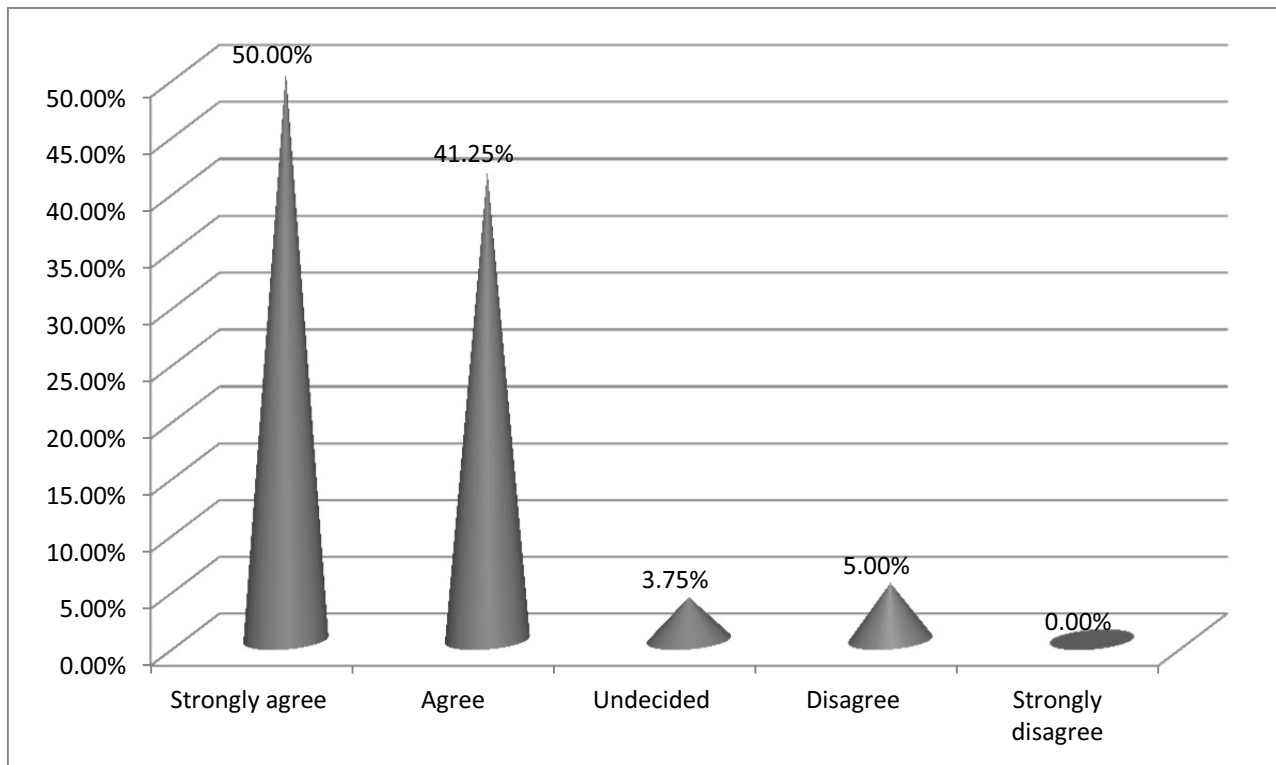| Statement | Frequencies | Percentage |
|---|---|---|
| Strongly agree | 37 | 46.25% |
| Agree | 34 | 42.5% |
| Undecided | 3 | 3.75% |
| Disagree | 3 | 3.75% |
| Strongly disagree | 3 | 3.75% |
| Total | 80 | 100.0% |
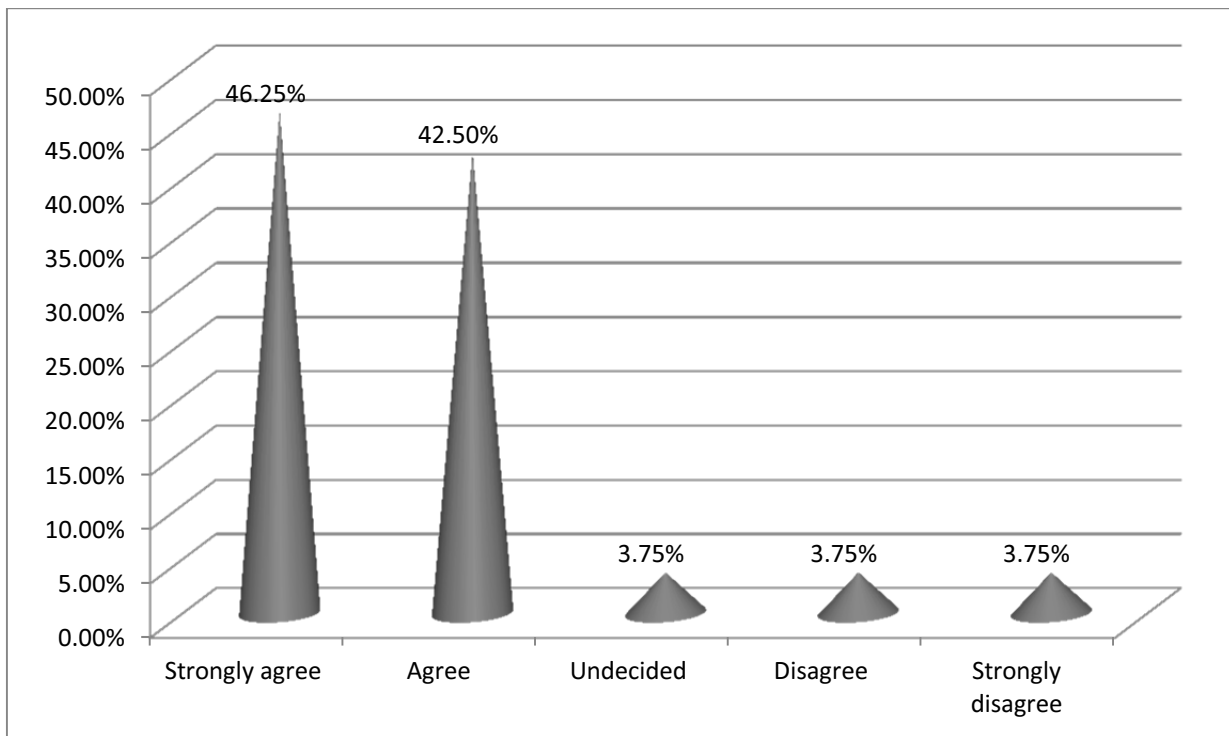


**Figure (4.40)** illustrates the views of the distribution of the sample

Table (4.44) and Figure (4.40) illustrates the views of the distribution of the sample by strongly agree by (%46.25) and agree by (%42.5) and undecided by (%3.75) and disagree by (%3.75) and strongly disagree by (%3.75).

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**Table(4.45)**Using Short Stories enhances teaching language skills in integration

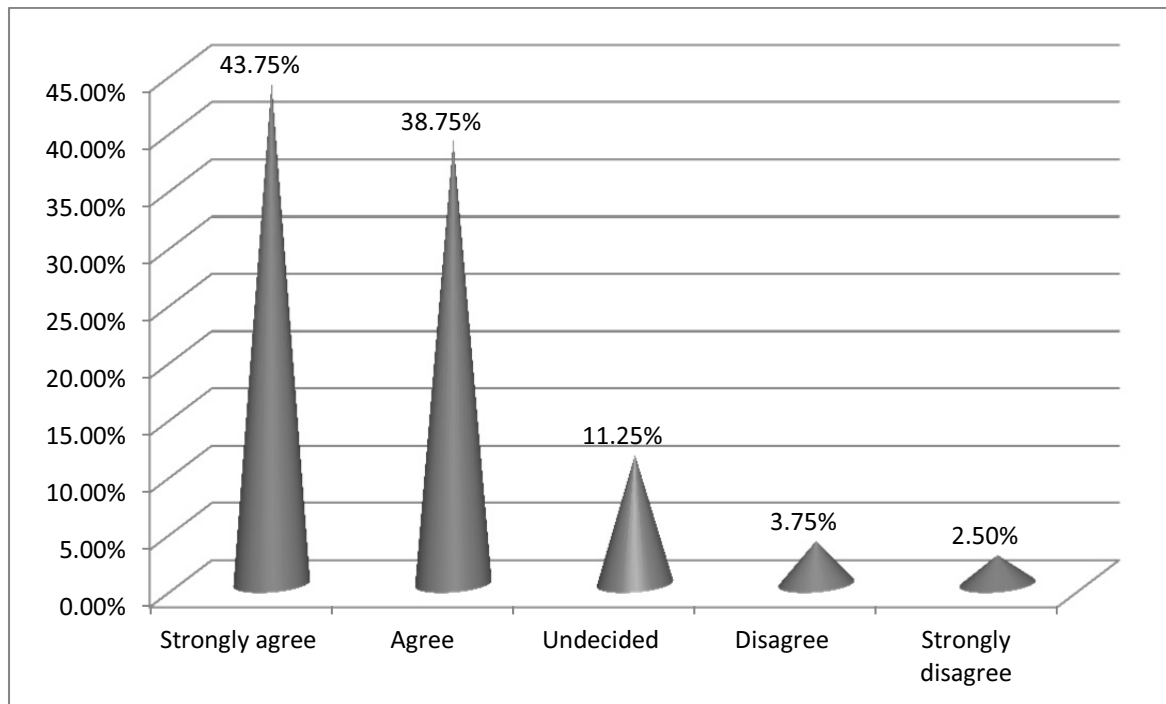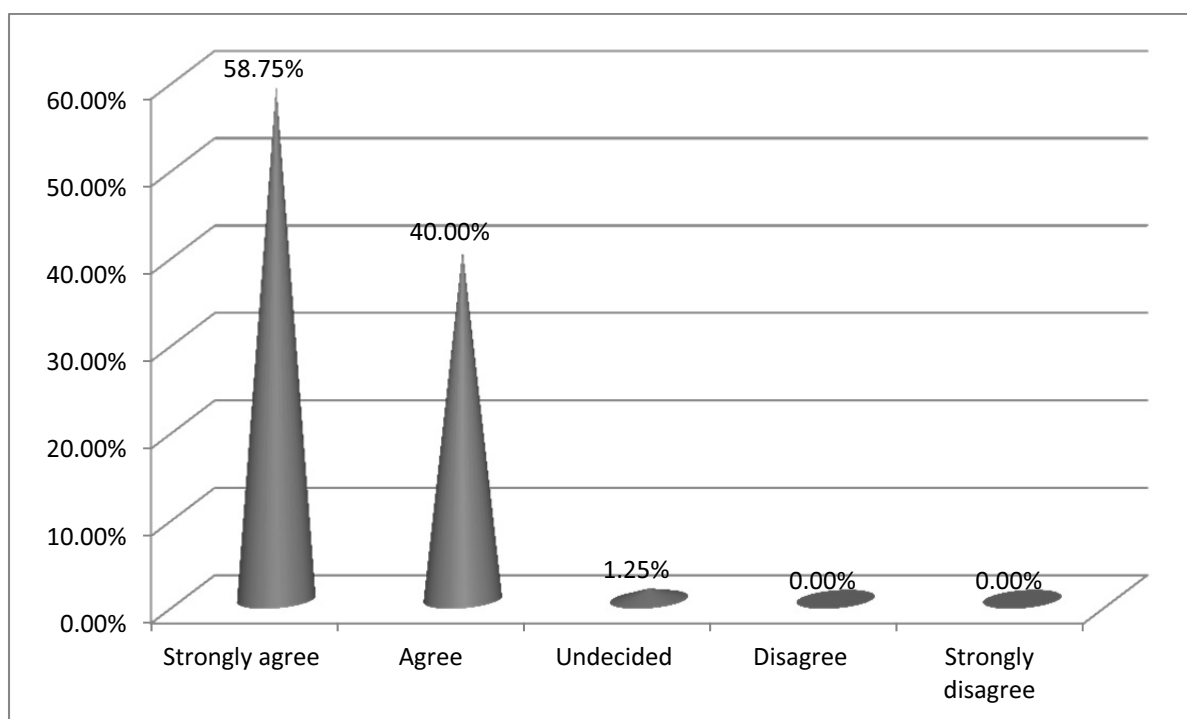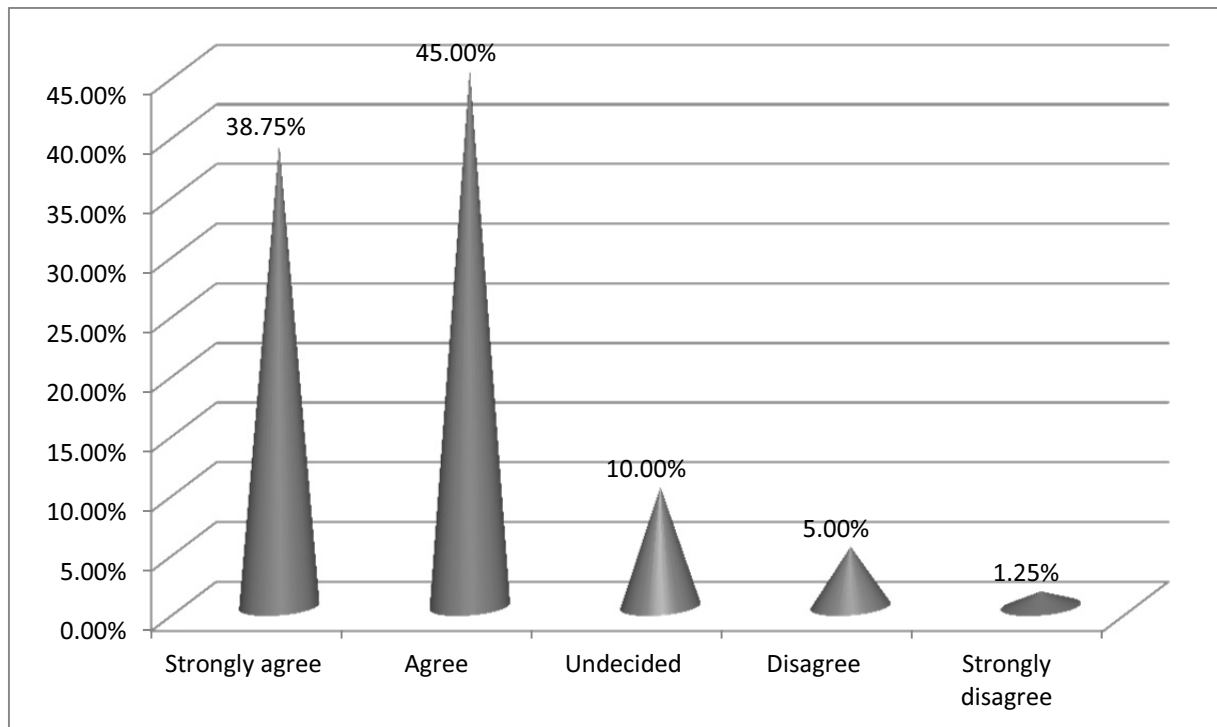| Statement | Frequencies | Percentage |
|:---:|:---:|:---:|
| Strongly agree | 34 | 42.5% |
| Agree | 34 | 42.5% |
| Undecided | 6 | 7.5% |
| Disagree | 2 | 2.5% |
| Strongly disagree | 4 | 5.0% |
| Total | 80 | 100.0% |
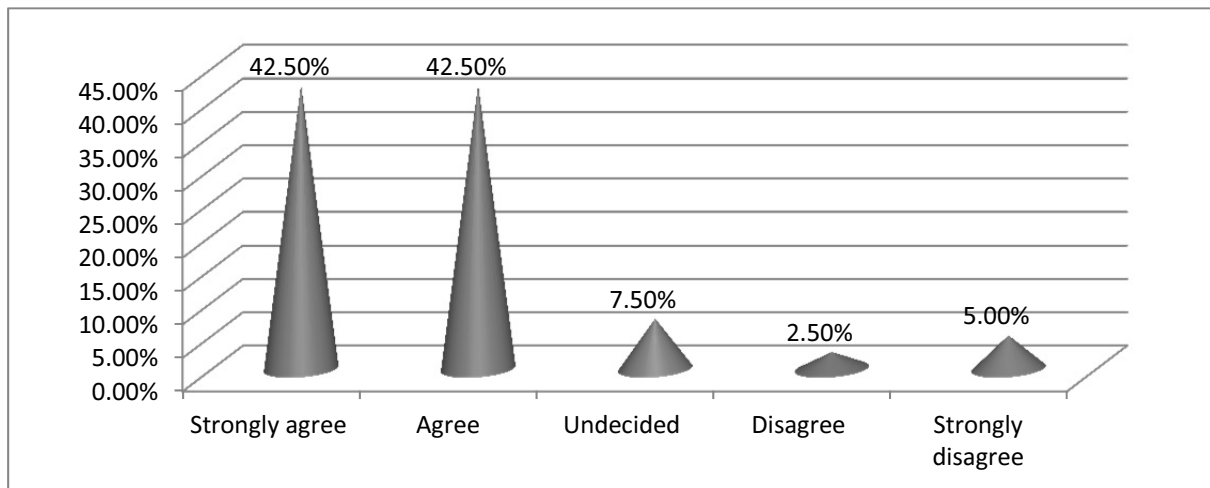


**Figure (4.41)** illustrates the views of the distribution of the sample

Table (4.45) and Figure (4.41) illustrates the views of the distribution of the sample by strongly agree by (%42.5) and agree by (%42.5) and undecided by (%7.5) and disagree by (%2.5) and strongly disagree by (%5.0).

**Table (4.46) illustrates chi-square teat results for questionnaire**

| No | Phrases | Chi-square value | df | Sig. | Median | Interpretation |
|---|---|---|---|---|---|---|
| 1 | Short Stories reading help students understand sentence structure. | 65.57 | 2 | 0.000 | 5.0 | Strongly agree |
| 2 | Short Stories reading enable students to write well-formed sentences. | 104.60 | 3 | 0.000 | 5.0 | Strongly agree |
| 3 | EFL Students can use punctuation marks by doing extensive exercises in Short Stories reading. | 69.50 | 4 | 0.000 | 4.0 | Agree |
| 4 | Short Stories reading enhances EFL students' knowledge in paragraph writing. | 36.70 | 3 | 0.000 | 4.0 | Agree |
| 5 | EFL students positively learn to join English sentences through short stories reading. | 94.00 | 4 | 0.000 | 5.0 | Strongly agree |
| 6 | Using Short stories reading in English language learning enriches students' vocabulary. | 86.70 | 3 | 0.000 | 5.0 | Strongly agree |
| 7 | Using Short stories reading improves the students' lexical meaning. | 116.75 | 4 | 0.000 | 5.0 | Strongly agree |
| 8 | Using Short stories reading enhances students' spelling skills. | 42.70 | 3 | 0.000 | 4.0 | Agree |

| 9 | Short Stories reading helps students to understand words in parts of speech. | 55.70 | 3 | 0.000 | 4.5 | Strongly agree |
|---|---|---|---|---|---|---|
| 10 | Using Short Stories reading makes students familiar with affixes. | 62.50 | 4 | 0.000 | 4.0 | Agree |
| 11 | Short Stories reading motivates students to learn better. | 41.27 | 2 | 0.000 | 5.0 | Strongly agree |
| 12 | Short Stories reading positively change the traditional method of teaching language skills. | 66.12 | 4 | 0.000 | 4.0 | Agree |
| 13 | Short Stories reading improves classroom environment | 72.37 | 4 | 0.000 | 4.0 | Agree |
| 14 | Short stories reading enable students to interact with short stories as supplementary materials at home | 79.50 | 4 | 0.000 | 4.0 | Agree |
| 15 | Using Short Stories reading enhances teaching language skills in integration | 68.00 | 4 | 0.000 | 4.0 | Agree |

## The results of table (4.46) Interpreted as follows:

1. The value of chi – square calculated to signify the differences between The Short Stories reading helps students understand sentence structure was (65.57) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

2. The value of chi – square calculated to signify the differences between The Short Stories reading enables students to write well-formed sentences was (104.60) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

3. The value of chi – square calculated to signify the differences between The EFL Students can use punctuation marks by doing extensive exercises in Short Stories reading was (69.50) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

4. The value of chi – square calculated to signify the differences between The Short Stories reading enhances EFL students' knowledge in paragraph writing was (36.70) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

5. The value of chi – square calculated to signify the differences between The EFL students positively learn to join English sentences through short stories reading was (94.00) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

6. The value of chi – square calculated to signify the differences between The Using Short stories reading in English language learning enriches students' vocabulary was (86.70) with P-value (0.000) which is lower

than the level of significant value (5%) These refer to the existence of differences statistically.

7. The value of chi – square calculated to signify the differences between The Using Short stories reading improves the students' lexical meaning was (116.75) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

8. The value of chi – square calculated to signify the differences between The Using Short stories reading enhances students' spelling skills was (42.70) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

9. The value of chi – square calculated to signify the differences between the Short Stories reading helps students to understand words in parts of speech was (55.70) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

10. The value of chi – square calculated to signify the differences between The Short Stories reading helps students to understand words in parts of speech was (62.50) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

11. The value of chi – square calculated to signify the differences between The Using Short Stories reading makes students familiar with affixes was (41.27) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

12. The value of chi – square calculated to signify the differences between The Short Stories reading motivates students to  learn better was (66.12) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

13. The value of chi – square calculated to signify the differences between The Short Stories  reading positively change the traditional method of teaching language skills was (72.37) with P-value (0.000) which is lower

than the level of significant value (5%) These refer to the existence of differences statistically.

14. The value of chi – square calculated to signify the differences between The Short Stories reading improves classroom environment was (79.50) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

15. The value of chi – square calculated to signify the differences between The Short stories reading enable students to interact with short stories as supplementary materials at home was (68.00) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

**Table (4.47) illustrates chi-square teat results**

| N | Chi-square value | Df | Sig. | Median | Interpretation |
|---|---|---|---|---|---|
| 1200 | 1304.70 | 2 | 0.000 | 5.0 | Strongly Agree |

The value of chi – square calculated to signify was (1304.70) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically for strongly agree.

## 4.4 Testing Hypotheses

The hypotheses of the study will be presented individually and related to the results obtained from the data analysis.

**Hypothesis one: Using Short stories reading improves EFL students' writing skills if well selected and utilized.**

The statistical results of the post-test, i.e. after involving students in writing after being taught a short story, indicated a difference in the students' scores. The results reveal that the short story allowed them to experience new ways of using language and acquire the form of the literary text as they clearly stated and supported their ideas. It is clear that a slight improvement has occurred in using different words that link individual sentences and parts of sentences even though sentence structure is still problematic. Besides, somewhat development in terms of spelling and punctuation was shown despite some spelling and punctuation mistakes that did not affect the meaning. Thus, teaching an appropriately selected story, students may benefit from reading to writing through exploring the linguistic features of the literary text. Teachers, on their responses to the questionnaire, assert to promote reading as being a good means to enrich learners' writing abilities. All these findings seem to support this hypothesis greatly and prove it was true and logical.

**Hypothesis two: The use of Short stories reading provides EFL students with an insight to the target language vocabulary.**

Results obtained from the statistical analysis of the pre-test show that more than half of the students had poor level on using information relevant to the topic, they failed in using connectives and putting ideas and events in correct order. In the area of vocabulary, an inappropriate choice of vocabulary was among the many difficulties students encounter when doing the test. It is also worth mentioning that the students' performance indicated that students provided information not required, inappropriate and even irrelevant to the topic. Their product lacks the cohesive relationships within and between the sentences

which identify whether a set of sentences do or do not constitute a text. Besides, the students' product indicated poor spelling. This poor and weak performance of the students in the pretest may answer the first statement: Using Short stories reading improves EFL students' writing skills. Thus all these results strongly support this hypothesis and confirm its validity.

**Hypothesis Three: The attitudes of the teachers towards using Short stories reading to enhance EFL students' writing skills are positive**

According to the responses of teachers' questionnaire, the teachers agreed on that clearly stated aims of teaching short stories can lead to effective techniques to teaching writing. Meanwhile, the same teachers confirm that effective teaching of a short story in EFL classroom will provide learners with an adequate range of vocabulary and grammar, so improves students' writing skills. Teachers also agreed on that if reading is made enjoyable and pleasurable, Learners will be adequately motivated to writing tasks. All these result support and prove this hypothesis is valid and positive.

**4.5. Discussion of the Results**

According to the analysis of the data of the pre- tests for control and experimental group, the results were poor in pre-test. The adoption of traditional methods in teaching short story reading was clearly the reason of these higher results in post-test. So, students' scores were negative. This result confirmed hypotheses (1): Using Short stories reading improves EFL students' writing skills was the main cause to enhance students' writing skills. In this context the researcher observed that students' had poor vocabulary and confirmed not to improve this skill. This confirmed the hypothesis (2): The use of Short stories reading provides EFL students with an insight to the target language vocabulary. The researcher found that teacher' agreed to use short story to improve students writing skills. This was in line with hypothesis (3): The attitudes of the teachers towards using Short stories reading to enhance EFL students' writing skills are positive.

**4.6 Summary**

 In this chapter, the researcher attempts to analyze and discuss the results of the main data gathered through tools of test and a questionnaire. First, an analysis and discussion of the data gathered from students' writing test have been displayed. Then, results of teachers' questionnaires are analyzed and discussed. Thus, on the basis of the results obtained, the next chapter will be devoted to summary of the study, findings, recommendations and Suggestions for Further Studies which are supposed to contribute to the improvement of students' writing skills.

# CHAPTER FIVE:

# Summary of the Study, Conclusions, Recommendations and Suggestions for Further Studies

# CHAPTER FIVE
## Summary of the Study, Conclusions,

## Recommendations and Suggestions for Further Studies

## 5.0 Summary of the Study

The present study has been conducted to investigate the impact of short stories reading on enhancing EFL students writing skills at secondary level. (mainly paragraph writing). EFL teachers want to help their students to be able to express and communicate their ideas in a clear manner, since writing occupies a center stage at the main skills of language. Moreover, it is widely argued that reading and writing mutually develop each other. For this end, teachers need to expose their learners to a meaningful, interesting and relevant language learning materials in order to help them develop their writing skills. The objective of the present study is to enhance students' writing skills through the medium of English short story reading. The researcher does his experiment for four weeks. The tools were pre-post tests for EFL students and questionnaire for English language Teachers. He uses the story Jane Eyre and divide it into twelve sections, lesson plan for twelve periods. Also, it tries to help EFL learners explore, express their ideas into structured patterns, since writing is considered as a challenge for them. The researcher first started dealing with the relationship between short story reading and writing skills. Then moved on to state how EFL students could benefit from reading literary texts (short stories) by learning new ideas, use and reflect it in writing skills. In chapter three, the investigator has provided a detailed description of the research methods, sample population, instrumentation and the different procedures used in the study. Moreover, the fourth chapter dealt with the analysis of data obtained from the students' tests and questionnaires. Finally, in chapter five, the researcher provided some suggestions based on the obtained results.

## 5.1 Findings

The researcher reached the following findings:

1. After teaching the short story, there were: (a) slight improvement in the selection of words subject-verb agreement, (c) using of linking words and capitalization developed, (d) fewer errors in spelling, and (e) improvement in using the correct word order and paragraphing.

2. Using Short stories reading provides EFL students to an insight to the target language vocabulary.

3. Enhancing EFL students writing skills could be achieved when using short story reading.

4. writing skills could be mastered if teachers use short stories reading to enhance EFL students' language skills'.

5. EFL Students can use punctuation marks by doing extensive exercises in Short Stories reading.

6. Short Stories reading enhances EFL students' knowledge in paragraph writing.

7. Using Short stories reading enhances students' spelling skills.

8. Short Stories reading motivates students to learn English better.

9. Short stories reading enables students to interact with short stories as supplementary materials at home.

10. Punctuation marks is essential in writing skills and short stories provide rich sample for students to use in their writing.

## 5.2 Recommendations

The researcher recommended the following:

1. Short stories should be adopted in EFL classroom in teaching English language besides existing syllabus for EFL students of second class.

2. Short Story reading should be taught to break monotony among students. It is a motivational tool for EFL students.

3. Much concern should be devoted to providing learners with appropriate feedback since this will support their writing development, identify their strengths and weaknesses and help them improve their writing abilities.

4. There is need for focusing on the spelling rules exceptions and differences between the two languages spelling systems while reading the story.

2. Grammar should be taught in context and by referring to areas of differences and overlapping between the two languages.

4. Teaching new vocabularies through a short story, enhance the students level of proficiency in the target language as well as their needs and interest.

## 5.3 Suggestions for Further Studies:

The researcher presents the following topics for further studies

1. The effect of using technology as a tool in teaching short stories to enhance reading skills' for EFL students.

2. The effect of using MAs media in teaching lexical items at secondary level.

3. The effect of short stories reading to develop the students' reading skills at secondary school.

This study investigates in the field of Language learning and teaching which definitely is still rich with areas of further investigations. This study was an attempt to investigate the effectiveness of integrating short stories to writing classes to develop writing competence and performance of EFL secondary school students. Further study is needed to tackle the area of integrating literature to language classes and course design.

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# Appendix (1)

## Diagnostic Test

**<u>Time allowed : 40 minutes</u>**

In not less than 200 words, write a paragraph about your school. Put into your consideration that marks will be given to correct spelling, punctuation, grammar and neat presentation. You can use from the following words, as they will help you.

Who are you – near the petrol station- big – six classes- three laps – offices – small playground – good teachers- crowded classes- English – math – Arabic-eight period's a day.

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**Best wishes**

# Appendix (2)

# A Questionnaire

Dear Colleague,

This questionnaire is a part of the requirements of PhD in English language teaching under the title "**The Impact of Short Stories Reading on Enhancing EFL Students' Writing Skill".** I appeal to you to spare some of your valuable time answer these statements by putting a tick (✓) in the appropriate box of your choice. Thank you for your cooperation.

| No. | Statements | Strongly Agree | agree | Undecided | Disagree | Strongly disagree |
|---|---|---|---|---|---|---|
| 1 | Short Stories reading helps students understand sentence structure. | | | | | |
| 2 | Short Stories reading enables students to write well-formed sentences. | | | | | |
| 3 | EFL Students can use punctuation marks by doing extensive exercises in Short Stories reading. | | | | | |
| 4 | Short Stories reading enhances EFL students' knowledge in paragraph writing. | | | | | |

| No. | Statements | Strongly Agree | agree | Undecided | Disagree | Strongly disagree |
|-----|-----------|----------------|-------|-----------|----------|-------------------|
| 5 | EFL students positively learn to join English sentences through short stories reading. | | | | | |
| 6 | Using Short stories reading in English language learning enriches students' vocabulary. | | | | | |
| 7 | Using Short stories reading improves the students' lexical meaning. | | | | | |
| 8 | Using Short stories reading enhances students' spelling skills. | | | | | |
| 9 | Short Stories reading helps students to understand words in parts of speech. | | | | | |
| 10 | Using Short Stories reading makes students familiar with affixes. | | | | | |
| 11 | Short Stories reading motivates students to learn better. | | | | | |

| No. | Statements | Strongly Agree | agree | Undecided | Disagree | Strongly disagree |
|---|---|---|---|---|---|---|
| 12 | Short Stories reading positively change the traditional method of teaching language skills. | | | | | |
| 13 | Short Stories reading improves classroom environment | | | | | |
| 14 | Short stories reading enables students to interact with short stories as supplementary materials at home | | | | | |
| 15 | Using Short Stories reading enhances teaching language skills in integration | | | | | |