Investigating the Effectiveness of Teaching English Short Stories in Promoting Secondary Schools Students' Writing Narrative Composition

تقصي فاعلية تدريس القصص القصيرة في تطوير الكتابة السردية لدى طلاب المدارس الثانوية

(A Case Study of Second Year Students of Secondary School "Elshaikh Mustafa Alamain for Girls" - Khartoum Locality)

دراسة حالة طالبات السنة الثانية بالمرحلة الثانوية مدرسة الشيخ مصطفى الامين بمحلية الخرطوم

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Dedication

I dedicate this work to my parents and husband and to my family.

Acknowledgements

Abstract

This study aimed at investigating the effectiveness of teaching short stories in promoting secondary school students' writing narrative composition. The researcher has adopted empirical and descriptive methods. Two instruments has been used as primary tools for collecting data relevant to the study, namely questionnaire to teachers of English at various educational institutions and written pre-posttest to second year students in secondary school at Khartoum locality. The study sample of questionnaire comprises (104) teachers whereas the written pre-posttest composes (100) students. The researcher applied a Chi- squared Test to analyze and verify the hypotheses. The results have shown that Teaching short stories develop students' brain storming in writing narrative composition. Moreover, teaching short stories in classrooms enables students to write good piece of narrative composition.Developing students' narrative composition requires teaching short stories inside the classroom. The study has recommended that EFL teacher should raise students' awareness about the importance of writing narrative composition. Furthermore , Teaching short stories should improve students' critical thinking in writing narrative composition. Teaching Short stories should help students visualize the actions of characters in writing narrative composition. Some suggestions are also proposed for further studies.

Abstract
(Arabic Version)

هدفت هذه الدراسة إلىتقصي فاعلية تدريس القصص القصيرة في تطوير الكتابة السـردية لدى الطلاب المدارس الثانوية. وقد اتبع الباحث المنهج التجريبي و المنهج الوصـفي ، وتـم استخدام اثنين من الأدوات لجمع البيانات المتعلقة بالدراسة ، المتمثلة فياستبيان صمم خصيصاً لأساتذة اللغة الإنجليزية في بعض المؤسسات التعليمية وأيضا اختبار قبلي وبعـدي مكتـوب لطلاب المستوى الثاني بالمدارس الثانوية– محلية الخرطوم. قد تم اختيار عينه بحجم (104) بالنسبة لأداء الدراسة الأولى وعينه بحجم (100) طالبا للاختبار القبلـي والبعـدي. وطبـق الباحث برامج اختبار كاي وتأكيد الفرضيات . واتضح جلياً من خــلال نتــائج الدراســة ان تدريس القصص القصيرة تطورعملية العصف الذهني لدى الطلاب في كتابة التعبير الروائي. بالإضافة إلي ذلك تدريس القصص القصيرة تمكن الطلاب في كتابة قطعة تعبيـر روائـي. تطوير التعبير الروائي لدى يتطلب تدريس القصص القصيرة داخل حجرة الدراسة. وخلصت الدراسة لعدد من التوصيات أهمها على الأساتذة رفع وعي الطلاب عن أهمية كتابة التعبيـر الروائي القصيرة. وإضافة على ذلكيجب تدريس القصص القصيرة أن تطـوير التفكيـر النقدي لدى الطلاب في كتابة التعبير الروائي. وأيضا يجب تدريس القصص القصيرة يساعد الطلاب لتصور أحداث الشخصيات في كتابة التعبير الروائي.. وأيضا قدمت بعض المقترحات للدارسات المستقبلية.

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INTRODUCTION

1.0   Overview

This chapter is an overview of the research. It includes the background of the study, the statement of the study problem, objectives of the study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of the study.

1.1 Background of the Study

Improving students' writing skills is regarded to be one of the most important tasks which EFL learners need todevelop throughout their schooling. Banat (2007) proves that writing is invaluable for helping students' communicate and understand how the parts of language go together.

Conley (1995) observes that writing makes our thoughts and experiences vivid and long lasting and helps us learnthings in every subject area. He added that "in many ways, writing is the way we make sense of our world".

Consequently, helping learners master the skill of writing and enabling them to write effectively and interactively isone of the main objectives of Teaching English as a Foreign Language (TEFL) field.

Bello (1997) states that writing plays a vital role in promoting language acquisition as learners experimentwith words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce thegrammar and vocabulary they learn in class. He added that "one of the major failing in the traditional curriculum can be attributed to lack of attention given to writing, which is an important avenue for thinking".

In terms of its topics, Shorofat (2007) justifies that writing is classified into two kinds: functional andcreative. Creative writing is the writing through which individuals express their feelings, opinions, reactions, andideas to the reader in a distinguished literary style. This kind of writing includes several genres such as

writing shortstories, poems, plays, novels, essays, and description. On the other hand, functional writing is that kind which aimsat conveying a specific, direct and clear message to a specific audience. It includes several areas such as writinginstructions, formal letters, notes, invitations, advertisements, and reports.

As for the relationship between writing and creativity, Tse and Shun (2000) confirms that creativity is an importantaspect of writing.

They noted that creativity has been advocated as one of the six levels of language skills.

Among all the elements of language teaching, writing and creativity seem to be closely interrelated. Lin (1998), states that writing is already a manifestation of creativity. On the one hand, writing is the best way topromote creativity of students. On the other hand, stimulating creativity and idea generation is the most effectiveway of teaching writing".

In addition, the stages of writing: pre- writing, drafting, revising, editing, and publishing are expected to contributeto strengthening students' thinking skills because they engage them in processes such as connecting, analyzing andevaluating ideas, a fact that leads to sharpening students' thinking skills.

The study presented here investigates novicewriters' composition processes during interactionswith a narrative composition support environment.

This study aims to investigate the role of using short stories on enhancing students' writing narrative composition. The researcher adopted the experimental method. Pretest and posttest have been used as primary tool for data collection. The sample of study was exclusively drawn from second year students at secondary school.

1.2 Statement of the Problem

The problem which the present study attempts to investigate is the inability or lack of students in writing narrative composition which is marked as a common and serious problem among secondary school students and its develop forward

without finding a radical solution. So far writing narrative composition is to be sign for EFL learners' language command. However, students of secondary schools are found to have some problems and difficulties in writing narrative composition and this can be attributed to different learning factors or teaching environment also to the methods and techniques in teaching writing narrative composition to overcome these problems and difficulties that encounter students exactly in writing narrative composition its essential to seek for other tools and techniques that can enhance students narrative writing this obligate to reconsider the methods and techniques of teaching writing and teaching students writing narrative composition. Therefore, the present study attempts to correlate between teaching short stories and enhancement of students writing narrative composition. It is also relevant to find out the implicit relationship that may exist between teaching short stories and the development of students writing narrative composition skills. The objective beyond this is to improve students writing in general through teaching short stories and writing narrative composition in particular. Developing students writing participate positively to successful academic future professional career.

1.3 Significance of the Study

This study is intended to contribute in the field of English language pedagogy in general and promoting writing narrative composition in particular by considering writing skills is the most important skill of the language that should be regarded carefully. It is expected to assist students of English language to promote their writing skills and to rise up their writing awareness besides helping English language teachers to find out the correlation between short stories and developing writing narrative composition and seeking for new methods and techniques for teaching short stories and to adopt new strategies in this domain. It also can help language educators to overcome problems and difficulties that confront students in narrative writing process by adopting the

same or similar methods and techniques where English is taught as a second or a foreign language.

1.4 Objectives of the Study

The present study aims at:

1- Reflecting the significance of teaching short stories in promoting students writing narrative composition.

2- Showing the impact or the effectiveness of teaching short stories on promoting students writing narrative composition beside reflecting the correlation between the short stories as a technique and writing narrative composition as skill.

3- Exploring the benefits of teaching short stories on both students and teachers besides drawing out the teachers' attention on short stories as current technique in developing writing narrative composition rather than relying or existing traditional methods.

1.5 Questions of the Study

The study attempts to provide answers for the following questions:

1- To what extent do teaching short storieshelp in improving students' writing narrative composition?

2- To what extent does teaching short stories affect on developing students' writing narrative composition?

3- How can short stories enhancethe process of writing narrative composition?

1.6 Hypotheses of the Study

The researcher proposes the following as hypotheses for his study:

1- Teaching short stories significantly help in improving students' writing narrative composition.

2- Teaching short stories positively affect on developing students' writing narrative composition.

3- Teaching short stories potentially enhancesstudents' abilities inwriting narrative composition.

1.7 Methodology of Study

The researcher adopted the experimental and descriptive methods. Questionnaire and test (pre-posttest) were used as primary tools for data collection. A questionnaire was distributed to (104)teachers of English language at someSudanese Universitiesin checking their points of views in terms of this issue. The sample size of the test is consisted of (100) students divided into twoequal groups, experimental and control group. The experimental group is consisted (50) students and control group is also consisted (50) students selected randomly.

1.8 Limits of the Study

This studyis limited to investigate theeffectiveness of teaching short stories on developing students' writing narrative composition. It hoped that will tentatively cover the academic year from (2017-2020). It was conducted at Sudan University of Science and Technology, College of Education, and study sample was exclusively drawn from second year students in secondary school at Khartoum locality.

CHAPTERTWO

LITETURE REVIEW AND PRVIOUS STUDIES

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2.0 Overview

This chapter displays the relevant literature review on the effectiveness of teaching short stories on promoting students' writing narrative composition. It divided into two parts; the first part is called theoretical background and the second part is called previous studies

2.1 DefinitionofLiterature

Literature is writing whose value lies in the beauty of formal or emotional effect .it is transcript not mere fact but of fact in it is an infinitely varied form.

> *"Literature is first and for most mankin"s entire body of writing it is the body of writing belonging to a given language or people .It can also mean individual pieces of writing, Litereture is not writing only but the art of organization of words to give pleasure and through these varieties of functions in society as accounting and steady symbolic criticism of human values .The art of literature is not reducible to the words on the page , they are there because of the craft of writing "*.(Kennedy,2000:p4)

The formal learning of all the above is called literary studies.

According to Esther Lombardi

Literature is a term used to describe written and sometimes spoken material. Derived from the Latin *literature* meaning "writing formed with letters," literature most commonly refers to works of the creative imagination, including poetry, drama, fiction, nonfiction, journalism, and in some instances, song.

It has many definitions to the literature:

1-literature could be said to be a sort of disciplined technique for a rousing certain emotions (Iris Murdoch, The listener.1978)

2-The formalist's technical focus let them to treat literature as a special use of language which achieves is distinctness by deviating from and distorting practical language. Practical language is used for acts of communication while

literary language has no practical function at all and simply makes us see differently (Selden 1989:9-10)

3-Literature, fiction, poetry, whatever makes justice in the world that is why it is almost always on the side of the underdog (Grace Pa1.8.2 Criteria for Selecting Literary Texts.

Teachers should help their learners develop their language skills and appreciation of not only the literary text used but also literature in general (Holden, 1987). In order to ensure language skills' development, the literary text should be written in a comprehensible manner that is not too complex in terms of linguistics, meaning or style (ibid).

Krashen's Input Hypothesis (1985) proclaims that learners acquire language by comprehending linguistic input that is slightly beyond their level of competence (input+1). According to him, the key factor determining the acquisition of competence in second language writing is through exposure to a large amount of meaningful, interesting or relevant L2 input materials. The primary means to develop learners' language skills is through reading exposure (Krashen,1989) i.e. by exposing learners to the reading process, they will not only increase reading comprehension and vocabulary acquisition, but also they will improve grammatical development and writing style (ibid).

Krashen (1989) states that "reading exposure is the primary means of developing language skills" (Krashen,1989: 109). Learners will have the opportunity of being exposed to a variety of written pieces which will help them improve their written abilities. Thus, they will acquire the habit of expressing their thoughts and ideas in a coherent way.

The appropriateness of the texts selected for the writing class remains a crucial factor in the success of the teaching approach followed in that class. Lazar (1993:9) advises to use texts that are on an appropriate level, and that students could cope with. Moreover, the selected text should not be too long because students may have a trouble to stay focused on it, not linguistically complicated

(in terms of lexis and syntax) and not too far reMacRae (1991) suggests that good choice would be any text that encourages or invites interaction with the world of ideas; it should affirm, confirm and expand one's capacity to read the world.

Furthermore, Language difficulty should be taken into consideration, so that learners can attain a basic level of comprehension. Lazar (1993) introduces three different criteria for texts' selection; readability (level of language difficulty), suitability of content and exploitability. According to her exploitability is the facilitation of learning using different activities i.e. reading literary texts should meet the different purposes the teacher aims to achieve (writing, discussing the writer's point of view, the content...etc). In addition to that, the literary text has to be selected to fit the rest of the syllabus in terms of vocabulary, grammar, discourse...etc (ibid).

Moreover, Students need to have an adequate knowledge of the cultural background in order to appreciate the literary text. Since literature is expressed through language, one cannot understand it unless he/she "understands the meanings of the culture expressed by the words of the language and unless the values and cultural experience against which the literature is written are also understood." (Kramch,1985:357). EFL learners may have problems in understanding certain cultural specific details (social conventions and customs, social class distinctions, moved from the world knowledge of learners. Meanwhile,historical background, attitudes and values, religious or political ideas...etc), when they are not familiar with the culture in the text they study.

2.2Types of the Literature

Literature is a wide term that include about everything we read, see, and hear. It helps to be able to break it down into categories, for ease of understanding and analysis.

Literature can be divided into two main parts:

2.2.1 Oral literature

Oralliterature it is mostly spoken and transferred from one generation to another through songs and narrations .As from of human experience it is considered the purest literary form and then most original. Oral literature including ballads, folklore jokes and fables that are passed down by word or mouth

2.2.2 Written literature

It is recent development that came up with invention of letters, papers and printing press. It was agiant step that has transferred human experience from oral documentation into permanent includes poetry and novels with subsection for fiction , prose myth , short story and novel9 Literary texts and Writing Relationship Although lot of arguments oppose the use of literary texts in the writing classroom, because of the low proficiency of EFL students in terms of linguistic fluency and maturity, literary texts still have lot of benefits in providing learners with an invaluable source of authentic materials, that can be used as a springboard for exiting discussion or writing and increasing students' word power (Ur,1996:123)

Sometimes composition teachers encounter difficulties in finding the appropriate material for their writing classes, since writing has no subject matter of its own (Hişmanoğlu, 2005). Harmer (2004:39) states that: "in the case of adult students, it is often hard to find writing tasks that are directly relevant to the varying needs of a class full of students from different backgrounds". Parkinson and Reid (2000) suggest that literature provides examples of 'good' writing, linguistic diversity, expressive ranges and so on. Thus, placing literature component in the syllabus gives the chance to EFL students to improve their language proficiency, as well as develop their creative thinking in expressing thoughts and opinions.

Immersing students in the world of literary texts will expand their learning experience. Since there is a close connection between reading and writing, students will get in contact with different models of writing. In addition to that,

reading the literary texts will inspire them and give them something to write about.

> *When reading is enjoyable, pleasurable it arouses interest and a sense of connection and in turn motivates students to respond in discussion and in writing. This kind of motivation is extremely important in facilitating students' investment in and progress made in improving their writing abilities. (Vandrick, 2003:264-265)*

By assigning learners to read a literary text, they will develop an understanding of how the language works. They start paying attention to organization, syntax, vocabulary and what is more they will come across the authentic use of the language. Moreover, Vandrick (2003) asserts that learners will be exposed to different language patterns to see how sentences and paragraphs can be put together.

The study of literary texts often involves themes, characters and events which address a combination of situations and dilemmas that engage learners, intellectually and linguistically. In addition to that, they are written by authors from widely divergent cultures. By exposing students to such literary texts, they will become familiar with different writing styles and this unconsciously will help them develop their own writing style (Muthusawy et. al, 2010).

Literary texts can help EFL learners both as a model and as a subject matter. They are used as a model when students' writing becomes nearly similar to the original work, by imitating its content, theme or style. However, literary texts are used as a subject matter when students interpret or analyze the literary work (Hismanoglu ,2005).

The important part of the literature is the short story

2.3 Using Literature in the Classroom

Using literature in the classes is expected to be a fruitful method of developing different language skills, because literature provides students with excellent

opportunities to gain meaning from the text. Literature also helps students to express the feelings and emotions.

Among the genres of literature, short stories can be a useful tool that can help enhance EFL learners' narrative writing. Because short stories are shorter than other genres and the elements that is containvery useful in developing students writing development.

As defined by Baldick (2008:307)

> *"a short story is "a fictional prose tale of no specified length, but too short to be published as a volume on its own. A short story will normally concentrate on a single event with only one or two characters, more economically than a novel's sustained exploration of social background".*

Lazar (1993) pointed out that the study of short stories in the language classroom makes themas the content or the subject of the study. While the use of short stories as a resource, makes short stories as a source among many sources for developing language skills and activities.

Lazar also stated that short stories facilitate language acquisition by providing meaningful andmemorable contexts for processing and interpreting new languagebeing the shortest genre of fiction, short stories can be the most useful tool in developing students' narrative writing. Compared to other genres of fiction, short story is the most preferred Genre among the students of English as a foreign language. This is because students find other genres are difficult to follow and needs different strategies to read than those of short stories.

Arıkan (2005:33) pointed out that the students found reading and understanding short stories is simpler than and not as complex as other genres of literature.

ArifSaricoban (2011:p160) stated that :

A short story with its setting, characters and compelling plot, captures and holds the attention of the learners which is an important part of the learning process. The use of short stories to teach English has several other benefits including motivational, literary, cultural and higher order thinking benefits.

As seen above, short stories captures the learners' attention by its setting, characters andCompelling plot. Using short stories in language teaching has also other outcomes such as motivation for learning the language, develops literary understanding.

Short stories also can be used as tools to enhance cultural and higher order thinking benefits stated earlier short stories help enhance teaching the four language skills to different levelsof language learning. For example, Murdoch (2002: 9)pointed out that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhanceELT courses for learners at intermediate levels of proficiency". He believes that, short story is a very useful method in teaching and learning different activities including writing.

2.3 Definition of Short Stories

A short story is a fictional work of prose that is shorter in length than a novel. Edgar Allan poe, in his essay "The philosophy of composition" said that a short story should be read in one sitting, anywhere from a half an hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words. Because of the shorter length, it usually focuses on one plot, one main character and one central theme.

2.4 History of Short Stories

Stories are an important part of every culture. Short stories have their roots in folklore, or the oral tradition of storytelling in the oral tradition stories were told to explain beliefs about the world (e.g. myth) to remember the great deeds of the past kings and heroes (e.g. legends) and to teach moral principles(e.g fables and parables) or simply for sake entertainment (e.g. folktales and fairy tales)

2.4.1Amyth :is traditional story that explain the beliefs of a people about the natural and human world .the main characters in myths are usual gods of

supernatural heroes .the stories are set in the past the people who told those stories believed that they were true.

2.4.2Alegend : A legend is a traditional story about the past. The main characters are usually kingsor heroes. Some examples of well-known legends include the tales of Odysseus from Ancient Greece, Beowulf from the Norse lands and King Arthur from Old England. Likemyths, legends were thought to be true.

2.4.3Afable is a brief story intended to teach a moral lesson. The main characters are usually animals, objects in nature (e.g. mountains, lakes, stones) or forces of nature (e.g. the sun, the wind, the rain), which are given human qualities.

well-known fables from China, India and other Asian cultures.

2.4.4 A parable is a brief story that Illustrates a moral principle through the use of metaphor. Unlike fables, the main characters of parables are human beings.

The most widely-read parables in Western tradition are the parables of Jesus in theNew Testament of the Bible. There are also many parables from the Buddhist tradition and from ancient Chinese philosophers like Confucius, Mencius and Han FeiZi.

2.4.5Afolktale is an anonymous story passed on through generations by word of mouth.Folktales are often timeless and placeless, with formulaic openings like: 'Once upona time, in a faraway kingdom, there lived an old man and an old woman in a smallcottage in the forest…' Folktales were told as a form of entertainment.

'Folktale' is a general term that can include a wide range of traditional narratives, such as myths, legends, fables and fairy tales.

2.4. 6Afairytale is a traditional folktale involving imaginary creatures such as fairies, wizards, elves, trolls, gnomes, goblins and fire-breathing dragons.

2.4.7A **ghoststory** is a story about ghosts or other supernatural beings. In cultures all overthe world, ghost stories have been told and passed down orally

from generation togeneration. These stories reflect the superstitious fears and beliefs that people had invarious cultures. Stories about witches, ghosts, goblins, vampires, werewolves and allsorts of land and sea monsters came out of the oral tradition of storytelling.

2.4.8Atalltale is a story with unbelievable elements that are exaggerations of the truth.The characters are usually heroes that are 'larger than life'. Many tall tales are basedon actual people. The tall tale is a part of the American folktale tradition. Some famousexamples include Johnny Appleseed, Davy Crockett, Paul Bunyan, John Henry andPecos Bill.

2.4.8 Atricksterale is a story involving a character, usually an animal, who likes to playtricks on other characters. Trickster tales are common in many cultures. Cartoons likeBugs Bunny and the Road Runner are based on trickster tales.

2.3.9Anurbanlegend, also known as an urban myth, is a story that is thought to be true,but is usually not. Urban legends may contain elements of truth, but they are usuallyExaggerated and sensationalized.

2.4 Selecting Suitable Short Stories

The short stories you select for your students to read in the Learning English through short Stories elective module will depend largely on the language and interest level ofyour students.

For the first short story of the module, it is important to select a story that is at the 'instructional level' for the majority of students in the class. An instructional level text is one in which a student is able to read at least 90% of the words accurately and understand no less than 75% of the overall content. If the text is too difficult, the teacher will spend too much time explaining vocabulary and scaffolding student learning. Students will spend too much time focusing on word recognition and will struggle to understand the meaning.

To determine whether a particular short story is at the instructional level for the majority of students in a class, the teacher can conduct a quick reading test with

a random sample of 10 students. For the test, the teacher selects one paragraph of roughly 100 words from the short story. Each of the 10 students then meets with the teacher individually and follows the procedures below

1. The student holds out two hands on the desk and reads the paragraph aloud.

2. 2. The student puts down one finger for every unfamiliar word.

3. 3. The teacher analyses the results:

4. a. If the student puts down all 10 fingers before finishing the paragraph, the story is too difficult for the student;

5. b. If the student still has at least one finger up at the end of the paragraph, the story is likely to be appropriate for instructional reading; c. If the student still has at least six fingers up at the end of the paragraph, the story is likely to be appropriate for independent reading

After selecting suitable short stories, you are ready to begin the Short Stories module. You may want to begin the module with a brainstorming activity to help students think about the different genres of the stories they know. The following worksheet is designed for this purpose.

Suggested Procedures

1. Students work in groups of three or four.

2. Distribute the worksheet and explain that 'genre' refers to the type of story, e.g. fairy tale, love story, horror story.

3. Students brainstorm in groups and complete the mind map with the genres they know and with examples for each genre.

4. Students share their responses with the whole class.

5. Ask students which genres and stories they like best, and to explain their reasons

Activities for teaching a short story after selecting a suitable short story to read with the class, it is time to prepare rereading, while-reading and post-reading activities to support students with reading and appreciating the story. These

activities should help students develop their language skills, critical thinking skills, cultural awareness and creativity as they read and interact with the story. Students will also become more familiar with the major features of short stories as a literary form. Below are examples of reading activities for the short story 'The Knock at the Door' by Stuart Mead, which can be found in Appendix I and on the Resource CD. Similar activities can be designed and used for any short story

2.4.1 Pre-reading Activities

Students should be encouraged to engage in pre-reading activities and to establish a purpose for reading. Well-structured pre-reading activities are most important with students who have a low level of reading proficiency. As students become more competent readers, teachers will be able to reduce the amount of support and allow students to do pre-reading activities independently. Pre-reading activities can serve the following purposes:

• Activate prior knowledge and/or provide background information necessary for comprehending the text.

• Clarify cultural information that may cause comprehension difficulties.

 • Familiarize students with features of the genre/text type.

 • Encourage students to make predictions based on the title, the illustrationsand/or the opening of the story. Many teachers may also feel the need to pre-teach vocabulary before students read a short story. However, to develop students' reading skills it is better to give students as many opportunities as possible to infer the meaning of unfamiliar words using pictorial or contextual clues. These skills can be modeled and explicitly taught in the while reading phase. This will be discussed further in 'While-reading activities

2.4.2 While-reading Activities

While reading a story with the class, it is important to model particular reading strategies for students so that they learn how to interact with the text and

negotiate meaning. For example, if students have difficulty reading an unfamiliar word aloud, do not simply feed them the correct pronunciation; instead, model for them how to use letter-sound relationships or other 'word attack' skills (e.g. breaking words into syllables; recognizing familiar prefixes, suffixes or other word parts; making analogies with familiar words that have similar spellings) to decode, or sound out, the word. If students do not understand the meaning of a word, do not simply translate the word into Chinese for them or ask them to look it up in the dictionary; rather, model for students how to infer the meaning of the word from the pictures or from the context. It is often possible for students to work out the part of speech of an unfamiliar word, and then to use the information that comes before and after the word to infer its meaning. To become more skilful readers, students should also learn how to ask questions and make predictions as they read. 'How are these characters related?', 'What is this main character's motivation?', 'What will happen if...?' Reading actively by asking good questions can also be modeled by the teacher in the while-reading phase.

2.4.3 Post-reading Activities

After students have finished reading a short story, there is a wide range of activities that teachers can design to extend student learning. One way to design post-reading activities is to refer to the different levels of thinking skills in Bloom's Taxonomy, as revised by Anderson and Krathwohl (2001). They are as follows: Remembering: Can students recognize, list, describe, identify, name or locate the main characters and events in the story? Understanding: Can students interpret, summarize, infer, paraphrase, compare or explain the character's motivations or the plot development? Applying: Can students apply a lesson from the story to their own lives? Analyzing: Can students compare, organize, deconstruct, outline, structure or integrate ideas about the characters or the events in the story? Evaluating: Can students critique or judge the story based on how successful it is in achieving its purpose, e.g. to entertain an audience?``

Creating: Can students design, construct, plan or produce something new based on the characters and the events in the story? The following post-reading activities address different cognitive levels, from Activity 1, which requires students to remember and understand the main events in the story, to Activity 6, which requires students to work across several levels of the revised BloomsTaxonomy.

2.5 Benefits of Using Short Stories in the Language Classroom

EFL students may face limitation of vocabulary, poor grammar knowledge, lack of organizational competence and lack of information to support discussion. To overcome those problems, different language studies have shown that literary texts may provide a variety of content for language students, in ordertoexploit in their writing. Moreover, Povey(1967) argues that: Containing real examples of grammatical structures and vocabulary items, the literary texts raise learners' awareness of the range of the target language and advance their competence in all language skills.(cited in Pardede, 2011:16)

Short stories are generally defined as brief works of fiction that generally focus on one or two main characters that face a single problem or conflict. The term story refers to the traditional myths and legends, modern stories, anecdotes, personal stories, the reporting of real events...etc. Murdock (2002) indicates that based on short stories, teachers can create a variety of writing activities. These activities can help students develop their writing skills, since the short story is considered as "easy for students to follow the story line of the work" (Pardede,2011:17). The stories selection should not be so complex i.e. they should suit students' level and not discouraging them while reading. In addition to that, they need to provide examples of different grammatical structure and vocabulary, as well as guarantee opportunities for the integration of the four language skills (Pathan and El-dersi,2013). Moreover, Erkaya (2005) asserts that short stories help students to learn the four skills of listening, speaking, reading and writing more effectively, because of the motivational benefits

embedded in the stories. On the other hand, Pathan and El-dersi (2013:04) state that:

Short stories are considered as highly they will extend learners' awareness about language use useful resource material in EFL classrooms as they provide rich linguistic input, effective stimuli, for students to express themselves in other languages, and a potential source of learner motivation.

In addition to that, students will benefit from short stories by learning new ideas and knowledge; they will develop an awareness of how language works in communication. Elliott (1990:198) notes that: "Literature provides students with an incomparably rich source of authentic material". Thus, an appropriate choice of short stories will provide learners with different features of the written language i.e. sentence structure, form variety and different ways of connecting ideas. Moreover,

2.6 Students' Problems in Using Short Stories

Whenwe start to design of our own materials we need first to try avoiding any problems we think our students may have when reading and studying the story and the activities and tasks should be designed to help students throw these difficulties.

There are some problems facing students when using short story, the first problem is students confidence to make own interpretations secned the content of story uninteresting and also tendency to focus on every word rather than general meaning and the difficulties of how to understanding the cultural background to the story and also how to following the plot and understanding the characters and understanding the vocabulary and the role of the narrator

2.7Approaches of Teaching Literature and Short Stories

There are a lot of benefits in teaching literature in ESL classroom. According to Tyson (2006) demonstrates that literature is hoped to provide rich and diverse exposure to language. It also improves vocabulary, syntax, and structure.

Moreover, it develops perception and interpretation skills. Furthermore it develops comprehension and motivation. In regard to the first mentioned benefit of providing exposure to language, study of literature enhances students' overall linguistic competence. The linguistic competence includes knowledge of syntax, morphology, semantic and phonetics. On the other side and as stated by Widdowson (1998:81), literary style and structure pose a problem for students in trying to comprehend literary texts.

So, Teachers should be able to change this hindrance into attraction in order to make literature play its role in enhancing English language competence. Literature provides students with great knowledge about society. Students are exposed with various cultures from different countries in different literary texts.. In addition to that , literature helps students to cope with problems social, racial , cultural, and other problems which deal with life in real world. Literature fosters student's critical thinking. (Widdowson, 2005) agreed that literature promotes students to think critically as they have different perceptions and prior knowledge towards one literary text. He says "As it is highly suggestive and associative, literature speaks subtly different meanings to different people. It is rare for two readers to react identically to any given text".

There are two approaches to literature which are employed by critics to evaluate literature according to their own understanding of the world. There are intrinsic and extrinsic approaches as described by Bamford and Day (2004) in their book "Doing English". Both Intrinsic and extrinsic approaches to literature are ways to criticize literature in different terms.

In intrinsic approach, the critic is mainly concerned with the form, language, style, symbols, images, contrasts, structure and development of plot.. Intrinsic approach is also called formalism as the critic's basic interest is in the form of the text. On the other side, extrinsic approach makes critics focus on the context of the text. The critic is mainly interested in the background, history, social

conditions and biography of the author. The critic moves from the text to the context(Carter& Long, 1991).

> *"In intrinsic approach, style, plot and character are given utmost importance while in intrinsic approach; the themes and setting of text are considered. According to intrinsic critics, a text is complete in itself and therefore, they look at its inner meaning. Critics do not give importance to the author.   In contrast to intrinsic approach, all the emphasis in extrinsic approach is given to context. The history, background, autobiography and social circumstances of the author are important (Collie & Slater, 1991). "*

There are three approaches to using literature with language learner:

2.7.1 A language – based approach

It is studying of the literary text on the assumption that it will help to integrate the language and literature syllabuses more closely. Dilated analysis of the language of literary text will help students to make meaningful interpretations. Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discoursal categories to make aesthetic judgments of the text (Duff&Maley, 2007).

2. 7.2 Literature as Content

It is also called "The cultural Model" and it represents the traditional approach to teaching literature, requires the learners to explore and interpret the social, political and literary and historical context of the literary text. Students acquire English by focusing on the course content. Students' mother tongue can be used in discussing the text. It is largely rejected by those in TEFL as there is a little opportunity for extended language work (Erkaya, 2005).

2. 7.3 Literature for Personal Enrichment

This model focuses on the particular use of language in a text , as well as placing it in a specific cultural context. Learners are encouraged to express their opinions, feelings and make connection between their own personal and cultural experience and those expressed in the text(Gorjian et.al,2011).

2. 7.4 The Integrated Model for Teaching Literature

Duff and Maley (2007:14) states that main reasons for integrating the language model, the cultural model and literature for personal enrichment are linguistic, methodological and motivational. Therefore, the integrated approach to the use of literature offers learners strategies to analyze and interpret language in context in order to recognize not only how language in manipulated but also why. It also offers foreign language learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types.

2.8 Particularity of Teaching Literature and Short Stories

2.8.1 Particularity of Teaching Literature

According to Duff and Maley (2007:31), the three approaches of teaching literature (The Cultural Model , the Language Model and Literature for personal Enrichment) should be combined in one integrated model. The following are some particular stages of teaching literature:

Stage 1: Preparation and Anticipation:

This stage elicits learners' real or literary experience of the mains themes and context of text.

Stage 2: Focusing

Learners experience the text by listening and or reading and focusing on specific content in the text.

Stage 3: Preliminary Response:

Learners give their initial response to the text.

Stage 4: working at it -I

The focus is on comprehending the first level of meaning through intensive reading.

Stage 5: working at it –II

The focus is on analysis of the text at deeper level and exploring how the message is conveyed by overall structure of language.

Stage 6: interpretation and personal Response:

The focus is on increasing understanding, enhancing enjoyment and enabling learners to come to their own personal interpretation of the text.

2.8.2Particularly of teaching short stories

Hughes (2004) claims that after selecting a suitable short story to read with the class, teachers have to prepare pre-reading, while reading and post reading activities to support students with reading and appreciating the story. The activities should develop students' language skills, critical thinking, cultural awareness and creativity as they read and interact with the story.

1- Pre-reading Activities:

Pre-reading activities can serve the following purposes:

A- Activate prior knowledge.

B- Clarify cultural information that may cause difficulties in comprehending the story.

C- Encourage students to make predictions based on the title, the illustrations and the opening of the story.

2- While –reading Activities:

A. Students should familiarize with story elements such as characters, setting and the plot.

B. Inferring characters thoughts from the story events.

3- Post –reading Activities:

Teachers have to design post-reading activities according to thinking skills in Bloom's Taxonomy as revised by Anderson and Krathwohl (2001). They are as follows:

A- **Remembering:** Students can recognize, list, name and locate the characters and events in the story.

B- **Understanding:** students can interpret, infer summaries, compare, explain and paraphrase characters' motivation or the plot development.

C- Applying:

Students can apply a lesson from the story to their lives.

D- Analyzing:

Students can compare,organize,deconstruct,outline,and integrate ideas about characters or events in the story.

E- Evaluating :

Students can judge whether the story is successful in achieving its purpose.

F- Creating:

Students can design, construct, plan or produce something new based on the characters and the events in the story.

2.8.3 Steps of teaching short stories

Hill (2009:86) points out those language instructors have to follow the following steps in teaching a short story:

1- Introducing the title and the author.

2- Introducing the characters and the names of places.

3- Pointing out the glossary and how it is organized and how to use it.

4- Assigning pages for quick, silent reading at home.

5- Starting the reading lesson by asking students worm up questions.

6- Presenting the meanings of the key words in these pages.

7- Putting one or more pre-question for each page.

8- Asking students to read to answer pre-question.

9- Discussing the answers with students.

10- Putting more questions about details and ask students to read again to answer.

11- Disusing the answers.

12- Asking students about what they expect may happen next.

Giving three questions to be answered at home

2.9 Short Stories in Teaching Language Skills

Khorashadyzadeh(2014:145) claims short stories are found to be the most suitable authentic literary genre to teach and improve learner's communicative competencies easily and effectively. One of the most prominent reasons is its brevity. Abrams (1970:158) defines it as a narrative that can be read at one sitting of one and half hour to two hours, and that is limited to a certain unique or single effect, to which way detail is subordinate. So the objectives of using short stories are:

1) Short stories are simple and practical.

2) Their length is short enough to cover very quickly.

3) Theme and plot are not too complicated for the students to understand during listening or reading on their own.

4) Variety of choices is available according to the students' interest.

5) They motivate the readers and promote imaginative and critical thinking skill.

6) Moral, mysterious and / or humorous stories' become valuable tools in the attainment of cultural knowledge.

7) Finally, short stories are available for all levels from the beginner to advanced learner, as well as for all ages from young learners to adults.

2.9.1 teaching short stories in reinforcing integrated skills

Short stories make the task easier for the language educators to teach the four skills at all levels of language proficiency for the students to engage themselves in different activities, such as group discussion (GD), character role play, criticism and interpretation of the theme, content, organization style and so on. To enrich the concept, Murdoch (2002:9) adds: "Short stories can, if selected and exploited appropriately, provide qu3ality text content which will greatly enhance English language teaching courses for learners at intermediate levels of proficiency".

Listening and Reading short stories motivate the students not only to develop their reading skills, but also their imaginative skills. It further improves students' vocabulary by changing words from one form to another form, for example, changing a word from verb to noun, noun to adjective and verb to adverb. And other learning activities include listening (Oral) comprehension, reading comprehension, finding synonyms and antonyms for the difficult words from the paragraphs. Guessing suitable words in the given blanks, matching the words with its appropriate meaning and analysis of particular statement improve both reading and writing skills. So the activities cultivate the reader's analytical thinking that leads to an understanding of the language in a better way. Finally, lower and average students attain rich benefits from the content of literary texts (short stories). Telling stories makes the students' mind evolved and their mouth becomes more and more flexible. Reading skill provides them with an opportunity to speak the language in a more imaginative way and discusses everyone's perspective. The focal point of literature enlarges students' vision and moves things along by way of dramatizing the situation in various ways.

2.9.2Short Stories develop Cultural awareness

According to the free encyclopedia, culture is a word for people's way of life, meaning the way groups do things. The concept of culture is very complicated, and the word has many meanings. The word 'culture' is most commonly used in three ways:

- Excellence of taste in the fine arts and humanities, also known as high culture.
- An integrated pattern of human knowledge belief and behavior.
- The outlook, attitudes, values, moral goals and customs shared by society.

  Therefore, culture refers to beliefs, values, attitudes and traditions shared by the members of a community.

Researchers emphasize of teaching culture.

Short stories are effective tools of teaching culture. The following will Illustrates how short stories can be effective in playing that significant role.

> *"Short stories are effective when teaching culture to ELF students. Short stories transmit the culture of the people about whom the stories were written. By learning about the culture, students learn the past and the present and about people's customs and traditions. Culture teaches students to understand and respect people's differences. When using literary texts, instructors must be aware that the culture of the people (if different from that of students) for who the text was written should be studies. As students face a new culture, they become more aware of their own culture. They start comparing their culture to the other culture to see whether they find similarities or differences between the two cultures. Misinterpretation may occur due to differences between the two cultures(Krejcie& Morgan, 1990)."*

As Gajdusek (1998:232) explains to avoid misinterpretation, instructors should introduce the culture to the students or ask them find relevant information about it".

So, short stories can enhance and enlighten learners' knowledge of the native culture of the learned stories. They will provide a good opportunity for learners to explore the various cultural aspects and to see the similarities as well as the differences between their culture and the cultures exposed through their reading. King (2001) believes that short stories are very important as they enhance certain values and believes. On the other side, Scholars have introduced intercultural competence to be introduced in the language communicative competence. Intercultural competence has two elements which are related to attitudes and knowledge as follows:

- o Attitudes: curiosity and openness to suspend disbelief about other cultures and belief about one's own.
- o Knowledge: of social groups and their products and practices in the one's own and in one's interlocutor's country and of the general processes of societal and individual interaction.

Therefore, culture teaching should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes and beliefs and how these manifest themselves in linguistic categories and forms. Based on what was said above, one can state that language and culture are inseparable from each other and to learn a language well, one must try to learn the culture of that language as much as possible(Whitehead,2002:25).

The purpose of teaching culture to EFL students is neither to make them feel that their culture is not important than the target culture, nor to impose the target culture on them, nor to make them suffer from cultural shock, nor to make them create new culture. Teaching culture should increase language learners' insight of the culture of the country which will foster learners' ability to interpret different social and cultural target language contexts. Finally, when culture is taught, learners can be able to appreciate other cultures and ideologies different from their own which will also encourage personal growth and intellectual development. (Carter & Long, 1991: 2-4).

2.9.3short stories develop critical Thinking

Of all the benefits of short stories, higher-order thinking is the most exciting one. High intermediate/ advanced students can analyze what they read, therefore they start thinking critically when they read stories. Vethamani (2006) discusses the use of children's stories to introduce critical thinking to college students. Howie (1993) points out that instructors have the responsibility to help the students to develop cognitive skills because everyone needs to "make judgments, be decisive, come to conclusion, synthesize information, organize, evaluate, predict and apply knowledge".

According to Bloom (1956) thinking skills are included in cognitive domain. They include both lower-order and higher-order thinking. Depending on the students' level of proficiency, instructors can activate students' lower-order and higher-order thinking. Beginners are able to recall information and respond to questions about dates, events, and places. Thus, when asked questions about

names of characters, setting and plot of the story, they will have no difficulties in responding to the questions. This is level-1 of the taxonomy – knowledge. As students become more proficient in the language, they can move to level-2 – comprehension. At this level, they must demonstrate their comprehension by comparing, interpreting, giving description and stating main ideas. When students become even more proficient, they move to level-3 – application. In level-3, students try to solve problems by using the knowledge they have about the story. In level-4 – analysis – students must have reached the high intermediate level of proficiency to succeed. The reason is that the students must analyze, compare, contrast, explain, and infer etc., facts/ideas about the story. Upon reaching the advanced level of proficiency, students can synthesize and evaluate what they read; the instructors can then ask questions of last two levels of the taxonomy such as application, synthesis and evaluation.

2.9.4 Reinforcing the Integrated Skills

Short stories allow instructors to teach the four skills to all levels of language proficiency.Murdoch (2002:9) indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English Language Teaching (ELT) courses for learners at intermediate levels of proficiency". He explains why stories should be used to reinforce ELT by discussing activities instructors can create such as writing and acting out dialogues. Instructors can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency. Also, he that literature helps students to write more creatively.

In addition, stories can be used to enhance students' vocabulary and reading. Lao and Krashen(2000) present the results of a comparison between a group of students that read literary texts anda second group that read non-literary texts at a university in Hong Kong. The group who read literary texts showed improvement in vocabulary and reading.

According to Oster (1989:85) demonstrates:

> *"High-intermediate and advanced students also profit from literary texts. What they read gives them the opportunity to come up with their own insights, helping them to speak the language in a more imaginative way. They become more creative since they are faced with their own point of view, that/those of the main character(s) of the story andthose of their peers. This thoughtful process leads to critical thinking. As Oster confirms, "Focusing on point of view in literature enlarges students' vision and fosters critical thinking by dramatizing the various ways a situation can be seen".*

Therefore, when students read, theyinteract with the text. By interacting with the text, they interpret what they read. By interpreting what they read, they can work toward speaking English more creatively.

2.9.5 short stories and Literary Elements

Instructors can introduce literary elements with short stories. With beginning and lowintermediate levels, instructors can teach simple elements, such as character, setting and plot. Thesame and more complex elements, such as conflict, climax, resolution, etc., can be introducedwith more advanced levels.

2.10 Benefits of Using Short-Stories in Developing Vocabulary of EFL Learners

Collie and Slater (1987:124) state**:**

> *"The role of literature, in general and short-stories in particular, in ELT classroom has always been advocated because of various advantages this use can offer for EFL teachers and learners. Literature in the form of short-stories makes learning English enjoyable and attractive process for EFL learners. Stories also help to stimulate students' curiosity about the target culture and language. Integrating short-stories in EFL classrooms also paces the way to the EFL learners' involvement with rich, authentic uses of the foreign language.*"

McMillan and Schumacher (2010:192) indicate that various ways of using stories in foreign language classroom help to develop vocabulary also. The use of short-stories encourages language acquisition and students' language awareness. Stories stimulate language acquisition by providing contexts for processing and interpreting new language. They alsosupplement the restricted input of the EFL classroom. Stories also promote an elementarygrasp of English to internalize vocabulary and grammar patterns. Stories foster reading proficiency which is very important for enriching EFL vocabulary.

Murdoch (2002:89) justifies that reading stories helps in cognitive development of EFL learners as extensive reading increases vocabulary levels, offers opportunities to acquire and practice reading skills, and models language patterns. Stories also increase all language skills by providing extended linguistic knowledge, by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax.

As Rubin (1987:23) defines that vocabulary learning strategy is a process by which information is obtained, stored, retrieved, and used. Therefore, individual vocabulary learning strategies need to be encouraged and short-stories as means for developing EFL learners' vocabulary can be one such strategy. The benefit of using short-stories in EFL classrooms for developing vocabulary is that stories offer new words with the actual usage in many forms. This can help EFL learners to understand not only the meaning of the new word learned but also the usage in context. One of the principles of vocabulary learning is that in order to be familiar with the new word, one need to see it several times. Stories make EFL learners repeat the words unconsciously in various forms. And the result is that they do not have difficulty in remembering the words that they have just met. It is argued that the nature of human memory dictates that vocabulary will probably be forgotten; especially the word just has been met. Vocabulary loss happens because word knowledge is so fragile. This means that words and phrases need to be recycled often to cement them in memory.

Introducing a word, and not recycling or revisiting it, means it is highly likely that it will be forgotten (Waring, 2001: 2).

Reading short-stories not only offers the opportunities to revisit the words learned but also to understand and use them in real life communication which guarantees the required longer retention.

Another principle of vocabulary learning is that if the learning is enjoyable, then it can be memorable (Phillips, 1993:8). And this principle of vocabulary learning is easily practicable with the use of short-stories. Short-stories are enjoyable with EFL learners (Pathan and Al-Dersi, 2013, PP. 04-06) and therefore can definitely make the vocabulary learning and development memorable. Learning words with enjoyment through stories also guarantees a sense of achievement on the part of EFL learners and can help in developing motivation for further learning.

Researchers have demonstrated that a strong link exists between vocabulary knowledge and reading comprehension. Therefore, if an EFL teacher wishes that his/her students learn vocabulary and be successful in reading, be creative in classes, then the best reading materials can be short-stories to make learning easy, independent, motivational, enjoyableand memorable. The use of short-stories not only offers essential vocabulary for EFLlearners but also helps them in learning about the syntax and discourse functions of words learned and the possible usages of the word in different contexts of communication. The interesting contexts provided by short-stories serve to illustrate the noticeability of lexicaland syntactical features. It is also argued that much vocabulary acquisition results fromliteracy and wide reading rather than from direct instruction. Many studies (for example Justice, Meier and Walpole (2005)) have proved that the use of short-stories with EFLhelps in developing and enriching their vocabulary.

2.11 Writing Skill

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Whatever you are writing, you aim should be to make your text as clear as possible and avoid ambiguity or redundancy. Achieving this becomes easier the more you practice writing and begin to develop our confidence in our writing style.

The better your writing skills are, the better the impression you'll make on the people around you – including your boss, your colleagues, and your clients. You never know how far these good impressions will take you!

Writing is an act of communication. It is considered as a skill that needs study and practice. Nunan (2003:61) defines it as a process of thinking to invent ideas, exploring and arranging them into statements and paragraphs rather than a mere production of graphic symbols.

Short stories can be powerful and motivating source in ESL/EFL as a model as well as a subject matter. That occurs when students' writing becomes closely similar to the original work or when it imitates its content, theme or style or when students' writing exhibits original thinking like interpretation or analysis. In accordance with this, Oster (1989:85) affirms that literature helps students to write more creatively. Instructors can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues (Murdoch, 2002:9) or more complex writing activities if students have reached a high level of language proficiency. The followings are some examples of writing activities suggested for advanced students

1- Write one sentence on the theme of the story.

2- Write a review on the story.

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

Finally, reading short stories will develop students' vocabulary. It is argued that students who read widely have expansive vocabularies (Blachowicz and Fisher, 2004:34). The knowledge of vocabulary plays a very crucial role in the major language skills. Mastery over vocabulary can make a foreign language learner an effective speaker, reader and writer.

2.12 Basic Rules for Good Writing

Theimportant basic rules for good writing we should avoid excessively long sentences and try don't use difficult words where a simple one will do and try to use punctuation correctlyto aid the sense of your writing

And remember that your thesis is telling story it should be clear from the very start what your original contribution to knowledge and each section chapter should then help to tell that story and the readers expect your thesis to be fully and   accurately   reference

2.13 Writing Regularly to Develop Confidence and Quality

Students are encouraged to start writing early on in their research degree. Writing as you go takes some of the pressure out of your final year and gives you the opportunity to practice writing and develop your writing technique.

2.14 Narrative Writing

Narrative writing can be broadly defined as story writing that includes a main character that encounters a problem or engages in an interesting, significant, or entertaining activity or experience. What happens to this main character is called the plot. The plot has a beginning, middle, and end sequence that includes a resolution. As writers develop, the plot will progress into a series of highly related and connected events that include rising action and a climax. The main purpose of narrative writing is to entertain an audience; however, a secondary purpose is the construction of a narrative piece. For example, historical fiction is intended to entertain, but it often informs the reader about historical events, figures, or settings.

There are many variations or genres under the umbrella of narrative writing. For example, folk tales, fairy tales, fables, tall tales, realistic fiction, fantasy, historical fiction, science fiction, adventure, and myths and legends that feature unique characteristics and patterns are all examples of narrative writing. As a result, they can all be grouped under the broader, narrative category, which is helpful to share when preparing and empowering young readers and authors.

Narrative writing can also take several forms, including, but not limited to, a play script, an illustrated short story, a storyboard, and a comic. The written text should be supported by presentational features common to narrative writing such as illustrations, different styles of font, and special type (e.g., bold and italics) for effect and speech and/or thought bubbles in the case of graphic novels or comics.

2.15. Definition of Composition

According to Conner and Robert (1981:21) the word composition can be defined asthe act of the combining parts or elements to form a whole. A composition can be ashort essay writing as school exercise or an academic course for teaching thetechniques of clear expository writing. A Composition can also be defined as theart of putting words and sentences together in accordance to the rules of grammarand rhetoric. A composition is the art of constructing sentences which suggest atonce a task set by the teacher, usually a written exercise to be done promptly thanis convenient and handed in for critical inspection.

The word composition can be defined as a writing product which has the

unity ofthought within a paragraph. It must be coherent and logically ordered involvingcareful use of vocabulary, correct use of spelling, punctuation and correct usage ofgrammatical structure. White (1980:16) points out that "When we write, we usuallyhave a communicative purpose in mind". This indicates that learners should knowwhat they are going to write about as well as the purpose for their writing.

According to Rhetoric by Albert (1971:24), a composition is an essay or a report thatsupport a single main idea. The main idea or thesis is expressed in a sentencecalled the thesis statement. This statement usually appears in the introduction tointroduce the main idea of a paragraph. The rest of the composition supports thethesis statement by providing specific information or details to reinforce, explain,or discuss the writer's point of view on the topic. A good thesis statement serves two functions: it introduces the topic of the composition, and it states a single,unifying idea about the topic. Hammock (1995:30) States that "the introduction to a composition serves three major points. It:

1- Catches the audience's attention.

2- Sets the tone, or shows the writers (Humorous, serious, critical and so forth).

3-Presents the thesis statement, usually at the beginning or the end of the introduction"

The body of a composition is made up of paragraph that support the main idea presented in the thesis statement. The body paragraphs should be work to gather to achieve unity and coherence. Coherence is traditionally described as the relationships that link the ideas in a text to create meaning for the readers. Most paragraph have one main idea which tell what the paragraph is about, it usually begins with a topic sentence then comes the supporting sentences and conclusion. A paragraph has unity when all the sentences work together to expressone main idea.

According to Rhetoric by Albert (1971:100) a paragraph in which all the ideas aresensibly arranged and clearly connected has coherence. Direct reference andtransitional words can help to make the paragraph coherent. Direct reference isnouns or pronoun which is used earlier. Transitional expressions are words andphrases that make a transition, or shift from main idea to another. These words andphrases include preposition that indicate chronological or spatial order, andconjunctions which connect ideas and show relationships. Failure to

put them togood use often results in paragraphs that are difficult to be understood.

A concluding sentence is the ending of the paragraph. It restates the topic sentence, and draws a conclusion based on the information set in the paragraph. The concluding sentence often begins with a transition word to signal the readertowards the topic sentence. Although a paragraph is short in its length if it iscompared with other types of writing such as an essay, it reflects the writer's abilityin the writing skill. Courtney and Jennifer (2001) states that; "Merits forcomposition should be predicated on their neatness, length, style but the highestmerits should be given to the production of ideas original statements and form ofexpressions".

Albert (1971), argues that a good composition involves unity, coherence, clarityand correctness. The definition of composition writing revolves around howaccurately and sensitively a person is able to compose a statement so that theaudience will be stimulated in thought. In long man dictionary of the Englishlanguage (1984), composition is defined as "the act or process of composingspecial arrangement into proper proportion or relation into artistic form", whereasin the Oxford advanced learners Dictionary (1992), composition is defined as ' thedifferent parts of which something is made, the way in which different parts areorganized or a short test that is written as a school exercise or a short essay. Theoxford advanced learners Encyclopedic Dictionary (2004) identifies the termcomposition as "a short piece of non- fictional writing done as a school or college,or essay". Hence, the word composition has a much wider range of meanings. It isa writing product that has unity of thought in all sentences within a paragraph. Itmust be coherent and logically ordered involving careful use of vocabulary, correctspelling, and correct usage of grammatical rules. Writing is more than theproduction ofgraphic symbols, it is a production of a sequence of sentencesarranged in a particular order and linked

together in a coherent way. Writing is ahighly complex act the demands the analysis of many levels of thinking.

2.16 Importance of Composition

learning a language means learning the four skills namely listening speaking reading and writing as they are considered the major components of the language. The words are arranged in certain conversion to construct correct meaningful sentences which are linked according to their logical sequence to from paragraphs.

According to Zamel (1983) writing is much more than an orthographic symbolization of speech it is most important purposeful collection and organization of experience. Experience means all thought, facts, opinions of ideas.Ur (1991) defines writing "a " curiously solitary form of communication addressedto an absent and often unknown reader.

writing involves the encoding of a massage to some kind that is, the translation ofthought into language. The importance of writing lies in the fact that it isconsidered an effective way which can help E f l. student learn a language for thereason that writing reinforces the grammatical structures and vocabulary. Writingis the process of creative expression it is an important way which trains studentsto use language in order to communicate.

Shaughnessy (2002) points out thatwriting is a comprehensive deflation of the language courses of study enablingstudent to have a certain degree of writing ability is an important task of teachinglanguage courses and goals, the key issues of teaching writing is actually how tolead the way, so teachers when writing instructions should cultivate and stimulatestudents ' interest in writing.

The major general finding from the research on teaching writing is that students,achievement is higher when the teaching approach emphasizes writing as a processrather than writing as a product.

In general, Writing has been defined both. Formally. it is defined formally inMac Millanencyclopedia (1986: 169) to show is physical representation as

therecording of human communication or using symbols to represent the spokenwords This definition represents writing as the only up writing as a communicationevent.

Easterbrooks and Stoner (1985)point out that writing helps communicatewithout facial expressions, writing gives time to think, to try out ideas in papers tochoose words, to read what is writing to rethink, revise, rearrange and mostimportantly to consider effects readers.

2. **17 Types of English Composition**

Three graded types of English composition can be distinguished in educationalcourses

2. **17 .1 Controlled Writing**

Writing is probably the least important of the four skills for many students They more likely need to listen to, to read and speak English than to write it. Their need for writing is most likely to be for study purposes and also as an examination skill. The main importance of writing at controlled level is that it helps students to learn. Writing new word and structures help students. Remember that. As writing is done more slowly and carefully than speaking written practice helps to focus student's attention on what they learning.

In controlled writing students are provided with key words or expression for thereason that at a controlled stage. they need much support because they cannotwrite depending on themselves. According to Shaughnessy (2002) controlledcomposition incorporates certain techniques such as Missing words it is one ofmost efficient learning techniques. An example of such a technique is This is myroom, there are. chairs and. tables in it (number) Re – arrangement is anothertechnique that can give learners insights correcting or ordering the coherence ofsentences. Sentences competition is a third method whose aim is to ensure thatstudents can write correctly. In this technique, the students are provided within complete sentences and are asked to fill the gaps with appropriate words whichare given. Word ordering technique helps learners to

practice syntax. Studentsare given a group of word to make complete sentences for instances, the teacherinstructs students to put order a group of jumbled words such as: speak / she /English / can / well.

If the students own language uses a different writing system to English the firsttask will be to master English hand – writing So, the earliest activities will becopying letters, letters combinationAs soon possible students are to be encouraged to go beyond mechanical copyingand be given exercises which require them to think and add something of theirwon, but exercises at this level should still be controlled so that students areexpected not to make too many mistakes

2. 17.2 Guided Composition

After fully practiced composition, students can shift to start writing guidedcomposition. At the guided stage, students can add more ideas but with littlefreedom. Examples of guided composition we are writing letter dialogues or.Exercises within different drills. in writing letters students are shown how to writea letter the teacher gives guide points and the theme of the reply.Students write a letter based in the information provided. Students also deal with adialogue competition of which the first few lines are provided. In a guidedcomposition, students, know what is required form them Students are given achance in the selection of lexical items and structural patterns for their written   exercise.

As soon they are mastered basic skills of sentence writing, students need toprogress beyond very controlled writing exercises to freer paragraph writing.However, they will make this transition more easily and learn more ifthey areguided there are two main ways of doing this:

1- By given a short text as a model.

Students can read a short text and perhaps study particular features for example, the way of students are joined the use of verbs and verbs tenses, or the use of

passive. Then they can write a paragraph which is similar but which involves some changes.

2-By doing oral preparation

Another way of guided paragraph writing is to do oral preparation beforehand with the whole class. The students can make suggestions; the teacher can buildup an outline or a list of key expressions on the board. Students, then, use this a basic for their writing. This approach has several advantages:

A-It is flexible , it can be done in different ways according to the interest and ability oftheclass.

B - Ideas about what to write come from the student themselves which makes the activity much more interesting and the class is involved as well

c- It does not require specially prepared texts or other materials.

2. 17.3 Free Composition

Free composition refers to a composition in which only, the title is provided and everything is done by students according to Raimes (2011) students should be able to discuss, make notes, share finding s, and plan strategies before begin to write,Raimes (2011) points that free writing.

is useful in generating ideas or setting ideas in motion in free writing studentswill develop the habit of thinking as they write and to learn the techniques whichare helpful in writing.

What is important is to start without hoeing worried about grammatical andspelling errors and to write down ideas naturally spontaneously and not to lookback at what is written till being satisfied that the writing is enough an easy way tofree writing is to set a time limit.

In free composition , students should take into account the usage of grammatical structure punctuations , style and capitalization .The most important step in free composition is that student need more practice in bothcontrolled and guided writing and feel more satisfied to shift to free composition stage student are free to write whatever comes to their mind butthe

consideration for writing a good composition are essential to be taken intoaccount .Free composition involves individual selection of vocabulary andstructure for the expression of personal meanings Raimes (2011:32) claims thatThe rationalization for adopting free composition is based in the assumptionthat student would that student would be motivated to express their thoughand view point freely ,, It also enables teachers to evaluate the extent to whichstudents have mastered the writing skill .After fully practiced the three types composition common mistakes are expectedto disappear. The student should avoid the usage of informal words colorless styleand ellipsis. Vocabulary is very important to improve the writing sill.One of the problems of free composition is that many students would probablyfind it quite difficult , thus make many mistakes .If so ,they would find thetask frustrating and actually cannot learn very much from it .As a result ,students would approach the task in different ways and produce a widevariety of different paragraphs so the only way to correct their work would beindividually , book by book but this would be very time consuming forteachers .

2.18 How to write composition effectively

Smith (2006:52) point outs :

> *Spending more time writing or writing a greater number f papers does not in itself increase the writing skill. However, when the approach to writing instruction emphasizes process and when instructional techniques used are effective, increase in amounts of writing time and practice will improve achievement, writing is a complicated and often mysteries process. A good way to read and listen actively*.

According to Shaughnessy (2002) students are often faced with the concern thateven though they feel well – versed about a subject they will not be able to expressthemselves will on paper for many the process of writing can become easier afterwriting just one Two sentence. The important of composition stems from the fact that it is widely used as means of measuring the writing skills

white Shaughnessy (2002:63) state that composition can be used to provide not only high motivation for writing but also an excellenteffect on teaching Raimes (2011:20) point that: That writing process is a series of actions that a learner does in writing. There is variation on the details of the cycle, but the core but the composition never changes: prewriting, drafting. revising editing proofreading and publishing. The writing skills are complex and sometimes difficult to teach requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmentalelements. Written English is probably more familiar to most teachers as a subject ofanalysis than spoken English is.

2.19. Development of English Composition

According to Rhetoric by Albert (1971), composition can be developed as follow:

2.19.1 Chronological development

Chronological means to begin with the first step in a process and to describe thesequence in order until reaching the last step. The logical way to write about aprocess in order of time This kind of organization can be used in a singleparagraph or an essay.

2.19.2 Spatial development

The word spatial comes from space. spatial development means to arrange. Thedetails according to their relationship to each other. Spatial developments aresuited to subject matter dealing with places or areas.

2.19.3 Examples development

Among the various ways to develop analyses are example. The number of exampleneeded to develop a paper depends on the difficulty of the subject and the lengthof the paper. In some cases, a single example is enough. Generally, a few - well-chosen example arranged in order of increasing importance will be better than agreat number of examples.

2.19.4 Comparison and contrast development

These types of organization work well in much subject area. comparison orcontrast is one of the effective ways to explain subject. For purposes of writingcomparison and contrast are essentially opposite approaches comparison pointsout to the similarities that exist between ideas whereas contrast is focusing on thedifferences between ideas. when writing either.

Composition or a contrast. Two basic methods of development or a combination ofthem are used. The one to be used is determined by the nature of the subjectmatter.

2.19. 5 cause and effect development

Analysis by cause and effect tries to explain why something happened. Causalanalysis is well suited for writing about scientific subject cause can be defined asthat by which an effect is produced. Some causes are immediate. They can bediscovered without effort because They occur in time to the effect produced.Other causes may be more remote and thus more difficult to uncover; those are thebasic underlying factors that help to explain the more obvious ones, Immediateand remote causes and effects will depend on two factors.

A) The nature of subject

B) The audience written to.

2.20 Definition of Development

The English word Definition comes originally from the Latin de and finniermeaning to set a limit or are boundary usually dictionary definition brief, logicaland formal. The logical definition by its nature has two parts. The first part is itsgenus (class or category).The second part is its species or characteristics which differentiate it from othermembers of the same genus.

2 .20.1 Logical division of development

It's new aspect of analytical paragraph development that of elaboration by classification or logical division. In choosing a controlling idea, the writer takes thefirst step in the process of logical division. Logical division is also??? in

Averydirect way. The direct way reveals the method of organization in the openingsentence logical division requires the order to have an alert resourceful mind.

2. 21 The Factors that Affect Student's Writing

Many factors can affect student's writing among the essential ones are:

2.21.1. Learner's previous experience

It is worth noting that the first language interferes with the second one Hence, it isnecessary that learners when writing should not think in the first language to writethe second one or as a result of this common mistakes will appear. The role of thefirst language in the second ne is always negative the features of lar??? Transferred

into L2 as a result. In this respect, Emig (1983)argues that, it is also popular beliefthat the role of L1 in L2 is negative one, as result EFL students expected to writeEnglish composition through literal translation of Arabic expressing in additionstudents are expected to follow the same writing techniques uses in their nativelanguage.

2. 21. 2 The effect of mother tongue

The effect of mother tongue is one of the main factors that affect writing composition. The reason is that each language has its own system which differsfrom other language. Arabic is a Semitic language while English is a Germanic.Our Arabic is verbal while English is nominal. So, students style in writing Englishis expected to follow their style in writing Arabic.

2.21.3. The way of composition is taught

The third factor that may affect English composition learning is the way composition is taught. Teaching of composition writing should be graded. Teachers must adopt the most appropriate techniques for each of three types ofcomposition. Thus, learners can be expected to tackle free compositionsuccessfully, and they can provide error. Free writing products. Destructivetechniques of feedback should be discouraged.

2.22. Steps of writing Composition

You do not have to be a good writer to write well. Writing is a process. By learning to treat writing, as a series of small steps instead of a big all- at-once magic trick youhave to pull off will make writing a composition much easier and much more fun.You can learn to brainstorm main ideas before you start writing, organize a draft ofthose main ideas, and revise your composition into a polished essay. See Step 1 formore information.

2.22.1. Pre-Writing

Hedge (2000:25) states that beginning by free writing on the note for ten minutes. Do notworry about spelling, grammar, organization, or other matters of form. Read theassignment closely. It is important to get a clear understanding of what your teacherexpects from your composition. Each teacher will have a different set of things theywill be looking for, both for the topic and the style. Keep your assignment sheet withyou at all times while you are working on your composition and read it closely.Ask your teacher about anything you feel unsure about. Make sure you have a goodsenseof the following:

-What is the purpose of the composition?

-What is the topic of the composition?

-What are the length requirements?

-What is the appropriate tone or voice for the composition?

These questions are good for you to ask.

-Do a free-write or a journaling exercise to get some ideas on paper. When you're firstgetting started in trying to figure out the best way to approach a topic you've got towrite about, do some free-writing. No one has to see it, so feel free to explore yourthoughts and opinions about a given topic and see where it leads.

-Try a timed writing by keeping your pen moving for 10 minutes without stopping.

-Do not shy away from including your opinions about a particular topic, even if

yourteacher has warned you from including personal opinions in your paper. This is notthe final draft!

-Try a cluster or bubble exercise. A web diagram is good to create if you havegenerated lots of ideas in a free write, but are having trouble knowing where to getstarted. This will help you go from general to specific, an important part of anycomposition. Start with a blank piece of paper, or use a chalkboard to draw the outlinediagram.

2.22.2. Writing a Rough Draft

According to Hedge (2000:23) when writing a draft, it must be preparedto put inadditional thoughts and details that did not emerge during pre-writing. Think in fives.Some teachers teach the "rule of five" or the "five paragraph format" for writingcompositions. This is not a hard and fast rule, and you do not need to hold yourself toan arbitrary number like "5," but it can be helpful in building your argument andorganizing your thoughts to try to aim for at least three different supporting points touse to hold up your main argument. but some teachers like their students to come upwith: Introduction, in which the topic is described, the issue or problem issummarized, and your argument is presented Main point paragraph 1, in which youmake and support your first supporting argument Main point paragraph 2, in whichyou make and support your second supporting argument Main point paragraph 3, inwhich you make and support your final supporting argument Conclusion paragraph, inwhich you summarize your argument Back up your main points with two kinds ofevidence. In a good composition, your thesis is like a tabletop--it needs to be held upwith the table-legs of good points and evidence, because it cannot just float there allby itself. Each point you are going to make should be held up by two kinds ofevidence: logic and proof. Proof includes specific quotes from the book you arewriting about, or specific facts about the topic.

2.22.3. Revising

Hedge (2000:18) states that revising means rewriting a paragraph, building up on whathas already been done in order to make it stronger. Get some feedback on your roughdraft. It can be tempting to want to call it quits as soon as you get the page count orthe word count finished, but you'll be much better off if you let the paper sit for awhile and return to it with fresh eyes and be willing to make changes and get the draftrevised into a finished product. Try writing a rough draft the weekend before it is due,and giving it to your teacher for comments several days before the due date. Take the feedback into consideration and make the necessary changes. Be willing to make bigcuts and big changes. Good writing happens in revision. Break down the word:revision literally means, "to look again" (re-vision). Many students think that revisingis about fixing spelling errors and typos, and while that is certainly a part ofproofreading, it is important to know that NO writer writes a perfect argument withflawless organization and construction on their first run-through. You have more workto do. Try: Moving paragraphs around to get the best possible organization of points,the best "flow" Delete whole sentences that are repetitive or that don't work Removingany points that don't support your argument Go from general to specific. One of thebest ways you can improve a draft in revision is by picking on your points that are toogeneral and making them much more specific. This might involve adding moresupporting evidence in the form of quotations or logic, it might involve rethinking thepoint entirely and shifting the focus and it might involve looking for entirely newpoints and new evidence that supports your thesis. Think of each main point you are making like a mountain in a mountain range that you are flying over in a helicopter.You can stay above them and fly over them quickly, pointing out their features fromfar away and giving us a quick flyover tour, or you can drop us down in between themand show us up close, so we see the mountain goats and the rocks and the waterfalls.

Which would be a better tour? Read over your draft out loud. One of the best ways topick on yourself and see if your writing holds up is to sit with your paper in front ofyou and read it aloud. Does it sound "right"? Circle anything that needs to be more specific, anything that needs to be reworded or needs to be more clear. When you'rethrough, go right back through and make the additions you need to make to get thebest possible draft. Proofread as the last step of the process. Don't worry aboutcommas and apostrophes until you're almost ready toturn the draft in. Sentence-levelissues, spelling, and typos are called "late concerns," meaning that you should onlyworry about them when the more important parts of your composition--your thesis,your main points, and the organization of your argument are already as good as theycan be.

2.23. Importance of correcting Composition

Shaughnessy (1983:21) argues that we can learn a lot from our student's errors forthey are often a batter guide to improve our teaching, the evaluation of writingability among both l1 and l2 has become increasingly important in recent yearsbecause the result of such evaluation are used for a variety of administrative,instructional and research purpose.Additional concerns especially of lecturers, include the issue of whether the resultsof any evaluation procedure are helpful to students and how they affect studentswriting performance and attitudes towards students writing will vary according tothe student's level of proficiency and attainment. For advanced level, correct use ofgrammar.vocabulary, spelling clear hand - writing and to use accurate and appropriate???Order to produce a well - organized and coherent writing. Composition may be scored according to one of the following: correcting work orally in class is a good idea for a large class as it greatly reduces the teacher work load as he corrects, the teacher can move mound the class to cheek that students work is corrected.correcting work immediately in class (rather than returning in the next day) mean that teacher draw student's attention to problems while they are still fresh in their minds.Getting students to

correct their own or each other's work (before the teacher givesthe correct answer) takes time in the lesson, but it gives the students useful practicein reading through what they have written and noticing mistakes It is also a godway to keep the class involved.

correcting in class works best with fairly controlled writing actives, where there arenot too many possible answer.

Writing tasks are often subjective for the reason that they require the teacher togive an opinion on the of writing Marking composition tasks are likely to bemore objective and thus more reliable Marks will depend on the following:

1- Grammatical and lexical accuracy

2- Usage of vocabulary and structure

3- Punctuation and capitalization

4- Cohesion

5- Spelling mistakes

6- Appropriateness of style

2.24. Different ways are included in Correcting Composition

Composition in order to avoid common mistakes such as a circle or underline themistake or using symbols

sp = selling mistakes

Prep = wrong sentence

Courtney and Jennifer (2001:31) asserts:

> " *For achieving a good performance in free composition writing Teachers need to discuss the subject orally first to ensure that student will use their own knowledge and ideas. The evaluation of students writing in composition curses in extricable with the course goal to improve not only writing features but overall critical thinking and argumentation skills."*

Evaluation of students writing should not be predicated on what students say buthow is said, not only advanced vocabulary but whether the language is usedinnately.The following suggestions may be useful for the students when

writing freeexpressions in the non – native language Frist students should be asked to write –only one are two well – planned carefully written paragraphs until they have acquired some skills in writing a framework. The teacher can cope with thecorrection of one or two paragraphs where complete composition would take uptoo much time.Second, from the very early stage of their writing experience, students should betrained to study their own scripts systematically. An organized composition helpsto evaluate quickly.

2.25 Implications for Teaching Composition to ESL/EFL Students

According to Barbara (2000, 40) there are several implications for teachingcomposting to ESL\EFL students.Firstly, the hours spent by both instructor and students in locating andcorrecting grammar errors in composition may not be the most efficientuse of valuable language teaching and learning time, although studentsmay expect it is the most important part of their writing instruction.Exercises such as sentence combining, and the analysis of models, areeffective in improving writing quality.Lastly, clearly defined writing tasks with specific objectives result is themost significant gains in students writing; those tasks are sequencedfrom personal response (note _taking) to precise comprehension(summary_ paraphrase) to critical synthesis, analysis, comparison, andevaluation of data.Writing composition is a neglected area which affects the learner's performance.The objectives of the study are to find out the effective techniques, to assist the authorities to get a good mastery and command of composition writing, tohighlight the obstacles that hinder the teaching _learning process of Englishcomposition in Sudan. And to encourage the adoption of an efficient pupils centrallearning process by teachers. The main findings of the study have shown that 60%of the students do not participate in the English composition discussion. Thepercentage indicated that students were not prompted to generate ideas and gainconfidence to provide a good product. Hence, teaching composition should pupil-centredapproach. The researcher recommended that teachers should focus onteaching controlled and guided composition by adopting various appropriatetechniques and to follow pupil's exercises

2.26 Previous Studies

Local:

This study was conducted in 2016 by Abdalla at Sudan University of Science and Technology – College of Education. It is a PhD thesis. Under the title "Using short Stories to enhance Speaking Skills at Sudanese Secondary Schools. The population of this study was Sudanese second class students Al-sheik Hamad secondary for girls and English language teachers and experts in English language teaching. The instruments used for data collection are questionnaire and interview. The findings indicated that teachers are not well-trained to teach the speaking skills. It is also found out that brain-drain of competent teachers in Sudan has negatively affected not only the process of teaching English but also the educational system. Moreover, teaching short stories increases learners' vocabulary and power of expression.

This study was carried out in 2017 by Elzubairat Sudan University of Science and Technology – College of Languages. It is a PhD thesis. Under the title "Role of Short Story in Improving Linguistic and Intercultural Aspects for Sudanese EFL Undergraduates. The participants of this study were students majoring in English – College of Languages. The results have showed that there is high correlation between teaching short stories and improving student understanding. The study has recommended that reading short stories should enable students to develop and enrich their English language skills. Moreover, students should be involved in reading short stories in order to expand their linguistic cognitive skills.

Another thesis entitled Examining Students Errors in writing composition (2007)conducted by Babiker. University of Gezira, Faculty of Education Hassehisa. Theresearcher stated that when writing composition, students make errors due to thecomplex nature of the English Language and the interference of their mothertongue at second year, secondary level. The students over generalized rules and usetheir mother tongue to construct sentences. Hence,

students need more practice tohelp them write effectively.The present study is similar to the above mentioned previous studies in that itfocuses on the weakness and inability of some students in writing Englishcomposition. It differs from the above studies in that; it investigates EFL,moreover, students' performance in writing English composition and suggestssome recommendations that may help students to improve writing composition.

Regional:

A dissertation was conducted in Algeria by RadiaBouache in 2010 and it was on 'Three Impact of Listening to Short Stories on Comprehension'. It aimed at describing and analyzing what the listening skill involves and showing how short stories can be used as a listening input within a communicative language teaching framework. The results of the study tend to show that short stories are a comprehensive input when they are presented in two activities. The first activities activate the students' background knowledge on the topic of the short story while the second activities are expected to make students acquire real knowledge or information in a meaningful context. Therefore, the results show that when short stories are presented via such an approach, they facilitate comprehension, develop critical thinking and encourage learners' elaboration. Learners tend to relate the stories' theme to their realities and to their personal experiences.

Because of the agreement supporting the idea of using authentic material like short stories in language teaching, there was similar study conducted by Soliman E. M. Soliman in Libya. The title of the study was "Libyan teachers' Attitudes and Believes Regarding the Use of EFL Authentic Materials within Reading Lessons at Universities Levels in Libya". The paper attempted to recognize Libyan EFL teachers' attitudes and beliefs regarding the use of authentic materials at universities level in Libya. after employing attitude and believes questionnaire toward the use of authentic materials to EFL teachers from the University of Grareunes in Libya, the results indicated that EFL

Libyan teachers had a positive attitudes towards the use of authentic material. in addition, the study indicated that a perfect reading class should use a combination of both authentic texts and text books.

International:

There are two other studies from Iran .and Malaysia that are worthy of reviewing. The first study by Torki,L. entitled "The Impact of Literature on the Improvement of Writing Abilities of Iranian Major Students Learning English as a Foreign Language": and was conducted at Azad Islamic University, Ardebil Branch. In this study the issue of L2 grammar and EFL was tackled, with the focus on literature, especially short stories. The study followed the two stage methods of teaching grammar, the exploration (inductive) and explanation (deductive) stages.

The findings of the study indicated that the experimental group was more interested and more successful than the other group.

Comparable to this is the second study from Malaysia, conducted by Absullah,T. and Baker, N. under the title "A Study on Second Language Lean; Perception of Using Short Stories in Learning English". The findings of the study showed that the participants had positive response to the use of short stories. It was indicated that they were able to develop their language awareness and proficiency. Short stories were motivating to them and helped expand their vocabulary. Furthermore, the majority of students preferred reading short stories to other forms of writing. Interestingly, it was found that the students were not active in the class participation. The researchers attributed this to shyness, in addition to the story which was uninteresting. The study was based on questionnaire and interview, and no tests were given to the students to determine whether they really benefited from the short stories or not.

A related study is from the Sultanate of Oman; conducted by Al-MeklafiandRamani, under the title "An Investigation of Student Teachers' Attitudes towards Studying Literature as a Major Component of the

EFL/ESLProgram."The study attempted to investigate the attitudes of student teachers, at College of Education, towards the study of English literature.

The results of the study indicated that short stories were found to be most useful, and poetry was the least useful or not useful at all. This is similar to the previous study; for no test was given to the students. Another result was that students thought that poetry was the most difficult genre, in addition to prose essays.

A related study from Turkey; conducted by OzgurSen Barton from Kirikkale University. The study's title was "The Effects of Reading Short Stories in Improving Foreign Language Writing Skills." The purpose of this study was to investigate if there is a significant difference both in the pre-post-test writing achievements of students who were taught through the Read for writing model and between the experimental group and control group. The results of the study indicate that the read for writing model has a positive effect on students' short story writing skills in terms of language, content, organization and communicative achievement.

Another study in 2015 from Iran which was conducted by FarzanehKalantari and MahmoodHashemian under the title of :A story-telling Approach to Teaching English to Young EFL Tranian Leaners." The study investigated the effects of the story telling approach on improving of EFL learners' vocabulary knowledge. Results of data analysis revealed that the story-telling approach to teaching vocabulary proved effective for the experimental group. All the experimental group participants experienced a significantly meaningful increase in their vocabulary knowledge, compared to control group. Finally, there was a boost in the interest rate of the experimental group participants in terms of motivation.

Another study n Iran was conducted by Mohammad Khatib and AtefehNasrollahi under the title of "Enhancing Reading Comprehension through Short Stories in Iranian Learners." and it was published in 2012. This study tried

to test using literary text in improving reading comprehension ability of Iranian foreign language learners. However, 26 students majoring in English from the Islamic Azad University were chosen as the study samples. The students were divided into experimental group and control group. Both groups were administered identical pre-test and post-test which consisted of selected reading passages from different TOEFL books. Contrary to the previous studies the result of the study showed that the experimental group didn't show any significant improvement over the control group. So, the using of literary text seems unsatisfactory for Iranian EFL learners.

There was another study in Iran which was conducted bySomayehEbrahiminejad, Akbar Azizfar, HabibGowhery and Ali Jamalinesari. The title of the study was "Effect of Using Short Story on Speaking Improvement of Iranian Pre-intermediate EFL Learners". However, the task of using simplified short stories was applied for the experimental group during their English classes as assignment. For example, they were supposed to read or listen to short stories and retell them in front of the mirror at their home and in front of the class in next session and answer their classmates' questions. Data from this study demonstrate a significant role for using simplified short stories in improving speaking skills for participants in the experimental groups.

An empirical study for reading and writing skills was conducted by Adnan Yilmaz in Dicle University in Turkey. The title of the study was "Short Stories Via Computers in EFL Classrooms". In this study three different computer programs (Jing, Screen cast, and Instant Messaging) and three short stories were used to examine how short stories could be used through computer programs in teaching and learning English and to collect data about students' perceptions of this technique via semi-structured face to face interview. The analysis of the interviews revealed that the implementation of short stories through computers in language classrooms have some very positive effects on learners' language learning process: drawing attention, raising curiosity, cooperation and

giving/receiving feedback, improving reading and writing skills and increasing L2 motivation.

Another study conducted by NurayOkumufCeylan in 2015-2016 fall terms. The study title was "Using Short Stories in Reading Skills Class". The study aimed to find out the thoughts and attitudes of the first year students in BluentEcevit University English language towards the short stories covered in Reading Skills Course in 2015-2016 fall terms. The data gathered via a questionnaire was analyzed using frequencies tests. the results indicated that studying short stories has a number of benefits for the students such as broadening their perspectives, enabling them to think about the reasons rather than the result, showing them different styles, providing them with a comparison between their own culture and other cultures, increasing their appreciation for literature and making them read more short stories.

Researchers are researching for effective ways of improving learners' oral skills. Accordingly, Abbas Khorashadyzadeh conducted a study in Iran under the title of "Why to Use Short Stories in Speaking Classes?" The study tries to investigate the effects of reading short stories in EFL learners' speaking and listening skills. However, the task of reading simplified short stores was applied for the experimental group. Data from this study demonstrated a significant role for reading simplified short stories in improving the speaking and listening skills of participants in the experimental groups.

There was study also in Iran under the title "The Effect of Using Short Stories on Vocabulary Learning of Iranian EFL Learners", conducted by FatemehParvareshbar in Islamic Azad University in Iran which was published in July 2016. The design of the study is of quasi-experimental pretest – posttest. There was a significant difference between experimental and control groups as the experimental group outperformed the control group. This can be attributed to the effect of using short stories on improving vocabulary performance of learners. The results have some implications for language learners and materials developers.

CHAPTER THREE

RESEARCH METHODOLOG

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3.1 Overview

The present chapter is mainly intended to provide some details of the research methodology. It included the research design, the research population, research sample, research tools, validity, reliability and the procedure for data collection.

3.1Research Design

This study investigated the effectiveness of teaching English short stories promoting students writing narrative composition .The study was considered as an experimental research. As the study had an experimental nature, a pre-test and post-test were designed to evaluate students' performances in writing narrative composition . The pre-test and the post- test incorporated the control and the experimental groups.

However, only the experimental group had been taught two short stories (the experiment).

In addition to that, questionnaireis used to investigate effectiveness of teaching short stories in promoting students writing narrative composition. Therefore, the method of the research of this study is classified as quantitative one.

3.2 Research population

The target population was second year secondary school students' of Khartoum locality .The sample population of pre-posttest was 100 students divided into two (50) experimental group and (50)control group selected randomly . They were chosen as a research population for practical reasons. Only the experimental group received the treatment. The other group acted as a control group.

However. The focus of the pre-test and post-test was on testing students' performance in writing narrative composition before and after the experiment. The experiment consisted of teaching English short stories for threemonths.

The data analyzed by using the statistical package for social sciences (SPSS).

The researcher used also questionnaires. They were used to evaluate other effectiveness of teaching short stories in promoting students narrative composition. The questionnaire was distributed to Sudaneseteachers at educational institutions at Khartoum locality.

The population of the questionnaire was (104) teachers who taught at Khartoum locality. The samples were randomly selected.

3.3 Research Sample

The sample of this study was second year secondary school students of Khartoum locality .They were assigned randomly into two groups. They were divided into two groups (experimental and control one). Only experimental group received the treatment .The other group acted as control .They were site for pre-test and post-test . A questionnaire was distributed to teachers to both sexes .This questionnaire includes a covering page which introduces the topics of research identifies the researcher. It use likert 5- point scale (strongly agree , agree , neutral , disagree , and strongly disagree . The questionnaire is designed based on the hypotheses of the study. The hypotheses of the study were turn statements that provide suggested answers concerning the effectiveness of teaching short stories on promoting student s writing narrative composition .The items correspond directly to the hypotheses of the study. It is conducted to teachers of secondary schools at Khartoum locality .The answers of response are treated statistically for the purpose of findings.

3.4 Research Tools

As for research tools, the researcher designed and conducted pre-test and post-test to find out the effectiveness of teaching English short stores on promoting students' writing narrative composition . As defined by the psychologist wiki, pre-test and post-test design is that kind of design which is used in many true experimental designs.

The pre-test and the post-test designed toevaluate students' performance in writing narrative composition. The second tool was questionnaire designed and distributed to the teachers .

3.5 Test Reliability

The test has been administered to the students twice. The calculation of Cronbach's Alpha indicated that the test was reliable. The table below

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

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

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

Cranach alpha coefficient = (0.77), 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 (0.88), 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

Schools	reliability	Validity
Beginning	0.76	0.87
Climax	0.77	0.88
Ending	0.78	0.88
Total degree	0.77	0.88
Total	0.77	0.88

3.6 Test Validity

The test was administered twice at the same time (8:30) and the students were assigned randomly into two groups.

The test has been revised by experts in the field of language teaching in Sudan University for Science and Technology.

3.7 The Validity of the Questionnaires

The students' questionnaire was judged by the same teachers and experts who assessed the pre and post- tests.

3.8 Reliability of the Questionnaire

To establish reliability for this questionnaire, a pilot test was used and distributed to ten students who were not included in the sample. They understood and answered the statements of the questionnaire. The table below Illustrates the procedure

	Cronbach's Alpha	Number of Items
	0.80	15

3.9 The procedures

The researchers followed procedures in this study , intially the researcher adopted pretest , the students were asked to performance their writing narrative composition to both experimental and control group , then, the researcher taught two short stories to experimental group while control one were taught with traditional method .The period of experiment extended egight months finallly the researcher adopted another second post test to find out the signicant diference between two groups. Furthmore the reseacher distributed questionnire to the teachers to investigate effectiveness of teaching short strories in promoting students narrative composition .Then the data obtained from questionnire survey and pre post test was collected analyized by using SPSS program .

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND
DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to data analysis, evaluation and discussioncollected through the study tools including the questionnaire which isgiven to 104 participants who represent the teachers' community at someof the Sudanese universities, as well as the test, which is distributed to the second year students in secondary school at Khartoum locality. Then, the results are used to provide answers to the researchquestions, and verify its hypotheses.

4.1 Analysis of the Questionnaire

The researcher distributed the questionnaires to the determined studysample which includes (104) lecturers and teachers, then constructed therequired tables for the collected data. This step consists of transformation

of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (5, 4, 3, 2, 1) respectively,also the graphical representations were designed for this purpose.

Statement (1): Students' writing narrative composition is improved when they are taught short stories in classroom

Table No (4.1) The Frequency Distribution for the Respondents' Answers of Statement No.(1)

Valid	Frequency	Percent
Strongly Agree	50	48.1%
Agree	17	16.3%
Not sure	2	1.9%
Disagree	8	7.7%
Strongly Disagree	27	26.0%
Total	104	100%

Source: The researcher from applied study, 2011
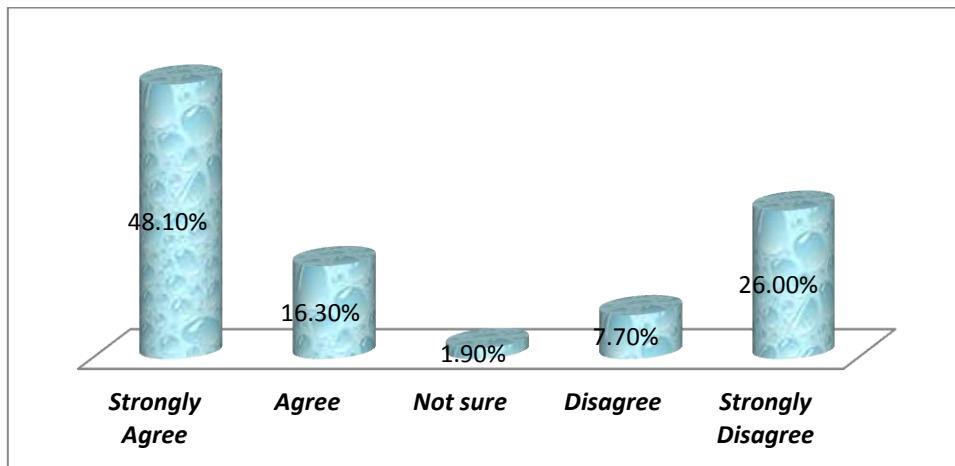
Figure No (4.1) The Frequency Distribution for the Respondents' Answers of Statement No.(1)

With reference to table (4.1) and figure (4.1) regarding the statement "Students' writing narrative composition is improved when they are taught short stories in classroom ". It's clear that participants' responses tostrongly agree is 48.1, agree turned out to be16.3%, not sure is 1.9%, disagree is 7.70%, whereas strongly disagree is only 26%.This demonstrates that students should be well- trained and developed so as to promote narrative writing .

Statement (2): Students are interesting while teaching short stories inside the classroom..

Table No (4.2) The Frequency Distribution for the Respondents' Answers of Statement No.(2)

Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	17	17.3%
Not sure	9	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	104	100%
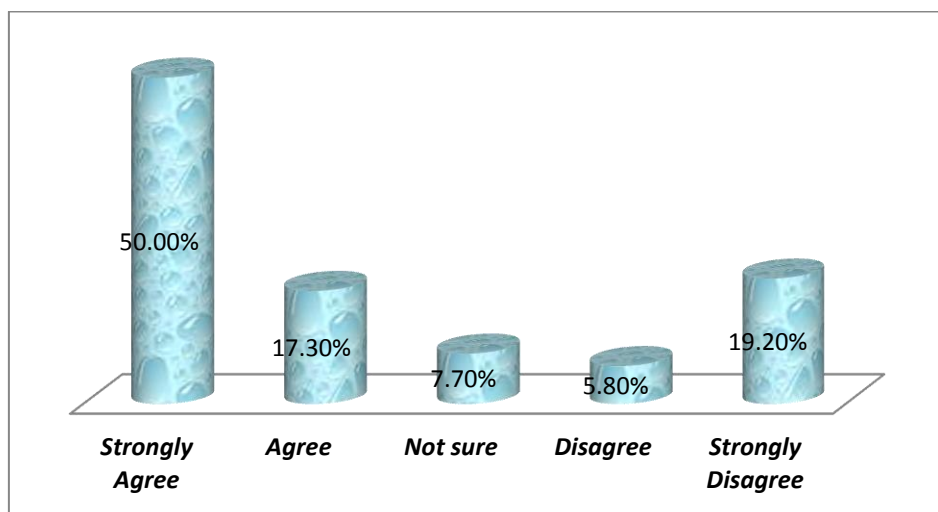
Figure No (4.2) The Frequency Distribution for the Respondents' Answers of Statement No.(2)

With reference to table (4.2) and figure (4.2) concerning the statement "Students are interesting while teaching short stories inside the classroom. ". It's seen that participants' responses tostrongly agree is 50%, agree turned out to be17.30%, not sure is 7.70%, disagree is 5.80%, whereas strongly disagree is only 19.20%.This emphasizes the proposition that, short stories should be taught inside the classroom so as to develop students writing narrative short stories.

Statement (3): Students gain more experience in how to write narrative composition when are taught   short stories inside classroom.

Table No (4.3) The Frequency Distribution for the Respondents' Answers of Statement No.(3)

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	32	30.8%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%
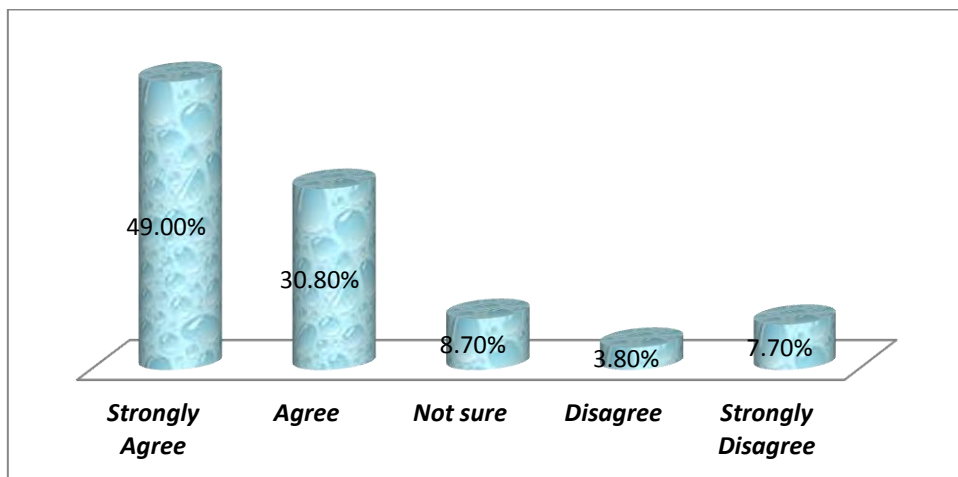
Figure No (4.3) The Frequency Distribution for the Respondents' Answers of Statement No.(3)

With regard to table (4.3) and figure (4.3) concerning the statement "Students gain more experience in how to write narrative composition when are taught   short stories inside classroom". It's observed that participants' responses tostrongly agree is 49%, agree turned out to be30.80%, not sure is 8.70%, disagree is 3.80%, while strongly disagree is only 7.70%.This justifies the idea that, students should be well- trained in using short stories to improve narrative writing composition.

Statement (4):teaching Short stories develop students understanding in writing narrative composition

Table No (4.4) The Frequency Distribution for the Respondents' Answers of Statement No.(4)

| Answer	Number	Percent
Strongly Agree	34	32.7%
Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%
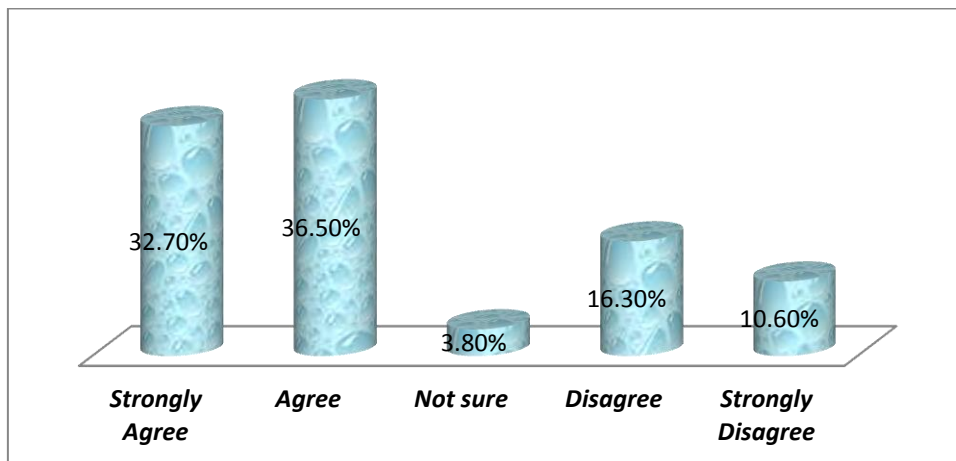
Figure No (4.4) The Frequency Distribution for the Respondents' Answers of Statement No.(4)

With regard to table (4.4) and figure (4.4) focusing on the statement "teaching Short stories develop students understanding in writing narrative composition .". It's noticed that participants' responses tostrongly agree is 32.0%, agree turned out to be36.50%, not sure is 3.80%, disagree is 16.30%, whereas strongly disagree is only 10.60%.This strengthens the view of that; short stories should develop students' graspingin writing narrative composition

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Statement (4.5):I used to teach short stories because my students like them

Table No (4.5) The Frequency Distribution for the Respondents' Answers of Statement No.(5)

| Answer	Number	Percent
Strongly Agree	33	31.7%
Agree	38	36.5%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
Total	104	100%
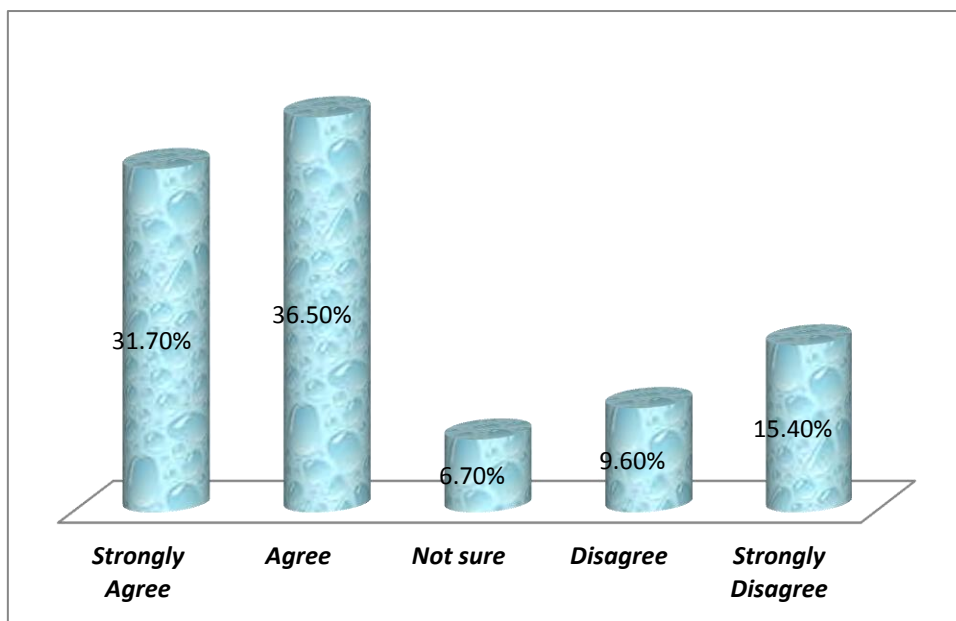
Figure No (4.5) The Frequency Distribution for the Respondents' Answers of Statement No.(5)

With reference to table (4.5) and figure (4.5) concentrating on the statement "I used to teach short stories because my students like them ". It's clear that participants' responses tostrongly agree is 31.70%, agree turned out to be36.50%, not sure is 6.70%, disagree is 9.60%, whereas strongly disagree is only 15.40%.This indicates that students should be able to short stories so as to write narrative composition.

Statement (6): Teaching short stories inside classroom increase student's vocabulary.

Table No (4.6) The Frequency Distribution for the Respondents' Answers of Statement No.(6)

| Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%
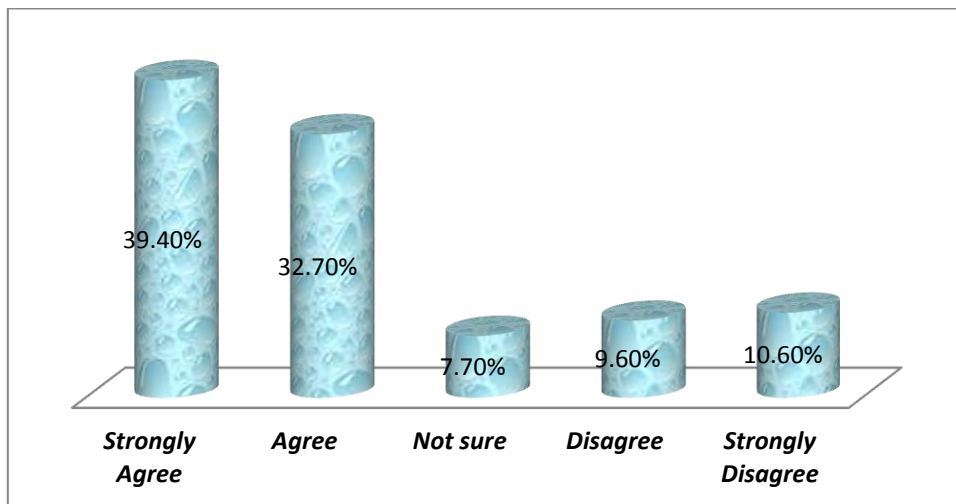
Figure No (4.6) The Frequency Distribution for the Respondents' Answers of Statement No.(6)

Concerning the table (4.6) and figure (4.6) referring to the statement "Teaching short stories inside classroom increase student's vocabulary ". It's illustrated that participants' responses tostrongly agree is 39.40%, agree turned out to be32.70%, not sure is 7.70%, disagree is 9.60%, whereas strongly disagree is only 10.60%.This demonstrates that short stories should increase students vocabulary so as to write narrative composition.

Statement (7): Developing students' narrative composition requires teaching short stories inside the classroom.

TableNo (4.7)The Frequency Distribution for the Respondents' Answers of Statement No.(7)

| Answer	Number	Percent
Strongly Agree	31	29.8%
Agree	34	32.7%
Not sure	15	14.4%
Disagree	12	11.5%
Strongly Disagree	12	11.5%
Total	104	100%
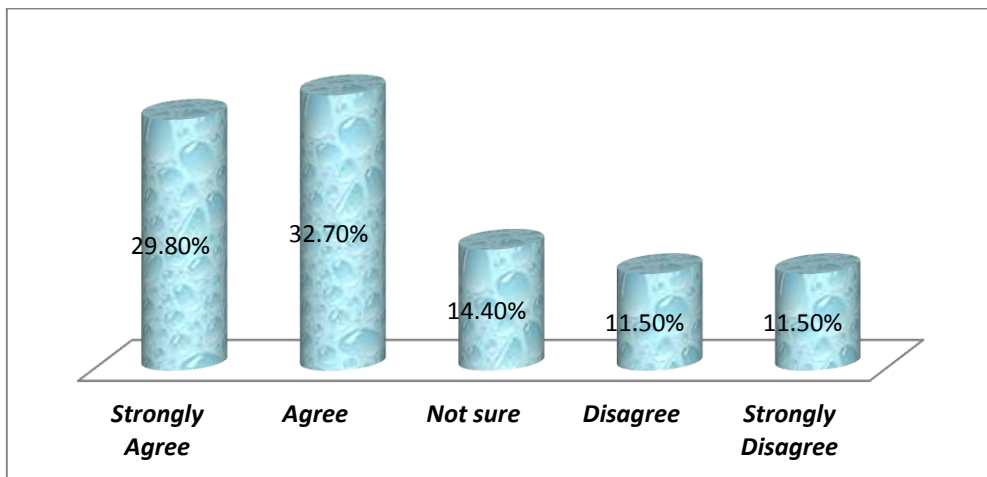
Figure No (4.7) The Frequency Distribution for the Respondents' Answers of Statement No.(7)

With regard to the table (4.7) and figure (4.7) referring to the statement "Developing students' narrative composition requires teaching short stories inside the classroom ". It's showed that participants' responses tostrongly agree is 29.80%, agree turned out to be32.70%, not sure is 14.40%, disagree is 11.50%, whereas strongly disagree is only 11.50%.This provesthat teaching short stories should improve students' narrative composition.

Statement (8): Using short stories in classrooms enables students to write good piece of narrative composition.

TableNo (4.8) The Frequency Distribution for the Respondents' Answers of Statement No.(8)

| Answer	Number	Percent
Strongly Agree	52	50%
Agree	22	21.2%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	19	18.3%
Total	104	100%

Source: The researcher from applied study, 2015
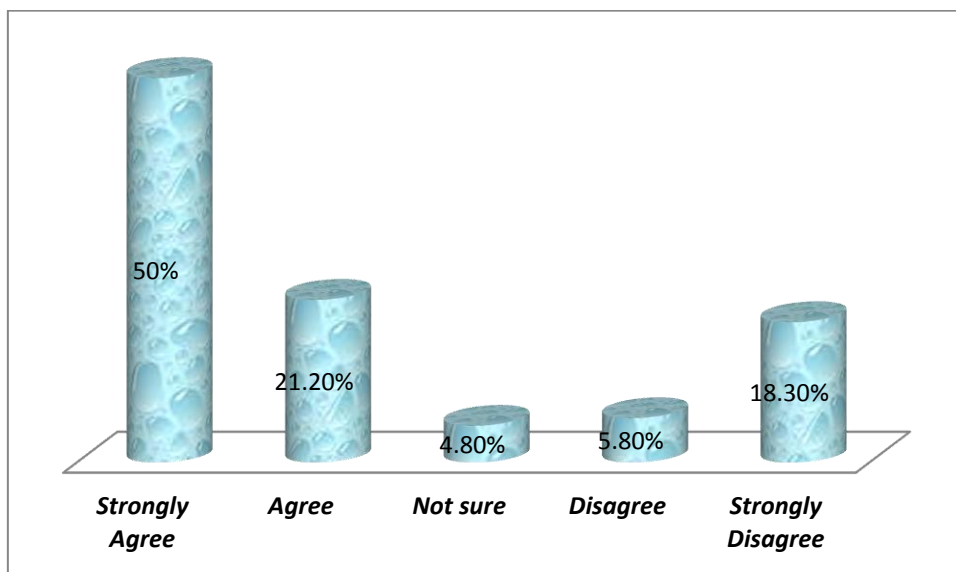
Figure No (4.8) The Frequency Distribution for the Respondents' Answers of Statement No.(8)

Regarding to the table (4.7) and figure (4.7) relating to the statement "Using short stories in classrooms enables students to write good piece of narrative composition ". It is clear that participants' responses tostrongly agree is 50%, agree turned out to be21.20%, not sure is 4.80%, disagree is 5.80%, while strongly disagree is only 18.30%.This Illustrates thatshort stories should enable students to narrative composition.

Statement (9): Students are able to write topic sentence when are taught short stories in the classroom.

Table No (4.9) The Frequency Distribution for the Respondents' Answers of Statement No.(9)

| Answer	Number	Percent
Strongly Agree	36	34.6%
Agree	33	31.7%
Not sure	10	9.6%
Disagree	15	14.4%
Strongly Disagree	10	9.6%
Total	104	100%
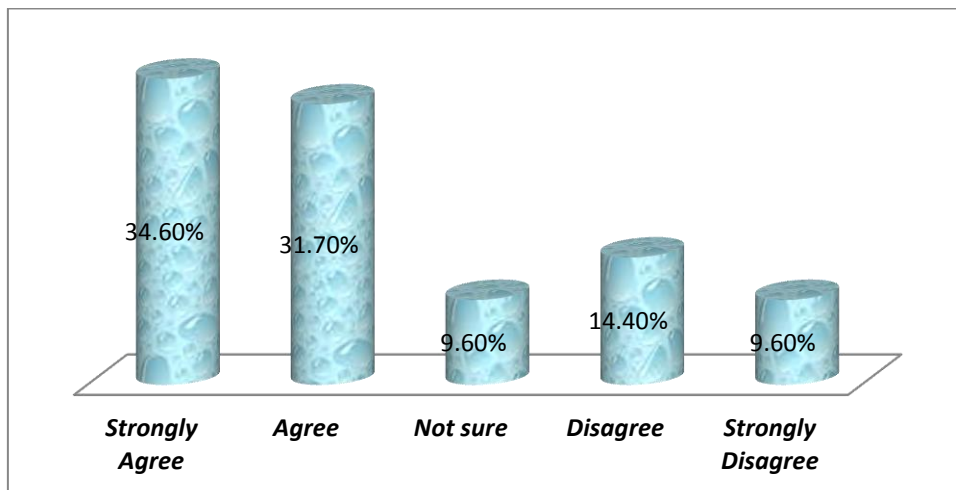
Figure No (4.9) The Frequency Distribution for the Respondents' Answers of Statement No.(9)

With regard to the table (4.9) and figure (4.9) relating to the statement "Students are able to write topic sentence when are taught short stories in the classroom.". It is obvious that participants' responses tostrongly agree is 34.60%, agree turned out to be31.70%, not sure is 9.60%, disagree is 14.40%, while strongly disagree is only 9.60%.This emphasizesthatstudents should be able to write topic sentence while teaching short stories.

Statement (10): Teaching short stories improve students' sentence structure and grammatical aspects

Table No (4.10) The Frequency Distribution for the Respondents' Answers of Statement No.(10)

| Answer	Number	Percent
Strongly Agree	29	27.9%
Agree	49	47.1%
Not sure	14	13.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
Total	104	100%
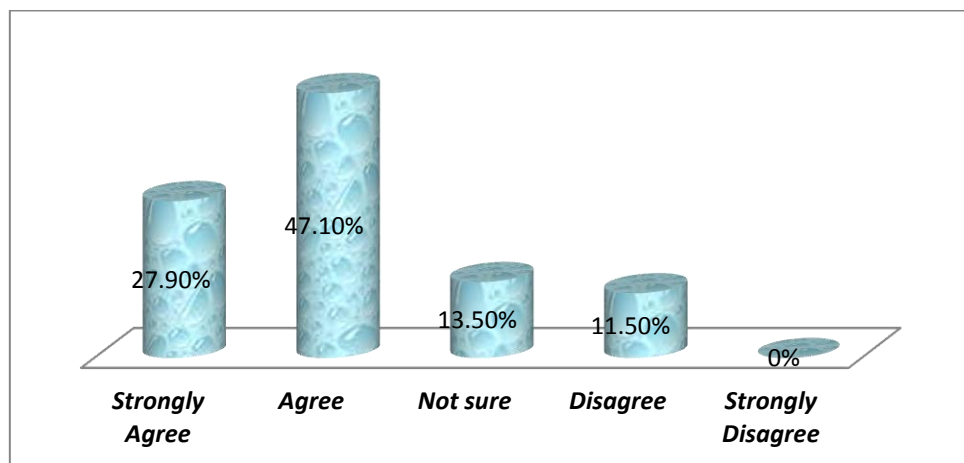
Figure No (4.10) The Frequency Distribution for the Respondents' Answers of Statement No.(10)

With reference to the table (4.10) and figure (4.10) concerning to the statement "Teaching short stories improve students' sentence structure and grammatical aspects ". It is obvious that participants' responses tostrongly agree is 27.90%, agree turned out to be47.10%, not sure is 18.50%, disagree is 11.50%, whereas strongly disagree is only 0%.This justifiesthatteaching short stories should improve students' sentence structure and grammatical aspects.

Statement (11) Teaching short stories develop students' brain storming in writing narrative composition

Table No (4.11) The Frequency Distribution for the Respondents' Answers of Statement No.(11)

| Answer	Number	Percent
Strongly Agree	56	53.8%
Agree	14	13.5%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%

Source: The researcher from applied study, 2015

Figure No (4.11) The Frequency Distribution for the Respondents' Answers of Statement No.(11)

With referring to the table (4.11) and figure (4.11) relating to the statement "Teaching short stories develop students' brain storming in writing narrative composition ". It is obvious that participants' responses tostrongly agree is 58.80%, agree turned out to be18.50%, not sure is 19.20%, disagree is 5.80%, meanwhile strongly disagree is only 7.70%.This showsthatTeaching shortstoriesshould develop students' brain storming in writing narrative composition**.**

Statement (12): Teaching short stories helps students to organize the events chronologically when they write narrative composition.

Table No (4.12)The Frequency Distribution for the Respondents' Answers of Statement No.(12)

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	40	38.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	1	1.0%
Total	104	100%

**Source: The researcher from applied study, 2015**
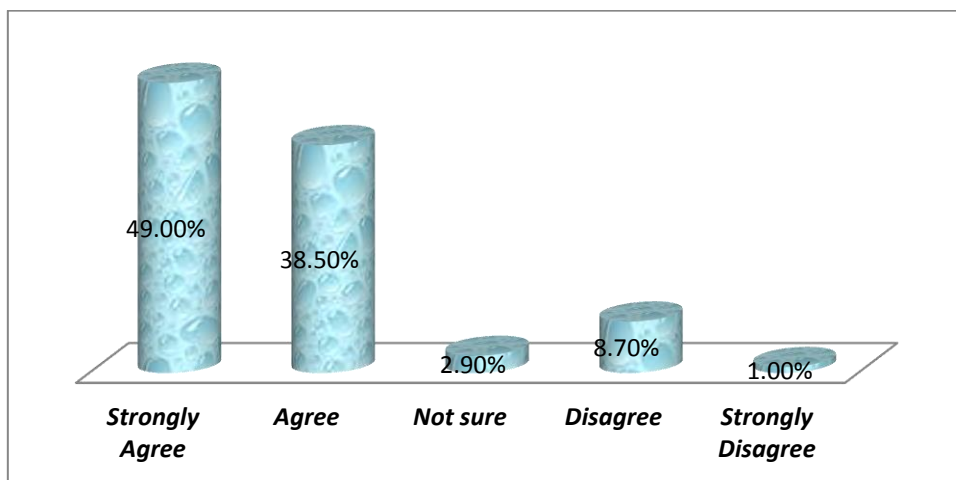
Figure No (4.12) The Frequency Distribution for the Respondents' Answers of Statement No.(12)

With referring to the table (4.12) and figure (4.12) relating to the statement "Teaching short stories helps students to organize the events chronologically when they write narrative composition". It is obvious that participants' responses tostrongly agree is 49.00%, agree turned out to be38.50%, not sure is 2.90%, disagree is 8.70%, meanwhile strongly disagree is only 1.00%.This indicatesthatteaching short stories should help students organize the events chronologically when they write narrative composition**.**

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Statement (13): Teaching Short stories help students visualize the actions of characters in writing narrative composition

Table No (4.13) The Frequency Distribution for the Respondents' Answers of Statement No.(13)

Answer	Number	Percent
Strongly Agree	53	51.0%
Agree	17	16.3%
Not sure	9	8.7%
Disagree	5	4.8%
Strongly Disagree	20	19.2%
Total	104	100%

**Source: The researcher from applied study, 2015**
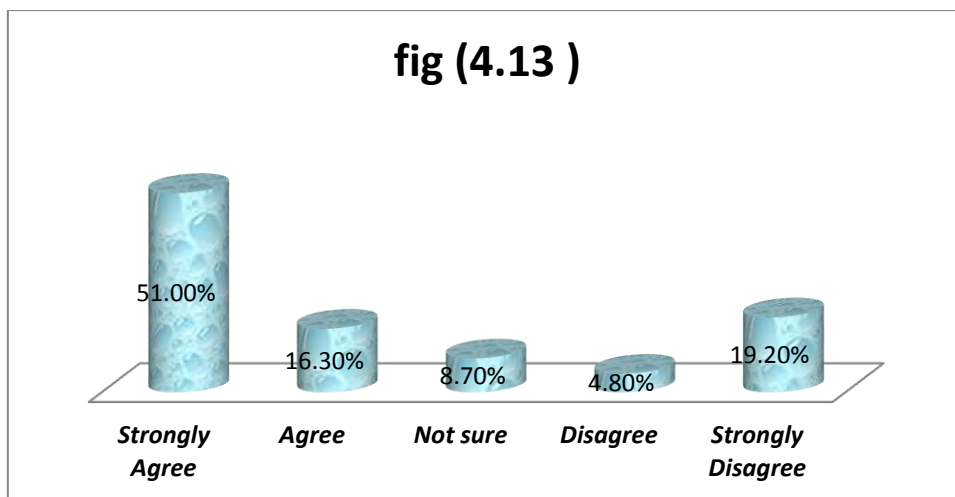
Figure No (4.13) The Frequency Distribution for the Respondents' Answers of Statement No.(13)

With regarding to the table (4.13) and figure (4.13) referring to the statement "Teaching Short stories help students visualize the actions of characters in writing narrative composition". It is obvious that participants' responses tostrongly agree is 51.00%, agree turned out to be16.30%, not sure is 8.70%, disagree is 4.80%, meanwhile strongly disagree is only 19.20%.This Illustrates thatteaching Short stories should help students visualize the actions of characters in writing narrative composition**.**

Statement (14): Teaching Short stories improve students critical thinking in writing narrative composition.

Table No (4.14)The Frequency Distribution for the Respondents' Answers of Statement No.(14)

Answer	Number	Percent
Strongly Agree	4	3.8%
Agree	59	56.7%
Not sure	19	18.3%
Disagree	14	13.5%
Strongly Disagree	8	7.7%
Total	104	100%

Source: The researcher from applied study, 2015
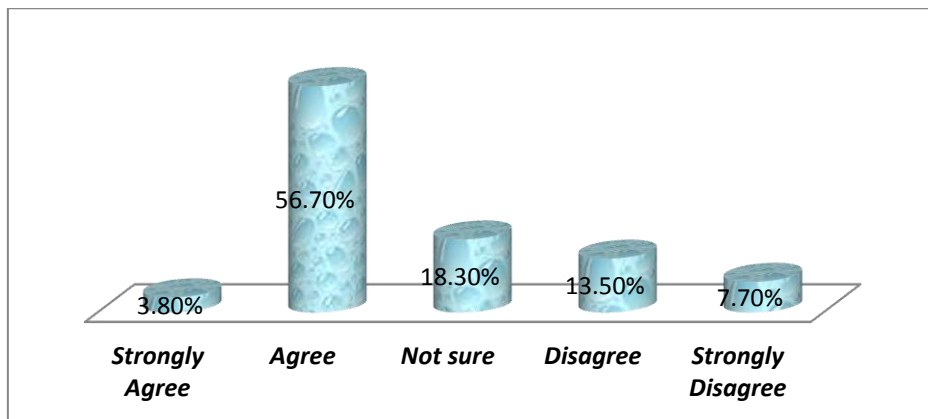
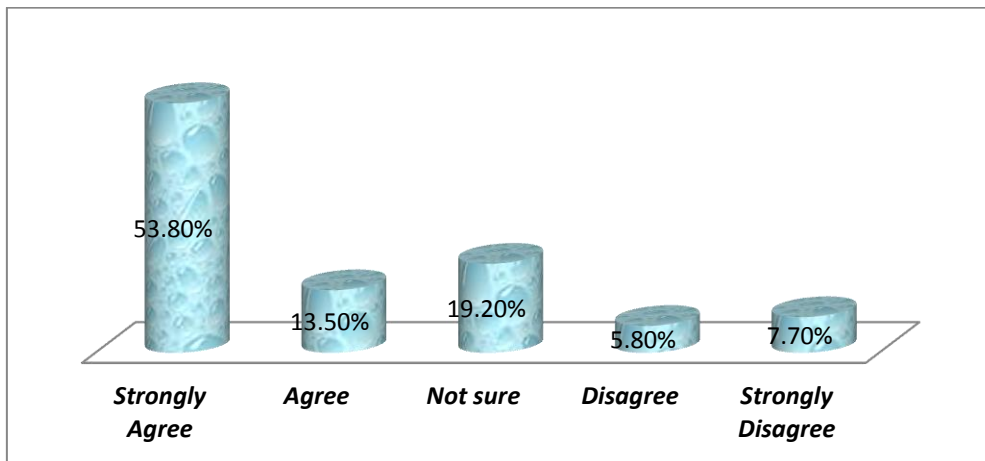**Figure (4.14) The Frequency Distribution for the Respondents' Answers of Statement No.(14)**With regarding to the table (4.14) and figure (4.14) referring to the statement "Teaching Short stories improve students critical thinking in writing narrative composition". It is illustrated that participants' responses tostrongly agree is 3.80%, agree turned out to be56.70%, not sure is 18.30%, disagree is 4.80%, meanwhile strongly disagree is only 19.20%.This Illustrates thatteaching Short stories should improve students critical thinking in writing narrative composition**.**

Statement (15): Teaching short stories improve students discourse competence in writing narrative composition

.**Table No (4.15) The Frequency Distribution for the Respondents' Answers of Statement No.(15)**

| Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	32	30.8%
Not sure	6	5.8%
Disagree	9	8.7%
Strongly Disagree	18	17.3%
Total	104	100%

Source: The researcher from applied study, 2015
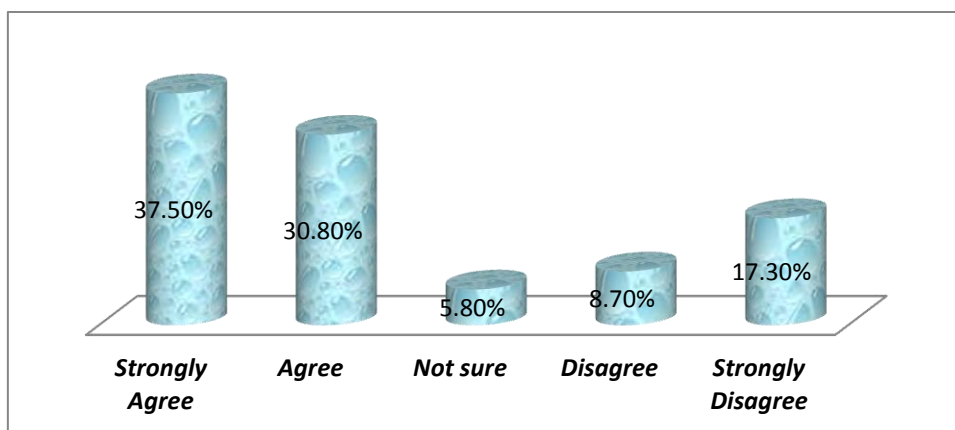
Table No (4.15)The Frequency Distribution for the Respondents' Answers of Statement No.(15)

According to the table (4.15) and figure (4.15) referring to the statement " Teaching short stories improve students discourse competence in writing narrative composition ". It is noticed that participants' responses tostrongly agree is 37.50%, agree turned out to be31.80%, not sure is 5.80%, disagree is 8.70%, meanwhile strongly disagree is only 17.30%.This showsthatTeaching short stories should improve students discourse competence in writing narrative composition**.**

4.3 Test of the Hypotheses of the Study:

To answer the study questions and check its hypotheses, the mean and standard deviation is computed for each question from the questionnaire that shows the opinions of the study respondents about the problems .To do that, we will give five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer" not sure", two degrees with each answer "disagree", and one degree for each answer with " strongly disagree ". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the non-parametric chi-square test is used to know if there are statistical differences amongst the respondents' answers about hypotheses questions.

Table No. (4.16) *Chi –square test for hypothesis NO (1) :*

Hypothesis:Teaching short stories significantly help in improving students' writing narrative composition.

No	Statement	mean	SD	Chi square	p-value
1	Students' writing narrative composition is improved when they are taught short stories in classroom.	2.7	4.1	22	0.000
2	Students are interesting while teaching short stories inside the classroom.	2.6	0.5	19	0.000
3	Students gain more experience in how to write narrative composition when are taught short stories inside classroom.	2.5	.90	31	0.000
4	teaching short stories develop students understanding in writing narrative composition	2.9	1.6	22	0.000
5	I used to teach short stories because my students like them	2.6	.70	36	0.000

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students' writing narrative composition is improved when they are taught short stories in classroom.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students are interesting while teaching short stories inside the classroom..

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students gain more experience in how to write narrative composition when are taught short stories inside classroom. "

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant

value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "teaching short stories develop students understanding in writing narrative composition. "

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "I used to teach short stories because my students like them.

According to the previous results hypothesis is accepted.

Table (4.17) Chi –square test for hypothesis NO (2):

Hypothesis:Teaching short stories positively affect on developing students' writing narrative composition.

No	Statement	mean	SD	Chi square	p-value
1	Teaching short stories inside classroom increase student's vocabulary.	2.8	2.1	27	0.000
2	Developing students' narrative composition requires teaching short stories inside the classroom.	2.7	1.5	29	0.000
3	Using short stories in classrooms enables students to write good piece of narrative composition.	2.6	.50	34	0.000
4	Students are able to write topic sentences when are taught short stories in the classroom.	2.4	1.6	27	0.000
5	Teaching short stories improve students' sentence structure and grammatical aspects	2.9	2.7	23	0.000

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized

mean (2.3) which support the respondents who agreed with the statement "Teaching short stories inside classroom increase student's vocabulary."

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Developing students' narrative composition requires teaching short stories inside the classroom.".

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Using short stories in classrooms enables students to write good piece of narrative composition."

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students are able to write topic sentences when are taught short stories in the classroom."

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Teaching short stories improve students' sentence structure and According to the previous results the hypothesis is accepted

Table (4.18) Chi –square test for hypothesis NO (3):

Hypothesis: Teaching short stories potentially enhances students' abilities in writing narrative composition..

No	Statement	mean	SD	Chi square	p-value
1	Teaching short stories develop students' brain storming in writing narrative composition.	2.8	3.4	25	0.000
2	Teaching short stories helps students to organize the events chronologically when they write narrative composition	2.5	1.5	19	0.000
3	Teaching short stories helps students to organize the events chronologically when they write narrative composition	2.4	.90	31	0.000
4	Teaching Short stories help students visualize the actions of characters in writing narrative composition	2.9	1.6	25	0.000
5	Teaching Short stories improve students critical thinking in writing narrative composition.	2.6	.70	36	0.000

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically

significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Teaching short stories develop students' brain storming in writing narrative composition."

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Teaching short stories helps students to organize the events chronologically when they write narrative composition ."

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "EFL student are un able to comprehend idiomatic expression in relation to the context in which they use.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater than the hypothesized

mean (2.3) which support the respondents who agreed with the statement "Teaching Short stories help students visualize the actions of characters in writing narrative composition."

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Teaching Short stories improve students critical thinking in writing narrative composition."

4.4.5The Analysis of Pre-post test

Before the treatment , a pretest(PET)was given to the participants in order to guarantee their homogeneity and determine their ability and knowledge .The test which consisted of 4 questions separate was administrated to both groups . The individual scores on the proficiency test (50) scores for experimental group and (50)scores for control group .The following is an analytical interpretation and discussion of the finding regarding different points related to the objectives and hypotheses of the study.

The following tables and figures will support the discussion and analysis.

Table (4.19) Illustrates the frequency and percentage for Experimental group of question one (Beginning)

Valid	pre		Post	
	Frequencies	Percentage %	Frequencies	Percentage %
True	34	68.0%	46	92.0%
False	16	32.0%	4	8.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package
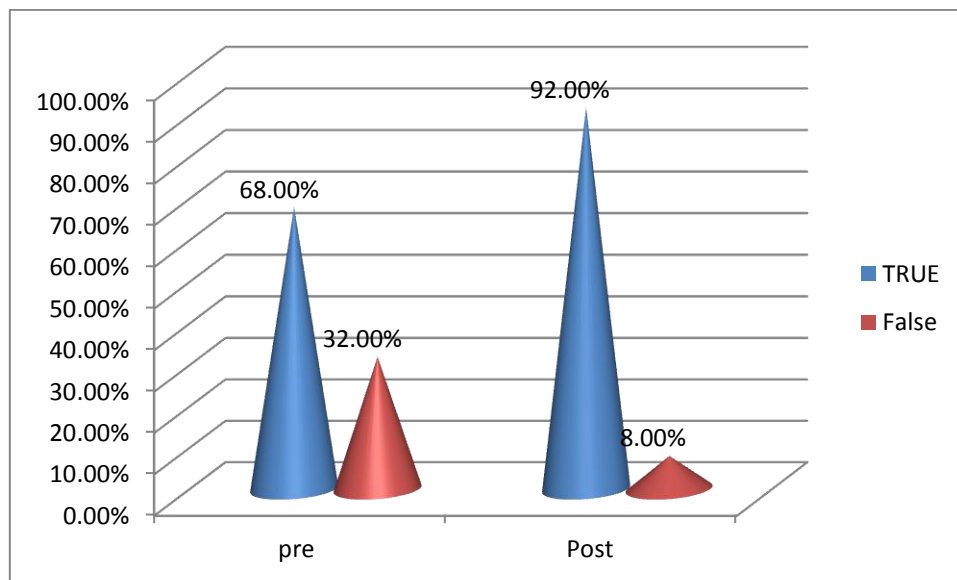
Source: excel 2016

Figure (4.16) Illustrates the frequency and percentage for Experimental group of question one (Beginning)

According to table (4.19) and Figure (4.16), show that the performance of the experimental group of question one (beginning) in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.20) T-Test result showing group means of the experimental group for the pre-posttest to the beginning

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Pre	3.00	0.904	-4.249	49	0.00	significant
Post	3.78	0.932				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (-4.249) with signify value (0.000) which is lower than the level of significant value (0.05%).This refers to the existence of statistical significant differences among the respondents for the posttest.

Table (4.21) Illustrates the frequency and percentage for Experimental group of question two (Climax)

Valid	pre		Post	
	Frequencies	**Percentage %**	**Frequencies**	**Percentage %**
True	35	70.0%	48	96.0%
False	15	30.0%	2	4.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package
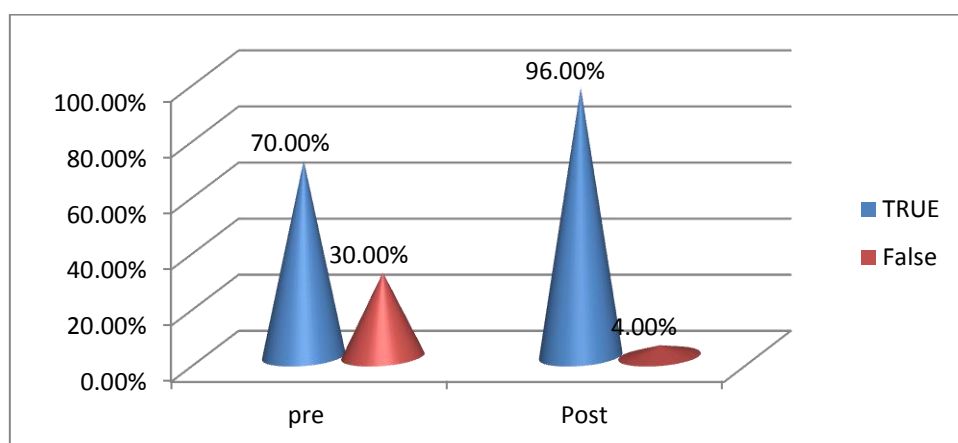
Source: excel 2016

Figure (4.17) Illustrates the frequency and percentage for Experimental group of question two (Climax)

According to table (4.21) and Figure (4.17),show that the performance of the experimental group of question two (climax) in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.22) t-test result showing group means of the experimental group for the pre-posttest to the (climax)

| Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Pre	2.98	0.937	-5.657	49	0.00	significant
Post	3.86	0.808				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (-5.657) with signify value (0.000) which is lower than the level of significant value (0.05%).This refers to the existence of statistical significant differences among the respondents for the posttest.

Table (4.23) Illustrates the frequency and percentage for Experimental group of question three (Ending)

Valid	pre		Post	
	Frequencies	Percentage %	Frequencies	Percentage %
True	31	62.0%	47	94.0%
False	19	38.0%	3	6.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package
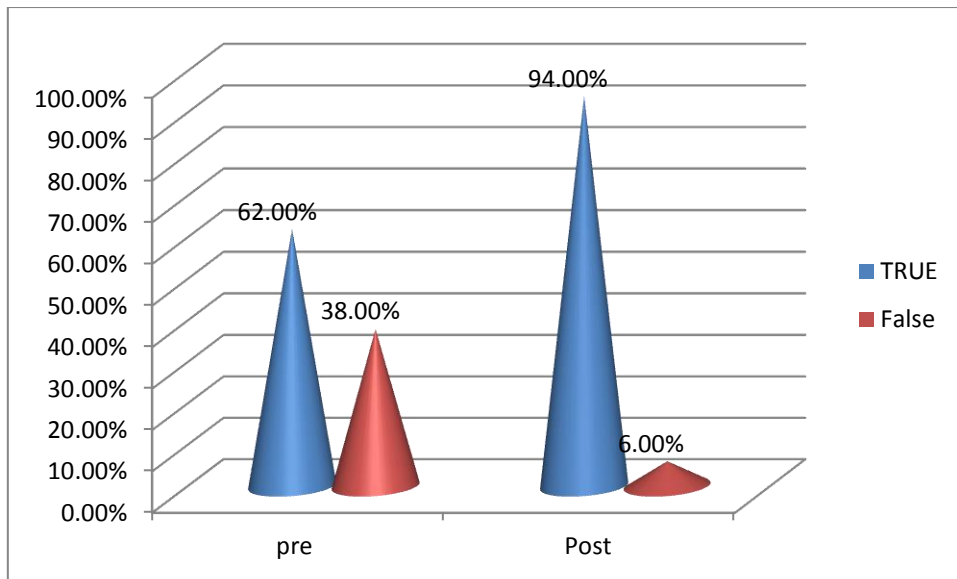
Figure (4.18)Illustrates the frequency and percentage for Experimental group of question three (Ending)

With the reference to table (4.23) and Figure (4.18),show that the performance of the experimental group of question three (Ending) in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.24) t-test result showing group means of the experimental group for the pre-post to the (Ending)

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Pre	2.80	0.926	-5.016	49	0.00	significant
Post	3.66	0.717				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (-5.016) with signify value (0.000) which is lower than the level of significant value (0.05%).This refers to

the existence of statistical significant differences among the respondents for the posttest.

Table (4.25) Illustrates the frequency and percentage for Experimental group of the (Total degree)

Valid	pre		Post	
	Frequencies	**Percentage %**	**Frequencies**	**Percentage %**
True	50	100.0%	50	100.0%
False	0	0.0%	0	0.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package
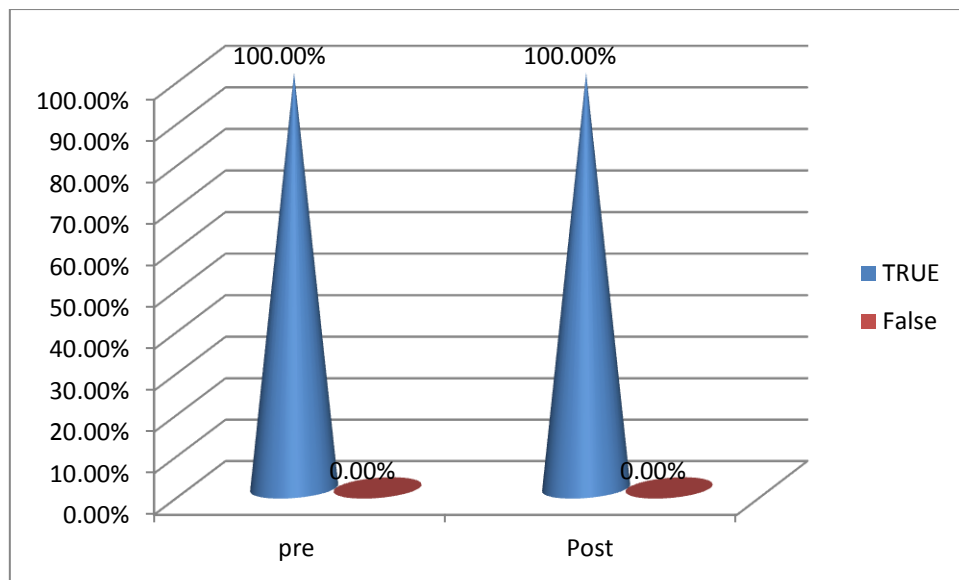
Source: excel 2016

Figure (4.19) Illustrates the frequency and percentage for Experimental group of the (Total degree)

With the reference to table (4.25) and Figure (4.19),show that the performance of the experimental group of question three (Ending) in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.26**) t-test result showing group means of the** experimental group for the pre-post to the total

| Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Pre	8.78	2.179	-6.482	49	0.00	significant
Post	11.36	2.038				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (-6.482) with signify value (0.000) which is lower than the level of significant value (0.05%). This refers to the existence of statistical significant differences among the respondents for the posttest.

Table (4.27**) Illustrates the frequency and percentage for pre-test of question one (Beginning)**

Valid	Experimental		Control	
	Frequencies	**Percentage %**	**Frequencies**	**Percentage %**
True	34	%68.0	32	64.0%
False	16	%32.0	18	36.0%
Total	50	0%100.	50	100.0%

Source: IPM SPSS 24 package
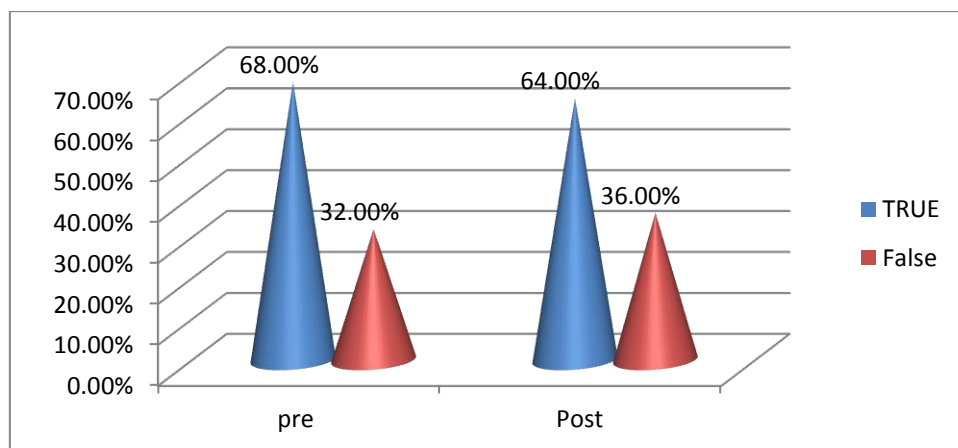
Source: excel 2016

Figure (4.20) Illustrates the frequency and percentage for Experimental group of the (Total degree)

With the reference to table (4.27) and Figure (4.20),show that the performance of the experimental group of question two (Beginning) in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.28) t-test result showing group means of the pre-test group for the experimental and control

| Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Experimental	3.00	0.904	0.961	49	0.34	significant
Control	2.86	0.756				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (0.961) with signify value (0.34) which is lower than the level of significant value (0.05%).There are no statisticalsignificant differences among the respondents.

Table (2.29) Illustrates the frequency and percentage for pre-test of question two (Climax)

Valid	Experimental		Control	
	Frequencies	Percentage %	Frequencies	Percentage %
True	35	70.0%	31	62.0%
False	15	30.0%	19	38.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package
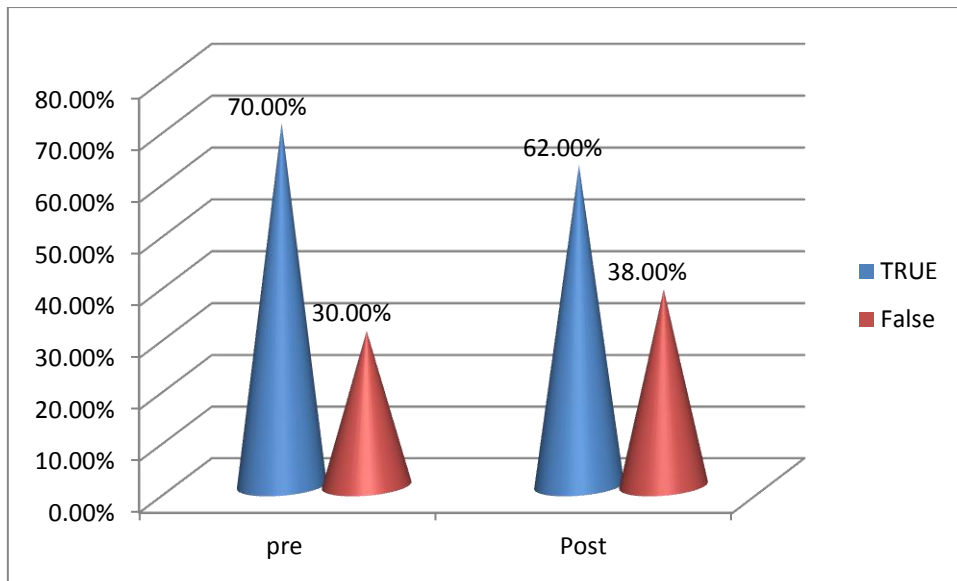
Source: excel 2016

Figure (2.21) Illustrates the frequency and percentage for pre-test of question two (Climax)

With the reference to table (4.30) and Figure (4.21),show that the performance of the experimental group of question two (Climax) in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.30) t-test result showing group means of the pre-test group for the experimental and control

| Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Experimental	2.98	0.937	1.885	49	0.06	significant
Control	2.70	0.614				

Source: IPM SPSS 24 package

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The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (1.885) with signify value (0.06) which is more than the level of significant value (0.05%).There are no statisticalsignificant differences among the respondents.

Table (4.31) Illustrates the frequency and percentage for pre-test of question three (Ending)

Valid	Experimental		Control	
	Frequencies	**Percentage %**	**Frequencies**	**Percentage %**
True	32	64.0%	33	66.0%
False	18	36.0%	17	34.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package
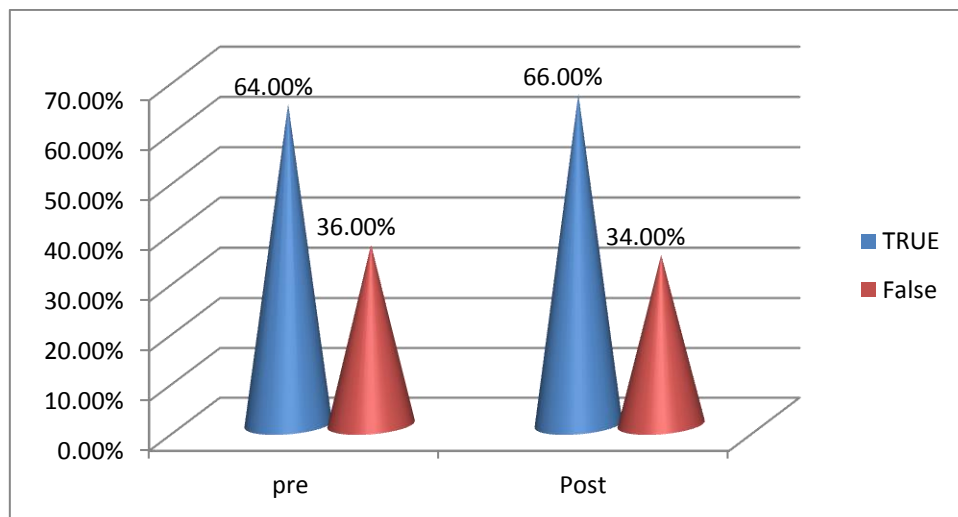
Source: excel 2016

Figure (2.22) Illustrates the frequency and percentage for pre-test of question two (Climax)

With the reference to table (4.32) and Figure (4.22),show that the performance of the experimental group of question three (Ending) in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.32) t-test result showing group means of the pre-test group for the experimental and control

| Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Experimental	2.80	0.926	0.828	49	0.41	significant
Control	2.66	0.688				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (0.808) with signify value (0.41) which is lower than the level of significant value (0.05%).There are no statisticalsignificant differences among the respondents.

Table (4.33) Illustrates the frequency and percentage for pre-test of question (Total degree)

Valid	Experimental		Control	
	Frequencies	Percentage %	Frequencies	Percentage %
True	49	98.0%	50	100.0%
False	1	2.0%	0	0.0%
Total	50	100.0	50	100.0%

Source: IPM SPSS 24 package
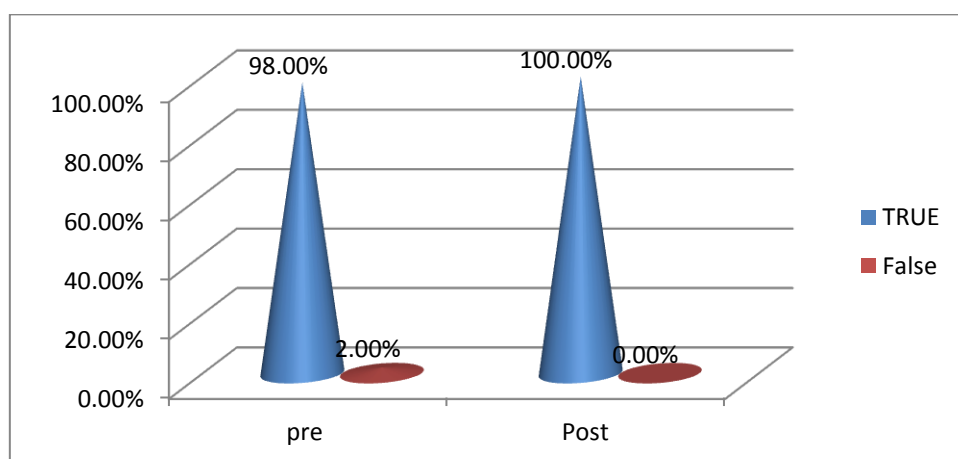
Source: excel 2016

Figure (4.23) Illustrates the frequency and percentage for pre-test of question (Total degree)

With the reference to table (4.34) and Figure (4.23),show that the performance of the experimental group in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.34) t-test result showing group means of the pre-test group for the experimental and control

| Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Experimental	8.78	2.179	1.605	49	0.11	significant
Control	8.22	1.447				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (1.605) with signify value (0.000) which is lower than the level of significant value (0.05%). There are no statisticalsignificant differences among the respondents.

Table (4.35) Illustrates the frequency and percentage for post-test of question one (Beginning)

Valid	Experimental		Control	
	Frequencies	**Percentage %**	**Frequencies**	**Percentage %**
True	46	92.0%	31	62.0%
False	4	8.0%	19	38.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package

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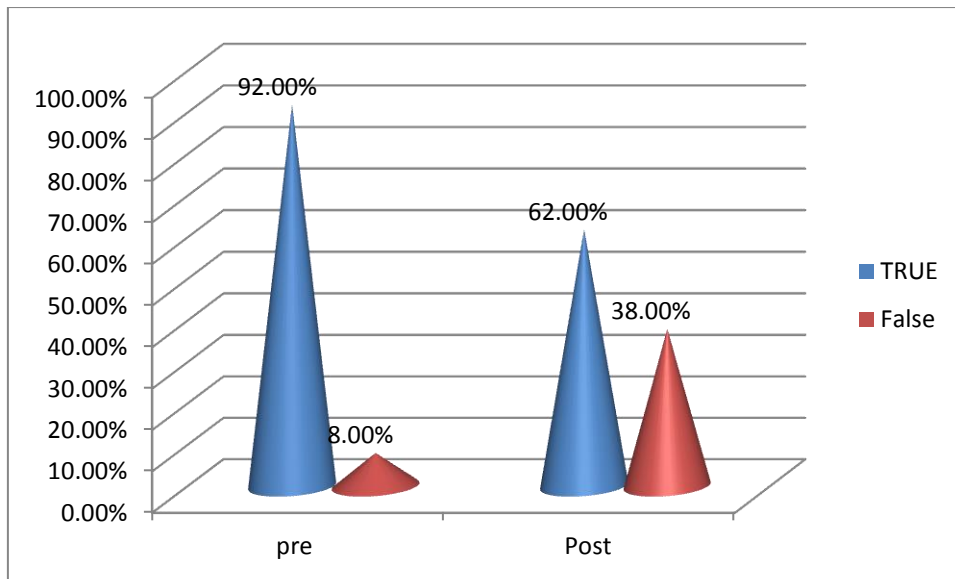
Source: excel 2016

Figure (4.24) Illustrates the frequency and percentage for post-test of question one (Beginning)

With the reference to table (4.36) and Figure (4.24),show that the performance of the experimental group of question one (Beginning) in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.36) t-test result showing group means of the post-test to the experimental and control group

| Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Experimental	3.78	0.932	6.112	49	0.00	significant
Control	2.80	0.728				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (6.112) with signify value (0.000) which is lower than the level of significant value (0.05%). This refers to the existence of statistical differences for the Experimental.

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Table (4.37) Illustrates the frequency and percentage for post-test of question two (Climax)

Valid	Experimental		Control	
	Frequencies	**Percentage %**	**Frequencies**	**Percentage %**
True	48	96.0%	31	62.0%
False	2	4.0%	19	38.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package
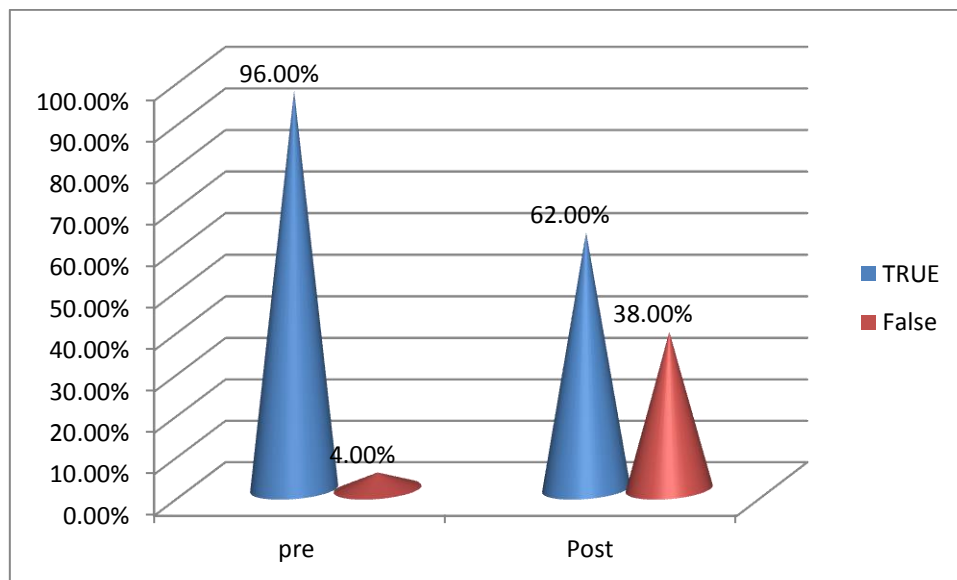
Source: excel 2016

Figure (4.25) Illustrates the frequency and percentage for post-test of question two (Climax)

With the reference to table (4.38) and Figure (4.25),show that the performance of the experimental group of question two (Climax) in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.38) t-test result showing group means of the post-test group to the experimental and control group

| Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Experimental	3.86	0.808	8.954	49	0.00	significant
Control	2.66	0.557				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (8.954) with signify value (0.000) which is lower than the level of significant value (0.05%) . This refers to the existence of statistical significant differences for the Experimental.

Table (4.39) Illustrates the frequency and percentage for post-test of question three (Ending)

Valid	Experimental		Control	
	Frequencies	Percentage %	Frequencies	Percentage %
True	47	94.0%	34	68.0%
False	3	6.0%	16	32.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package
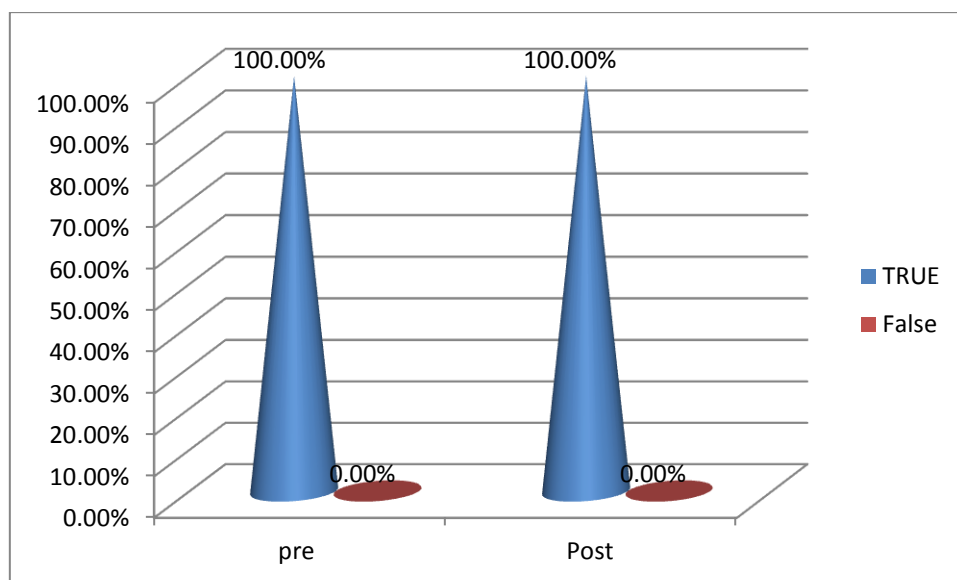
Source: excel 2016

Figure (4.26) Illustrates the frequency and percentage for post-test of question three (Ending)

With the reference to table (4.40) and Figure (4.26),show that the performance of the experimental group of question three (Ending) in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.40) t-test result showing group means of the post-test group to the experimental and control group

| Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Experimental	3.66	0.717	4.256	49	0.00	significant
Control	2.80	1.125				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (4.256) with signify value (0.000) which is lower than the level of significant value (0.05%) These refer to the existence of statistical significant differences for the Experimental.

Table (4.41) Illustrates the frequency and percentage for post-test of question (Total degree)

Valid	Experimental		Control	
	Frequencies	Percentage %	Frequencies	Percentage %
True	50	100.0%	50	100.0%
False	0	0.0%	0	0.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package
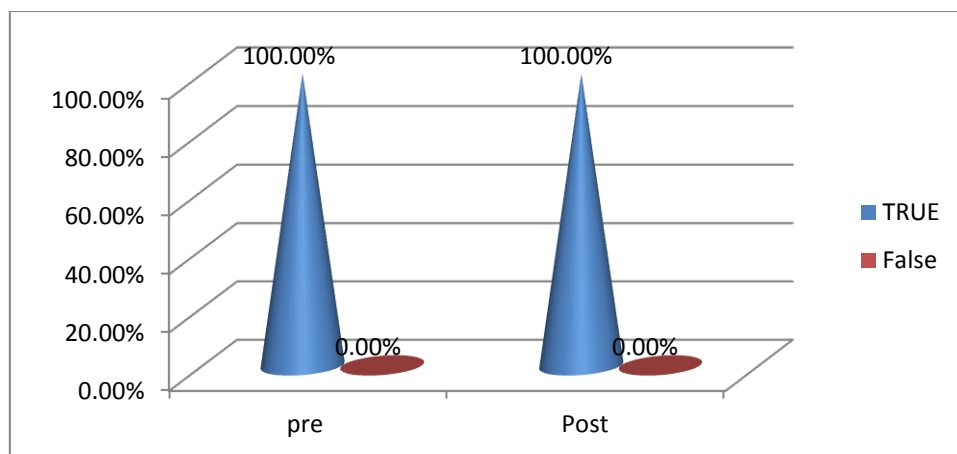
Source: excel 2016

Figure (4.27) Illustrates the frequency and percentage for post-test of question (Total degree)

With the reference to table (4.41) and Figure (4.27),show that the performance of the experimental group in pre-test was better than the experimental group in posttest. There are statistical significant differences among the respondents as represented in their mean values after the treatment. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.42) t-test result showing group means of the post-test group to the experimental and control group

| Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Experimental	11.36	2.038	9.432	49	0.00	significant
Control	8.16	1.376				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (9.432) with signify value (0.000) which is lower than the level of significant value (0.05%).This refers to the existence of statistical significant differences for the Experimental.

CHAPTER FIVE
MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction

This chapter presents the answers to research questions, including the discussion of main findings. Moreover, brief recommendation and suggestions for further studies were given at the end of the chapter. To fulfill the purpose of the study, the researcher applied two tools, namely, test (pre and posttests) and a questionnaire.

5.1 Main Findings

The results of this study investigate the effectiveness of teaching short stories onpromoting students' writing narrative composition. The researcher has summarized following findings:

1-Students' writing narrative composition is improved when they are taught short stories in classroom.

2- Students gain more experience in how to write narrative composition when are taught   short stories inside classroom.

3-Teaching short stories develop students understanding in writing narrative composition.

4-Developing students' narrative composition requires teaching short stories inside the classroom

5- Using short stories in classrooms enables students to write good piece of narrative composition.

6.Teaching short stories develop students' brain storming in writing narrative composition.

7- Teaching short stories helps students to organize the events chronologically when they write narrative composition.

5.2 Conclusion

This study deals with the analysis and evaluation the effectiveness of teaching short stories onpromotingstudents' writing narrative composition in five chapters.

In chapter one, the researcher has introduced a brief background of the study, statement of the research problems, significance of the study, objectives of the study, questions of the study, hypotheses of the study, method, population and sampling, instrument of data collection, limitations as well as tools.

Chapter two introduces the theoretical framework related to teaching short stories with regard to reading-writing skills and concluding with previous studies.

Chapter three presents the research methodology two instruments of data collection have been used (pretest, posttest for students and questionnaire for EFL teachers.

In chapter four the results of the tests and the questionnaire have been analyzed statistically by using SPSS program. Then each of two questions and hypotheses have been discussed and answered respectively according to the results. Consequently, significant findings that show the positive impact of teaching short stories onpromoting writing narrative composition.

Finally, in chapter five, the research summary, main findings, recommendations and suggestions for further studies have been clarified. The study has added some insights to English language learners as well as their teachers particularly in the field of education that relevant to teaching short stories.

5.3 Recommendations

Considering the above-stated findings and results, the researcher recommends the following:

1-EFL   teacher should raise students' awareness about writing narrative composition.

2- Teaching Short stories should help students visualize the actions of characters in writing narrative composition.

3- Teaching short stories should improve students' critical thinking in writing narrative composition.

4- Teaching short stories should improve students' sentence structure and grammatical aspects.

5.4 Suggestions for Further Studies

The present study presents the following suggestions for further researches:

1- Investigating the impact of watching visual short stories on enhancing students' aural and oral skills.

2- Applying modern aids and equipment to teach and practice English narrative writing.

3- Exploring students' perspectives towards using short stories on enhancingessaywriting.

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APPENDICES

Appendix (A)
Teachers' Questionnaire

This questionnaire serves as data collection tool for a research work that aims to investigate **"The Effectiveness of Teaching English Short Stories on Promoting Students' Writing Narrative Composition."** I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below.

Please tick (√) in front of your choice. Your assistance is highly appreciated.

NO	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Students' writing narrative composition is improved when they are taught short stories in classroom.					
2	Students are interesting while teaching short stories inside the classroom.					
3	Students gain more experience in how to write narrative composition when are taught short stories inside classroom.					
4	teaching short stories develop students understanding in writing narrative composition					
5	I used to teach short stories because my students like them					
6	Teaching short stories inside classroom increase student's vocabulary.					
7	Developing students' narrative composition requires teaching short stories inside the classroom.					
8	Using short stories in classrooms enables students to write good piece of narrative composition.					

9	Students are able to write topic sentences when are taught short stories in the classroom.					
10	Teaching short stories improve students' sentence structure and grammatical aspects					
11	Teaching short stories develop students' brain storming in writing narrative composition.					
12	Teaching short stories helps students to organize the events chronologically when they write narrative composition					
13	Teaching short stories helps students to organize the events chronologically when they write narrative composition					
14	Teaching Short stories help students visualize the actions of characters in writing narrative composition					
15	Teaching Short stories improve students critical thinking in writing narrative composition.					

Appendix (B)

Appendix (A): students' Test

In teaching short stories on promoting student's writing narrative composition

Al sheikh Mustafa Alamin Secondary School For girls –Khartoum

Second class (2017-2018)

Pre test

Group A, B

Time Allowed: one hour   **Name:**

Result:

In not more than (150) words write

1-write a composition about a journey that you had last year and suddenly you faced dangerous animal using the following questions

1-Where did you go? (Jungle near Damazine)

2-Who did you go with? (Friends, family)

3-How did you camp? (set up tent, light fire, prepare food, play, dance sing)

4-What did you hear suddenly? (loud voice)

5-How did you feel? (afraid, a dangerous animal)

6-which an animal did you see? (lion, wolf, tiger)

7-What happened when you saw it? (ran to tents)

8-What did the leader do? (gun, shoot)

9-Did he kill the animal? (no, ran a way)

10-How did you finish the journey? (Collected things, went home)

Best wishes

Wafa Ahmed