

## Investigating Teachers' Attitudes Towards Teaching Short Stories to Promote Narrative Writing "

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### Abstract

This study aims at " Investigating Teachers' Attitudes Towards Teaching Short Stories in Promoting Narrative Writing ". The population of the study is "20" teachers from Karrari Locality. The researcher uses the descriptive analytical method For data collection, a questionnaire is completed by teachers and data is analyzed by using Statistical Package for Social Science (SPSS). **The findings** revealed that , the teachers have positive attitudes towards teaching short stories in promoting narrative writing .The study **recommended** that short stories should be taught and tested to improve narrative writing at secondary schools. Moreover, teachers should be well-trained and be given enough time to practice narrative writing skill with their students when using short stories.

**Key Words:** 1- Teaching Literature 2- Narration composition Writing 3-Story-telling-.  
4- Language Teaching 5-Writing Skill

### المستخلص

تهدف هذه الدراسة لتقصي آراء معلمي اللغة الإنجليزية نحو تدريس القصص القصيرة لترقية الكتابة القصصية . تكونت عينة الدراسة من (20) معلما من محلبة كرري، أختار الباحث المنهج الوصفي التحليلي لجمع البيانات عن طريق الإستبانة بواسطة المعلمين تم تحليل البيانات بواسطة الحزم الإحصائية للعلوم الإجتماعية . **أظهرت النتائج** أن معظم معلمي اللغة الإنجليزية لهم آراء إيجابية نحو تدريس القصص القصيرة لترقية الكتابة القصصية في المرحلة الثانوية . **توصي الدراسة بالآتي** - ينبغي تدريس و اختبار القصص القصيرة في المرحلة الثانوية لتطوير الكتابة القصصية.وكما. ينبغي تدريب المعلمين تدريبا جيدا وإعطاءهم وقت كافي لممارسة الكتابة القصصية. عند استخدام القصص القصيرة .

### كلمات مفتاحية:

1-تدريس الأدب الإنجليزي 2- تدريس الكتابة القصصية 3- القصص القصيرة 4-تدريس اللغة 5-مهارة الكتابة

## 1.0 Introduction

Narrative writing is an important skill in teaching English language , it should be given primary attention in an educational process. In this case, it is very necessary for English teachers to develop their teaching narrative writing skill in such away by helping their students improve their writing skill in general and narrative writing skill in particular. Here, The teachers are demanded to find an appropriate technique which is capable to meet their students' needs to improve their narrative writing skill . The teachers are recommended to use the teaching methods in which the students can use the language skills in narrative writing effectively .The teachers must be facilitators, the role of being facilitators are guiding and assisting the students to take part in narrative writing skill .There are many different techniques that can be used by teachers to help the students in organizing the ideas and lessen their difficulties in narrative writing skill .Teaching narrative writing skill can be facilitated by teaching short stories .Short stories are very important in teaching narrative writing .They help the teachers as a means of communication to convey the message more concretely and also motivate them in teaching English Language. The use of short stories by teachers in the classroom can guide their students' activities in an interest ing way. Also, Short stories provide information and enjoyment which can increase the interest and motivation of their students to write narrative skill more effectively.

### 1.1 Statement of the problem

The problem which the present study attempts to investigate teachers' attitudes towards teaching shorts stories in promoting narrative writing at secondary schools ( In Karrari Locality). English writing skill plays an influential role compared to other skills, so more attention should be paid from teachers to English language skills at secondary schools in general and specifically in narrative writing. Teachers should encourage and motivate their students at secondary schools towards narrative writing skill, because most of them are poor in performance in this skill and they are not widely exposed to use short stories in narrative writing skill.

### 1.2 Significance of the study

This study will be of the greatest significance in terms of investigating teachers' attitudes towards using short stories in promoting narrative writing skill. Moreover, this study has a fundamental value for teachers as it enables them to know their students' difficulties, besides, making them aware of the importance of using short stories in improving narrative writing skill which is important for their academic field as well as their

professional life. Also, it may enable syllabus designers and planners in making new curriculum, and teaching materials to suit their students' needs..

### 1.3 Objective of the Study

This study tries to discover the teachers' attitudes towards using short stories to enhance narrative writing skill at secondary schools.

### 1.4 Question of the study

-What are the teachers' attitudes towards using short stories to enhance narrative writing skill at secondary schools?

### 1.5 Hypothesis of the Study

-Teachers' have negative attitudes towards using short stories to teach narrative writing skill.

## 2.0 Literature Review and Previous Studies

### 2.1 Literature Review

#### 2.1.1 Definition of Literature

According to Lazar (1993:p-1-2) many definitions of literature were given by a group of teachers from all over the world such as:-

A-Literature is " feelings" and "thoughts" in black and white.

B-Literature is the use of language to evoke a personal response the reader or listener

The researcher states a quotation which "define" literature that mentioned by (Lazar,1993; p 4-5).

*"Literature could be said to be a sort of disciplined technique for arousing certain emotions"*

#### 2.1.2 The Importance of the Literature

**Collie & Slater (1987:9)** they mentioned that "*There are four main reasons for a language teacher to use literature in the classroom they are **valuable authentic material**, they offer **cultural enrichment ,language enrichment and personal development**.*

## 2.2. The History of Short Stories

According to Liggins. et, al (2011.p. 7)" In term of the history of short stories, the general consensus has been that in Britain it was not until late in the nineteenth century that the short story was born, and the year 1884 has been seen as a key data in the history of the British short story".

### 2.2.1 Introducing Literary Elements

Teachers can introduce literary elements with short stories. With beginning and low intermediate levels, teachers can teach simple elements, such as character, setting and plot. The same and more complex elements , such as conflict, climax, resolution, etc, can be introduced with more advanced levels,

### 2.2.2 The Relationship between Short Stories and Teaching English Language

Short stories are the most suitable literary genre to use in English teaching due to its' shortness ,is supported by Collie and Slater(1991:196) "*when they list **four advantages** of using short stories for language teachers .**Firstly**, short stories are practical as their length is long enough to cover entirely in one or two class sessions. **Secondly**, ,short stories are not complicated for students to work with on their own .**Thirdly**, short stories have a variety of choice for different interest and tastes. **Finally**, short stories can be used with all levels (beginner to advance) all ages (young learners to adults) and all classes."*

### 2.2.3 The benefits of Short Stories for Teachers

According to "(Ellis & Brewster,2002:2).they stated that " *Using stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts ,which will enrich their thinking and gradually enter their own speech"*

## 2.3. The process of Teachers' Training

Teachers are presumed to be competent and well trained with good command of the Basic English Language Skill. Richards (1998:91)states that teachers training involves the following process:

- 1- Basic concepts and principles as prerequisite for applying them to teaching.

- 2- Taming out new strategies in the classroom.
- 3- Teachers trained in a variety of methods or approaches .
- 4- Knowing training philosophy of teacher development.
- 5- Teachers encouraged developing their own personal approaches to teaching.
- 6- Teachers learn through collaboration and self-reflection.

## 2.4 The Teacher Supervision

The role of supervisor is to serve as a model guide and instructor for the teacher .He provides significant instructional as assistance throughout the year- encourage the teacher to experiment with variety of teaching styles and strategies insure that the teacher is gradually assuming and increasing amount of responsibility

## 2.5 The Role of The Teacher

Here are some steps ,teacher can follow in writing to help the students to write:

- A- Show the visual-aids to the class and describes the scene in few simple structures.
- B-Write some of the suggested vocabulary on the blackboard.
- C-Students being writing.
- D- Students correction.

Teachers can create a variety of writing activities to help students to develop their writing and reading skills ,because students read the story and they can develop their writing skill. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency.

## 2.6 The Importance of Writing skill

According to (Alexander, 2008) has stated that "*Strong* writing skills may enhance students' chances for success" . This Skill is considered as an important part since it is apriority of language teaching and learning that is why teachers gave more importance to such skill during the past few years to improve the level of their students . Because most exam often rely on the students writing proficiency to measure their knowledge.

### 2.6.1 The Process of Writing Skill

In the process of writing skill ,the main focus puts on the teacher's role in developing the students 'writing skill. According to Hamer (2001) "teachers who teaching writing through the process approach should focus on the stages that involve in the writing process through spending time with learners on pre writing phases editing ,redrafting and finally publishing their work " .A process approach aims to get to the heart of the various

skills that should be employed in writing. The teacher plays essential roles in the writing process as motivator, facilitator and evaluator of writing process. .

- getting the grammar right

### 2.6.2 Stages of Writing

It is vital for **teachers** to understand the stages of **writing** so they can help their students advance to higher levels. .It is a rare class that contains students who are all on the same functional level. Balanced literacy allows **teachers** to bring students to a higher level. **Writing** can help us become better **writing teachers** .We are able to empathize with our students 'positive and negative experiences as **writers** when we write ourselves And being able to have authentic conversations with students about hardships of writing which creates a more supportive writing culture in the classroom.

(Hedge 1988:20) describe writing as consisting of three major stages such as:

A- Pre-Writing

B- Writing and Re-writing

C- Editing

#### 2.6.2.1 Pre Writing

Pre writing is a part of the writing stages in which the writer gathers ideas, explores the writing promoting , generates thoughts and organizes them .An effective pre writing makes the rest of writing process easier and less stressful. Pre writing helps teachers to allow their students to explore ,test and generate ideas .Also, they provide them with good ways to organize and expand their writing .

Teachers can help students become effective writers by teaching a variety of strategies for each component of the writing process. The teacher needs to stimulate students ' creativity ,to get them thinking how to approach a writing topic. In this stage the most important thing is the flow of ideas.

### 2.7 Definition of The Narrative Composition

According to (Burton 1955:41:42) mentioned that "this type relies on who the writer could link between ideas and events and produces them in a good way to clear up his soul of his work". the main factors are to join the accidents from here researcher feels the importance of coherence in writing and because it has effective role in writing skill,

### 2.7.1 Some Specific Skills Involved In Narrative Writing

The researcher states some specific skills involved in narrative writing that student need to pay attention to they are:

**a- An entertaining beginning:** The aim of a narrative story is to grab the reader's attention from the very beginning to draw them into the story.

**b- Elaborate the detail:** students need to learn how to elaborate on story elements, such as the characters and the setting and why it's important to elaborate .

**c- Create suspense:** suspense, or story's tension is important to keep the reader reading the story. students need to learn the technique for building suspense into their story plot.

**d- A Full main event :** The middle of the story is the main event, the part of the narrative writing that details what the story is really about ., This section needs to be told through actions, dialogue, descriptions, thoughts and feelings .

**e- Story Endings :** The end of the story needs to bring a conclusion to the main event, where the character reflects on feelings, hopes and decisions they are making from the main events .

The researcher states that the writer can use a variety of verb tenses in narrative writing, both to describe the actions clearly and to add comments .Although writers may primarily stick to one tense in a narrative, they may shift tense to create particular effects .**Use the past for most storytelling**

### 2.7.2 The Three Main Parts in the Organization of Narrative Writing

Narrative is a story. it has an introduction that engages the reader's interest, details about the main event or action in the story, and a conclusion that describe the outcome .

#### A- Introduction:

- (i) The hook gets the reader's attention .
- (ii) The middle sentences Introduce an event (The action of The story ) by providing background information about people ,the place and the time
- (iii) The thesis statement prepares the reader for the action that follows .

#### B- Body Paragraphs:

- (i) The body paragraphs describe what is the story .

- (ii) They include details that bring the story to life .
- (iii) They often use time order to explain the event

### C- Conclusion:

- (i) A conclusion describes the outcome of the event .
- (ii) Narrative essays often and with a comment about the events importance in the writers life.

## 2.8 Previous Studies

2.8.1 **Three** studies were explored , the first study was presented by Salem Saleh Khalaf Ibnian on " The **Effect of Using the Story-Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skill in EFL** (2017) .(Canadian Centre of Science and Education–Yale University) Journals :English Language Teaching Archives.

The **study aimed** to investigating the effect of using the story-mapping technique on developing tenth grade students' short story writing skills in EFL. **Tools** of the study included a checklist to identify the story writing skills needed for tenth grade students' EFL as well as a pre-and post, short story writing test and it is scoring scale.

**Results:-** revealed the positive effect of using the story mapping technique and developing tenth grade students' short story writing skills

2.8.2 the **second study was written by Amira, Hamid. EL-Fil (2007). The effect of introducing traditional story-telling technique in teaching English language for university students, A case study: Ahfad university students for girls". A PhD dissertation in education**

This **study** "promotion of Authentic Material Teaching English language through story-telling technique. University level" is carried out to improve the standard of English

language because it is very obvious that English language at school is declining and this follows, of course is students who enter the universities.

The **method** used in this study is about implementing story telling in experimental group while the absence of this technique on the controlled group .**The findings:**



- Implementing "story telling" will improve English language standard in the four skills.
- Both groups did the pre-test and the post-test. The results were favoring the researcher's assumption. The experimental group result was 80% positive success against 37% positive success to the controlled group and as elaborated by statistical analysis.
- It was clear that in the experimental group the mean score increase from 24.9 to 57.17 which indicates significant improvement in performance for the experimental group.
- The shift in distribution shows the area that witness improvement performance is very small compared to the experimental.

**The recommendations of the study are following:**

- To implement story telling in teaching English language besides the test syllabus.
- To train teachers of English especially of basic level.
- To motivate the teachers. If teachers are motivated, best appear.

Teachers should be given extra care and to be supported so that they can hold their responsibilities, obligation and fulfill their future hopes and lead an easy secured life.

**(2017)" Improving 2.8.3 The third study was conducted by Muhammad Rohmadi Students Writing Short Story Skill through Time Token Learning and Video Media**

" November 2017. Journal of Education and Learning (Edu-Learn). University of Sebelas Maret. (Indonesian Education Post-graduate Programme.) .The **study** aimed to develop the short story writing skill score in grade VII C students of SMPN5 Kediri academic year 2016-2017. The **results** of this study showed that there was an increasing the mean score of students' short story writing skill through the Time Token learning model and video media. In the first cycle , the percentage of students' completion was 33.3% with an mean score of 73.4. Then in cycle II the percentage of students' completeness was 60.3% with an mean score of 76.6 .Furthermore, it can be concluded that the use of Time Token Learning model and video media can increase the score of the learning achievement of short story writing skill of VII C grade SMPN 5 Kediri students in the academic year 2016-2017.

**The Researchers' Comment** : the three above studies were closely to the current study as both of them deal with writing skill and the importance of teaching short stories to improve writing skill and narrative in particular,. The **findings** were also similar to the findings to the current study in the improvement of the student's performance in writing skill in general and narrative writing skill in particular.

### 3.0 Methodology

#### 3.1 Method of the study

The study followed the **descriptive analytical method and (SPSS) for the analysis** to investigate the teachers' attitudes towards using short stories to enhance narrative writing skill at secondary schools .besides, finding solutions for the problem.

### 3.2 Study design

The study was designed for the purpose of **investigating the teachers' attitudes towards teaching short stories in promoting narrative writing skill at secondary schools..**

### 3.3 Study population

The subject of this study were **(20)** teachers..

### 3.4 Study Sample

The study sample were **teachers** from Karrari Locality who works at different schools at secondary level.

### 3.5 Tools of data collection

For data collection, a **questionnaire** was used .it is mainly intended to "**find out what are the teachers' attitudes towards teaching short stories in promoting narrative writing skill at secondary schools**"

### 3.6 Reliability and the Validity of the Teachers' questionnaire

Validity and Reliability are important , because the insurance of the quality of the instrument used to ensure teacher to the last questionnaire validity. The questionnaire is judged valid ,because it is clear and the teachers find it easy to understand the questions and respond accurately .The questionnaire was shown to four experts in English Language teachers at different universities as the researcher mentioned them below who gave comments on questionnaire and assured of it is contents, structure and face validity. The questionnaire reliability was calculated by (SPSS),Statistical Package of Social Science . The questionnaire was reliable , because it concentrates it is statements on the exact area to ensure it is efficiency and reliability to the area of the study

The questionnaire items have been checked by the following experts for deciding whether the questionnaire is valid and reliable.

Prof :Amna Abd alkareem Badri (University of Alahfad).

Prof: Alkaarib ( University of Alahfad).

Prof: Mohammoud Ali Ahmed ( university of Sudan for Science and Technology).

Prof. Nada Seed Ahmed Aljack (University of Sudan for Science and Technology)

#### 4.0 Analysis, Discussion, Results conclusion and Recommendation

This section explores the analysis and discussion of the tools of the study, followed by the results, recommendations and conclusion.

**First Hypothesis: Teachers have negative attitude towards using short stories to teach narrative writing.**

The main goal of this section is to test the hypothesis of the research : **(Teachers have negative attitude towards using short stories to teach narrative writing)**. To achieve this goal, questions were gathered from the respondents about their perceptions, and the answers were limited to (strongly agree - agree –not sure- strongly disagree –disagree)

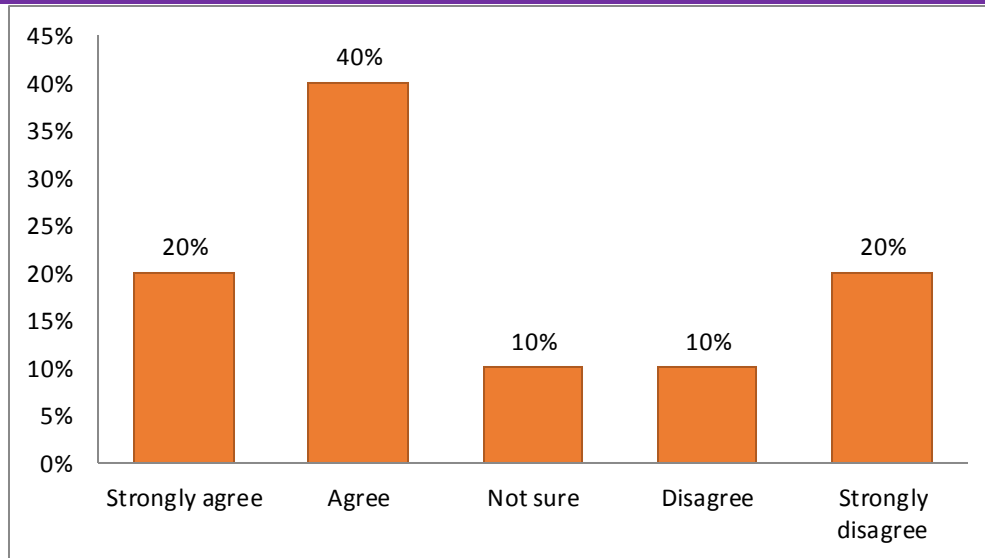
**Statement (1) Many of the secondary school teachers are not interested in teaching narrative writing.**

Table (4-1) The frequency and distribution for the respondents' answers of the statement No. (1)

Answers	Frequency	Percentage
Strongly agree	4	20.0%
Agree	8	40.0%
Not sure	2	10.0%
Disagree	2	10.0%
Strongly disagree	4	20.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

**Figure (4-1) The frequency and distribution for the respondents' answers of the statement No. (1)**



**Source: Prepared by the researcher from applied study, 2021**

Table (4-1) shows that the percentage of those who strongly agree with those who agree with the first statement is 60%, while the percentage of neutrals is 10%, and the percentage of those who disagree and strongly disagree is 30%. This result indicates that the majority of respondents **agree that (Many of the secondary school teachers are not interested in teaching narrative writing).**

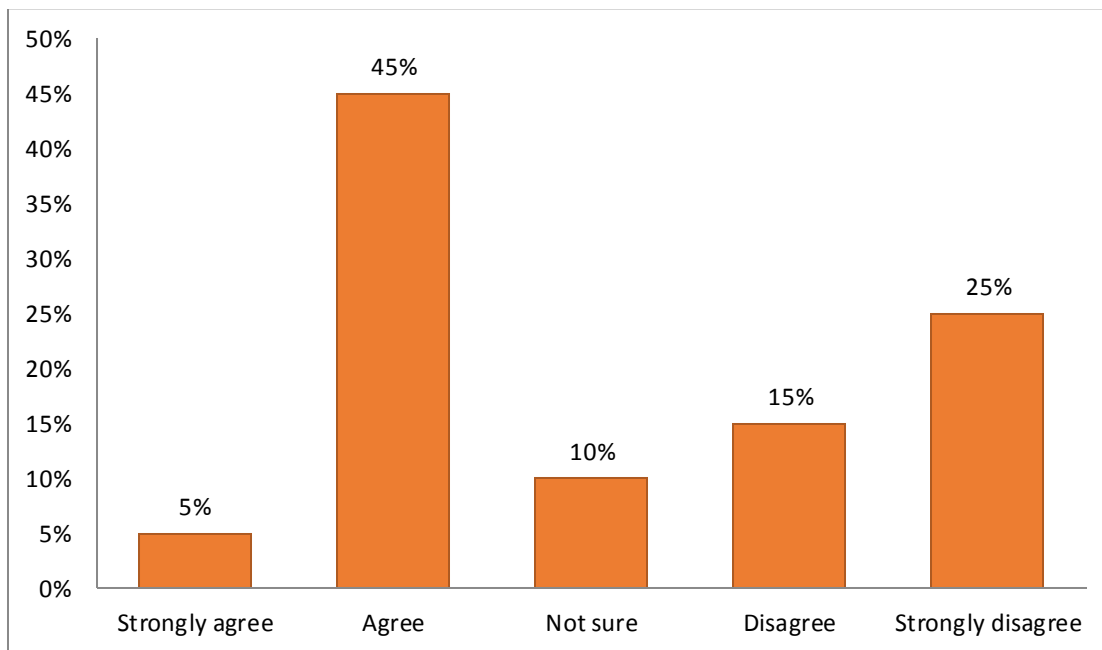
**Statement (2) Teachers have negative impression towards using short stories to teach narrative writing.**

Table (4-2) The frequency and distribution for the respondents' answers of the 2<sup>nd</sup> statement

Answers	Frequency	Percentage
Strongly agree	1	5.0%
Agree	9	45.0%
Not sure	2	10.0%
Disagree	3	15.0%
Strongly disagree	5	25.0%
Total	20	100.0%

**Source: Prepared by the researcher from applied study, 2021**

**Figure (4-2) The frequency and distribution for the respondents' answers of the 2<sup>nd</sup> statement**



**Source: Prepared by the researcher from applied study, 2021**

Table (4-2) shows that the percentage of those who strongly agree with those who agree with the second statement is (50%), while the percentage of neutrals is (10%), and the percentage of those who agree and disagree strongly is (40%). This result indicates that the majority of respondents **agree that (Teachers have negative impression towards using short stories to teach narrative writing).**

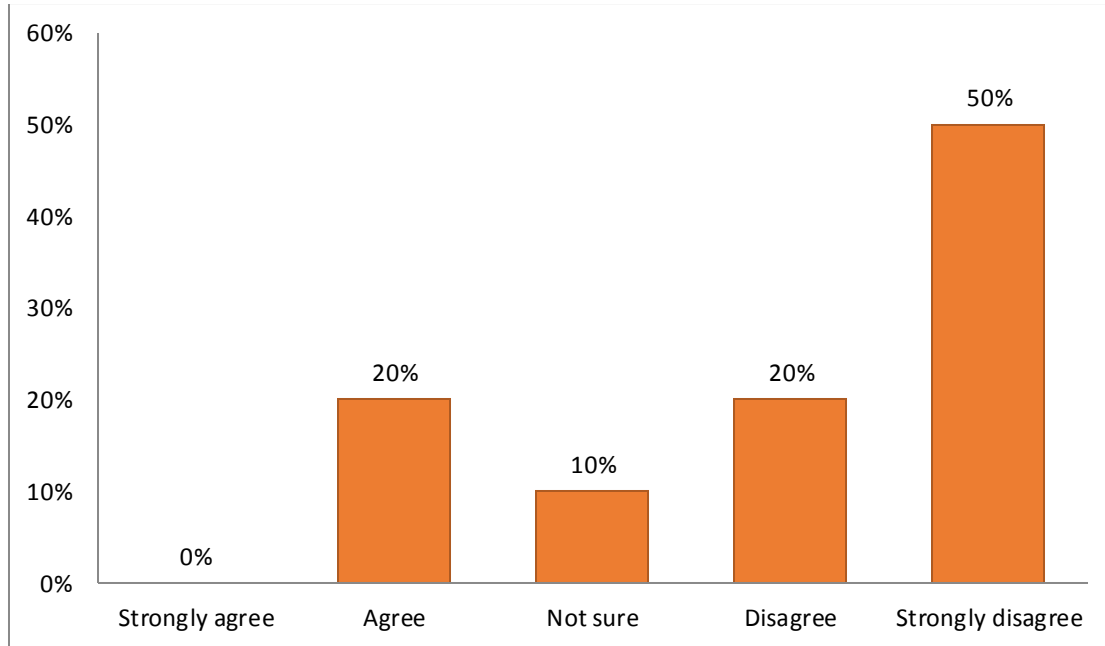
**Statement (3) Teachers feel that using short stories has no effective role in teaching narrative writing.**

Table (4-3) The frequency and distribution for the respondents' answers of the 3<sup>rd</sup> statement

Answers	Frequency	Percentage
Strongly agree	0	0%
Agree	4	20.0%
Not sure	2	10.0%
Disagree	4	20.0%
Strongly disagree	10	50.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

Figure (4-3) The frequency and distribution for the respondents' answers of the 3rd statement



Source: Prepared by the researcher from applied study, 2021

Table (4-3) shows that the percentage of those who strongly disagree and disagree with the third statement was (70%), while the ratio of neutrals was (10%), and the percentage of those who strongly agree and those who strongly agree (20%). This result indicates that the majority of respondents **do not agree that (Teachers feel that using short stories has no effective role in teaching narrative writing).**

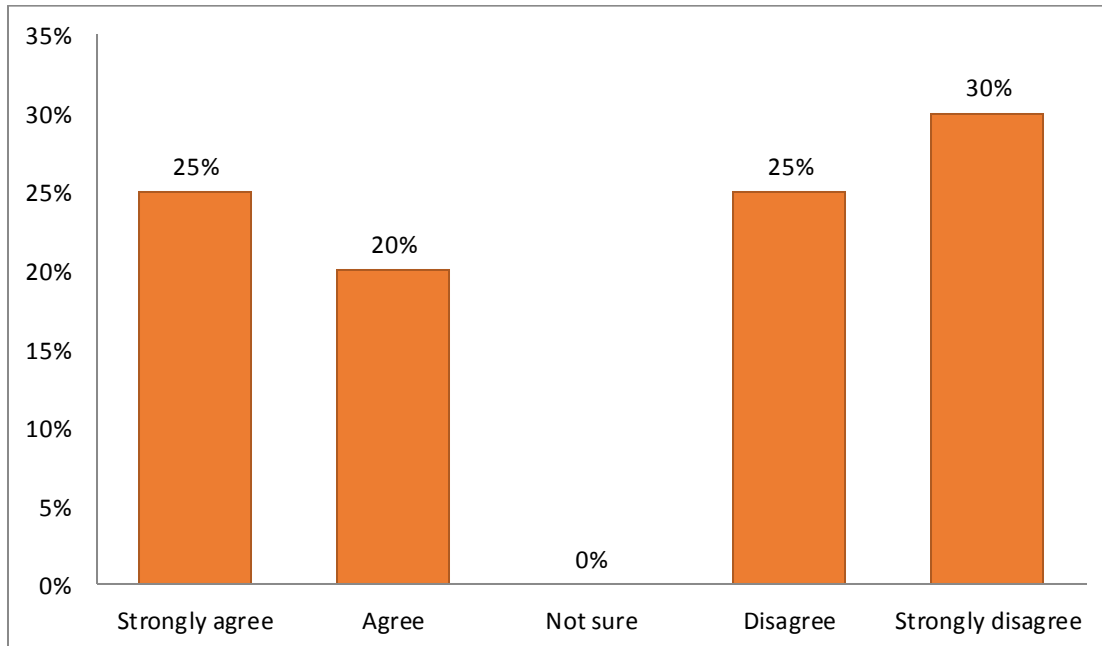
**Statement (4) Teachers think that teaching narrative writing through using short stories is very difficult.**

Table (4-4) The frequency and distribution for the respondents' answers of the 4<sup>th</sup> statement

Answers	Frequency	Percentage%
Strongly agree	5	25.0%
Agree	4	20.0%
Not sure	0	0%
Disagree	5	25.0%
Strongly disagree	6	30.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

Figure (4-4) The frequency and distribution for the respondents' answers of the 4th statement



Source: Prepared by the researcher from applied study, 2021

Table (4-4) shows that the percentage of those who strongly disagree and disagree with the fourth statement was 55%, while the percentage of neutrals was 0%, and the percentage of those who strongly agreed and those who agreed (45%). This result indicates that the majority of respondents **do not agree** that **(Teachers think that teaching narrative writing through using short stories is very difficult)**.

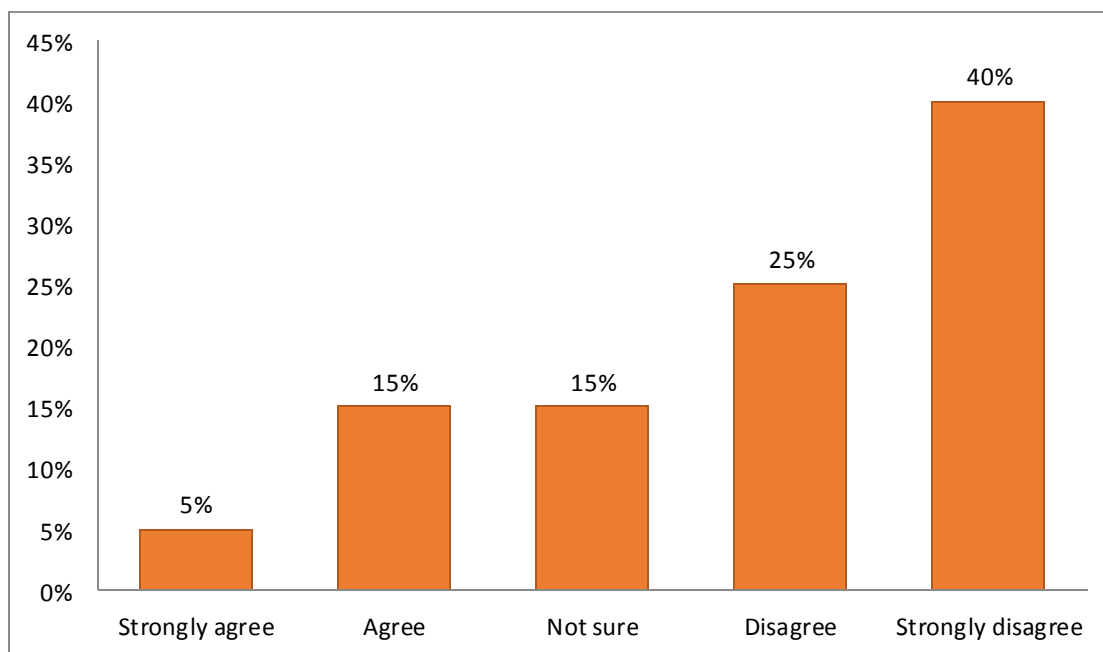
**Statement (5) Teachers feel that using short stories does not improve students' narrative writing.**

Table (4-5) The frequency and distribution for the respondents' answers of the 5<sup>th</sup> statement

Answers	Frequency	Percentage
Strongly agree	1	5.0%
Agree	3	15.0%
Not sure	3	15.0%
Disagree	5	25.0%
Strongly disagree	8	40.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

Figure (4-5) The frequency and distribution for the respondents' answers of the 5<sup>th</sup> statement



Source: Prepared by the researcher from applied study, 2021

Table (4-5) shows that the percentage of those who strongly disagree and disagree with the fourth statement was 65%, while the percentage of neutrals 15%, and the percentage of those who strongly agree and agree (20%). This result indicates that the majority of respondents **do not agree that (Teachers feel that using short stories does not improve students' narrative writing).**



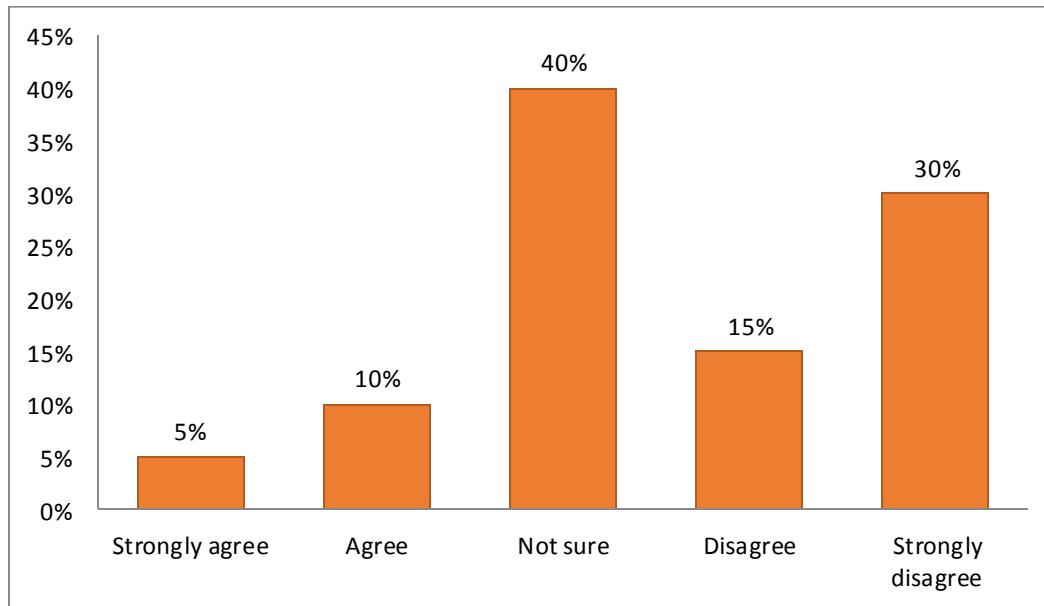
**Statement (6) Teachers feel that using short stories does not improve students' narrative writing.**

Table (4-6) The frequency and distribution for the respondents' answers of the 6<sup>th</sup> statement

Answers	Frequency	Percentage%
Strongly agree	1	5.0%
Agree	2	10.0%
Not sure	8	40.0%
Disagree	3	15.0%
Strongly disagree	6	30.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

Figure (4-6) The frequency and distribution for the respondents' answers of the 6<sup>th</sup> statement



Source: Prepared by the researcher from applied study, 2021

Table (4-6) shows that the percentage of those who strongly disagree and disagree with the sixth statement was (45%), while the percentage of neutrals (40%), and the percentage of those who strongly agreed and agreed 15%. This finding indicates that the

majority of respondents **do not agree** that (Teachers think that using short stories does not reduce students' anxiety towards narrative writing).

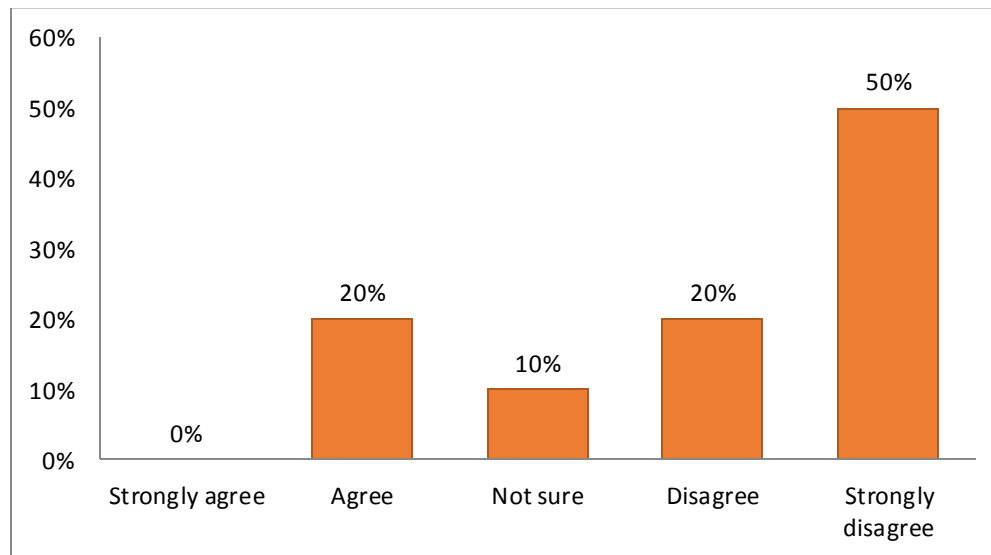
**Statement (7) Teachers feel that using short stories does not improve students' narrative writing.**

Table (4-7) The frequency and distribution for the respondents' answers of the 7<sup>th</sup> statement

Answers	Frequency	Percentage%
Strongly agree	0	0%
Agree	4	20.0%
Not sure	2	10.0%
Disagree	4	20.0%
Strongly disagree	10	50.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

Figure (4-7) The frequency and distribution for the respondents' answers of the 7<sup>th</sup> statement



Source: Prepared by the researcher from applied study, 2021

Table (4-7) shows that the percentage of those who strongly disagree and disagree with the seventh statement was (70%), while the percentage of neutrals (10%), and the percentage of those who agree and those who strongly agree (20%). This result indicates

that the majority of the respondents **does not agree** that (**Teachers think that using short stories does not motivate them to teach narrative writing**)

#### 4.2 Results

Based on the Hypothesis of the study ,the study arrived at the following results:

**"Teachers' have negative attitudes towards using short stories to teach narrative writing skill "**

the statement (7) gave the highest disagreement with percentage of (70%).it disagrees with the statement(Teachers' think that using short stories does not motivate them to teach narrative writing skill).Also, the statement No(3) gave the same percentage of (70%) it disagrees with the statement (Teachers feel that using short stories has no effective role in teaching narrative writing skill).Whereas, the lowest disagree percentage (10%) was given by the statement No(1) which claims that (Many of the secondary school teachers are not interested in teaching narrative writing skill).Also, the lowest percentage was given by the statement No(2) which claims (Teachers have negative impression towards using short stories to teach narrative writing skill)

The researcher has noticed that, the majority of the statements disagree with null hypothesis which claims that (**Teachers have negative attitudes towards using short stories to teach narrative writing skill**) so it rejected and accepted the alternative hypothesis which claims that (**Teachers have positive attitudes towards using short stories to teach narrative writing skill at secondary schools**)

#### 4.3 Recommendations

**Based on the results of the study, the following points are recommended:**

- Teachers should be encourage and motivated them to teach narrative writing skill through using short stories, if teachers are motivated ,the best will appear.
- Teachers should be trained –well to teach narrative writing skill through using short stories at secondary schools.
- Ample time in timetables should be given for teaching, practicing and using short stories to write narrative more effectively with their students.

-Teachers and decision makers must be more concerned with criteria of selecting educational materials which satisfy the needs of their students.

-Teachers should be given extra care and to be supported so that can hold their responsibilities ,obligations and fulfill their future hopes and lead an easy secured life.

### 4.3 Conclusion

This paper dealt with the investigating teachers' attitudes towards teaching short stories in promoting narrative writing skill, the study showed that, most of the teachers at secondary schools in Karrari Locality have positive attitudes towards teaching short

stories in developing narrative writing skill. the study also highlighted the importance and the needs of inserting short stories in curriculum.

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